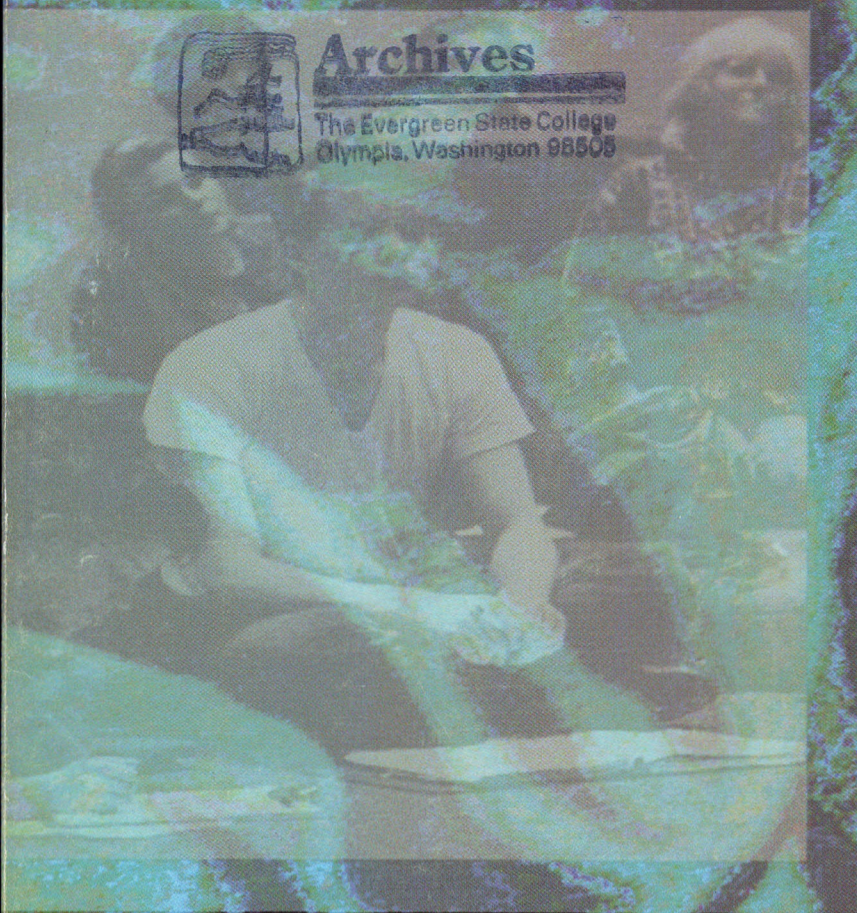




Archives

The Evergreen State College
Olympia, Washington 98508



Evergreen

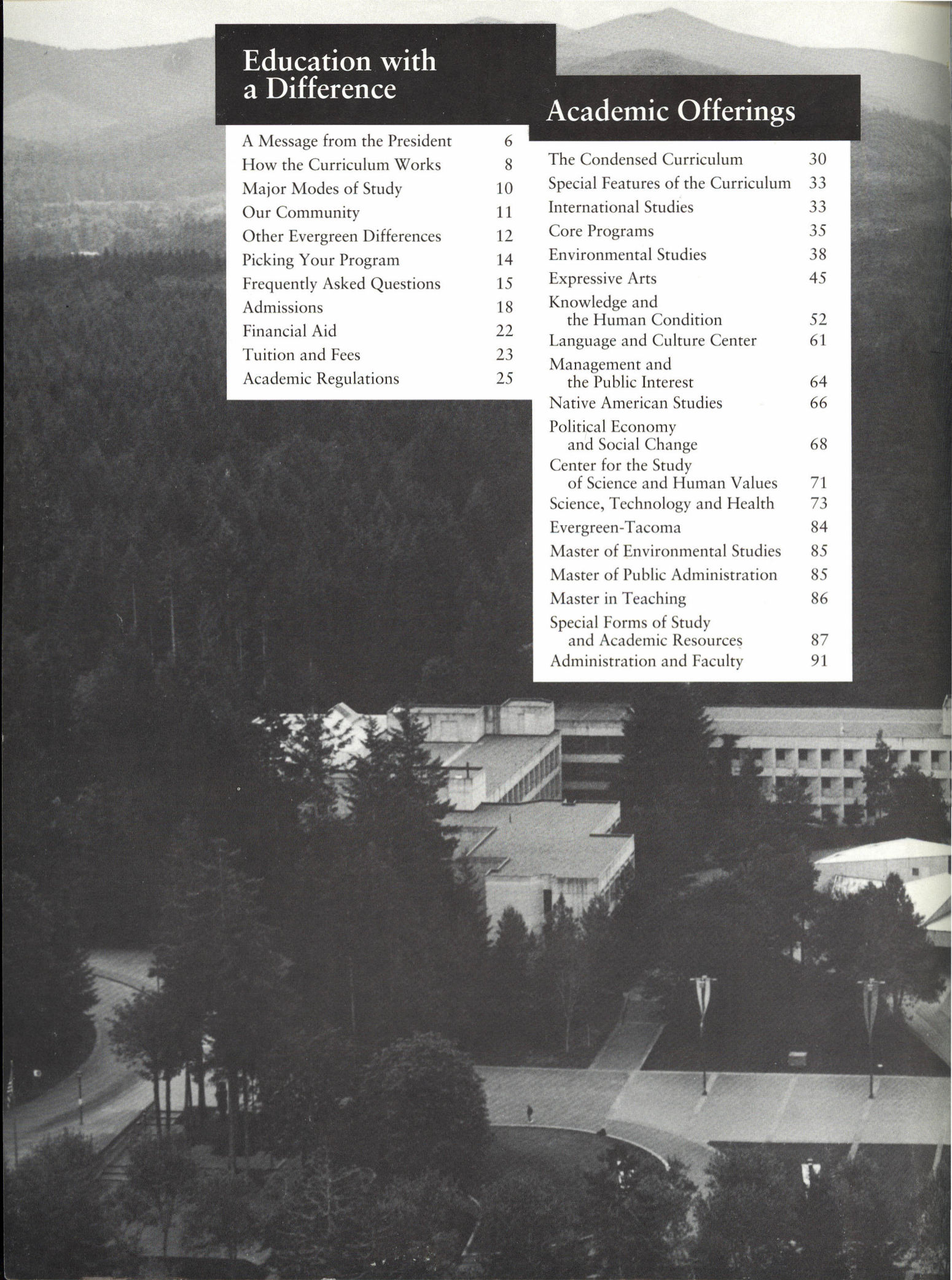
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Education with a Difference

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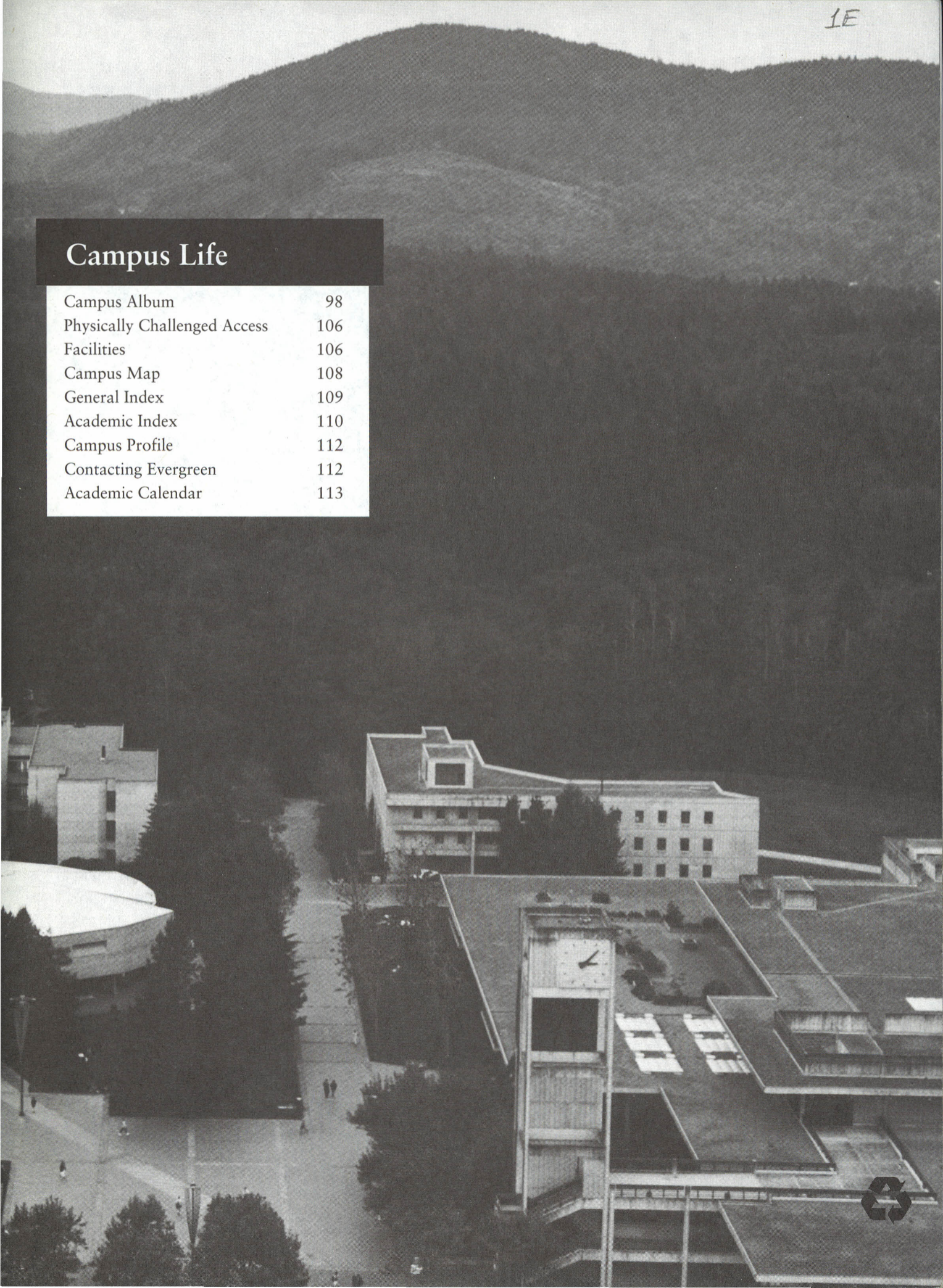
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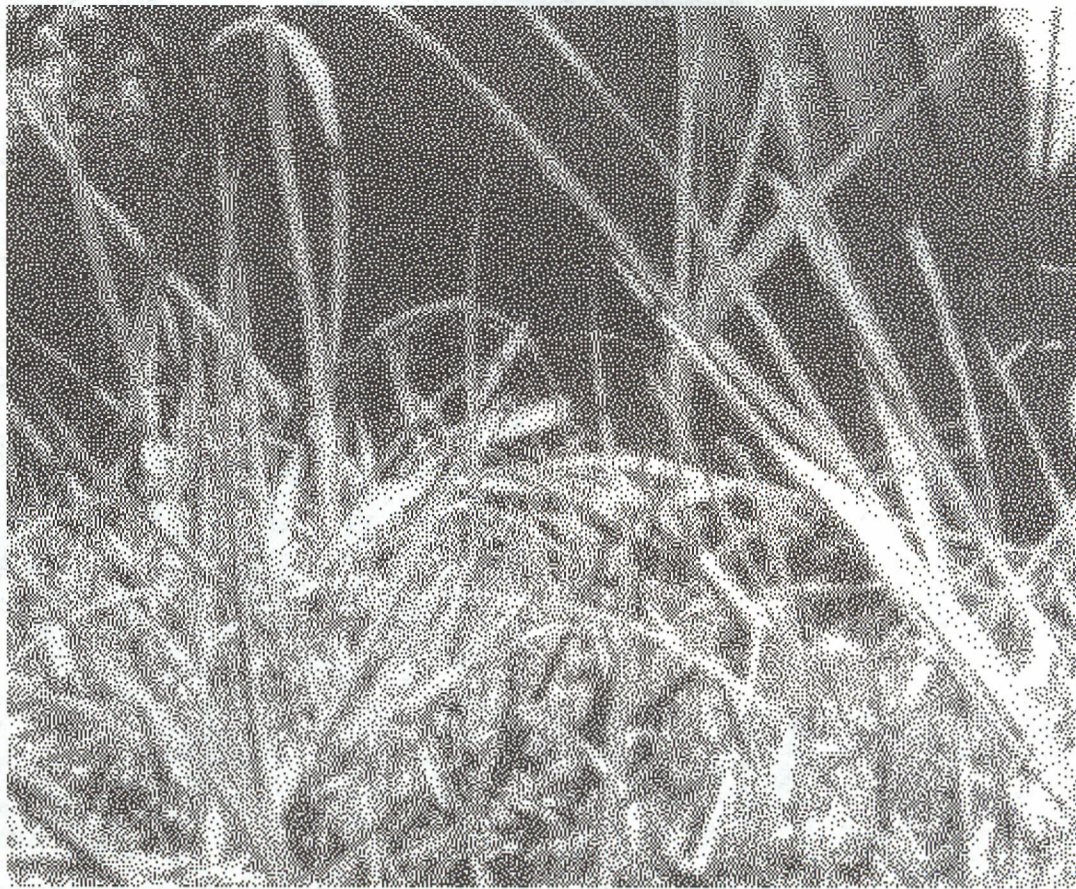


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"I'm here at Evergreen to learn not only about 'book knowledge,' but also about myself, others and our surroundings.

I remember my first day here – how it was in seminar. I'd just been to the first program lecture and I was feeling intimidated by the size of the class. But then we broke up into our seminar groups. We introduced ourselves, talked about where we were from and what we wanted from our seminar meetings. I thought, 'Wow, this is exactly what I was looking for!'"

Freshman Karena Cox, a San Francisco resident, lists her future goals as becoming a writer and supplementing her knowledge of French and Dutch with more foreign languages.





RS

SQUE

The Best
By your
hand
Keep it
Clean
Use
After



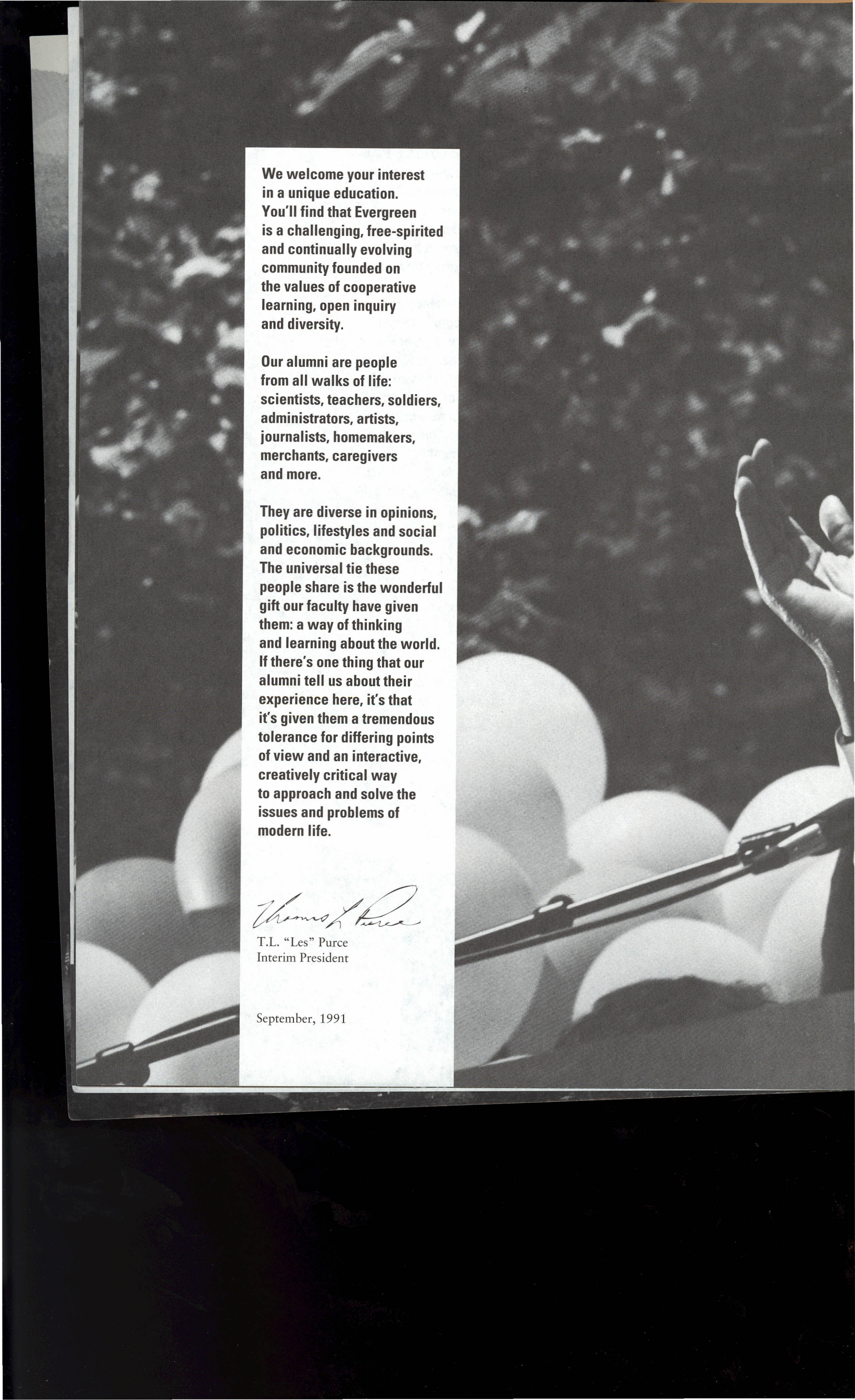


"My faculty member, Terry Setter, is a real listener and that's what I want to be. He's aware of the process of choice-making that my classmates and I are going through.

He made one comment that really stuck with me. He said that choices are like relationships: there are a million of them out there. You just have to find one you can live with and go with it."



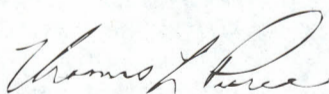
Senior David Moseley helped keep Greeners mobile with his part-time work in Evergreen's Bike Shop, a student supported facility. His advice to future Greeners: "Trust the process. Results come out of an Evergreen education in ways that you don't even expect."



We welcome your interest in a unique education. You'll find that Evergreen is a challenging, free-spirited and continually evolving community founded on the values of cooperative learning, open inquiry and diversity.

Our alumni are people from all walks of life: scientists, teachers, soldiers, administrators, artists, journalists, homemakers, merchants, caregivers and more.

They are diverse in opinions, politics, lifestyles and social and economic backgrounds. The universal tie these people share is the wonderful gift our faculty have given them: a way of thinking and learning about the world. If there's one thing that our alumni tell us about their experience here, it's that it's given them a tremendous tolerance for differing points of view and an interactive, creatively critical way to approach and solve the issues and problems of modern life.



T.L. "Les" Purce
Interim President

September, 1991



Education with a Difference

How Our Education Works

In the typical American college, students move from entry level to advanced work by fulfilling general education courses first and then completing a major, wherein they pursue one area of study in depth.

Charted out, such a curriculum looks like this:

| Typical 4-Year College Academic Pathway | An Example of One Evergreen Academic Pathway |
|--|---|
| <p style="text-align: center;">Freshman Year</p> <p>Take general education courses, for example, English 101 and 102, science course, math course, social science course, foreign language course.</p> | <p style="text-align: center;">Freshman Year</p> <p>Enroll in a Core Program for a general orientation to college life and Evergreen, systematic work on communication skills, problem solving and quantitative reasoning, library research methods, and exposure to different disciplinary and cultural points of view.</p> |
| <p style="text-align: center;">Sophomore Year</p> <p>Continue to fulfill general education requirements. Start to take entry level (100 level) courses in major and related fields. By end of sophomore year, declare area of emphasis—"major."</p> | <p style="text-align: center;">Sophomore Year</p> <p>Take an entry-level program in an area of major interest, such as "Introduction to the Performing Arts," "The Marine Environment" or "Matter and Motion."</p> |
| <p style="text-align: center;">Junior Year</p> <p>Enroll in more advanced (200-300 level) courses required to complete major. Take courses in fields related to major. Enroll in more elective courses.</p> | <p style="text-align: center;">Junior Year</p> <p>Enroll in a more advanced program, such as "Molecule to Organism," "Recording and Structuring Light and Sound" or continue to broaden your education by taking a program in any area.</p> |
| <p style="text-align: center;">Senior Year</p> <p>Complete major, emphasizing "advanced" (300 and 400 level) courses and related courses.</p> | <p style="text-align: center;">Senior Year</p> <p>Complete area of concentrated study, emphasizing "advanced" work through honor's thesis, internship or relevant group contract. Each area has some of its own options for advanced work described in the area descriptions in this catalog.</p> |

Evergreen students pursue a different pathway toward a four-year degree. Opportunities to move from beginning to advanced work are both "vertical" and "horizontal." Because the curriculum is aggregated to allow full-time study in year-long integrated programs, students move from entry level to intermediate and often advanced work in a single year—at horizontal progression. Vertical progression is built into the curriculum as a student usually moves from a Core Program to entry-level programs in the specialty areas, to more intermediate and advanced offerings.

In most curricular areas at Evergreen, two years of study in a concentrated area is all that you should take; this will be equivalent to a "major" in another institution. In a few areas, notably the sciences, and especially if you are preparing for medical school, a third year of study is available and necessary. Nonetheless, the undergraduate degree should not be overspecialized, and it is to your advantage to pursue a broad course of study.

Most Evergreen freshmen begin with a **Core Program**. These programs are broadly interdisciplinary and taught by a faculty team whose expertise spans several academic fields. Generally a year long, Core Programs provide opportunities for you to strengthen skills you'll need at Evergreen and throughout your life: college-level reading, writing, research and discussion skills. Check page 35 for complete details on Core Programs.

A **Coordinated Study Program** is interdisciplinary education at its finest. You will explore a range of subjects in detail, all focused on a central problem or theme. The program will be taught by a team of faculty representing different disciplines; they will coordinate your academic workload from week to week, so you never have conflicting assignments. You, the faculty team and 40 to 100 other students become intensely involved in reading and discussing the same books, attending lectures, going on field trips and other activities. In frequent and regular seminars, you'll have the opportunity to clarify your questions and ideas. With this unified approach, you'll improve your ability to analyze problems and communicate findings. Most importantly, you'll widen your perspectives.

Group Contracts operate similarly to Coordinated Studies, but are more narrowly focused, smaller in size and taught by one or two faculty members. Group Contracts make up many of the intermediate and advanced offerings in Evergreen's Specialty Areas, where you begin to specialize in your own field or related fields of interest.

Individual Learning Contracts and Internships allow upper-division students to study independently using the perspectives and skills they acquire in Coordinated Studies or Group Contracts. An Individual Learning Contract is an agreement to study and conduct research on a particular subject or issue with the guidance of a faculty sponsor. Internships, on the other hand, are opportunities to apply what you've learned in a work situation with the guidance of a faculty sponsor and an on-the-job field supervisor.

Through these different modes, you will gradually progress from a multi-disciplinary perspective to a specialized focus. You will also move from beginning to advanced study, from collaborative projects to independent work, and from theories to practical applications.

For one example of how Evergreen works, suppose you're generally interested in environmental studies. If you are a first-year student, most of the Core Programs would make a good beginning. If you signed up for "The Search for Justice," you'd investigate that theme from the perspective of several disciplines, as well as work on the skills you'd need for further study.

If you're already at an intermediate level, you might choose to take "The Marine Environment" in the Environmental Studies Specialty Area.

The next year, you could enroll in "Rainforests," or to broaden your perspectives, a course such as "Engendering Knowledge."

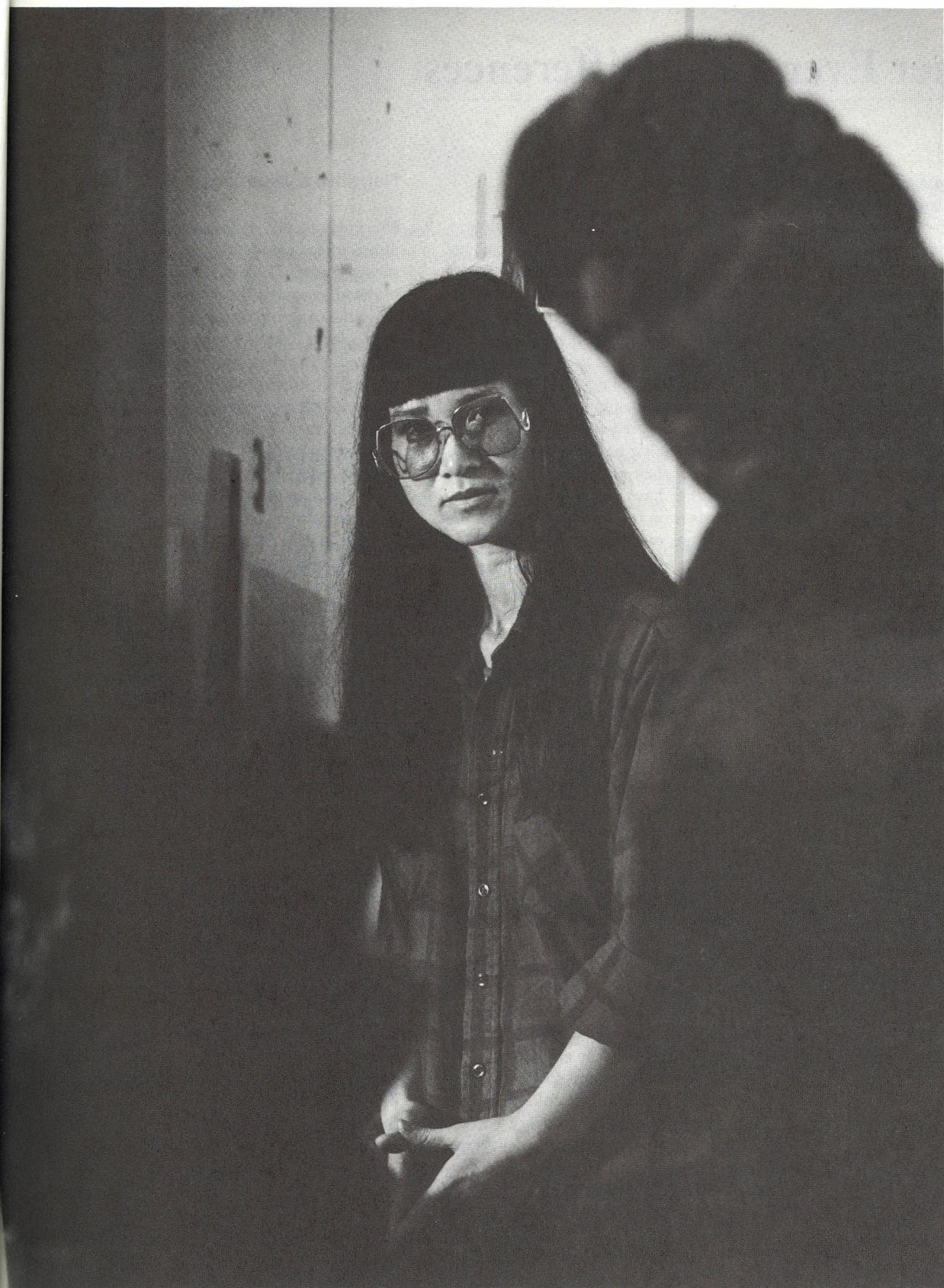
As a senior, you might begin your transition to the "real world" by doing a senior research project on an environmental issue in the community, or perhaps by doing an internship with the Department of Natural Resources.

You have the option, of course, to follow another progression. There's plenty of room for flexibility and creativity as you plan because the curriculum is not pre-structured by departmental requirements.

Major Modes of Study

| | Coordinated Study Program* | Group Contract | Individual Learning Contract | Internship | Part-time Study |
|-----------------------------|---|---|---|--|---|
| Levels of study | Beginning, Intermediate, Advanced | Mostly Intermediate, Advanced | Mostly Advanced | Intermediate, Advanced—Seniors | Beginning, Intermediate, Advanced |
| Typical credits per quarter | 12-16 | 12-16 | 8-16 | 8-16 | 4-11 |
| Nature of Study | Two to five faculty 40 to 100 students Students work with several faculty, primarily with their seminar leader Central theme studied through different disciplines Integrates seminars, lectures, workshops, field trips, etc. Broadly interdisciplinary | One to two faculty 20-40 students Integrates seminars, lectures, etc., similar to Coordinated Study Narrower, more disciplinary focus than Coordinated Study | Study plan agreed on by student and faculty sponsor Sponsor provides consultation/advice Contract includes activities such as readings, research papers, field studies Can be combined with self-paced learning, work in programs, courses and internships | Learning on the job in business and public agencies with guidance of field supervisor Supported by academic activities with faculty sponsor Emphasis on practical experience Can be combined with programs, courses and Individual Learning Contracts | Usually taught on one subject or focus by one faculty Similar to traditional college course Also part-time options in full-time programs Also half-time programs on Saturdays and evenings |
| Examples | Any Core Program "Northwest Life" "Energy Systems" "Political Economy & Social Change," and many others throughout specialty areas | "The Marine Environment" "Writers Workshop" "Studio Project" | A study of shorebird habitat A study of the writings of Mark Twain A study of passive solar walls A study of the ethics of warfare | Assistant gallery manager Advertising account management Psychological counseling Legislative liaison assistant Wildlife biology | "Options For Agriculture" "Theater and the Changing USSR" "Principles of Biology" |
| For more information | Read Core Descriptions, pages 35-38 Read Specialty Area offerings, pages 39-82 | Read specialty area offerings | See Academic Advising for list of faculty contract sponsors | See Internships, page 87 | See <i>The Evergreen Times</i> , published quarterly |

*All students are encouraged to begin their studies at Evergreen in a Coordinated Study Program, whether it is a Core Program or a more advanced Coordinated Study in one of the specialty areas.



"On my first day at Evergreen, I was surprised at how friendly the faculty and my classmates were to me. Out of 72 students, I was the only Asian along with two African Americans. I could easily have felt lost or isolated at other schools, but not at Evergreen. Since then, I have kept strong friendships with most of my first classmates who continuously support and stimulate one another.

It's also important to point out that it was fellow students who taught me to say, 'I am a Korean-American' with pride, when I used to only say, 'I am a Korean.'"

After graduating last spring, Hui Cha Le joined the Peace Corps and is now teaching art in the Caribbean. She hopes to travel all over the globe, meeting people of different cultures, and then expressing her experiences through painting, photography, ceramics and other art forms.

Other Evergreen Differences

The center of learning at Evergreen is you, the student. Being “student-centered” means that teaching and learning is the primary mission of the institution, and that the structure of the college promotes effective learning. Being student-centered also means that students are given meaningful opportunities for making choices, developing their own perspectives, and becoming socially responsible citizens.

Evergreen’s philosophy is that education should enhance the breadth and depth of a student’s knowledge and skill and foster a sense of personal empowerment and social responsibility.

Three basic tenets of this philosophy are: (1) that students should begin in broad, interdisciplinary programs and work toward more independent, specialized study; (2) students know best what subjects and styles of learning they need, and (3) since learning is by its nature a social activity, it is best fostered in a collaborative rather than a competitive learning environment.

Our Faculty

At Evergreen, you’ll find that faculty members are more accessible to students, receptive to their ideas and open to their concerns. Students’ evaluations of their faculty members’ teaching become part of their professional portfolios and are one of the main measures of their effectiveness when they undergo periodic evaluation by Evergreen’s academic deans.

Faculty are hired and evaluated primarily on the quality of their teaching, not on the basis of their research or how many articles they have published. The main emphasis is on teaching at Evergreen. On the average, our faculty spend nearly one-third more hours in direct teaching contact with their students than is the norm at most public institutions of higher education.

At Evergreen, You’ll Become an Independent Thinker

At the heart of most Evergreen interdisciplinary programs is the seminar, where one faculty member and an average of 20 students meet regularly for extended exploration of a crucial topic or reading. Although up to 100 students and a five-member faculty team may be involved in a Coordinated Study Program, much of a student’s time is spent in these small group discussions.

The faculty leader and students ready themselves for seminars, which meet once or twice a week, by reading the same materials, by writing and by preparing brief reports. Then they gather to share their understandings and sort out differences. Through this close collaboration with faculty and fellow students, you will learn to research your ideas, to express yourself clearly, and to work cooperatively—abilities Evergreen graduates have found essential in their lives and careers.

Narrative Evaluations

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

The faculty evaluation of student work also lists a set of *Course Equivalencies* that divides the program or contract into its constituent parts to aid other schools or future employers in translating the credit earned into approximations of traditional courses. Sometimes these translations of equivalencies are easy to make, i.e., “4 credits—Introductory Psychology, 3 credits— Theoretical Physics”; but sometimes the program work resists simple translation.

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

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

Self-Evaluations

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

Student Evaluations of Faculty

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

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

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

A Week in the Life of an Evergreen Student

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|------------------------------------|--------------------------------------|--------------------------------------|
| Lecture 10:30 a.m.- 12:30 p.m. | Skills workshop/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 Conference Study 1:30-3 p.m. | Seminar 2-4 p.m. | Governance 1-5 p.m. | Field trip 1:30-6 p.m. | Study, write papers |
| Governance 3-5 p.m. | | | | |

*This is one example of a schedule in a Coordinated Study Program. The schedule of your program, group contract or internship may differ from the above. Not included are other study times, group project work, consultations with faculty, participating in governance during the other weekly times Evergreen has set aside for decision making, work-study hours, recreational events and other activities.

Evaluation Conferences

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

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

Your Transcripts

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

Eight Easy Steps to Picking Your Program

-
- 1. 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 is 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.
 - 2. Read the catalog to find the appropriate program for you.**
 - *If you are a freshman,* your choice should be one of the *Core Programs*. Core Programs are described on pages 35-38. Almost any Core Program can lead into any area of specialization.
 - *If you are a transfer student,* look up the subjects that interest you in the *Academic Index*, beginning on page 110. This lists all the 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 specialty area may be the right choice. If a specialty area is listed under your subject in the index, read over all the offerings in that area.
 - 3. Other things to look for in the catalog:**
 - Look at the *Academic Pathways* described in the specialty areas where your interests lie. *Pathways* will suggest a logical sequence for your years of study in a particular field, and help you decide where to begin.
 - Examine the *planned equivalencies* at the end of each program description to see the full range of subject matter it will cover. The 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.
 - 4. Discuss your choices and goals** with your faculty, or with the faculty and staff in the *Academic Advising Office*. Academic Advising keeps program descriptions that will have been expanded and updated from what you read in this catalog. Often, programs which appear only vaguely appropriate in the catalog reveal themselves as exactly appropriate when you read the latest details. Academic Advising also gives you information about new or revised programs.
 - 5. Attend the Academic Fair** which is described on page 99. 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 the program faculty.
 - Ask *all* questions, share your puzzlements and enthusiasms. Don't hesitate to ask for advice. If a program isn't right for you, faculty will direct you to other options.
 - 6. Choose your program.**
In all these discussions—with the Academic Advising Office, with prospective faculty—*keep your goals in mind and, also, the range of your interests and needs.*
 - Ask for any help you need in making your choice.
 - 7. Register.**
You can register for the full duration of a program, whether it is one, two or three quarters long.
 - 8. Pay your tuition by the deadline,** and that's it! You're ready to attend your first seminar.

Answers To Some Frequently Asked Questions

A

I'm undecided about what I want to study.
Do I need to know exactly
what I want to do?

No. Although it often helps, sometimes it's a hindrance if you want to explore. Coordinated Study programs are excellent places for pursuing what you want to do, or discovering directions that are wholly new and unexpected.

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

The Academic Advising Office, your current program faculty, the faculty in areas which interest you. Conversations with these individuals and careful reading of the catalog will give you the information you need to make curriculum decisions. Also, see Academic Fair (page 99).

Who will help me plan
my degree program?

Your program faculty and the Student Advising Center (SAC) staff, specifically, the Academic Advising and Career Development Office which are part of SAC. Any or all of the above. When in doubt, go to the Student Advising Center.

Who is allowed to do an Internship?
When?

Some programs incorporate Internships in their learning plan. Internships can also be arranged outside of programs through Internship Learning Contracts. A limited number of Internships are available, and priority is given to juniors and seniors who have completed one quarter of satisfactory work at Evergreen. All Internships must be approved by the Office of Cooperative Education, which is part of the Student Advising Center. See page 88.

Will I receive letter or numerical grades?

The faculty assess the quality of the work done by means of detailed written evaluations. Evergreen uses this system in lieu of letter or numerical grades. See pages 12 and 13.

Are all 1992-93 programs listed in this
catalog, or are others added later?

Most full-time programs were planned more than a year before the 1992-93 academic year. Information about changes and additions will be available at the Academic Advising Office. Part-time offerings, which are described briefly in this Catalog, are planned shortly before the quarter they are offered. They are publicized in a quarterly publication distributed on campus, *The Evergreen Times*.

What degrees and certificates
do you offer?

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

What are advanced study
opportunities at Evergreen?

Coordinated Studies programs and group contracts are available for advanced, upper division students in the specialty areas and as interdivisional offerings. Advanced students may also pursue individualized options, such as individual contracts, Internships or enroll in the student-originated study programs available in the humanities and the arts.

Where can I get more
information about programs?

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

Can I take more than one
program at a time?

Since Evergreen believes that focused study in one program is what makes the college distinctive, taking more than one program or a series of courses at one time is *not* encouraged.

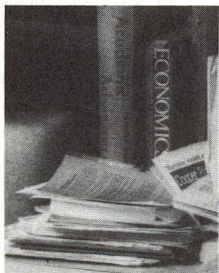
Can I take courses in addition to a
full-time program?

Sometimes. Each program description in this catalog specifies whether additional courses may be substituted for portions of that program, if they are more in keeping with your academic goals. You can also negotiate this with program faculty.

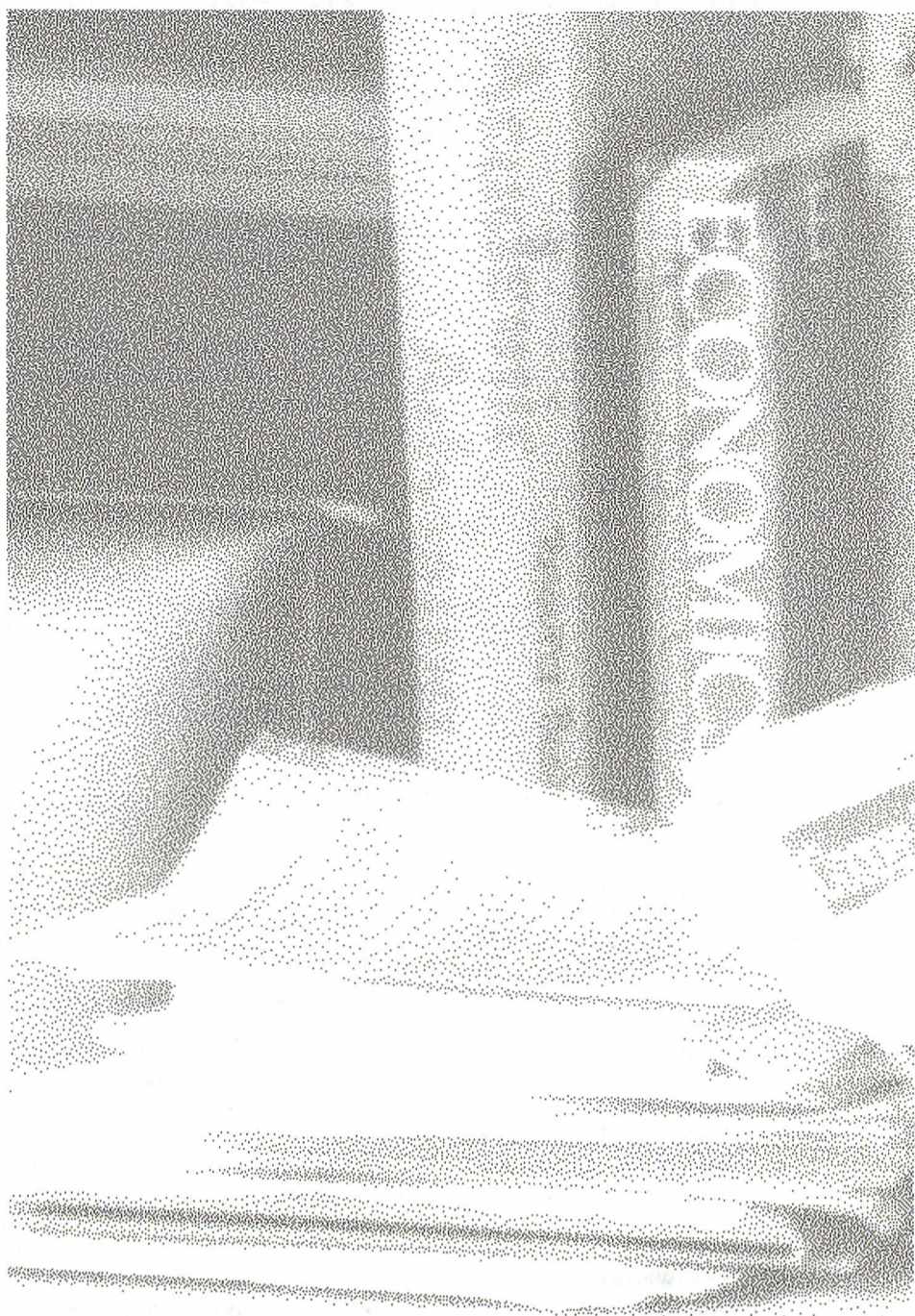
Who is allowed to do an individual
learning contract?

Usually advanced, highly motivated students with a specific project in mind. Also, many programs allow individual projects. Individual contracts are only available in very limited numbers. Entering students should not seek individual contracts.

Q

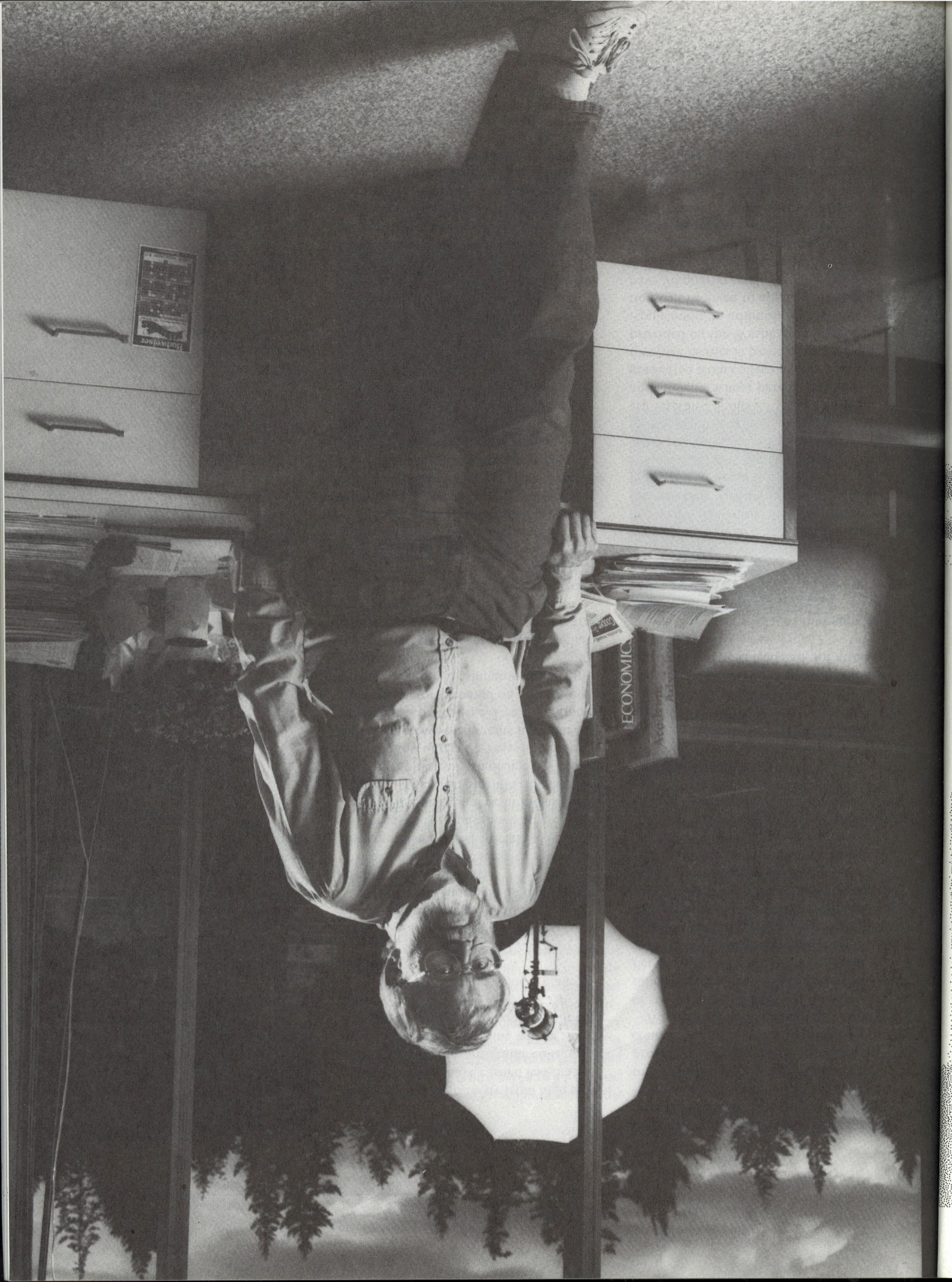


Currently Jerry Lassen is serving as academic advisor in the Hillaire Student Advising Center. Faculty members bring their expertise and perspective to the center as they rotate into the position for two to three year periods. Lassen, who teaches public administration, calls the advising center "a marvelous working environment."



"Evergreen remains a magnificent institution. It represents a different philosophy and embodies humane values. I am committed to those values and find this an ideal environment for work and play.

I hope that you have an open mind and desire to learn in many different areas. Hopefully, you view Evergreen as an intellectual adventure rather than a place to get a credential."



Admissions

Evergreen is committed to fostering individual and collective growth in a democratic society. To that end, we welcome students of diverse culture, race, age, previous educational and work experience, geographical locations and socio-economic backgrounds.

The college seeks qualified students who demonstrate 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.

First Year Students

Students entering directly from high school or students who have earned less than 40 quarter credits of transferable college work by the application deadline will be considered for admission on the following basis:

1. High school grade point average (GPA),
2. Test scores on the SAT, ACT or WPC (if WPC was taken prior to 6/1/89) from all individuals younger than 25,
3. Class rank (normally in the upper half of the graduating class).

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, physically challenged, Vietnam-era veterans, adults 25 years and older, and students whose parents have not graduated from college. Determination of diversity factors is based on information provided on the Washington Uniform Application.

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

1. Four years of English selected from courses designed to develop college-level reading and writing proficiencies (composition, creative writing, literature);
2. Three years of mathematics selected from algebra, geometry, trigonometry, advanced algebra and higher-level courses;
3. Two years of science including one year of laboratory science (biology, chemistry, physics, ecology);
4. Three years of social studies;
5. Two years of study in a foreign language, and
6. One year of study in the fine, visual and performing arts, or in any of the aforementioned areas.

In addition, students should select electives that offer significant preparation for a challenging college curriculum. Honors and Advanced Placement 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. (College

preparatory program requirements will change in 1992. Please check with the Admissions Office for updated information.) Nontraditional high schools *must* provide transcripts that indicate course content and level of achievement.

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 considered on this basis must submit a transcript showing the completed high school record and date of graduation. Failure to submit a final transcript which shows satisfactory completion of admission requirements will result in disenrollment.

Note: First year students are admitted for Fall Quarter only.

Transfer Students

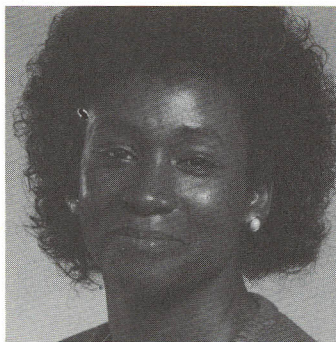
Transfer students, i.e., those who have earned 40 quarter credits of transferable college work or more at accredited colleges/universities by the application deadline, will be considered for admission on the following basis:

1. Grade point average (minimum 2.00 cumulative GPA);
2. Good standing at the last institution attended, and
3. Satisfactory completion of a variety of courses in the liberal arts and the sciences.

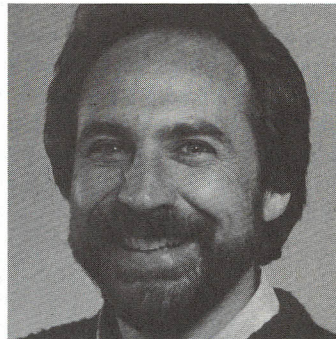
Because the college seeks to achieve a diverse student body, special recognition will be given to applicants who are African American, Native American Indian/Native Alaskan, Asian American/Pacific Islander, Hispanic, physically challenged, Vietnam-era veterans, adults 25 years and older, and students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

Applicants from other institutions who have completed 40 quarter hours of credits of transferable college work need not submit high school transcripts. Transfer students *must* submit official transcripts from *each and every* college or university attended. Currently enrolled students should assure 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 coursework there. Failure to submit a final satisfactory transcript, as well as all transcripts of previous college work, will result in disenrollment.

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 which will 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.



Wanda Curtis
Admissions Counselor
Coordinator of Community College
Relations



Bob Cillo
Admissions Counselor
Coordinator of High School Relations

Other Criteria

1. *GED*

Applications will be considered from persons 18 or older who have not graduated from an accredited high school but who have completed the General Educational Development 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).

2. *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.

3. *Freshmen 25 years of age or older*

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

4. *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 their 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% 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 \$13,000 (U.S.) to pay normal expenses for one year's enrollment at Evergreen. Interested international students should request specific information about application processes from the Admissions Office by February 1.

To Apply for Admission

All applicants who wish to be considered for acceptance as fully matriculated

FOR MORE
INFORMATION ABOUT
ADMISSIONS,
CALL (206) 866-6000,
EXT. 6170

students must submit the following items to the Admissions Office:

1. The Washington Uniform Application, accompanied by a non-refundable application fee of \$25;

2. Official transcripts of all previous college studies and, for those applying directly from high school or those with less than 40 quarter hours of transfer coursework, a record of completed high school courses including rank in the graduating class. A transcript is considered official if it

- (a) bears the seal of the institution,
- (b) is signed by an appropriate school official, and

- (c) is sent directly from the school to Evergreen's Admissions Office, and

3. Students applying as first-year students must submit test scores on the ACT, SAT or WPC (if WPC was taken prior to 6/1/89).

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.

First year applicants are considered for Fall Quarter only. Transfer applicants are considered for Fall, Winter and Spring Quarters.

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

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.

Application Deadlines

Fall 1992: Applications will be accepted from September 2, 1991 to March 2, 1992. All application materials must be received in the Admissions Office by 5 p.m. on March 2, 1992. (Postmarks cannot be accepted.) **Note: First year students are admitted only for Fall Quarter.**

Winter 1993: Applications (transfer students only) will be accepted from April 1, 1992 to October 1, 1992. All application materials must be received in the Admissions Office by 5 p.m. on October 1, 1992. (Postmarks cannot be accepted.)

Spring 1993: Applications (transfer students only) will be accepted from June 1, 1992 to December 1, 1992. All application materials must be received in the Admissions Office by 5 p.m. on December 1, 1992. (Postmarks cannot be accepted.)

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 will be accepted only if openings remain.

Notification and Deposit

Target dates for notification of admission are April 1, 1992 for Fall Quarter 1992; November 1, 1992 for Winter Quarter 1993 and January 1, 1993 for Spring Quarter 1993. Upon notice of eligibility you will be asked to send a non-refundable deposit of \$50 by a stated deadline in order to assure your space at the college for the quarter of admission. However, admission and deposit do not guarantee your space in a particular program, contract or course.

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 in order to establish a priority award date.

Scholarship information is available from the Dean of Enrollment Services after January 1, 1992. Application deadline is April 1, 1992.

You are encouraged to prepare your scholarship application(s) *concurrently* with your application for admission, since you *will not* have enough time between the time you receive notification of admission and the scholarship application deadline to prepare your scholarship packet.

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.

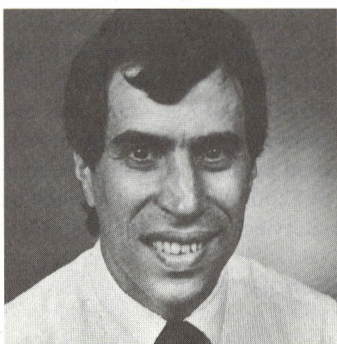
Special Students and Auditors

If you are a part-time student and do not wish to have your credit immediately applied toward a degree, you do not have to complete the application process outlined in the "Admission Procedure" section. Entry into part-time study for non-matriculated students is handled by the Office of Registration and Records. Space is limited for part-time students.

"Special Student" and "Auditor" are categories for local residents interested in college work but not currently seeking a baccalaureate degree. Both categories may be limited in the amount of credit for which students can register.

Special Students receive credit and narrative evaluation. They may later apply for admission as described in the "Admission Procedure" section. Upon acceptance, their previous work is credited toward a degree.

Auditors receive neither credit nor narrative evaluation to be advanced toward a degree if they later apply for admission.



Doug Scrima
Assistant to the Dean

Diane Kahaumia
Coordinator of First Peoples
Recruitment



Summer Quarter

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

Transfer of Credit

Evergreen has a generous policy on the acceptance of credit from other institutions. The maximum amount of credits that can be transferred is 135 quarter hours or 90 semester hours. The maximum number of credits that can be transferred from two-year colleges is 90 quarter 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 coursework involved. In general, courses are acceptable in which 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 Admissions for details and obtain the Transfer Guide. Evergreen abides by the policies outlined in Washington's "Policy on Inter-college Transfer and Articulation."

Credits earned at nonaccredited institutions, technical institutes, military, art and music institutes, foreign colleges and universities and proprietary schools (such as business colleges and correspondence schools) are evaluated by the Admissions Office (see also, Prior Learning from Experience, page 87). Work performed should be equivalent to work for which a four-year college or university would normally give credit toward a bachelor's degree and is evaluated on a case-by-case basis.

Community College Transfer

If you are a transfer student who has completed the appropriate academic transfer Associate 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.

Upside-Down Program

If you hold a vocational or technical Associate 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 credits, your voc/tech degree, including all transfer credit, will be posted as 90 transfer credits and you will be recommended for a bachelor's degree. Non-completion of the recommended 90 Evergreen credits results in a course-by-course evaluation of the voc/tech coursework, which usually results in less than 90 transfer credits.

Minimum eligibility criteria include a cumulative grade average of at least a 2.5 and satisfactory completion of two English composition courses. Generally, associate 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.

Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial application packets are generally available by mid-January. Because funds are limited, it is recommended you submit your 1992-93 Financial Aid Form to the College Scholarship Service by February 15, 1992 to receive full consideration for all available campus-based financial aid. For more information, pick up a brochure on Student Financial Aid which outlines the application process, deadlines and other details.



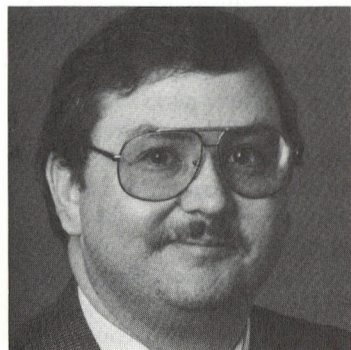
Georgette Chun
Director of Financial Aid



Karan Wade James
Financial Aid Counselor



Carol N. Klacik
Financial Aid Counselor



Charles Wilson
Financial Aid Counselor

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

Financial aid is distributed quarterly by the Financial Aid Office to coincide with tuition and fee payments. All charges are deducted from the quarterly award, with the balance paid to the student during the first week of instruction. Exceptions are Stafford and Supplemental 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 donated by businesses, service and professional organizations, individuals in the community and by the Short Term Loan Fund of Services and Activities. This program aids continuing students who have temporary need by providing short term loans of up to \$200. Application is made by personal interview with a Financial Aid counselor.

Scholarships

A variety of scholarships funded by the College's Foundation and private donors is 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 (206) 866-6000, ext. 6310. Information is available after January 1. Application deadline is usually March 1.

You are encouraged to prepare your scholarship application(s) **concurrently** with your application for admission, since you **will not** have enough time between the time you receive notification of admission and the scholarship application deadline to prepare your scholarship packet.

FOR MORE
INFORMATION ABOUT
FINANCIAL AID,
CALL (206) 866-6000,
EXT. 6205

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 other than educational purposes. 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 (not responsible for your own expenses), you do not qualify for residency unless one or both of your parents or legal guardian has had a domicile in this state for at least one year prior to the first day of the quarter for which you plan to enroll.

Applications to change residency status must be made no earlier than the 45th calendar day prior to the quarter in which you believe you will become eligible, and no later than the 30th calendar day of the quarter in which you believe you will become eligible. Applications are available at the Office of Registration and Records. Processing takes approximately ten days.

Washington/Oregon,

Washington/British Columbia Reciprocity

In accordance with a reciprocity agreement between the states of Washington and Oregon, Evergreen is allocated a number of tuition waivers for Oregon residents. Graduate students and undergraduate students of junior standing or above may apply. Legislation in process could affect the Washington/Oregon reciprocity agreement. Washington and the Province of British Columbia have a similar reciprocity agreement. For information, contact the Office of Registration and Records.

Billing and Payment Procedures

Student Accounts assembles all 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. The Cashier's Office is open 10 a.m.-4 p.m., Monday-Friday.

Tuition and fees are billed quarterly by mail if you are "preregistered." Payments must be in the Cashier's Office by 3:45 p.m. of the second class day.

Failure to pay tuition and fees by this deadline will result in disenrollment. Payments must be *received* by the deadline; i.e., **postmarks are not considered.**

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

Estimated Expenses

These estimates are for a single student who lives on- or off-campus during the nine-month academic year. They are *projections* for the 1992-93 year and *subject to change.*

| | Residents | Nonresidents |
|--|---------------|-----------------|
| Tuition and Fees (Full-time undergraduate) | \$1785 | \$6297 |
| Books and Supplies | 594 | 594 |
| Housing and Meals | 3954 | 3954 |
| Personal Needs | 1272 | 1272 |
| In-State Travel | 840 | 840 |
| Total | \$8445 | \$12,957 |

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 |
|---------------------|--|
| Tuition and Fees | 100 percent to fifth class day of quarter, 50 percent to 30th calendar day; after that, no refund. |
| Housing Deposit | Please contact the Housing Office for a copy of the Housing Contract which contains complete details on deposits and refund schedules. |

Appeals on tuition and fee charges must be made to the Office of Registration and Records. Appeals on any financial policy or other charges must be made to the Controller's Office.

FOR MORE
INFORMATION ABOUT
TUITION AND FEES,
CALL (206) 866-6000,
EXT. 6180

Tuition and Fees

These are projected tuition and fees for the 1992-93 academic year* and may be *subject to change*.

| Enrollment Status | Quarter Credit Hours | Washington Resident Tuition | Nonresident Tuition |
|--|----------------------|---|--|
| Full-time undergraduate students | 10-16 | \$595 per quarter | \$2099 per quarter |
| Part-time undergraduate students | 9 credits or less | \$59.50 per credit; 2 credits minimum | \$209.90 per credit; 2 credits minimum |
| Southeast Asian Veteran undergraduate students** | | \$119 for 2 credits \$153 for 3-16 credits; 2 credits minimum | Does not apply |
| Full-time graduate students | 10-12 | \$948 per quarter | \$2880 per quarter |

Miscellaneous Fees

| | |
|--|-----------------------------------|
| Mandatory health fee (quarterly) | \$ 20 [§] |
| WashPIRG (quarterly, refundable) | 3.50 [†] |
| Housing deposit/administrative fee | |
| Rental contract | 60 |
| Unit lease | 100 |
| Transcript | 10 |
| Extra transcripts ordered at same time | 5 |
| ID card replacement | 5 |
| Returned check | 15 |
| Application fee (non-refundable) | 25 |
| Admission deposit (non-refundable) | 50 |
| Late registration fee | 15 |
| Reinstatement/late registration fee | 50 |
| Graduation fee | 25 |
| Lab fee (varies) | 10-25 |
| Leisure Education (varies) | 5-100 |
| | Per Day Quarter Year |
| Parking | |
| Automobiles | .75 \$22 \$54 |
| Motorcycles | .75 11 27 |

| | | | |
|-----------------------------|-------------------|---------------------------------------|--|
| Part-time graduate students | 9 credits or less | \$94.80 per credit; 2 credits minimum | \$288.00 per credit; 2 credits minimum |
|-----------------------------|-------------------|---------------------------------------|--|

| | | |
|---|--|----------------|
| Southeast Asian Veteran graduate students** | \$153 for 2 credits or more; 2 credits minimum | Does not apply |
|---|--|----------------|

A \$93.50 fee for student Services and Activities is included in tuition. For other fees, see the "Miscellaneous Fees" chart on this page.

* Tuition and fees may vary Summer Quarter, which is not part of the regular academic year.

** If registered before May, 1990

§ Students may also purchase health insurance for themselves and dependents. Options include either a major medical plan or full health care coverage. Students registered for ten credits or more are automatically enrolled in the major medical plan unless they submit a waiver card or full health care request to Student Accounts by the fifth class day of each quarter. Dependents are not automatically covered. Students must formally enroll at Student Accounts for additional coverage. Students registered for eight or nine credits must request coverage. Students registered for less than eight credits or as special students are not eligible for coverage. Contact Student Accounts for more information.

† WashPIRG, or the Washington Public Interest Research Group, is a consumer and environmental organization directed by students. Students who do not pay the \$3.50 special fee are not blocked from enrollment. If you do not wish to support WashPIRG, you may waive the fee.

Academic Regulations



Judy Huntley
Assistant to the Dean for
Enrollment Services

Registration

New and Continuing Student Enrollment Process

If you are a continuing student, you should consult registration information that is mailed out each quarter. You should select your academic programs for the following year during advance registration 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 Admissions Office will inform you about the dates.

All programs are filled on a first-come, first-served basis, and some 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 quarter credit hours you'll take per quarter during that period. There will be no need to re-enroll each quarter during this designated period if you continue in the same program or contract. Changes 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 announced in both on- and off-campus publications.

Throughout the year, important information will be mailed to you from a variety of sources, 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, page 23.)

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 23.

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 23.

Enrollment Status

| | Full-time | Part-time |
|------------------------|---|--------------------|
| <i>Status</i> | | |
| Undergraduate Students | 12-16 credits | 11 credits or less |
| Graduate Students | 9-12 credits | 8 credits or less |
| Veteran Students | Important: VA standards for full-time training are different than Evergreen's. The "seat-time" rule requires a specific amount of time in classroom situations. To be sure you meet these standards, check with Evergreen's Office of Veteran Affairs. | |

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.

Leave of Absence

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

Academic Credit

General Policies

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

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 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. If the student is concurrently pursuing coursework at another college, he/she 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 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 yourself. For more about this unique way of grading, turn to page 12.

Appeals of Evaluation

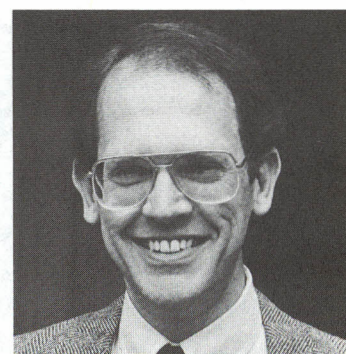
Wording and Credit

The faculty member has the right to make the final determination of credit and evaluation wording. However, students have a right to an appeal for mediation and procedural review. A right to an appeal should be identified in each program covenant, but is presumed to exist in any case as a right to appeal to the members of a program team who are not directly involved in the award of credit. For cases where a student is working with a single faculty member or where all members of a program team are directly implicated in the evaluation, a student may appeal directly to the dean responsible for that program team.

Typically, when the student is a member of a program, the first appeal should be made to the program team. If a satisfactory resolution to the issues is not reached, a further appeal may be made to the team's academic dean. To make an appeal, a student should submit a written notice of appeal to other members of a faculty team with a duplicate copy to the dean responsible for that program.

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 intentional 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.



Arnaldo Rodriguez
Dean of Enrollment Services

FOR MORE
INFORMATION ABOUT
ACADEMIC REGULATIONS,
CALL (206) 866-6000, EXT.
6180

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 60 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 \$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 American 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 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 (6) 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 who, at the next evaluation period, receives either an incomplete or fewer 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 (B.A.) or the Bachelor of Science (B.S.) 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.

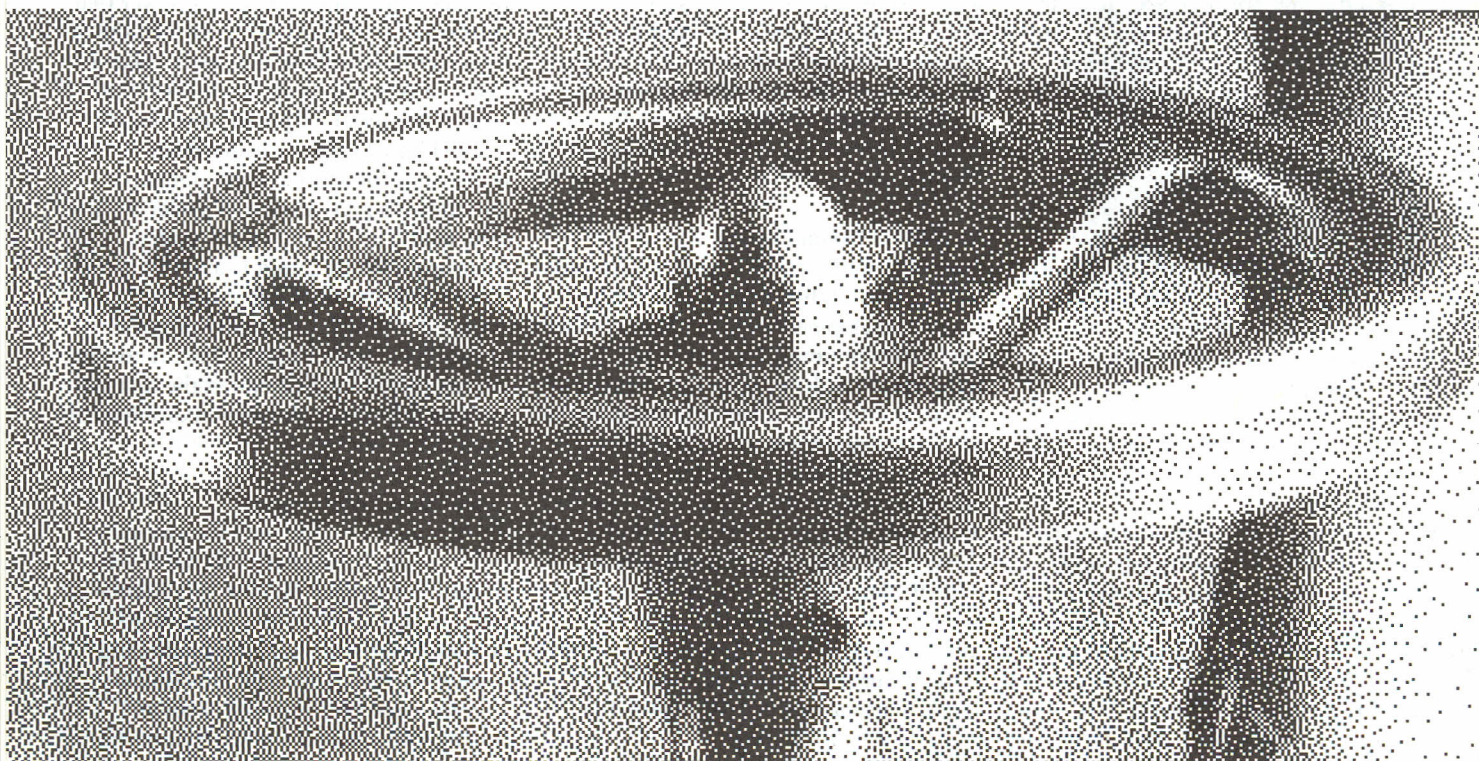
If you have a baccalaureate degree from a regionally accredited institution (including Evergreen), and wish to earn a second baccalaureate degree, you must earn at least 45 additional quarter credit hours as an enrolled Evergreen student.

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

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

An application, exit interview and payment of a \$25 fee are necessary for graduation. Contact the Office of Registration and Records at least one quarter in advance of the anticipated graduation date. For specific information regarding graduation requirements for MPA, MES, MIT programs, please refer to the appropriate Graduate Catalog.

Academic Offerings



"I really enjoy working with students on a one-to-one basis, investigating issues that are important to them. I don't think about student work in

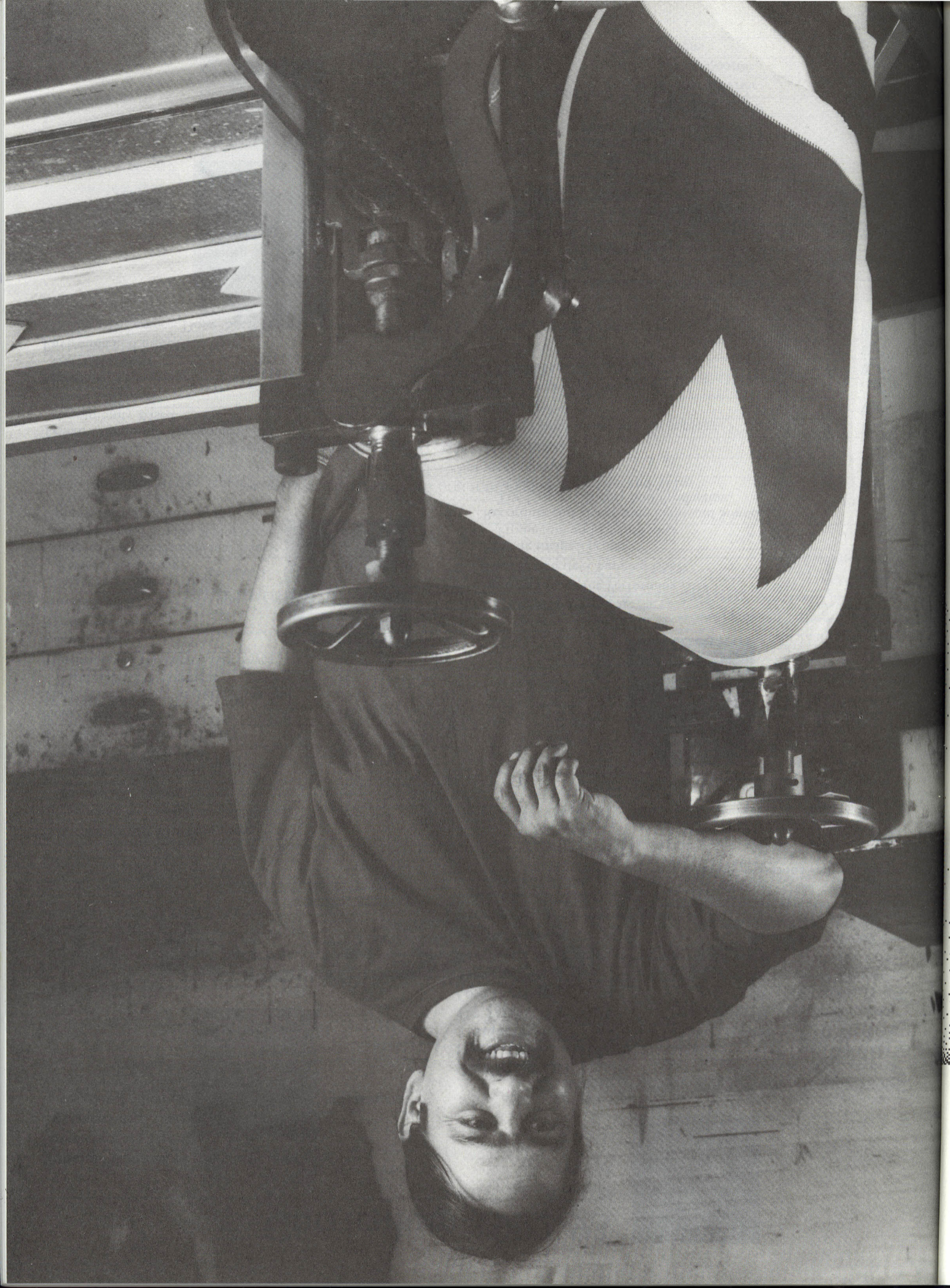
terms of projects, but process because they're at the stage where they're gaining and developing skills that will be with them long after their college

projects are over. I'm enthused when students begin taking control of their education, when they become engaged in their own work."



Faculty Member Joe Fedderson came to Evergreen in 1989 after earning fine arts degrees from the University of Washington

and the University of Wisconsin. His areas of interest include art, art history, printmaking, sculpture, design and computer graphics.



Curriculum 1992-93

Special Features of the Curriculum, page 33

Interdivisional Offerings

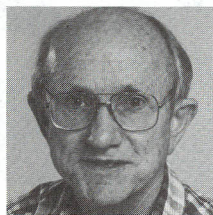
Advanced Interdivisional Offerings

International Studies and Opportunities to Study Abroad

Environmental Studies, page 39

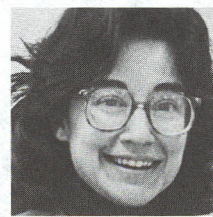
| | | | | |
|---|------|---|---|---|
| Introduction to Environmental Studies | 32c | F | W | |
| Chemistry of Pollution I | 16 | F | | |
| Chemistry of Pollution II | 12 | | | S |
| The Marine Environment | 32 | F | W | |
| The Nature of Natural History | 16 | | W | |
| Field Natural History | 16 | | | S |
| Third World Service in Agriculture and Sustainable Development | 32 | F | W | |
| Mushrooms of the Pacific Northwest | 16 | F | | |
| Rainforests I | 16 | F | | |
| Rainforests II | 16 | | W | |
| Principles of Biology: Cells and Organisms | 8 | F | | |
| Conservation Biology and Restoration Ecology | 16 | | | S |
| Contemporary Environmental Issues: Environmental Studies Senior Seminar | 4-16 | | W | |
| Options for Agriculture in the Twenty-First Century: Environmental Studies Senior Seminar | 4-16 | | | S |
| Forests and Salmon: Pacific Northwest Natural Resources | 16 | | | S |
| Tribal: Community Determined, Community Based | 48 | F | W | S |
| <i>Related Offerings:</i> | | | | |
| Maritime Exploration: Inner and Outer Horizons | 32 | | W | S |
| Environmental Education Now | 16 | | | S |
| Making a Difference: Doing Social Change | 48 | F | W | S |

Pete Taylor
Convener



Core Programs, page 35

| | | | | |
|--|-----|---|---|---|
| Human Culture and Natural Environment: | | | | |
| Latin America | 48c | F | W | S |
| The Third Millennium | 48 | F | W | S |
| Love and Work | 48 | F | W | S |
| The Search for Justice | 48 | F | W | S |
| The Science and Politics of Pollution | 48 | F | W | |
| Ways of Knowing | 48 | F | W | S |
| Great Books: The Pursuit of Virtue | 48 | F | W | S |
| Popular Art: A Window on | | | | |
| Contemporary American Life | 48 | F | W | S |



Jean Mandeborg
Convener

Expressive Arts, page 46

| | | | | |
|--|-------|---|---|---|
| Introduction to the Performing Arts | 32c | F | W | |
| Theater and the Changing USSR | 24-32 | F | W | |
| Moving Image Theater: | | | | |
| Production and Performance | 12 | | | S |
| Recording and Structuring Light and Sound: | | | | |
| The History, Theory and Production of Non-Fiction Film and Video | 48 | F | W | S |
| Mask Theater | 16 | | | S |
| Media Ethics | 16 | | | S |
| Music: Composition and Technology | 32 | F | W | |
| Studio Project | 32 | F | W | |
| Studio Project: Printmaking | 16 | | | S |
| 3-Dimensional Form Studio | 48 | F | W | S |
| Fast Track | 32 | F | W | |
| Islamic Art and Culture | 32 | F | W | |
| Writers' Workshop | 16 | F | | |
| Senior Thesis | | | | |
| <i>Related Offerings:</i> | | | | |
| 1492-1992, Image, Discourse: Decolonizing the Americas | 48 | F | W | S |
| Indigenous Art and Literature: Australia and America | 32 | F | W | |

Key

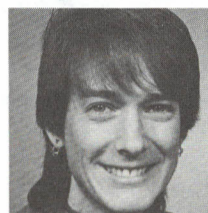
| | |
|---|----------------|
| F | Fall Quarter |
| W | Winter Quarter |
| S | Spring Quarter |
| c | Credits |



Virginia Darney
Secretary

Knowledge and the Human Condition, page 53

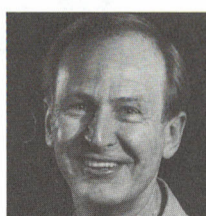
| | | | | |
|---|-----|---|---|---|
| Maritime Exploration: | | | | |
| Inner and Outer Space | 32c | | W | S |
| And Now, The Twenty-First Century | 48 | F | W | S |
| American Studies III: 1910-1990 | 48 | F | W | S |
| The Listening Self: | | | | |
| Personal Development and Social Change | 32 | F | W | |
| AfroAsiatic Roots of Greek Myth | 16 | | | S |
| The Paradox of Freedom: | | | | |
| Criticism, Pedagogy and Politics | 32 | F | W | |
| Psychology and Literature: The Study of Landmarks in the Symbolic Process | 48 | F | W | S |
| Environmental Education Now | 16 | | | S |
| Chaucer and His World | 16 | F | | |
| S.O.S. (Student Originated Studies) in the Humanities | 16 | F | W | |
| Engendering Knowledge: | | | | |
| Inscribed Bodies/Disembodied Minds | 32 | | W | S |
| 1492-1992, Image, Discourse: Decolonizing the Americas | 48 | F | W | S |
| Indigenous Art and Literature: Australia and America | 32 | F | W | |
| Power in Perspective | 48 | F | W | S |
| <i>Related Offerings:</i> | | | | |
| Writers' Workshop | 16 | F | | |
| Islamic Art and Culture | 32 | F | W | |
| Changing Minds, Changing Course | 48 | F | W | S |
| The Human Condition: Time, Place, Values | 48 | F | W | S |
| Russia/USSR | 48 | F | W | S |
| British Imperialism | 32 | F | W | |



Susan Fiksdal
Convener

Language and Culture Center, page 61

| | | | | |
|--|-------|---|---|---|
| Japan Today: Language, Customs and International Relations | | | | |
| | 48c | F | W | S |
| Russia/USSR | 48 | F | W | S |
| Paris-Dakar-Fort de France: Voices of Revolution and Tradition | | | | |
| | 48 | F | W | S |
| <i>Related Offering:</i> | | | | |
| Theater and the Changing USSR | 24-32 | F | W | |



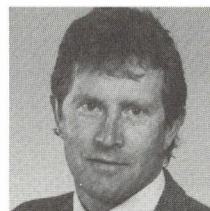
John Filmer
Convener

Management and the Public Interest, page 64

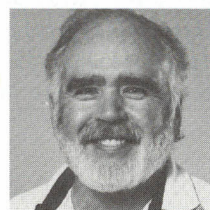
| | | | | |
|--|-----|---|---|---|
| Management and the Public Interest | 48c | F | W | S |
| Making a Difference: Doing Social Change | 48 | F | W | S |
| Changing Minds, Changing Course | 48 | F | W | S |
| <i>Related Offering:</i> | | | | |
| Japan Today: Language, Customs and International Relations | 48 | F | W | S |

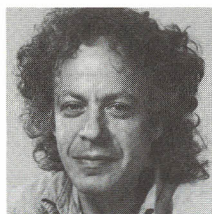
Native American Studies, page 66

| | | | | |
|---|-----|---|---|---|
| Communication: | | | | |
| An Uncommon Denominator | 48c | F | W | S |
| <i>Related Offerings:</i> | | | | |
| Tribal: Community Based, Community Determined | 48 | F | W | S |
| Indigenous Art and Literature: Australia and America | 32 | F | W | |
| 1492-1992, Image, Discourse: Decolonizing the Americas | 48 | F | W | S |
| Forests and Salmon: Pacific Northwest Natural Resources | 16 | | | S |



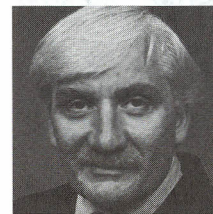
Craig Carlson
David Whitener
Conveners





Peter Bohmer
Convener

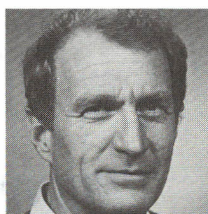
| Political Economy and Social Change, page 68 | | | | |
|--|-----|---|---|---|
| Power in Perspective | 48c | F | W | S |
| Race, Class and Gender in Comparative Perspective | 32 | F | W | |
| British Imperialism | 32 | F | W | |
| <i>Related Offerings:</i> | | | | |
| 1492-1992, Image, Discourse: Decolonizing the Americas | 48 | F | W | S |
| Making a Difference: Doing Social Change | 48 | F | W | S |
| Strategies for Change | 48 | F | W | S |
| The Listening Self: Personal Development and Social Change | 32 | F | W | |
| The Paradox of Freedom: Criticism, Pedagogy and Politics | 32 | F | W | |



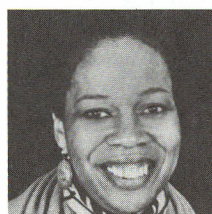
Leo Daugherty
Convener

| Center for the Study of Science and Human Values, page 71 | | | | |
|--|-----|---|---|---|
| The Human Condition: Time, Place, Values | 48c | F | W | S |

| Science, Technology and Health, page 73 | | | | |
|---|------|---|---|---|
| Foundations of Natural Science | 48c | F | W | S |
| Matter and Motion | 48 | F | W | S |
| Physical Systems | 48 | F | W | S |
| Atoms, Molecules and Research (AMR) | 48 | F | W | S |
| Molecule to Organism | 48 | F | W | S |
| Undergraduate Research in Molecular Biology | 4-16 | F | W | S |
| Data to Information | 48 | F | W | S |
| Computability and Cognition | 48 | F | W | S |
| Human Health and Behavior | 32 | F | W | |
| Strategies for Change | 48 | F | W | S |
| Counseling Theory and Practice | 48 | F | W | S |
| Psychological Counseling: A Multicultural Focus | 48 | F | W | S |
| <i>Related Offerings:</i> | | | | |
| Psychology and Literature: The Study of Landmarks in the Symbolic Process | 48 | F | W | S |
| Communication: An Uncommon Denominator | 48 | F | W | S |
| The Marine Environment | 32 | F | W | |
| Chemistry of Pollution I | 16 | F | | |
| Chemistry of Pollution II | 16 | | | S |
| Principles of Biology: Cells and Organisms | 8 | F | | |

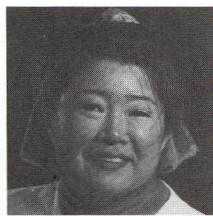


Tom Grissom
Convener



W. Joye Hardiman
Director

| Tacoma Program, page 84 | | | | |
|--------------------------------|-----|---|---|---|
| The Art of Leadership | 48c | F | W | S |



Jan Kido
Director, MIT

Graduate Study at Evergreen, page 85

Master of Environmental Studies (MES)

Master of Public Administration (MPA)

Master in Teaching (MIT)



Lucia Harrison
Director, MPA



Ralph Murphy
Director, MES

Special Features of the Curriculum

Interdivisional Offerings

A well-known aspect of Evergreen's interdisciplinary curriculum is the way academic programs integrate several disciplines in the study of one problem or theme. The programs listed below are especially interdisciplinary because they are team-taught by faculty from divergent specialty areas and appeal to students with widely different fields of interest.

- Maritime Exploration: Inner and Outer Horizons, *page 54*
- And Now, the Twenty-first Century, *page 54*
- The Listening Self: Personal Development and Social Change, *page 55*
- Psychology and Literature: The Study of Landmarks in Symbolic Process, *page 56*
- 1492-1992, Image, Discourse: Decolonizing the Americas, *page 58*
- The Human Condition: Time, Place, Values, *page 71*

Learning Resource Center

The LRC (Library 3407, Ext. 6420) is open to all students who desire individual help in writing or math. Priority is given to assisting students within their academic programs. Diagnostic testing and individual conferences are available to help determine needs. Students can work in self-paced programs, in small groups or with individual help from the professional staff and student tutors on a first-come, first-served basis.

Writing tutors are available to students who would like help with writing, reading or study skills, at basic or advanced levels, by appointment or on a drop-in basis.

Also, any student can receive help in basic math through calculus and statistics. Additionally, any student can register at the beginning of the quarter in a self-paced program in either intermediate algebra or pre-calculus; students in these courses can receive help from the math tutors and will work under the supervision of the math coordinator. However, students are encouraged to register in regular courses when such are being offered.

International Studies and Opportunities to Study Abroad

Evergreen offers a variety of ways to study different cultures both in Olympia and abroad. The curriculum offers a variety of year-long programs with an international theme within the various specialty areas and the core curriculum. Opportunities are available for part-time language study.

Evergreen students may also pursue options to study abroad through individual learning contracts, group contracts or programs offered by other U.S. universities. For further information regarding these options, contact the Student Advising Center preferably a year before you seek to study abroad.

Other programs in the curriculum offer an international focus. The *Language and Culture Center*, in particular, usually offers one or more programs each year that travel abroad for at least a quarter.

- Human Culture and Natural Environment: Latin America, *page 35*
- The Search for Justice, *page 37*
- Third World Service in Agriculture and Sustainable Development, *page 42*
- Rainforests (overseas travel possible), *page 42,43*
- Islamic Art and Culture, *page 51*
- Indigenous Art and Literature: Australia and America, *page 58*
- Japan Today: Language, Customs and International Relations, *page 62*
- Russia/USSR (overseas travel possible), *page 62*
- Paris-Dakar-Fort de France: Voices of Revolution and Tradition (overseas travel possible), *page 63*
- Race, Class and Gender in Comparative Perspective, *page 69*

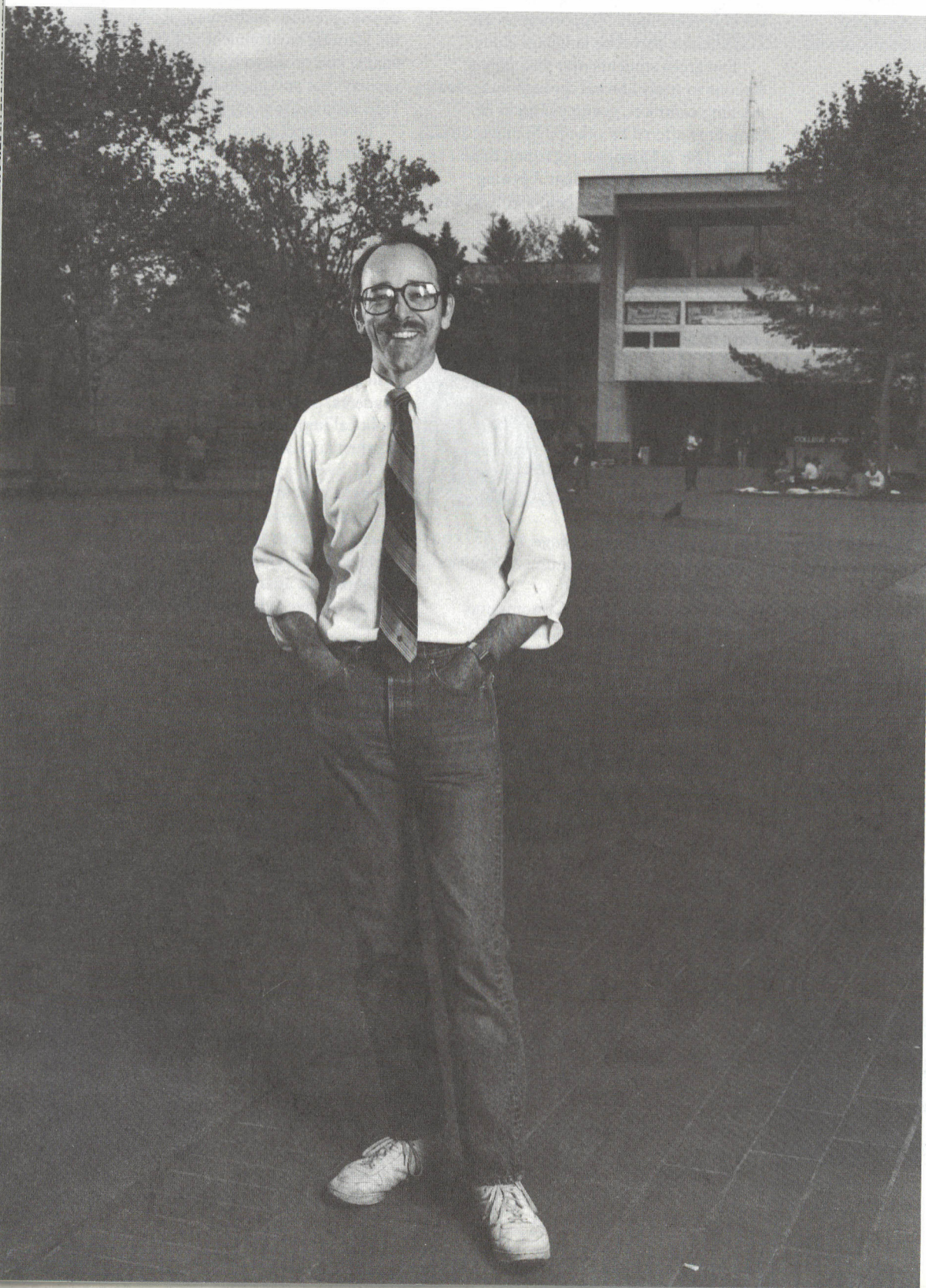
Do You Want to Study Mathematics at Evergreen?

If you like math and want to learn about how it relates to art, philosophy and, of course, science, Evergreen is the ideal place for you to go to school. If, on the other hand, you have had unpleasant experiences in your previous mathematical education, the learning environment at Evergreen can enable you to rid yourself of any math anxiety that you might have; we think that you could learn to enjoy math.

In our catalog, you usually will not find a course explicitly called "Calculus II" or "Linear Algebra"; but don't be misled into believing that we don't study such things at Evergreen. Instead, you will find programs with titles like: "Matter and Motion;" "Calculus, Chaos and Confucius" or "Computability and Cognition." These programs and others incorporate traditional mathematics into their studies. In addition to developing your mathematical skills, you will also discuss, with faculty and other students, philosophical issues and social and political implications of the use of mathematics and science.

At Evergreen you can also take math modules that are separate from the programs or you can participate in the self-paced programs at the Learning Resource Center. At Evergreen, you will receive personalized attention; the college will try to adapt to your individual interests and needs.

Philip Kinnamon, a junior from Shelton, Washington, recently completed an internship with the United Way Agency of Mason County in which he automated their campaign processing system. His work helped the agency meet a record fundraising goal.



"Last fall I was in the Core Program, 'Problems Without Solutions???'

We were studying the conflict in Northern Ireland and I, like the majority of my classmates, felt overwhelmed by the assignment of our final paper – propose a solution to ending the conflict.

On the last day of the quarter, a panel of four who were raised in Ireland held a discussion on the conflict. I was amazed that their conclusions matched the conclusions I had made in my paper. This convinced me that the faculty had given us the essential information on the issue."

Core Programs

Core Programs

Core Programs are designed to give students in their first or second year of college a solid foundation of knowledge and skills as preparation for more advanced studies. Core Programs will introduce you to the central mode of study at Evergreen—the Coordinated Study Program, in which faculty members from three or four different disciplines use their knowledge to help you explore a central theme or problem.

This interdisciplinary approach means you will study a situation as a whole, not as a collection of unrelated fragments. Core Programs reveal the full breadth of the issues that will concern you—the connection of artistic expression to social conditions, for example, or the relation of biological facts to individual psychology.

Core Programs emphasize the development of skills necessary for you to do successful college work. For most students this means learning how to write well in various modes, read carefully, analyze arguments, reason quantitatively or mathematically, work cooperatively in small projects or discussion groups, and how to use the many resources in the Library.

Core Programs also help you connect your studies with your own intellectual and personal concerns. You learn to contribute directly to the decisions central to your education.

Each of the Core Programs listed in this section is an integrated study program that combines several activities: seminars, individual conferences with faculty members, lectures, field trips, laboratory work—whatever is appropriate. In a Core Program you learn about the program theme or topic at the same time you learn about your own goals, about defining problems and dealing with them, and about the college's people and facilities.

Human Culture and Natural Environment: Latin America

Fall, Winter, Spring/Coordinated Study

Coordinator: Tom Womeldorff

Enrollment: 88 Faculty: 4

Prerequisites: None

Special Expenses: Fall program retreat costs

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Each culture is shaped in part by the natural environment. Rainfall, soil fertility, physical characteristics, plant and animal life all impact the welfare and identity of a people. The natural environment is also transformed by human cultures from the terracing of land for cultivation to the construction of large dams.

This program will explore the interrelationships of the cultures and natural environments of Latin America. We will consider questions like: How do cultures perceive the land? What role has the land played in shaping culture, myths, identity, ideology and the welfare of the people? What forces determine how people interact with the land? What forces determine whether humans enter into destructive or sustainable relationships with the land?

In the process, we will also explore the general characteristics of Latin American cultures including social and political structures; Spanish language, food, music and literature and the place of Latin America in the world economy.

We will also discuss what factors determine our perceptions of Latin American cultures and natural environments. We will look at the role Latin America played in European scientific discovery and how European perceptions of Latin America have changed over time.

With Spanish language instruction and introductions to the social and natural sciences, this will be a rigorous and a rewarding program.

Credit will be awarded in Spanish, Latin American studies, social and natural sciences.

Total: 48 credits

Program is preparatory for careers and future study in liberal arts and science.

The Third Millennium

Fall, Winter, Spring/Coordinated Study
Coordinators: Justino Balderrama and
Craig Carlson
Enrollment: 66 *Faculty:* 3
Prerequisites: None
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

We are in the midst of profound changes in our interpretation of human existence, in a new, different world of de-centered cultures, where voices and descriptions compete in tension-filled, multicultural environments. What awaits us as a society and culture as we enter the twenty-first century, "The Third Millennium?"

From 1492 AD to the twenty-first century, through a prism of multicultural thought-systems, we will examine the transition from the ancient to the futurist, as well as determine what kind of traditional human systems remain contemporary. We will tamper with the familiar pre-suppositions of time and space to shake up the normal flow of the linear to allow for other space/time dimensions. Thus, we will make room for the necessary insights/sightings of a new interpretive human perspective that is derivative of a multicultural description/existence.

We want to move through and away from 19th and 20th century assumptions, both Western and non-Western, and move into the contemporary multicultural explosion that is part of an emerging global postmodernist culture(s), and beyond.

Specifically we will concentrate our examination on the social sciences with emphasis on human services and social work and on the expressive arts with emphasis on poetry, creative writing and multicultural literary analysis.

Credit will be awarded in expressive arts, social science, expository writing, creative writing, quantitative methods, critical thinking, multicultural studies, social work and individual projects.

Total: 48 credits

Program is preparatory for careers and future study in social science, social work, health studies, human services, expressive arts, creative writing and multicultural studies.

Love and Work

Fall, Winter, Spring/Coordinated Study
Coordinator: Hiro Kawasaki
Enrollment: 66 *Faculty:* 3
Prerequisites: None
Special Expenses: Field-trip expenses
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No in Fall and Winter, maybe in Spring

This program takes as its premise that love and work are fundamental to human life. What role does love and work play in defining who we are? How does our romantic or sexual love and our work interact in our lives? Can love and work go together? Under what circumstances does love enhance work? Work enhance love?

In this program we will examine the relationship between love and work from many points of view. We will study the lives and works of people from various cultures and historical periods; we will read and discuss autobiographies and biographies of artists, writers, scientists, teachers, etc., and then examine their work to see the extent to which their private lives influence their work. In some cases we will start our studies with the products of their work and see what inspired them. We will consider theoretical writings about love and work to provide a framework for our study.

In Fall Quarter our work will be cross-cultural and across time. We will look at the lives and work of ordinary people as well as famous individuals, of women as well as

men, of poor as well as rich from a variety of cultures and historical periods. What was their concept of work? What was their concept of private life? What can we say about changes over time, about differences between race, gender and class?

In Winter Quarter we will focus on famous couples—historical, mythical and fictional. Possible candidates include the Brownings, George Sand and Chopin, Georgia O'Keeffe and Stieglitz, the Curies, Tosca and Cavaradossi, Frida and Diego, the Duke and Duchess of Windsor, Akiko and Tekkan Yosano, Heloise and Abelard, Virginia Woolf and Vita Sackville-West.

In Spring Quarter, we will study contemporary and future issues related to our theme. What kind of changes are taking place in the love and work of individuals as well as couples today? What will be the relationship between love and work in the post-feminist era?

This interdisciplinary program will help students develop their academic and communication skills. We will balance the development of verbal and non-verbal skills, paying close attention to reading, writing, seeing, listening, speaking and contemplating. Although this is not primarily a hands-on program, there will be some opportunity to do creative work, especially in the areas of visual art, music and writing.

Credit will be awarded in literature, art, music, gender studies, psychology, cross-cultural studies and writing.

Total 48 credits

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

The Search for Justice

Fall, Winter, Spring/Coordinated Study

Coordinator: Lawrence Mosqueda

Enrollment: 88 *Faculty:* 4

Prerequisites: None

Special Expenses: \$20 film fee

Part-time Options: Perhaps Spring Quarter

Internship Possibilities: Perhaps Spring Quarter

Additional Course Allowed: Not in Fall or Winter Quarters

In this program, we will examine how the concept of justice has changed over the centuries, and how it has varied from culture to culture. For example, few (if any) would today accept Plato's view that the select should be philosopher-kings and the majority should be slaves. Yet, for some, that was at one time considered justice. Few would accept that slavery based on race was the natural order of human beings. Yet the very foundations of a "free" society were based for hundreds of years on such a concept and considered just. European societies have used concepts of justice to support the establishment of colonial empires. In various societies relationships between the sexes have been defined by "just" concepts—usually to the detriment of women.

How does our concept of right and wrong, of justice, become formed? Who teaches us about justice? Who teaches the teachers? Whose interest is served by various theories of justice? Which theories of justice are explicit in various philosophies and which theories of justice are ingrained in our cultures so that relationships appear "natural," or a part of "human nature" or "just the way the world works"?

As part of our exploration of this subject we will study various theories of justice in the social sciences and philosophy. We will apply these theories in their historical context and test them for their degrees of validity and plausibility in the present as well. We will also ask about possibilities for the future. Great works of art and literature, such as *Les Miserables*, present us with visions and questions about justice. Mundane "art" such as Rambo films also present some questionable visions of justice. We will examine how even supposedly "objective" natural sciences may have preconceived notions of justice embedded within them. Questions of justice may also make one ask whether that which is scientifically and technologically possible is also desirable.

By the end of the program, we will have raised many questions and, we hope, suggested some answers. Just as importantly, we hope to have provided a basis to continue the search for justice as we enter the twenty-first century.

Credit will be awarded in political science, philosophy, social sciences, history, art, literature, feminist theory and international relations.

Total: 48 credits

Program is preparatory for careers and future studies in social sciences, literature, legal careers and ethics.

The Science and Politics of Pollution

Fall, Winter, Spring/Coordinated Study

Coordinator: Fred Tabbutt

Enrollment: 66 *Faculty:* 3

Prerequisites: None (two years of high school algebra recommended)

Special Expenses: \$30/quarter lab fee

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program will consider the chemical, geological, biological and political/legal aspects of environmental issues related to pollution. The chemistry of the atmosphere, fresh and saltwater systems, weathering and the geology of soils, environmental policy, integration of ecological and land use parameters, environmental law and toxicology will be covered. Students will also learn calculus and computer programming to do ecological modeling.

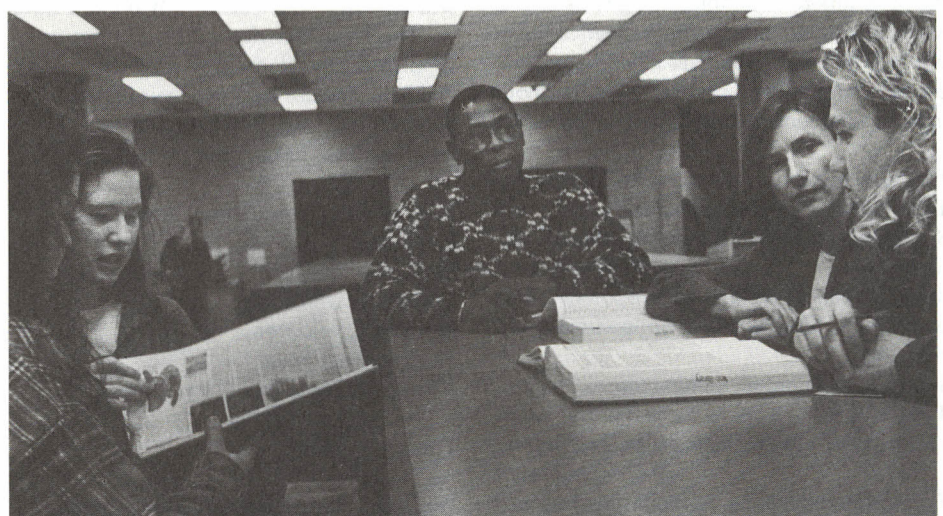
There will be a laboratory component where students will learn techniques in analytical chemistry, instrumental analysis, field work and the statistical analysis of data. The laboratory will also involve a group study of a local water system in conjunction with a regulatory agency.

During Winter and Spring Quarters, students will study the legislative process by closely tracking a bill during the 1993 session.

Credit will be awarded in chemistry, geology, political science and biology.

Total: 48 credits

Program is preparatory for careers and future study in environmental chemistry, geology or environmental policy.



Ways of Knowing

Fall, Winter, Spring/Coordinated Study
Coordinator: Josie Reed
Enrollment: 88 Faculty: 4
Prerequisites: No
Special Expenses: No
Part-time Options: 12-credit option
Internship Possibilities: No
Additional Course Allowed: Yes, with approval

As we try to make sense of the world—as we make our world, or worlds—how do we use the intuitive, perceptual and analytical functions of our brains? What is the influence of the ways we have been conditioned to think and communicate? In this program, we will explore the signs and symbols we use to make meaning (words, sounds, gestures, visual images, physical forms), the notational systems through which we can manipulate and store information (writing, mathematics, music, pictures, electronic media) and the larger patterns into which we shape our cultural and personal experience (rituals, stories, histories, theories, ethical systems, socio-political systems, natural and built environments and other complex models).

By working as a team through readings, discussions, exercises in observation, research, presentations and writings, we shall attempt to examine *how* we know *what* we know—and the inevitable shaping of the *what* by the *how*. Our investigation will be of the main historical forces, values and biases at work in literate western culture and the English language; but it will extend to other cultures, other world-views, and other combinations of symbols, notational systems and experience-defining patterns.

Students will also be able to select among in-program workshops and related courses to develop more skill in the notation and communication methodologies introduced in the program—for example, foreign languages, mathematics, the arts, computers or creative writing. We will use individual and group projects to apply what we are learning to our lives and our communities in meaningful ways.

Planned equivalencies in quarter hours:

12-written and oral communication
8-humanities, such as literature, ethics, mythology
8-social sciences, such as anthropology, psychology, history, sociology, political economy
4-arts, such as music, architecture
4-logic
12-foreign languages or math or art

Total: 48 credits

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

Great Books: The Pursuit of Virtue

Fall, Winter, Spring/Coordinated Study
Coordinator: Richard Alexander
Enrollment: 88 Faculty: 4
Prerequisites: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The “Great Books” program will use classic literature to explore how ideas about virtue and relationships of individuals to their families, societies, and governments have developed from the early Heroic Ages.

We will examine contrasting ideas of nature, the gods (or the One True God), social roles, and romantic love of individualism, laying the foundation for further study.

To develop each to some depth, we will concentrate on only a few traditions—pagan Greece and Rome; Judaism, Christianity and Islam, and the Norse (Germanic) tradition. These are sufficiently different, yet similar enough to provide interrelations. They are all fundamental to our culture.

Fall Quarter, we will take up the Heroic Ages, with readings from Homer, Hesiod, Greek tragedy, the Old Testament, the Koran, Arabic epics, the Eddas and an Icelandic saga. God, nature, war, roles and duty will be major themes.

Winter Quarter will be devoted to the conflict between romantic love and religious ideals on one hand, social duties on the other. We will read Virgil, Sappho, Ovid, Catullus, medieval romances, Persian tales and love poetry, French tragedy, *Paradise Lost* and *The Sorrows of Young Werther*.

Spring Quarter, we will examine the individual and the state through political philosophy (Plato, Hobbes, Mill), the New Testament and a modern Iranian novel. We will conclude with Tolstoy’s *War and Peace*.

There will be twice-weekly lectures to supplement the reading. Writing workshops will help students improve their papers. Students will learn how to use library resources and make major presentations.

Planned equivalencies in quarter hours:

8-epic poetry
8-religious classics
8-western civilization
4-political philosophy
12-expository prose
8-individual project; library research

Total: 48 credits

Program is preparatory for careers and/or future study in the humanities and many other fields. Students wishing to take this program who also plan further study in mathematics and the sciences should have had strong preparation in those subjects.

Popular Art: A Window on Contemporary American Life

Fall, Winter, Spring/Coordinated Study
Coordinator: Charles Pailthorp
Enrollment: 88 Faculty: 4
Prerequisites: None
Special Expenses: \$100 for program retreat, field trips, art supplies
Part-time options: No
Internship Possibilities: No
Additional Course Allowed: Yes, with approval

Culture appears to come at us from two spheres: one, “popular culture,” seems simply a part of life, while the other, “serious culture,” seems to be something we have to pursue, discover and build into that edifice we call the sophisticated life. In this program we will take the sights, sounds, and slogans of popular culture seriously and make every effort to become more sophisticated about the role of popular art in our daily lives.

Both critics and advocates seem to agree on the power of popular art to shape what we believe, feel and do. Because popular art and our reactions to it reflect how Americans see themselves and how they see one another, we can learn much about ourselves and one another by looking closely and critically at the sounds, slogans and images that fill our lives and at how we, and others, react to them.

We will look at the *historical context* of popular art and the ways in which what is popular changes. We will also examine the *social and political context* of popular art. Because popular art directs us to think, feel and act in particular ways, it is laden with ideas about who we are. We will examine a variety of popular images and then ask what the image makers assume about those who are in the audience as image “consumers.” Throughout, we will be seeking a better understanding of the diversity of American culture and the value of that diversity in our daily lives.

We will learn to think more critically, see and hear more clearly, and express, both in writing and in speech, what we see, hear, think and feel. Our texts will include the visual, musical and literary, the contemporary and historical, the serious and light, the offensive and comforting. In all instances, our task will be to see, hear and read in detail and in depth.

Planned equivalencies in quarter hours:

Will be distributed among American studies, American history, cultural history, art history, sociology of the arts, literature, music, visual art, aesthetics, writing and humanities.

Total: 48 credits

Program is preparatory for careers and future study in all of the liberal and fine arts.

Environmental Studies

Convener: Pete Taylor

Affiliated Faculty: Michael Beug, Paul Butler, Jovanna Brown, William Brown, Richard Cellarius, Larry Eickstaedt, Russ Fox, Steven G. Herman, Pat Labine, Kaye V. Ladd, John Longino, David Milne, Carol Minugh, Ralph Murphy, Nalini Nadkarni, Tom Rainey, John Perkins, Oscar Soule, Jim Stroh, Pete Taylor and Al Wiedemann

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

Specifically, the goals of *Environmental Studies* are:

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

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

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

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

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

Career Pathways in Environmental Studies

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

Environmental Studies has close working relationships with two other specialty areas. *Political Economy and Social Change* provides a strong social science component, particularly in environmental politics, economics and the social impacts of technology.

Science, Technology and Health provides additional work in the physical sciences, including chemistry and energy studies, and in the biological sciences, emphasizing molecular and organismal biology. Most faculty in *Environmental Studies* are also affiliated with Evergreen's Graduate Program in Environmental Studies (MES). Advanced undergraduates may be able to enroll in a graduate course with the permission of the instructor if it is appropriate to their curriculum and they have the necessary prerequisites.

First Year:

Any Core Program. Students interested in *Environmental Studies* may want to consider the following Core Programs: "Human Culture and Natural Environment: Latin America," or "The Science and Politics of Pollution."

Second or Third Years:

"Introduction to Environmental Studies" (FW)
"The Marine Environment" (FW)
"Principles of Biology" (F)
"Chemistry of Pollution I and II" (FW)
"Maritime Exploration" (WS)

Third or Fourth Years:

"Third World Service in Agriculture and Sustainable Development" (FW)
"Rainforests" (FW)
"Conservation Biology and Restoration Ecology" (S)
"Environmental Education Now" (S)
"Forests and Salmon" (S)
"Mushrooms of the Pacific NW" (F)

Introduction to Environmental Studies

Fall, Winter/Coordinated Study

Coordinator: TBA

Enrollment: 48 *Faculty:* 2

Prerequisites: Core Program or equivalent, college biology (may be taken concurrently during Fall Quarter)

Special Expenses: \$30 for field trips

Part-time Options: 8 units, if taking "Principles of Biology" concurrently with permission of program coordinator

Internship Possibilities: No

Additional Course Allowed: "Principles of Biology" may be taken with 8 units of this program, with permission of the program coordinator

Specific content of this program will depend on faculty who will determine the particular content. Generally, the program will examine natural systems and human affairs which interact to affect local and global environments. Ecological science and areas of social science (i.e., political economy, cultural anthropology, geography, etc.) which apply toward understanding environmental issues, will be covered by assigned readings, lectures, written assignments and seminars. Primary examples, including field studies, will be drawn from the Pacific Northwest with likely emphasis on forest ecosystems and it is also likely that some attention will be given to tropical Latin America.

Credit will be awarded in ecology, political economy, anthropology and/or geography.

Total: 32 credits

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

Chemistry of Pollution I

Fall/Group Contract

Sponsor: Kaye V. Ladd

Enrollment: 24 *Faculty:* 1

Prerequisites: Junior standing, plus "Introduction to Marine Environments," "Matter and Motion," or "Foundation of Natural Science;" faculty signature required; transfer students need at least one year of college chemistry with much laboratory experience, college algebra and introduction to statistics; preference given for chemical training and statistics.

Special Expenses: \$10 lab fee

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This advanced group contract will cover spectroscopic analytical methods, both theory and practice, and explore chemical models for various environmental situations. In addition to learning specific analytical methods, students will be expected to apply some of the methods in a major research project of mutual agreement between the student/s and the instructor.

Credit will be awarded in instrumental analysis/analytical chemistry.

Total: 16 credits

Program is preparatory for careers and future study in environmental science and graduate studies in chemistry and biology.

Chemistry of Pollution II

Spring/Group Contract

Sponsor: Kaye V. Ladd

Enrollment: 15 *Faculty:* 1

Prerequisites: "Chemistry of Pollution I" or "Matter and Motion" and "Molecule to Organism;" faculty signature required

Special Expenses: \$10 lab fee

Part-time Options: No

Internship Possibilities: No

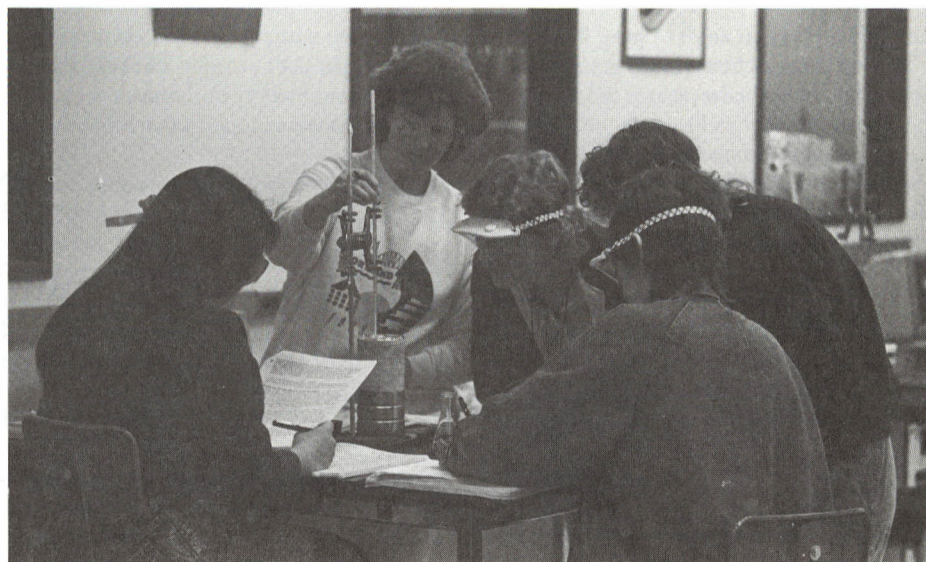
Additional Course Allowed: Students may take a 4 credit course in addition to this 12 credit contract

This advanced group contract will develop chromatographic methods of analysis (GC, GCMS, HPLC), both theory and practice. In addition to learning specific analytical methods, students will be expected to develop the procedure for extracting and analyzing for a particular group of pollutants by either GCMS or HPLC.

Credit will be awarded in instrumental analysis/analytical chemistry.

Total: 12 credits

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



The Marine Environment

Fall, Winter/Group Contract

Sponsor: David Milne

Enrollment: 24 *Faculty:* 1

Prerequisites: Second-year standing, Core Program or equivalent and college biology
Special Expenses: \$30 lab fee and \$60 field trips

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program will be about the marine environment, marine organisms and their ecology. The subjects to be covered during the two quarters will be introductory oceanography, marine ecology, survey of marine organisms and (tentatively) paleohistory of marine life on earth.

The modes of study will be text-readings, lectures, seminars, laboratory studies and field studies. Primary examples, including field studies, will be drawn from local Pacific Northwest marine environments.

There will be several day trips and, tentatively, a week-long field trip. Special projects for individual and small-group efforts will include researching topics using library resources and brief field projects.

Credit will be awarded in introductory oceanography, marine ecology and marine biology.

Total: 32 credits

Program is preparatory for careers and future study in marine and other environmental sciences.

The Nature of Natural History

Winter/Group Contract

Sponsors: Alfred M. Wiedemann and Steven G. Herman

Enrollment: 48 *Faculty:* 2

Prerequisites: Core Program
Special Expenses: \$20 for field trips

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Auditors: No

The objective of this program is to provide the student with the basic skills and understanding necessary to competently observe, record and interpret natural phenomena (plants, animals and the landscapes in which they live).

The program will consist of nature and history of natural history, developed through lectures, seminars, laboratory work, reading and short field trips.

Instruction will emphasize the proper use of the field journal and species accounts, plant and animal morphology and identification of plants and animals in winter. There will be five one-day field trips during the quarter.

Credit will be awarded in history and scope of natural history, field records in natural history, winter field biology and identification morphology of plants and animals.

Total: 16 credits

Program is designed for anyone who wants to gain a greater appreciation and knowledge of our natural environment. It is also preparatory for careers and future study in environmental sciences.

Field Natural History

Spring/Group Contract

Sponsors: Steven G. Herman and Alfred M. Wiedemann

Enrollment: 30 *Faculty:* 2

Prerequisites: "The Nature of Natural History" or equivalent, faculty signature; preference may be given to students in this winter's "Nature of Natural History"

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Auditors: No

This program is designed to follow "The Nature of Natural History" and to involve students from that program at a more advanced level. Intensive field work will involve the identification of landscape components, animal behavior and plant phenology.

A rigorous record-keeping system (naturalist field journal and species accounts) will be the nucleus of student work. Instruction will emphasize advanced techniques of vascular plant and vertebrate animal identification. Herbarium and museum techniques (collection, preservation and cataloging) will also be covered. At least half of the quarter will be spent in the field.

Credit will be awarded in natural history of the Pacific Northwest, field records in natural history, field zoology, field botany and community ecology.

Total: 16 credits

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

Third World Service in Agriculture and Sustainable Development

Fall, Winter/Coordinated Study
Coordinator: Pat Labine
Enrollment: 24 *Faculty:* 1
Prerequisites: Junior or senior standing. Previous academic work in environmental studies ("Ecological Agriculture" is recommended), or "Political Economy and Social Change," or equivalent; faculty interview and signature
Special Expenses: None
Part-time Options: No
Internship Possibilities: Yes, for Spring Quarter
Additional Course Allowed: Language study only

This program will help upper-division students prepare for Third World service as interns or graduates. Seminar readings and lectures will examine the current debate on the appropriate form of development and the role industrialized countries play, for better or worse, in the process. Winter Quarter will focus on the function of agriculture in development and how we might best participate in it.

In addition, students can expect extensive training in group skills and participatory research so that they can function with sensitivity in culturally diverse groups and can serve as facilitators of community.

Spring Quarter, students, with the agreement of the faculty, may contract for an internship in a Third World placement.

Credit will be awarded in seminar: sustainable development, seminar: agriculture and development in the Third World, group skills and group dynamics and participatory research methods.

Total: 32 credits

Program is preparatory for careers and/or future study in development work, international studies and community planning.

Mushrooms of the Pacific Northwest

Fall/Group Contract
Sponsor: Michael W. Beug
Enrollment: 16 *Faculty:* 1
Prerequisites: "The Nature of Natural History" or equivalent and junior or senior standing
Special Expenses: About \$60 for field trips
Part-time Options: None
Internship Possibilities: None
Additional Course Allowed: No
Auditors: No

This program is designed for the advanced biology student interested in the study of the fleshy fungi. Intensive fieldwork will involve the identification of mushrooms followed by extensive taxonomic study of the microscopic features of mushrooms.

Students should be adept at maintaining naturalist field journals. Instruction will include the taxonomy and ecology of mushrooms, microscopic techniques and herbarium techniques. We will also examine the uses of mushrooms in various cultures.

Credit will be awarded in mycology.

Total: 16 credits

Program is preparatory for careers and future study in biology and environmental studies.

Rainforests I

Fall/Coordinated Study
Coordinator: Paul Ray Butler
Enrollment: 50 *Faculty:* 2.5
Prerequisites: Advanced standing in *Environmental Studies*; interview and faculty signature required
Special Expenses: \$100 for field trips
Part-time Options: Yes, faculty consent required
Internship Possibilities: No
Additional Course Allowed: Consult faculty

Rainforests exist in both temperate and tropical regions. This program will be spent studying the temperate rainforests of the Olympic Peninsula and will allow students to conduct field studies there. The program will provide comparisons and contrasts to the rainforests of tropical regions both in a natural history sense and as they relate to human activities. Those students planning to take "Rainforests II" will also be trained in preparation for field work in Costa Rica.

Credit will be awarded in ecology, biology, geology and environmental studies.

Total: 16 credits

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



Rainforests II

Winter/Group Contract
Sponsor: Nalini Nadkarni
Enrollment: 24 *Faculty:* 1
Prerequisites: "Rainforests I," interview and faculty signature
Special Expenses: \$1500 for Costa Rica trip
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Students and faculty will travel to Costa Rica to conduct studies at the Monteverde research facility.

Credit will be awarded in ecology, biology and environmental studies.

Total: 16 credits

Program is preparatory for careers and future study in field biology and ecology and environmental studies.

Principles of Biology: Cells and Organisms

Fall/half-time/Group Contract
Sponsor: Richard Cellarius
Enrollment: 48 *Faculty:* 1
Prerequisites: None, but high school chemistry and advanced algebra or one quarter of college chemistry and algebra are strongly recommended
Special Expenses: None
Part-time Options: Contract is part time, 8 quarter hours
Internship Possibilities: No
Additional Course Allowed: Yes

This part-time contract will study the major principles of cellular and organismal biology, focusing on structure, function and interrelationships.

Topics will include biological organization, bioenergetics, cell structure and metabolism, genetics, evolution, plant and animal structure and physiology, and development. Ecological concepts will not be covered except in the context of evolution and cellular and organismal physiology.

A very basic introduction to the major groups of organisms will occur throughout the quarter. Laboratory exercises will illustrate principles and important biological techniques. Classes will consist of six hours of lecture/discussion and six hours of laboratory each week.

Credit will be awarded in principles of biology I and II (cells and organisms) with laboratory.

Total: 8 credits

Program is preparatory for careers and future study in biology, medicine, environmental studies and other natural sciences.

Conservation Biology and Restoration Ecology

Spring/Group Contract
Sponsor: Larry Eickstaedt
Enrollment: 24 *Faculty:* 1
Prerequisites: Third year standing, at least one course in ecology
Special Expenses: Field trip costs, approximately \$75
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The conservation of species and habitats grows in importance every year. In many instances, conservation may need to be supplemented through restoration efforts. The primary goal of this group contract will be to critically examine the latest information pertaining to the theory and practice of conservation biology and restoration ecology. Theory will be explored through lectures, seminars, texts and journals. Exposure to the practice will be gained through consultation with professionals and visits to field sites.

Credit will be awarded in conservation biology and restoration ecology.

Total: 16 credits

Program is preparatory for careers and future study in conservation, restoration and environmental studies.

Contemporary Environmental Issues: Environmental Studies Senior Seminar

Winter/Group Contract

Sponsor: Richard Cellarius

Enrollment: 24 *Faculty:* 1

Prerequisites: Senior standing; minimum of 60 hours of credit in Environmental Studies and Political Economy, including (a) general biology and chemistry, (b) political science and economics, and (c) work in any two of the following four areas: (1) ecology and natural history, (2) ecological agriculture and sustainable community, (3) aquatic and marine studies and (4) energy systems.

Special Expenses: Possibly, depending on options chosen

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

This contract is designed as the culminating experience for students who are concentrating their work in environmental studies, and as an opportunity for students to have that focus identified on their transcript. The core will be a seminar, meeting 3-4 hours each week on contemporary environmental issues and classic environmental literature, including books, journals and news media. Presentations will be made by different faculty, visiting lecturers and the students in the program. Students may supplement this seminar with an internship, senior honors project, additional course work or research, and present one or more core seminar topics.

Credit will be awarded in environmental studies, environmental research project.

Total: 4-16 credits

Program is preparatory for careers in environmental studies.

Options for Agriculture in the Twenty-First Century: Environmental Studies Senior Seminar

Spring/Group Contract

Sponsor: Pat Labine

Enrollment: 20 *Faculty:* 1

Prerequisites: Senior standing; minimum of 60 hours of credit in Environmental Studies and Political Economy, including (a) general biology and chemistry, (b) political science and economics, and (c) work in any two of the following areas: (1) ecology and natural history, (2) ecological agriculture and sustainable communities, (3) aquatic and marine studies, (4) energy systems.

Special Expenses: Possibly, depending on options chosen

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

This contract is designed as the culminating experience for students who are concentrating their work in environmental studies, and as an opportunity for students to have that focus identified on their transcript. The core will be a seminar meeting 3-4 hours each week. Dilemmas facing the future of agriculture will be presented and discussed. Topics will include farm structure and sustainability, food safety and consumer concerns, animal rights, farm labor and biotechnology.

In addition to the seminar, students may include internships, senior honors projects, or additional course work.

Credit will be awarded in Senior Honors Seminar in Environmental Studies: Options for Agriculture; additional credit, depending on options chosen.

Total: 4-16 credits

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

Forests & Salmon: Pacific Northwest Natural Resources

Spring/Group Contract

Sponsors: Pete Taylor and Richard Cellarius

Enrollment: 48 *Faculty:* 2

Prerequisites: Third year standing; introductory environmental studies or social science; general biology or field biology

Special Expenses: \$30 field trip expenses

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program will study the biology, management and social-political-economic issues of the two most prominent natural resources of the Pacific Northwest: moist coniferous forests and Pacific salmon. A major goal will be to understand the impact of resource use and management on old-growth forest ecology, with a focus on forested watersheds. The present-day situation and the past history of forest and fisheries resources will be examined, including their importance for Native American culture. The primary modes of learning will be lectures, seminars and field trips. In addition, each student will undertake research on selected topics. Students will prepare formal written papers for inclusion in a joint summary report about forests and salmon.

Credit will be awarded in forest ecology and management, salmon ecology and management and technical document research and writing.

Total: 16 credits

Program is preparatory for careers and further study in forestry, fisheries, natural resources management and environmental economics, politics, law and protection.

**Tribal: Community Determined/
Community Based**

Fall, Winter, Spring/Coordinated Study
Coordinator: Carol F. Minugh
Enrollment: 48 *Faculty:* 2
Prerequisites: Contact coordinator
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This community based program seeks students who work/live on a reservation, are tribal members or are Indian.

The curriculum for the community determined program is a direct result of a process of students examining "what does an educated member of an Indian nation, who wants to function within the Native American community, need to know?"

Development of the curriculum for the academic year begins with community involvement in the previous spring. The students work as a group to identify educational goals and the curriculum topics for the program. A primary function of this educational process is that the student is able to be effective in or outside of the native community. After the students make their decisions, then the faculty and students identify texts, methods and resources to assist the learning process. The 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. The material is taught using a tribal perspective and issues related to tribal communities are most often the topics of discussion.

For program information contact: Dr. Carol J. Minugh, Program Director, The Evergreen State College, Olympia WA 98505, (206) 866-6000 ext. 6025 or The Evergreen Indian Center, (206) 866-6000 ext. 6105.

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

Total: 48 credits

Program is preparatory for careers and future studies in tribal government and tribal management.

**Maritime Exploration:
Inner and Outer Horizons**

This program provides the student with the opportunity to explore dimensions of both inner and outer horizons via discovery and exploration of a physical landscape—the sea. We will read global maritime history, studying the journals of sea explorers, and will relate their experiences to the wider context of history and geopolitics. For a complete description, turn to page 54 in the *Knowledge and Human Condition* section.

Environmental Education Now

The goal of "Environmental Education Now" is to make a collection of objects which will be useful to others in helping grade school children learn something important about our environment. Each student will participate in lectures, discussions, critiques and in a ten-week small group project. Grade school teachers and students will work with the group project. Writings about systems, teaching and learning, environmental ethics, ecology and change will be studied. The unexpected will occur. For a complete description, turn to page 56 in the *Knowledge and Human Condition* section.

**Making a Difference:
Doing Social Change**

During the first years of college we learn about societal and environmental problems. Population growth, our homeless, misuses of our natural resources and our environment, questionable business ethics and child abuse are some examples. Many of us will choose to devote our futures to solving these kinds of problems or we will want to learn how to make changes in the places where we work and live. The good news is that useful methods exist now for making a difference: for being an effective agent for change. Increasing students' skills and knowledge about the ethics, goals and practices of doing change is the purpose of this program. For a complete description, turn to page 65 in the *Management and the Public Interest* section.

Expressive Arts

Convener: Jean Mandeberg

Affiliated Faculty and area of Graduate Advising:

Susan Aurand—Visual Art, Ceramics
Andrew Buchman—Music
Sally Cloninger—Film/Video
Doranne Crable—Performance Studies,
Laban Movement, Theater
Llyn DeDannan—Visual Communication
Joe Feddersen—Visual Art
Anne Fischel—Film/Video
Marilyn Frasca—Visual Art
Bob Haft—Visual Art, Photography
Phil Harding—Architecture and Design
Meg Hunt—Dance
Rose Jang—Theater
Bud Johansen—Dance, Performing Arts
Jean Mandeberg—Visual Arts, Sculpture
Laurie Meeker—Film/Video
Sandie Nisbet—Theater
Ratna Roy—Dance, African Studies
Terry Setter—Music
Paul Sparks—Visual Art, Photography
Gail Tremblay—Fiber Arts, Creative
Writing
Ainara Wilder—Theater
Sean Williams—World Music
Bill Winden—Music, Visual Art

The *Expressive Arts* Specialty Area is primarily concerned with helping students gain skills and experience in the arts. In many programs students have the opportunity to do work in more than one art form simultaneously, and collaboration and cross-disciplinary approaches to learning are stressed throughout the specialty area. Program themes are drawn from issues of current and historic interest to the faculty and vary widely from year to year. This ensures that the faculty and the curriculum remain vital and relevant. Students should be aware that sequential skills training is not available in most of the arts.

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. However, it is important for students primarily interested in the expressive arts to have a broad range of other academic experiences. Students should not expect to do all of 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 specialty areas. While in the *Expressive Arts*, students are encouraged to work in more than one of the arts areas and to consider undertaking multimedia, collaborative projects with other students. The faculty believe that a wide range of experience in the arts and other disciplines is necessary to broadly develop students' creativity and perspective.

Expressive Arts offerings include work in dance, theater, film/video, photography, visual arts, music and creative writing. In all of these, we are working to create a learning environment which supports a strong multicultural perspective.

Each year the offerings in *Expressive Arts* include:

Sophomore level, coordinated study programs which provide an introduction and theoretical foundation for work in the arts;

Junior/senior level programs where students apply and refine arts skills;

Individual contracts, internships, and senior thesis projects where advanced students with a minimum of three quarters of prior experience in the *Expressive Arts* can do work which is developed in relation to their own particular needs and abilities;

Skill development modules designed to supplement work in programs and group contracts, and

Internship possibilities for pre-professional work experience.



Evergreen students and faculty members join visiting dancers from India in the production of "Warrior Queen: Jhansi Ki Rani," the story of a provincial queen who led a revolt against the British in 1858. Performed at the Washington Center for the Performing Arts, the drama blended Western ballet and Orissi dance into a colorful, dramatic event.

Introduction to the Performing Arts

Fall, Winter/Coordinated Study

Coordinator: Rose Jang

Enrollment: 72 *Faculty:* 3

Prerequisites: Core Program or equivalent

Special Expenses: Performance tickets, movement/dance clothes, audio tape, etc.

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes, with faculty permission

This program is designed to build basic skills in music, theater and dance and to explore the interaction of these art forms in performance. We will look at the art forms of several different cultures, probably including China, India and 20th century America. While students will choose a "specialty" among the three art forms, everyone will be expected to learn something of all of them.

Planned equivalencies in quarter hours will be distributed among music theory and composition; dance technique and choreography; acting and dramatic literature; history and aesthetics of the performing arts; performing arts in cultural context and expository writing.

Total: 32 credits

Program is preparatory for careers and future study in music, dance, theater and performance art.

Theater and the Changing USSR

Fall, Winter/Group Contract

Sponsor: Ainara Wilder

Enrollment: 24 *Faculty:* 1

Prerequisites: Core Program or at least one year of college work

Special Expenses: Screening fee, field trips

Part-time Options: Yes, 12 credits

Internship Possibilities: No

Additional Course Allowed: Yes

In the Soviet Union the art of theater is a fascinating, fully developed giant. It is a popularly practiced form of art that addresses ethnic aspirations and Soviet anxieties, human pleasures and daily frustrations. And in doing so this multinational theater tells who and what the Soviet citizen was in the past, has become today and wishes to be tomorrow.

This program will closely focus on the multi-ethnic and multinational "characters" that have been created by the genius of masters, mostly unknown to the West, of dramatic literature. By way of the play and its playwright, we will look at the economics, politics and philosophies of the changing Soviet citizen; who and what he/she was in the past and has become today. Particular attention will be paid to the works of the Eastern European republics (countries), Armenia, Estonia, Latvia, Lithuania, Moldavia, Russia and Ukraine.

Program activities will include: play-reading seminars, lectures, film viewings and theater workshops.

Credit will be awarded in the history of the USSR, dramatic literature of the USSR, cultural studies of the USSR and theater arts of the USSR.

Total: 24-32 credits

Program is preparatory for careers and future study in Soviet studies, Eastern European studies, theater arts and cultural studies.

Moving Image Theater: Production and Performance

Spring/Group Contract

Sponsor: Doranne Crable

Enrollment: 20 *Faculty:* 1

Prerequisites: One academic year of coordinated studies or group contract work in *Expressive Arts*; junior/senior level; audition/interview in Fall 1992 (week 9); faculty signature

Special Expenses: Yes, TBA

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

Auditors: No

"Moving Image Theater" will focus on creating and producing a public performance in Week 9. The work will be self-contained, i.e., we will work as an ensemble, designing and implementing all aspects of the production/performance (lighting, sets, sound, costumes, make-up, masks, publicity). All technical positions must be held by students who have been trained and have proficiency in their area of interest and/or are willing to take technical modules (if available) in Winter Quarter. Students will work in one area of interest only.

To facilitate production as smoothly as possible, faculty will audition and interview students in Fall Quarter. Those interested in performing will audition through movement, voice, instrumentation and/or acting. Those interested in technical theater, arts management, composing, stage-managing and assistant directing will audition through personal interview and portfolio, with faculty- and self-evaluations included. After auditions and selections, the ensemble will begin preparation for the actual credit-generating work, meeting once weekly during Winter Quarter.

Collaboration is the most important aspect of the program, both before and during the actual spring work. Students and faculty will plan the spring production by reading and discussing sources selected by faculty as possibilities for themes; deconstructing, interpreting, adapting or creating alternative performance text; designing first-draft lighting plot, sets, costumes, and publicity strategies and beginning to learn techniques of image production and performance in this model (Image Theater). These techniques include Laban Movement and Movement Analysis with some introduction to basic notation; guided imagery and meditation; developing the natural voice; interpreting and using archetypes and ritual in rehearsal, design and performance.

Faculty will present possible sources to the ensemble after auditions and selections in Fall Quarter. Winter Quarter meetings will be informal, non-credit generating and strictly required for all people involved in the spring production. Students will earn credit primarily through their area of interest for the program. Sources—whatever they might be—will include influences, references or actual concentrations in comparative mythologies, depth-psychology and personal cultural stories. The Fall auditions/interviews are important for entry into the program. Likewise, full commitment to Winter Quarter meetings is important for faculty and students alike.

Credit will be awarded in moving image theater text analysis, theory and composition, as well as moving image theater production/performance.

Total: 12 credits

Program is preparatory for careers and future study in technical theater, performance theory, performing arts skills and teaching, arts promotion and management, and writing for performance.

Recording and Structuring Light and Sound: The History, Theory and Production of Non-Fiction Film and Video

Fall, Winter, Spring/Group Contract

Sponsor: Laurie Meeker

Enrollment: 24 Faculty: 1

Prerequisites: Junior or senior standing; one year of Core Program, "Studio Projects" or "Political Economy and Social Change" or equivalent; interview and signature required

Special Expenses: \$250 materials, \$75 screening fee

Part-time Options: No

Internship Possibilities: Yes, Spring Quarter

Additional Course Allowed: No

All of the media curricula in *Expressive Arts* have a strong commitment to a critical perspective on imagemaking, the interface of theory and practice, skill development and a concerted effort to integrate multiple perspectives on gender, race, class and sexual diversity. Specific attention to the politics and poetics of nonfiction imagemaking, as well as to theoretical positions informed by feminist scholarship and Third World filmmaking praxis, form the basis of film/video studies at Evergreen. This program is the entry-level media arts contract designed to provide students with a basic, yet comprehensive background in technical, theoretical and aesthetic aspects of nonfiction imagemaking with emphasis on film, video and audio production.

Students will spend Fall and Winter Quarters acquiring specific technical skills, exploring the design process as it applies to these media, executing experiments in visual imagemaking, screening and evaluating films and video tapes, attending lectures and participating in critiques of student work. Seminars will focus on visual and written texts that explore the history and theory of documentary and experimental forms of imagemaking. Students are expected to have competent research skills and will be writing research papers as well as critical essays analyzing visual material. During Spring Quarter, students will work individually or collectively on a complete film or videotape.

Students will be instructed in preproduction design, cinematography (including camera operation and location lighting), sound recording for film and video and post-production techniques. Although technical skills will be stressed, the overall emphasis will be on experimentation and the development of a critical and political viewpoint with regard to one's own imagemaking.

Credit will be awarded in film/video production, audio production, documentary film/video history and theory, documentary film ethics, experimental film/video history and theory, feminist film theory, introduction to visual research, and independent film and video projects.

Total: 48 credits

Program is preparatory for careers and future study in media, visual communications and inter-arts.



Mask Theater

Spring/Coordinated Study

Coordinator: Ratna Roy

Enrollment: 72 *Faculty:* 3

Prerequisites: Theater experience, faculty interview and signature

Special Expenses: Ticket costs and travel

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: With faculty approval

This program will deal with both the theoretical aspects and the practical applications of mask theater. It will concentrate on the philosophy of mask theater in Indonesia, China, India and contemporary Western performance. Students will have hands-on experience in building masks and actively exploring the concepts of mask theater.

Credit will be awarded in theater history and theory, philosophy of religion, stylistic performance and dance movement.

Total: 16 credits

Program is preparatory for careers and future study in performing arts, theater arts, comparative theater, dance and Asian studies.

Media Ethics

Spring/Coordinated Study

Coordinators: Sally Cloninger and Duke Kuehn

Enrollment: 48 *Faculty:* 2

Prerequisites: Core Program or equivalent

Special Expenses: Screening fee of \$20; research project needs

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

We hope to consider a number of questions in this program. For example, is it *ethical* to editorialize in news and documentaries? Is pornography *ethical*? Is it *ethical* to present stereotypes in the media? What right does the state have to regulate the use of the media?

We hope to examine the nature of lies, the notion of bias, the complexity of free speech and the irony of censorship. We will spend part of the program on the explication of the process of perception (i.e., how media tools are utilized to construct "reality"). We will focus on the philosophy of media, specifically looking at situational ethics as they are practiced in Western media. Finally, we will consider the validity of the current practice to have the State take care of *ethics*.

Extensive screenings, photographic representations and current theoretical writings will form the basis of our study. Students will be expected to design and execute a quarter-long research project (in any format) that will address the theoretical and ideological concerns of the program. Readings will include texts by Gisela Bach, Andrea Dworkin and Noam Chomsky, as well as U.S. Copyright Law!

Credit will be awarded in philosophy of the mass media, media law, communication theory, visual sociology and independent research.

Total: 16 credits

Program is preparatory for careers and future study in media arts, social science, public administration and/or communications.

Music: Composition and Technology

Fall, Winter/Group Contract

Sponsor: Terry Setter

Enrollment: 24 *Faculty:* 1

Prerequisites: Core Program and one year study or equivalent in *Expressive Arts*; some skills in music technology (synthesis, recording, etc.); faculty signature

Special Expenses: Audio tape; tickets and transportation to musical events, lab fees

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

The program will focus on the creation of electronic and acoustic music. Students will study composition, recording, synthesis, theory and history in order to gain the broadest possible perspective on the subjects and the greatest number of usable skills. Students will attain proficiency in at least two of the campus media studios.

Class meetings will be divided into seminars on the various topics. Readings in related materials will be assigned, as will musical projects. A concert of original works by members of the program will be presented at the end of Winter Quarter. The recording workshops will make use of professional artists visiting the campus to perform in the Evergreen Expressions concert series as well as local artists. Emphasis will be placed upon linking the skills developed in each of the areas noted above.

Concerts and other related events will be attended by students during both quarters. Attendance will be mandatory and critical response to these events will be an integral part of the program.

If you are interested in developing your creative voice in music, this is the program for you.

Credit will be awarded in music composition, audio recording, electronic music, music history, research and project development.

Total: 32 credits

Program is preparatory for careers and future study in music.

Studio Project

Fall, Winter/Group Contract
Sponsor: Bill Winden
Enrollment: 50 Faculty: 2.5
Prerequisites: One year of college, faculty signature, review of portfolio
Special Expenses: Art supplies and lab fee
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

During Fall and Winter Quarters, students enrolled in "Studio Project" will complete work in drawing, painting, printmaking and 3D art.

"Studio Project" is a program lasting for three consecutive quarters which prepares students for advanced work in the visual arts and offers opportunities for skill development in the use of a variety of materials. The study of art history and visual design will be augmented by examples of expression arising from other art forms, including music and theater. Many sources will be drawn upon to stimulate the evolution of personal imagery.

Half of the program schedule will be devoted to studio work. Integrated with studio activities will be the development of familiarity with such design elements as color, line, texture and formal structure.

From discussions of their own work and seminars in which concepts are developed through assigned reading and analytical seeing, students will become articulate in the exchange of aesthetic ideas, some of which they may wish to explore in personal work.

Lectures and films, many devoted to art history, will complete the range of activities designed to expand conceptual thinking and proficiency with several media.

Credit will be awarded in studio art, design and art history.

Total: 32 credits

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

Studio Project: Printmaking

Spring/Group Contract
Sponsor: Joe Fedderson
Enrollment: 24 Faculty: 1
Prerequisites: Fall and Winter Quarters of "Studio Project"
Special Expenses: Studio fees, portfolio fee, material, special tools or equipment
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Art history module

Spring Quarter of the "Studio Project" will introduce the student to the analysis of the historical, theoretical, technical and aesthetic concerns in contemporary printmaking. This program will cover a variety of methods of printmaking such as: woodcut, lithography, etching, collagraph and silkscreen. Students will be expected to commit a minimum of 20 hours in the studio per week, as well as personal research. Field trips will be taken to view prints first-hand and one research paper on contemporary issues in printmaking will be required. A group project, editing a portfolio on off-set litho, should be anticipated. Students will also be expected to participate in an art history module.

Credit will be awarded in introduction to printmaking, design and art history.

Total: 16 credits

Program is preparatory for careers and future study in art, art history and arts administration.

3-Dimensional Form Studio

Fall, Winter, Spring/Group Contract
Sponsor: Phil Harding
Enrollment: 24 Faculty: 1
Prerequisites: Core Program; examples of current works in visual arts at interview with faculty; faculty signature required
Special Expenses: Cost of project materials, lab fees, field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

This is a studio program aiming at visual literacy in 3-D form and space. Fall Quarter will consist of an exploration of form, space and content through a series of assigned project exercises. For example, "The Shape of an Argument," wherein there is a 3-dimensional dialogue between the sides of an argument; "3-D Forms of Poems;" and "3-D Model of Parts of Your Life," read by colleagues as if it were their own.

Winter Quarter will consist of assigned exercises that apply this literacy to specific applications in areas such as sculpture, architecture and product design.

Spring Quarter will support individual student work in areas of their own selection. The assumption of the program is that 3-D literacy is relevant and applicable to all creative and design fields involving three dimensions, as well as "reading" and understanding the world through which we move.

Throughout the program year, and concurrent with the studio work, there will be readings and discussions of current issues in the arts, development of critiquing skills, field trips to galleries, shows and appropriate environments, cultural aspects of space and form (e.g., pauses or "spaces" between speakers in conversation), and lectures, readings and exercises that develop each individual's creative process. All work will be photographed for portfolio development.

Credit will be awarded in art and architecture.

Total: 48 credits

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

Fast Track: Advanced Projects Work Group

Fall, Winter/Group Contract

Sponsor: Paul J. Sparks

Enrollment: 16 *Faculty:* 1

Prerequisites: Faculty signature, evidence of ability and preparation to do intensive thesis quality work, and/or a faculty recommendation, junior or senior status

Special Expenses: Arts supplies, field trip

Part-time Options: Yes, but only in exceptional circumstances

Internship Possibilities: No

Additional Course Allowed: Yes, but negotiated on a case by case basis

This program is designed to support students in the areas of 2D art, 3D art, film, video, photography or writing, who want to do intensive work with one of these goals in mind: (1) preparation for graduate school; (2) preparation for a thesis project; or (3) execution of a thesis project.

"Fast Track" will be run along the lines of a graduate level workshop. Formal program structures will be limited to a weekly seminar and faculty conferences, with an expectation for at least two peer reviews per quarter. In order to participate, students must have at least junior standing and evidence of their ability and preparation to do serious advanced work. Students who intend to complete their thesis work during this program need to contact the faculty sponsor before the start of Spring Quarter, 1992.

Credit will be awarded in 2D or 3D visual art, film, video, photography and creative writing.

Total: 32 credits

Program is preparatory for careers and future study in visual arts, media arts and humanities.

Islamic Art and Culture

Fall, Winter/Coordinated Study

Coordinators: Marilyn Frasca and

Doranne Crable

Enrollment: 40 *Faculty:* 2

Prerequisites: Faculty signature

Special Expenses: TBA

Part-time Options: TBA

Internship Possibilities: TBA

Additional Course Allowed: TBA

With the aid of students, Faculty Members Doranne Crable and Marilyn Frasca will develop a program on Islamic art and culture, with focus on feminist writings. The faculty will plan the program during the spring of 1992 with interested and committed students.

Credit will be awarded in culture studies and art.

Total: 32 credits

Program is preparatory for careers and future studies in arts and humanities.

Writers' Workshop

Fall/Group Contract

Sponsor: Argentina Daley

Enrollment: 24 *Faculty:* 1

Prerequisites: Core Program or equivalent, preference given to juniors/seniors; portfolio and signature required

Special Expenses: Students must provide own duplication copies for workshop discussion

Part-time Options: None

Internship Possibilities: No

Additional Course Allowed: No

Writers! Here's your chance to hone your creative writing skills within a workshop setting for credit. The primary emphasis of this course will be on the practical side: writing, critiquing and more writing. Students will share their work in round-robin fashion during scheduled workshops, rewriting and revising manuscripts per criticism received in the workshop and from the instructor. We will also explore hallmark works of contemporary fiction and poetry, as well as essays by writers on writing during book seminars. Becoming familiar with the formal properties of fiction and poetry will also be stressed throughout workshop, seminar and lecture activities. Each student will also be responsible for one tutorial presentation of an author of his/her choice.

Credit will be awarded in creative writing (fiction or poetry) and contemporary American authors.

Total: 16 credits

Program is preparatory for careers and future study in literature, editing and expressive writing.

Senior Thesis

Prerequisites: Senior standing during the year in which the senior thesis project will be completed; 36 credits in *Expressive Arts Programs* (Individual Contract credits do not apply to the 36); agreement of an *Expressive Arts* faculty to sponsor the project; submission of a completed Senior Thesis application before the advertised deadline.

Special Expenses: Depends on individual thesis project

Part-time Options: Depends on individual thesis project

Internship Possibilities: Depends on individual thesis project

Additional Course Allowed: Depends on individual thesis project

The *Expressive Arts* Senior Thesis projects allow students to work intensively on a final undergraduate project. Senior Thesis students have the support of a faculty/staff committee, can be awarded funding, and receive increased priority for equipment and space usage.

Senior Thesis applications are submitted to the performing arts coordinator early in the Fall and Spring Quarters in order to be considered for subsequent quarters. Finalists are selected by the *Expressive Arts* faculty as a whole.

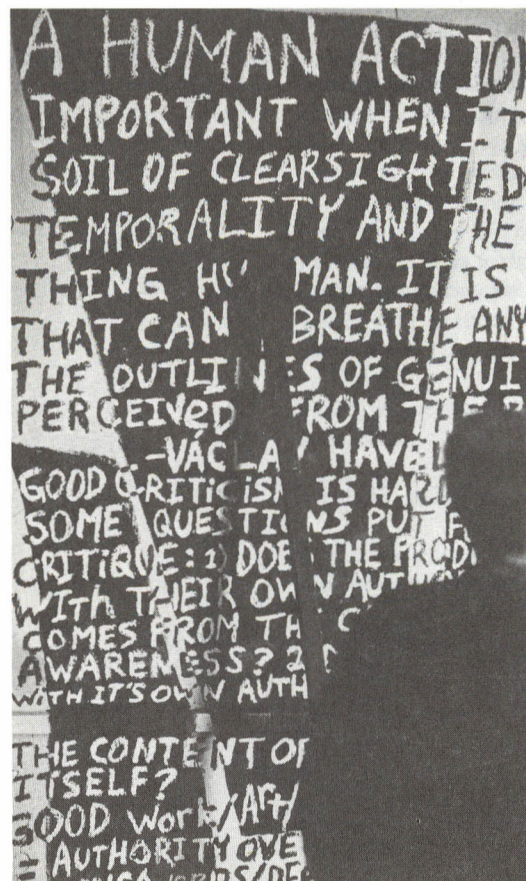
Funding for Senior Thesis projects is subject to availability. Credit is awarded in areas agreed upon by the student and thesis sponsor. Application forms and the current list of available sponsors and committee members are available through the office of the performing arts coordinator in the Communications Building.

1492-1992, Image, Discourse: Decolonizing the Americas

In this program, students will examine paradigms used to interpret the history of Europe, Africa and the Americas through an exploration of images and texts. We will begin by studying the period prior to Columbus' departure from Spain, exploring the consequences of his so-called "discovery" and the effects of the colonial and post-colonial periods on the shaping of new paradigms in the modern world. This program will integrate studies in history, political economy, literature, art and film. For a complete description, turn to page 58 in the *Knowledge and Human Condition* section.

Indigenous Art and Literature: Australia and America

We will examine the rich traditional art forms of both continents and their current contemporary expressions in literature, poetry and mythology. In art workshops, we will examine and express our own symbology in art mediums and past mythology produced by indigenous Australian Aborigine and Native American writers, poets and journalists. We will study the history of dominant cultural influences and the current social conditions in modern, urban and rural settings. We will compare the two cultures and their relationships to the dominant Australian and American cultures. For a complete description, turn to page 58 in the *Knowledge and Human Condition* section.



Knowledge and the Human Condition

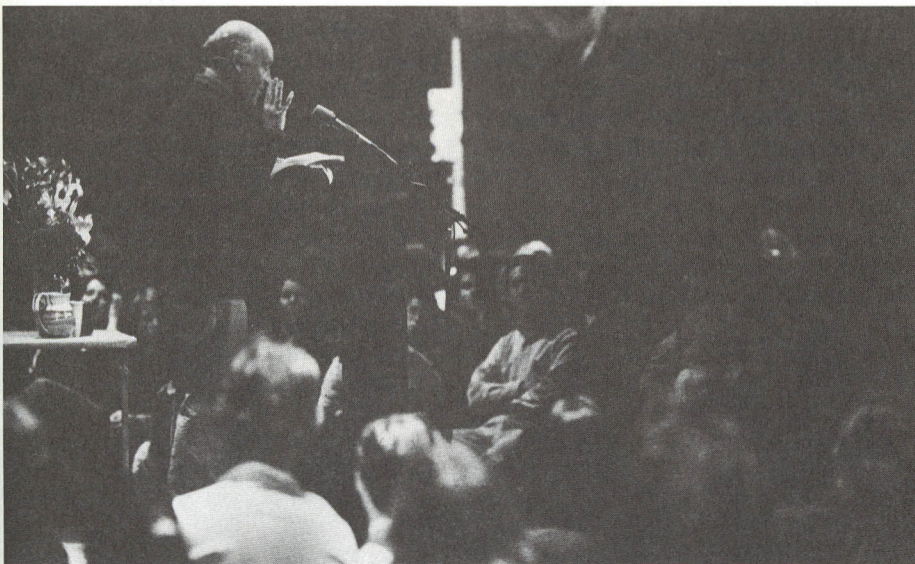
Secretary: Virginia Darney

Affiliated Faculty: Nancy Allen, Bill Arney, Susan Aurand, Gordon Beck, Thad Curtz, Argentina Daley, Virginia Darney, Betty Ruth Estes, Susan Fiksdal, Don Finkel, Tom Foote, Marilyn Frasca, Tom Grissom, Bob Haft, Dave Hitchens, Ginny Ingersoll, Hiro Kawasaki, Rob Knapp, Al Leisenring, David Marr, Rudy Martin, Harumi Moruzzi, Frank Motley, Janet Ott, Chuck Pailthorp, David Paulsen, Sarah Pedersen, Tom Rainey, Gil Salcedo, Sam Schrager, Zahid Shariff, Pete Sinclair, Nancy Taylor, Kirk Thompson.

The end of the twentieth century finds American universities and Americans in general more and more dubious about the certainties of what we know. This curricular grouping focuses on our current questions about knowledge and frames those questions in the context of the political and cultural situation.

We examine knowledge from the perspectives of culture, gender, history, language and power. We want to look at the ways knowledge develops, is codified, described and used in particular human settings. We explore these questions with content and strategies from the Humanities, the Social Sciences, the Arts and the Natural Sciences.

This is not a traditional specialty area with entry points and career pathways, but rather a way to effect a greater mixing of disciplines in the conceiving and planning of the curriculum.



Internationally acclaimed writer Eduardo Galeano lectures on "History as a Mask," as part of the annual Willi Unsoeld Seminar symposium. The Unsoeld Seminar program honors the memory of Founding Faculty Member Willi Unsoeld by bringing prominent speakers and writers to campus every spring.

Maritime Exploration: Inner and Outer Horizons

Winter, Spring/Coordinated Study

Coordinator: Bill Bruner

Enrollment: 72 Faculty: 3

Prerequisites: Junior standing, must know how to swim

Special Expenses: Personal gear and food for overnight sailing trips in south Puget Sound, lab fee

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program provides the student with the opportunity to explore dimensions of both inner and outer horizons via discovery and exploration of a physical landscape, the sea. We will read global maritime history, studying the journals of sea explorers, and will relate their experiences to the wider context of history and geopolitics.

In Winter Quarter we will concentrate on global maritime history, reaching back to ancient times. A focus on the nature of the heroic journey, including the internal or psychological dimension will also be stressed.

In Spring Quarter we will narrow the focus to include exploration of the Pacific and, specifically, the Pacific Northwest. We will concentrate on history and literature reflecting the themes of West Coast and Pacific exploration.

Over the two quarters, students will have an opportunity to sail the *S/V Resolute* throughout the south Puget Sound area, gaining practical exposure to coastal navigation, maritime "rules of the road," basic seamanship and small boat safety.

Credit will be awarded in literature, maritime history and social science.

Total: 32 credits

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

And Now, The Twenty-First Century

Fall, Winter, Spring/Coordinated Study

Coordinator: Sandie Nisbet

Enrollment: 72 Faculty: 3

Prerequisites: Sophomore standing

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Life in the twenty-first century has already been shaped by the major social and intellectual revolutions of the twentieth. With this premise as our starting point, "And Now, The Twenty-first Century" will study major achievements in literature, science, philosophy and the arts.

In Fall Quarter we will center on visions of the human condition in which chance paradoxically rules the lives of individuals. We will study leading theories of physical reality, expressions of racial identity and gender differences in literature, and the gradual disappearance of nineteenth century world views of the good life. In Winter Quarter we will focus on political violence in the making of contemporary sensibilities. In Spring Quarter we will examine late twentieth century dilemmas of power and personal vulnerability in an effort to imagine the forms of life in the next century.

Some of the books we will read are: Camus, *The Plague*; Miller, *Death of a Salesman*; Woolf, *To the Lighthouse*; Kline, *Mathematics: The Loss of Certainty*; E. Franklin Frazier, *The Black Bourgeoisie*; Shaw, *Man and Superman*; Faulkner, *Absalom, Absalom!*; Arendt, *On Violence*; Prigogine and Stengers, *Order out of Chaos*; Johnson, *Middle Passage*; Hwang, *M. Butterfly*; Gordimer, *July's People*; Rhodes, *The Making of the Atomic Bomb*, and Ibsen, *The Enemy of the People*.

Credit will be awarded in literature and the arts, history of modern science, philosophy and cultural history of modernity.

Total: 48 credits

Program is preparatory for careers and future studies in all professions.

American Studies III: 1910-1990

Fall, Winter, Spring/Group Contract

Sponsor: David L. Hitchens

Enrollment: 24 Faculty: 1

Prerequisites: Two years of work in literature, history and philosophy

Special Expenses: None

Part-time Options: No

Internship Possibilities: Must negotiate with faculty

Additional Course Allowed: Must negotiate with faculty

"American Studies III" is an advanced group contract for students in the Humanities who wish to achieve deeper understandings of the direction and impact of their culture in more contemporary times.

In many ways, the promised "perfect society" of the 19th century never materialized in the 20th century. WWI, prosperity, economic depression, WWII, Cold War and Vietnam-generated *angst* have played important roles in preventing full participation in the American Dream by large segments of our population. The "melting pot" did not work, and we will work hard to learn why it did not succeed.

Reading will be intense, extensive and demanding. Each student will do outside readings and discuss their independent work in papers and class presentations. Here is a reading list for Fall Quarter: Sherwood Anderson, *Winesburg, Ohio*; Theodore Dreiser, *An American Tragedy*; Isadora Duncan, *My Life*; Sinclair Lewis, *Mainstreet*; Willa Cather, *Death Comes for the Archbishop, One of Ours*; John Dos Passos, *Three Soldiers*; T.S. Eliot, *The Waste Land*; William Faulkner, *The Sound and the Fury*; Eugene O'Neill, *The Hairy Ape*; William E. Leuchtenberg, *The Perils of Prosperity, 1914-32*; Isabel Leighton, (ed.) *The Aspirin Age*; Ernest Hemingway, *A Farewell to Arms, The Sun Also Rises*; H.L. Mencken, *The Vintage Mencken*; W.I. Susman, *Culture As History*; John Henrik Clarke, *Marcus Garvey and The Vision of Africa*; Richard Wright, *Black Boy* and Charlotte Perkins Gilman, *Herland*.

Credit will be awarded in U.S. political and economic history; U.S. social and intellectual history, and American literature.

Total: 48 credits

Program is preparatory for careers and future study in U.S. culture, history, literature, graduate work, law school, foreign service, international business and sociology.

The Listening Self: Personal Development and Social Change

Fall, Winter/Coordinated Study
Coordinator: Cam Stivers
Enrollment: 48 Faculty: 2
Prerequisites: Junior/senior standing
Special Expenses: Field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

If a person is going to be an effective social change agent, she or he must develop certain personal capacities. An important and often neglected one is *listening*.

If we are to analyze situations, communicate our views, develop solidarity with other people, and take effective action, we must be able to listen well. This program will encompass a number of diverse disciplines, including music, political science, psychology and moral philosophy.

We will also explore how cultures other than "white-Western-industrialized" ones understand listening and how listening is affected by gender relations. The program will examine theories concerning both listening and the nature of the self. It will include practical work in classroom exercises and out in the field; theories will be explicitly applied to the seminar process itself. The program's aim is to bring students closer to the development of those social and moral capacities that enable people to work effectively toward change—a practice of the self.

Credit will be awarded in moral philosophy, psychology, political science and music.

Total: 32 credits

Program is preparatory for careers and future study in community, public or non-profit administration and social science.

AfroAsiatic Roots of Greek Myth

Spring/Group Contract
Sponsor: Gordon Beck
Enrollment: 24 Faculty: 1
Prerequisites: Junior/senior standing; demonstrated ability to write research papers
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program is a search for origins of Greek mythology and literature among peoples from Africa and central Asia, sea peoples and indigenous peoples. In the course of our search we will read texts of bone, ash, stone, ivory and paint, as well as ancient texts. This work will involve research, careful interpretation of evidence and speculative reasoning.

Our search will utilize the academic tools of history, archaeology, anthropology, art history, literature, mythology, folklore, religion and cosmology.

Some major texts we will use: Martin Bernal's *Black Athena: The AfroAsiatic Roots of Classical Civilization and Greece*; Joseph Campbell's *Primitive and Occidental Mythology*, Marija Gimbutas' *Goddesses and Gods of Old Europe, 7000-3500 B.C.*; *Myths, Legends and Cult Images*, Robert Graves' *The Greek Myths*, and Greek classical poetry and dramas.

Credit will be awarded in Greek mythology, classical literature, AfroAsiatic prehistory, classical art history and archeology.

Total: 16 credits

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

The Paradox of Freedom: Criticism, Pedagogy and Politics

Fall, Winter/Group Contract
Sponsors: Bill Arney and Don Finkel
Enrollment: 48 Faculty: 2
Prerequisites: Competent expository writing ability
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Two years ago we started writing *The Paradox of Pedagogy*. It is a co-authored book on the paradoxical position of a teacher who would teach students how to be free. This book will be completed by the time this program begins. This program is our way to continue the conversation between us which led to the writing of that book.

One scholar says of paradox that it is "a dilemma inherent in the thing itself, the kind of inner breach not improperly called tragic, a grave difficulty that enhances rather than degrades its matter." This program will examine the set of paradoxical issues that surround the social and political acts of criticizing, teaching, writing and assuming the stance of an intellectual in modern society. We will examine the writings of such critics as Hannah Arendt, George Orwell, Paul Goodman, Ivan Illich, Michael Foucault and Edward Said, among others. We will also explore the classical terrain that helps us understand what these contemporary writers are trying to do. We will take as our program theme the question of boundaries, limits and their potential transgression. The program will touch on issues of the solitary life, life in community and the delicate subject of friendship.

We offer this program for students who are serious about writing. The program will form a "writing community," and the program activities will revolve around each member's written work.

Credit will be awarded in sociology, philosophy, psychology, political theory, literary criticism, educational theory and writing.

Total: 32 credits

Program is preparatory for careers and future study.

January, 1991—Evergreen students participate in an all-night vigil on the eve of the Persian Gulf war.



Psychology and Literature: The Study of Landmarks in the Symbolic Process

Fall, Winter, Spring/Coordinated Study
Coordinator: David Rutledge
Enrollment: 48 *Faculty:* 2
Prerequisites: Sophomore standing or above, faculty signature, submit college paper
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No (in special circumstances, consult faculty)

Our intention is to explore psychologies and literatures, in the plural, as symbol systems. The inner world of the individual and the interpersonal world of society and culture are constructed of symbols. "Meaning" is constructed, individually and socially, by assimilating and accommodating not just events, but emotion-laden patterns of imagery.

In the modern Western world, interpretation of these patterns is the work of social scientists and scholars in the humanities, including psychologists, anthropologists and literary critics. In all times and places, however, these patterns are embedded in culture, are carried onward by ritual and myth and evolve through dramatic enactment and the telling of tales.

In *psychology*, our starting-point will be analytical (or Jungian) psychology, because it is especially attuned to symbol systems and because it calls for and supports the development of interpretive skills. We will also consider other theories of personality and will explore relevant aspects of developmental, cognitive, social and abnormal psychology.

In *literature*, we will consider examples of storytelling in all its modes. We plan to devote equal attention to "canonical" texts, the kind traditionally encountered in humanities, Western Civilization and English and comparative literature courses, and to non-traditional literature, including myths and folktales, with emphasis on Native American traditions and authors. We will also include film as a mode of literature, on grounds that it is the uniquely powerful storytelling medium of the twentieth century.

Typical weekly activities will include: a "receptive" seminar focused on the week's text and a "responsive" seminar focused on student response papers; a workshop on interpretation, using (in alternate weeks) psychological case studies and folktales; and a film, artwork or guest lecturer. In Fall Quarter we will focus upon basic interpretive and writing skills. In Winter Quarter we will include a research project and in Spring Quarter a creative project.

The first two quarters will be planned by the faculty as a continuous sequence of interdisciplinary studies. (Enrollment for only the Fall Quarter is discouraged.) Spring Quarter will be planned by faculty and students together.

Credit will be awarded in psychology (personality theory and developmental psychology); literature (American, English and comparative in translation).

Total: 48 credits

Program is preparatory for careers and future study in the humanities and social sciences (particularly psychology); education (at all levels); and the helping professions, including psychological counseling.

Environmental Education Now

Spring/Group Contract
Sponsor:s Mark Levensky and Bill Arney
Enrollment: 40 *Faculty:* 2
Prerequisites: Knowledge of ecology, one or more of the sciences, environmental ethics and/or education. A knowledge of one or more arts or crafts would also be useful.
Special Expenses: Field trips and lectures
Part-Time Options: No
Additional Course Allowed: Yes, but not in place of some part of the program

The goal of "Environmental Education Now" is to make a collection of objects which will be useful to others in helping grade school children learn something important about our environment.

Each student will participate in lectures, discussions, critiques and in a ten-week, small group project. Grade school teachers and students will work with the group project. Writngs about systems, teaching and learning, environmental ethics, ecology and change will be studied. The unexpected will occur.

Credit will be awarded in environmental education, research in social sciences and group project work.

Total: 16 credits

Program is preparatory for careers and future study in environmental education, environmental studies, advanced undergraduate work in humanities or social sciences.



Chaucer and His World

Fall/Group Contract

Sponsor: Charles B. Teske

Enrollment: 24 *Faculty:* 1

Prerequisites: At least one year of undergraduate study of the humanities, including literature

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

We shall intensively study one of the most humane, witty and eloquent authors who ever wrote in English. Starting with an overview of the history of our language, we shall immerse ourselves in Chaucerian Middle English and its cultural context. The group will concentrate on *The Canterbury Tales*. Individual presentations will treat other works of Chaucer. We shall devote one period each week to the study of medieval drama and music.

Credit will be awarded in English literature, cultural history, study of the English language, medieval drama and music, and advanced expository writing.

Total: 16 Credits

Program is preparatory for careers and future study in advanced study of literature and cultural history; the teaching of literature and other humanistic fields.

S.O.S. (Student-Originated Studies) in the Humanities

Fall, Winter/Cluster Contracts

Sponsor: Leo Daugherty

Enrollment: 2-10 *Faculty:* 1

Prerequisites: Two quarters of successful work at Evergreen, plus faculty approval of written academic proposal

Special Expenses: None

Part-Time Options: No

Internship Possibilities: Unlikely, but not impossible

Additional Course Allowed: Yes, but only one, not to exceed 4 quarter hours

The "S.O.S." Program is conceived as a convenience for advanced-level students who wish to do small cluster contracts of their own design during Fall 1992 and/or Winter 1993. (Cluster registration will be via identical individual contracts.) Some examples of recent humanities clusters include Shakespeare and writing, American studies, screenwriting, Renaissance and reformation studies, and literary theory.

Interested groups should send written proposals to faculty member Leo Daugherty at Library 2102. Proposals should be carefully written and they should be as specific as possible. Tentative booklists will be especially helpful. Suggested length: one single-spaced typed page (in addition to booklist).

Applicants for cluster contracts should work out their own unresolved differences before submitting their group proposal, and the collaborative writing of the proposal should in fact serve as an early way for them to do so.

"S.O.S. in the Humanities" is appropriate for students interested in writing and research. A sizeable sample of recent work must accompany such proposals.

Proposals for Fall Quarter 1992 must be sent to Leo Daugherty by the end of the previous Spring Quarter.

Credit will be awarded in the humanities subject areas of the student-generated clusters.

Total: 16 credits

Program is preparatory for careers and future study in the various humanities disciplines, as well as such professional areas as law, theology and museum studies.

Engendering Knowledge: Inscribed Bodies/Disembodied Minds

Winter, Spring/Coordinated Studies

Coordinator: Alan Nasser

Enrollment: 48 *Faculty:* 2

Prerequisites: Junior standing, preference given to seniors, interview and faculty signature required, writing sample and evaluations from previous faculty members

Special Expenses: None

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

There is more than one way to think and feel about these familiar pairs: knowledge and morality, the body and the mind, subjectivity and objectivity, and nature and culture. In Winter Quarter we will examine the difference between traditional and modern ways of thinking and feeling about these pairs, and we will assume that capitalism and modern science mark the division between tradition and modernity.

In the modern world the pairs become dualisms, polar opposites. And they become *gendered*: knowledge becomes as Francis Bacon wrote, "masculinized," along with mind, objectivity and culture, while the body, subjectivity and nature become feminized. The language of modernity comes to inscribe and be inscribed by each of these pairs in a way that makes their gendered character a principal source of their opposition. What were the historical and cultural dynamics that engendered (our conceptions of) knowledge, body, mind, subjectivity, objectivity, nature and culture? And what has happened, in the meantime, to the modern world that now makes these settlements seem so unstable?

An important part of the answer to these questions may be that we have, in late modernity, become so much more aware of the way *language* structures and is structured by our relation to these pairs. And this awareness itself *changes* our relation to them: right now we are not quite sure *how* to think and feel about knowledge, body, mind.

In Spring Quarter we will inquire into the historical and cultural dynamics that have worked to undermine modernity's signature dualisms. Are there new historical and cultural developments that provide a basis for a transition to *post* modernity, as modern science and capitalism once effected the transition to modernity? If so, do these developments effect a new engendering, or do they abolish gender altogether?

Science fiction videos, which often make gender ambiguous, will be screened to frame ways of thinking and feeling about the dualism: human "other" (e.g., animal, machine, alien). The representational practices in Michael Jackson's *Thriller* tape, in television's *Max Headroom*, and in films such as *Bladerunner*, *Attack of the Fifty Foot Woman*, *Man Facing Southeast* and *Total Recall* enable us to ask questions about (post)modernism's symbolic economy.

This will be a demanding, bookish and rigorous program. It will also be fun. Among our readings will be Alfonso Lingis, *Excesses: Eros and Culture*; Bordo, *The Flight to Objectivity*; Alison Jaggar and Susan Bordo (eds.), *Gender, Body, Knowledge*.

Credit will be awarded in feminist theory (cultural studies, feminist science studies, body knowledge and postmodernity), philosophy of language, from tradition to modernity, anthropology of knowledge, and philosophy of science: the failure of the enlightenment project.

Total: 32 credits

Program is preparatory for careers and future study in philosophy, anthropology, feminist theory and sociology.

1492-1992, Image, Discourse: Decolonizing the Americas

Fall, Winter, Spring/Coordinated Study
Coordinator: Gail Tremblay
Enrollment: 72 *Faculty:* 3
Prerequisites: Core program or equivalent work
Special Expenses: Screening fee for films, cost of materials for student projects, especially in film or visual arts
Part-time Options: With faculty signature, if negotiated with team (not recommended)
Internship Possibilities: Spring Quarter possibilities for certain projects
Additional Course Allowed: See part-time options

In this program, students will examine paradigms used to interpret the history of Europe, Africa and the Americas through an exploration of images and texts. We will begin by studying the period prior to Columbus' departure from Spain, exploring the consequences of his so-called "discovery" and the effects of the colonial and post-colonial periods on the shaping of new paradigms in the modern world.

This program will integrate studies in history, political economy, literature, art and film. It will have components that allow students to work in communities and/or to produce projects in a wide variety of media. It will also allow for interaction with faculty and students in the "Community Determined Education" program on reservations in the area when such interaction is possible.

Credit will be awarded in history, anthropology, art history, film theory, community studies, literature and additional art, filmmaking or other credit tailored to specific project work.

Total: 48 credits

Program is preparatory for careers and future study in the arts, filmmaking, writing, social sciences, depending on the focus of the students project work to some degree.

Indigenous Art and Literature: Australia and America

Fall, Winter/Coordinated Studies
Coordinator: Mary F. Nelson
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program, interest, skills in writing and literature
Special Expenses: Art supplies, possible field trip costs
Part-time Options: By permission of faculty
Internship Possibilities: No
Additional Course Allowed: Yes, with faculty consultation and no program conflict

We will study and compare selected examples of indigenous art and literature of specific areas of Australia and America—Northwest Coast and Southwest. We will examine the rich traditional art forms of both continents and their current contemporary expressions in literature, poetry and mythology.

In art workshops, we will examine and express our own symbology in art mediums and past mythology produced by indigenous Australian Aborigine and Native American writers, poets and journalists. We will study the history of dominant cultural influences and the current social conditions in modern, urban and rural settings. We will compare the two cultures and their relationships to the dominant Australian and American cultures. How do they differ, how are they similar in art, mythology, history, social issues and literature? We will attempt to learn from the indigenous Earth Wisdom expressed in traditional and contemporary oral, written and visual forms.

Partial book list: *Daughters of the Dreaming*, *Aborigines in White Australia*, *Australian Legendary Tales*, *My Place*, *The Way to Rainy Mountain*, *Southwest Artists and Potters*, *Book of the Hopi*. Films/video tapes: "The Loon's Necklace," "Maria," "Potter of the SW," "Australia's Art of the Dreamtime," "Fringe Dwelling."

Credit will be awarded in aborigine Australian art, indigenous Australian literature, Native American art (NW & SW), Native American literature, indigenous Australian history, Native American history, indigenous Australian contemporary issues and Native American (NW & SW) issues.

Total: 32 credits

Program is preparatory for careers and future study in art, literature, humanities, social studies/sciences and multicultural studies.

Power in Perspective

Fall, Winter, Spring/Coordinated Study

Coordinator: Brian Price

Enrollment: 72 Faculty: 3

Prerequisites: One year of college

Special Expenses: \$35 for movie series and retreat

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

When we interact with others and when we try to understand what is happening in the world around us we bring to these encounters frameworks of understanding which guide our perceptions and help determine our responses. These frameworks involve ways of thinking about individual, community, intellectual, spiritual, political, economic, social and cultural power.

For example, when we think about the major lines of dominance and opposition among people in the United States today, some of the major categories that we use to comprehend them are race, gender, class and sexuality. After all, political and economic power, at least, are unequally distributed among racial and ethnic groups, women and men, the working, middle and upper classes and homosexuals and heterosexuals.

Similarly, when we meet someone new, often the first things we notice about the person have to do with his/her race, gender, class and sexuality. These categories frequently condition our expectations of his/her actions and our own. Thus, our conceptual frameworks influence our perception of the world on both the analytical and personal levels.

When we try to find out where such frameworks come from, we tend to examine the past by looking for the same interpretations of dominance and opposition we use now, and we tend to look through the lenses of our current conceptual categories. That is, we tend to assume that peoples in the past thought about the same problems of power using the same kinds of thinking that we use.

This program will question that assumption. Taking Europe and North America as our terrain, we want to examine how the frameworks of thought and categories for understanding social life have evolved in the past 500 years. We will do this by examining several moments in that evolution. We will ask such questions as: What frameworks were used by dominant groups to explain and justify their position in the world? What impact did these frameworks have on others? How did they resist the dominant groups' descriptions of their lives? How do categories of thought gain or lose importance and change form, meaning and content over time? How did our contemporary frameworks of perception emerge and become influential?

To address these issues and questions, we will examine a great variety of narratives, including stories from oral traditions, fictions, autobiographies, philosophical discourses, political economic analyses, histories and visual media. We will pay particular attention to the ways in which the *form* of narrative influences and is influenced by our understanding of power.

Finally, given that our ways of conceptualizing domination and opposition change over time, in Spring Quarter we will look for ways of thinking to guide our understandings of power in the future.

This program is the equivalent of the introductory program of the *Political Economy and Social Change* Specialty Area.

Credit will be awarded in political economy, anthropology, history, literature and literary theory, social science theory and gender studies.

Total: 48 credits

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

Writers' Workshop

Writers! Here's your chance to hone your creative writing skills within a workshop setting for credit. The primary emphasis of this course will be on the practical side: writing, critiquing and more writing. Students will share their work in round-robin fashion during scheduled workshops, rewriting and revising manuscripts per criticism received in the workshop and from the instructor. We will also explore hallmark works of contemporary fiction and poetry, as well as essays by writers on writing during book seminars. Becoming familiar with the formal properties of fiction and poetry will also be stressed throughout workshop, seminar and lecture activities. For a complete description turn to page 51 in the *Expressive Arts* Specialty Area.

Islamic Art and Culture

With the aid of students, Faculty Members Doranne Crable and Marilyn Frasca will develop a program on Islamic art and culture, with a focus on feminist writings. The faculty will plan the program during the spring of 1992 with interested and committed students. For a complete description, turn to page 51 in the *Expressive Arts* Specialty Area.

Changing Minds, Changing Course

In our public lives, work lives, private lives and education, we are regularly subjected to attempts at influence, whether from persons known to us, such as bosses, friends and family, or from distant campaigns or scholarly reports. Some persuasion is calculated and intentional; some is unplanned and beyond our awareness. We, ourselves, play this influence game. It is an inescapable aspect of human relationships and institutions. This program will explore influence processes and the way changes in people and institutions issue from them. For a complete description, turn to page 65 in the *Management and the Public Interest* Specialty Area.

The Human Condition: Time, Place, Values

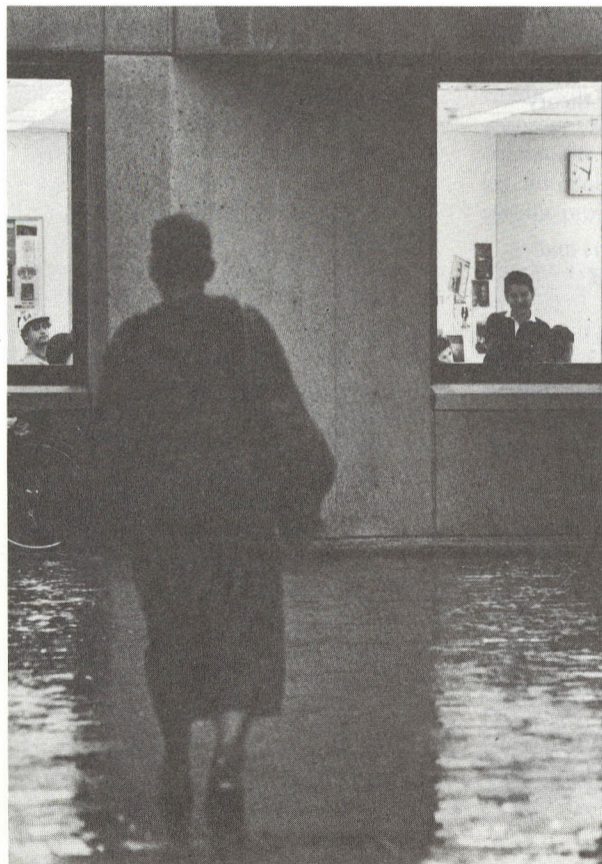
Time provides landmarks for much of our lives. Western ways of understanding time have generated powerful, subtle ideas about origin, history and person and have fostered notions of progress, civilization and purpose. Yet much of nature, much of community and many individuals are organized by other concepts than linear time (e.g., by place, land, spirituality) and meaning for them must come from other landmarks and associations. For a complete description, turn to page 71 in the *Center for the Study of Science and Human Values* Specialty Area.

Russia-USSR

This program will explore the history, literature and culture of Russia and the Soviet Union from the ninth century to the present. Contemporary developments in the Soviet Union will be thoroughly examined during Spring Quarter. All students will be encouraged to enroll in a language class appropriate for their level; however, the program will also be open to students who do not wish to take language classes. Given sufficient student interest, the faculty will arrange study trips to the Soviet Union during the summer of 1993. For a complete description, turn to page 62 in the *Language and Culture Center* Specialty Area.

British Imperialism: South Africa and South Asia

The psychological, cultural and philosophical consequences of British imperialism and colonization will be explored through theoretical texts as well as literary texts. The program will also view films and study visual and performing arts in the context of colonization of culture(s). The voice of the colonized will be explored. For a complete description, turn to page 70 of the *Political Economy and Social Change* Specialty Area.



Language and Culture Center

Director: Susan Fiksdal

The *Language and Culture Center* plans and coordinates year-long programs and courses in the area of foreign languages and cultures on a two- to three-year cycle. It also serves as a source of information and academic advice for students traveling abroad who have an interest in foreign languages and area studies. The Center's director, Dr. Susan Fiksdal, is a full-time Evergreen faculty member who specializes in Linguistics, E.S.L. Methodology, and French Culture. Associate Dean José Gómez also serves as a source of information and academic advice for students who have an interest in studying abroad.

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

For students interested only in language studies, Evergreen offers a series of part-time courses. Most of these courses are offered during evening hours. Language components of area programs may also be taken as separate courses, but they are mostly conducted during the day. Students interested in careers in business, journalism, education, anthropology and human services may want to consider such language study. In the 1992-93 academic year, courses in first-year college French, German, Spanish and Japanese will be offered as well as second-year French.

The following list includes the academic programs in this area planned through 1994:

1992-1993

- "Japan Today: Language, Customs and International Relations," FWS
- "Paris-Dakar-Fort de France: Voices of Revolution and Tradition," FWS
- "Russia/USSR," FWS

1993-1994 (tentative)

- "Spanish Forms in Life and Art"
- "Classical World"
- "Laisse le bon temps rouler, mais lache pas la patate! Cajun, Creole and French Canadian Cultures"

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

Evergreen students of junior and senior standing who have met the necessary prerequisites may be eligible to spend up to a full year studying language, area studies, economics or international trade and affairs as special students in the University of Washington's Jackson School of International Studies. The School of International Studies has been a pioneer in offering programs in non-Western languages and cultural studies. It offers interdisciplinary curricula emphasizing both regional and topical studies. Students may concentrate their study on a major world area within the context of humanities and the social sciences, they may specialize in topical studies, or they may pursue a more general course of study within the program. Major areas normally available through this program include: Chinese studies, Japanese studies, Korean studies, Middle Eastern studies, Russian and East European studies, South Asian studies and comparative religion.

Application to participate in a year at the University of Washington should be made through Dean José Gómez. Application must be made before April 1 of the year preceding admission to the University of Washington.

Student Exchanges with Japanese Universities

Evergreen has reciprocity agreements with two Japanese universities, Miyazaki and Kobe for exchanging two students with each institution, tuition-free, for one calendar year, beginning in May or October.

Interested and qualified students may obtain further particulars from Dean José Gómez. The students who plan to apply for this exchange program must have a sufficient proficiency in Japanese as most of the teaching at both universities is in lecture format in Japanese. Applications should be submitted in the form of a letter of intent accompanied by portfolios to Dean Gómez, no later than February 15. The applications will be screened by a selection committee.

Japan Today: Language, Customs and International Relations

Fall, Winter, Spring/Coordinated Study
Coordinator: Harumi Moruzzi and John Cushing
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent
Special Expenses: Screening fee
Part-time Options: Yes, language, FWS; film studies, FW
Internship Possibilities: No
Additional Course Allowed: No, unless student is taking part-time option

Japan has earned the admiration of other countries through its economic rise out of the ashes of World War II. At the same time, Japan's economic dominance has invited the resentment of other countries. Developed nations tend to view Japan as unfair in its trade operation and irresponsible in the face of world problems. Developing nations often view Japan as exploitative of their natural resources and unsympathetic to their economic and political plights.

Obviously, Japan suffers from a negative international public image in spite of its genuine commitment to peace and its well-documented economic assistance to developing countries, which was second only to the United States in terms of dollar value in 1987. Is Japan a ruthlessly selfish country which functions only for its own economic advantage? Is Japan a psychologically isolated country in spite of its apparent abundance of cultural diversities? Can the United States have a mutually beneficial relationship with Japan? In this program, we will examine these issues as well as others such as the Japanese educational system and environmental problems.

In Fall and Winter Quarters we will examine the history of Japan and contemporary Japanese society through various sources including Japanese cinema, which is well known for its artistry as well as its critical and uncompromising approach to the society it depicts. We will study critical approaches to film appreciation and see films by directors such as Kurosawa and Mizoguchi.

In Spring Quarter we will examine modern Japan's politics, economics and international relations, particularly with the United States. We will also study Japanese literature in translation.

Japanese language will be taught throughout the year. We will emphasize the development of oral-aural competency. Diligent students can expect to learn enough Japanese to manage the necessities of daily life and travel. In Winter and Spring Quarters, students will learn how to use a computer program to help acquire reading and writing skills in Japanese.

Credit will be awarded in Japanese language, film studies, Japanese history and culture, Japanese politics and economy, and Japanese literature.

Total: 48 credits

Program is preparatory for careers and future study in Japanese language and culture, international relations and business.

Russia-USSR

Fall, Winter, Spring/Coordinated Study
Faculty: Thomas B. Rainey and Patricia Krafcik
Enrollment: 48 *Faculty:* 2
Prerequisites: Junior or senior standing, sophomores must obtain faculty permission
Special Expenses: Study trip to Soviet Union in Summer of 1993 (optional)
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes (4 quarter hours)

This program will explore Russia and the Soviet Union from the ninth century to the present. Readings may include chronicles, epics, saints' lives, historical texts, folklore, tales and the literature of Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Herzen, Gorky, Blok, Zamiatin, Mayakovsky, Esenin, Akmatova, Solzhenitsyn, Pasternak, Zoshchenko, Ginzburg, Brodsky and Rasputin.

Intensive Elementary Russian will be offered during the summer of 1992. Elementary and Intermediate Russian (at a less intensive pace) will be offered during fall, winter and spring, 1992-93. All students will be encouraged to enroll in a language class appropriate for their level; however, the program will also be open to students who do not wish to take language classes. Topical workshops will be offered each quarter for students who wish to receive full credit for program work, but who do not enroll in a language class. Language classes will be open to qualified students outside the program if space is available. Students enrolled full-time in the program will be given first preference for enrollment in the language classes.

Students can enroll each quarter for 12 or 16 quarter hours. To earn 16 quarter hours a student must regularly attend weekly lectures, participate in weekly book seminars, complete the required reading, submit assignments in a timely manner and attend a language class or a program workshop.

Given sufficient student interest, the faculty will arrange study trips to the Soviet Union during the summer of 1993.

Credit will be awarded in Russian language, history, literature and culture, and Soviet history, political economy, literature and culture.

Total: 48 credits

Program is preparatory for careers and future study of diplomatic service for international trading corporations, graduate studies in international affairs and in Russian-Soviet studies.

Paris-Dakar-Fort de France: Voices of Revolution and Tradition

Fall, Winter, Spring/Group Contract

Sponsors: Susan Fiksdal and Marianne Bailey

Enrollment: 60 *Faculty:* 3

Prerequisites: Core or equivalent

Special Expenses: Spring trip to French-speaking country (optional)

Part-time Options: 8 quarter hours language work

Internship Possibilities: No

Additional Course Allowed: Yes

The French-speaking world offers a veritable crossroads of cultures; its literature, film and visual arts will provide the voices of revolution and tradition which our program will explore. We will trace artistic and political developments within France and in the Francophone cultures of Africa and the Caribbean.

In Fall Quarter we will study revolution through the parallel historical examples of the French and Haitian Revolutions, and through literary and artistic figures whose works caused upheaval in a tradition-bound society. We will read Diderot and Voltaire who laid the foundations for revolutions, and study the romantic, symbolist, decadent and naturalist aesthetic movements through such authors as Hugo, Sand, Baudelaire, Rimbaud, Jarry and Zola. We will read Césaire on the Haitian Revolution and Foucault on the mentality of the French Enlightenment.

In Winter Quarter we will consider the Cubist, Dada-Surrealist, Existentialist and Aégritude movements. We will emphasize the voices of writers from Africa and the Caribbean who use the colonizer's French as a tool of their liberation and discuss such concepts as religious and cultural syncretism, culture building and ritual. Students will learn about colonialism from the viewpoint of the colonized and the colonizer.

We will read Césaire, Depestre, Condé, Schwarz-Bart and Fanon from North Africa; Sembene, Senghor, and Laye from West Africa and Sartre, Genet, Artaud and Beauvoir from France.

In Spring Quarter we anticipate two travel options, one to France and the other to the Caribbean. Program members enrolled full time will complete eight quarter hours of intensive work in French language and will choose two of these three module options each quarter: (1) Seminar in French and Francophone texts in translation; (2) Introduction to Sociolinguistics; (3) Photography—Its History and Techniques.

Credit will be awarded in French language, French and Francophone literature, history, art history, photography and linguistics.

Total: 48 credits

Program is preparatory for careers and future studies in humanities, intercultural studies and graduate work in arts.

Theater and the Changing USSR

This program will closely focus on the multi-ethnic and multinational "characters" that have been created by the genius of masters, mostly unknown to the West, of dramatic literature. By way of the play and its playwright, we will look at the economics, politics and philosophies of the changing Soviet citizen; who and what he/she was in the past and has become today. For a complete description, turn to page 47 in the *Expressive Arts Specialty Area*.



Management and the Public Interest

Convener: John Filmer

Affiliated Faculty: John Filmer, Virginia Ingersoll, Duke Kuehn, Paul Mott, Art Mulka, Chuck Nisbet, Dean Olson, Niels Skov, Greg Weeks and Tom Womeldorff

Upper-division work in this specialty area consists of a Coordinated Study Program titled "Management and the Public Interest" for the first year and a changing series of advanced Group Contracts, Individual Contracts and Internships for the second year. Students may take one or two years of work in this area. During the first year, the "MPI" program provides students with the opportunity to acquire essential managerial skills and concepts. The program will address broader issues such as the ability of the private and/or public sector to meet the public's needs.

Management and the Public Interest

Fall, Winter, Spring/Coordinated Study

Coordinator: John Filmer

Enrollment: 72 *Faculty:* 3

Prerequisites: Microeconomics, principles of accounting, upper-division standing

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

"Management and the Public Interest" or "MPI" teaches management concepts and skills to upper-division students. The program focuses on the private business sector, but also gives attention to public and not-for-profit sectors. Values, ethics and the public interest are addressed throughout the year.

The program is designed for full-time students who take the same academic offerings throughout the year. Special emphasis is placed on the development of analytical and people skills.

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

Core book seminars each quarter allow students to improve critical reading, writing and communication skills. These seminars demonstrate the need for managers to integrate many business disciplines.

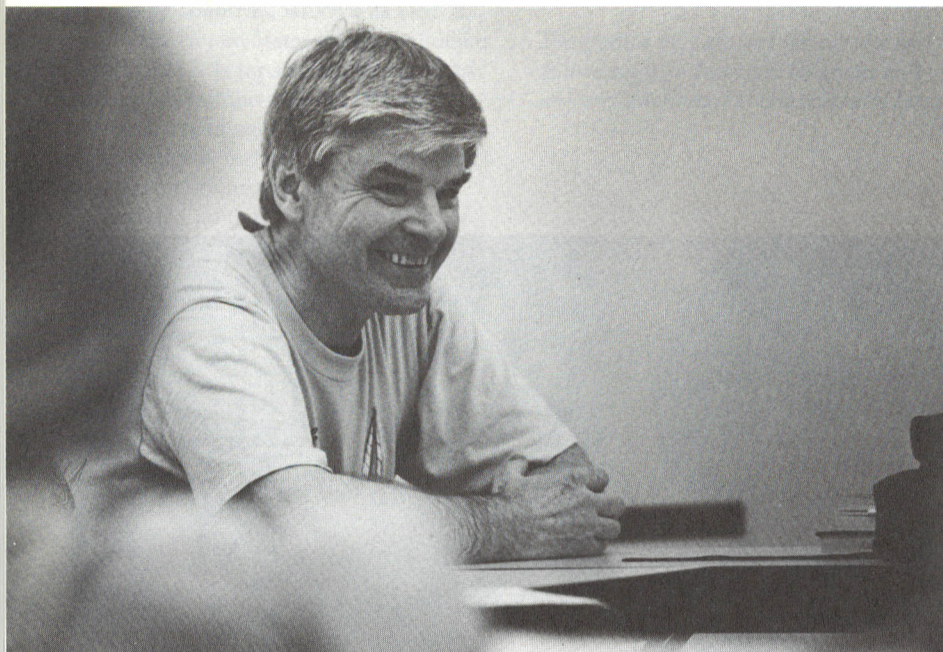
"MPI" is a demanding and concentrated effort to prepare students for careers in business, the public sector and service organizations. The program provides fundamental preparation for graduate studies in business administration, public administration and law.

Program prerequisites can be met through transfer of credit or summer courses or through concurrent enrollment in accounting and economics during Fall Quarter.

Credit will be awarded in accounting, economics, management, managerial economics, managerial finance, organizational behavior, marketing, statistics and case studies in business and public administration.

Total: 48 credits

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



Making a Difference: Doing Social Change

Fall, Winter, Spring/Coordinated Study
Coordinator: Paul Mott
Enrollment: 24 *Faculty:* 1
Prerequisites: Senior standing, interview,
faculty signature
Special Expenses: No
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

During the first years of college, we learn about societal and environmental problems. Population growth, our homeless, misuses of our environment, questionable business ethics and child abuse are some examples. Many of us will devote our futures to solving these kinds of problems or we will want to learn how to make changes where we work and live.

The good news is that useful methods exist for making a difference: for being an effective agent for change. Increasing skills and knowledge about the ethics, goals and practices of doing change is the purpose of this program. It is designed for seniors with backgrounds in environmental studies, helping professions, labor/management, education and the social sciences.

In the fall we will learn the techniques of doing change and preparing for field studies. Students are encouraged to negotiate in advance internships where they will conduct or observe field change projects during winter and spring. A special effort will be made to develop internships concerned with the problems of growth in the Olympia area. Students who do not have or want internships are welcome in the program, provided that they design and carry out their own change projects.

Topics will include: personal skills of change agents; social goals and ethics of planned change; assessing the capacities of organizations to change; change theory and techniques; participant observation and measurement, and evaluation of change.

Credit will be awarded in theories of social change, organizational theory, field methods of research and evaluation, advocacy techniques and internship or field change study.

Total: 48 credits

Program is preparatory for careers and future study in advocacy in a variety of fields—environment, human services, management, sociology/social change, organizational design, legislative affairs; graduate work in law and social sciences.

Changing Minds, Changing Course

Fall, Winter, Spring/Group Contract
Sponsor: Virginia Ingersoll
Enrollment: 24 *Faculty:* 1
Prerequisites: Junior standing, basic statistics
course recommended
Special Expenses: Cost of travel to local
research site
Part-time Options: No
Internship Possibilities: Spring Quarter
Additional Course Allowed: No

What we do is grounded in what we know. We come to our knowledge through a sea of communication that is inevitably rhetorical. In our public lives, work lives, private lives and education, we are regularly subjected to attempts at influence, whether from persons known to us, such as bosses, friends and family, or from distant campaigns or scholarly reports.

Some persuasion is calculated and intentional; some is unplanned and beyond our awareness, deeply hidden in the structures of social discourse. Many people, such as managers, marketing experts, political strategists and psychotherapists, make their livings at it. Moreover, we, ourselves, play this influence game. It is an inescapable aspect of human relationships and institutions. This program will explore influence processes and the way changes in people and institutions issue from them. We will see how planned persuasion and propaganda campaigns are executed and how they work, both psychologically and socially.

Teams of students will examine in depth planned campaigns in the community, such as marketing campaigns, volunteer recruitment efforts, or public communication campaigns. Training in research methods, including use of the computer for data analysis, will be provided. Students will produce professional quality research reports for presentation to their local clients.

In Spring Quarter students will serve as interns in local organizations where they can exercise and augment their own persuasive skills.

Credit will be awarded in communications, social science, research methods, marketing research, rhetoric, public speaking and public relations.

Total: 48 credits

Program is preparatory for careers and future study in communications, marketing, politics, education, psychology, advertising and public relations.

Japan Today: Language, Customs and International Relations

Japan has earned the admiration of other countries through its economic rise out of the ashes of World War II. At the same time, developed nations tend to view Japan as unfair in its trade operation and irresponsible in the face of world problems. Obviously, Japan suffers from a negative international public image in spite of its genuine commitment to peace and its well-documented economic assistance to developing countries. In this program, we will examine these issues as well as others such as the Japanese educational system and environmental problems. Japanese language will be taught throughout the year. For a complete description, turn to page 62 in the *Language and Culture Center Specialty Area*.

Native American Studies

Conveners: Craig Carlson and David Whitener

Affiliated Faculty: William Aldridge, Craig Carlson, Rainer Hasenstab, Lovern Root King, Mary Nelson, Yvonne Peterson, David Rutledge and David Whitener

Associated Faculty: Betty Kutter, Betsy Diffendal, Carol Minugh and Gail Tremblay

The major goal of *Native American Studies* is to provide an open alternative education opportunity through experiencing a Native American philosophy of education which promotes education in self-determination, individual research, goal setting, internal motivation and self-reliance.

This interdisciplinary area is designed to serve a variety of student groups: Native American students who are interested in enriching their unique cultural heritage and developing strategies for self-determination in a pluralistic society, and students interested in learning about their own traditional cultures and values including the dynamics of change in a pluralistic society.

Native American Studies, in keeping with student self-determined education, includes programs to complement various cognitive styles. Additionally the area, and programs within the area, collaborates with other specialty areas and programs to offer interdisciplinary opportunities in education. Examples of such collaboration include history, science, environmental studies, health and the expressive arts.

Career Pathways in Native American Studies

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

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

Students are often asked to answer four important education questions: (1) What do I plan to do? (2) How do I plan to do it? (3) What do I plan to learn? (4) What difference will it make?

Students in *Native American Studies* work to develop (1) individual identity, (2) group loyalty and (3) personal authority. Having developed these strengths and the particular skills they need, they return to their communities to have a positive impact on the world around them.

Communication: An Uncommon Denominator

Fall, Winter, Spring/Coordinated Study
Coordinator: David Whitener
Enrollment: 48 *Faculty:* 2
Prerequisites: Faculty signature
Special Expenses: Field trips, tapes
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

"Communication" is a student-centered program, designed to incorporate community interaction in the education process. The student, community and institution will mutually share authority in developing a valuable education within a constantly changing pluralistic society.

The program provides an academic framework for students to clarify and validate their educational experience in a genuine community with a spirit of hospitality and reciprocal respect.

"Communication" will encourage students to assume responsibility for their choices. Faculty will facilitate the internalization of student motivation.

Four major questions frame the education process for the program: (1) What do I want to do? (2) How do I want to do it? (3) What do I plan to learn? (4) What difference will it make? Serious consideration of the questions provides a reliable structure for educational pursuit.

"Communication" is an open alternative education opportunity intended to include student designed projects into a coordinated studies theme of recognition and respect.

Credit will be awarded in Native American historical perspectives, cross-cultural studies, perspectives of a pluralistic society, philosophy, human resource development, individual project work and cross-cultural communication.

Total: 48 credits

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

Tribal: Community Determined/Community Based

Fall, Winter, Spring/Coordinated Study
Coordinator: Carol F. Minugh
Enrollment: 48 *Faculty:* 2
Prerequisites: Contact coordinator
Special Expenses: No
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This community based program seeks students who work/live on a reservation, are tribal members or are Indian.

The curriculum for the community determined program is a direct result of a process of students examining what an educated member of an Indian Nation, who wants to function within the Native American community, needs to know.

Development of the curriculum for the academic year begins with community involvement in the previous spring. The students work as a group to identify educational goals and the curriculum topics for the program. A primary function of this educational process is that the student is able to be effective in or outside of the native community. After the students make their decisions, then the faculty and students identify texts, methods and resources to assist the learning process. The 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. The material is taught using a tribal perspective and issues related to tribal communities are most often the topics of discussion.

For program information contact: Dr. Carol J. Minugh, Program Director, The Evergreen State College, Olympia WA 98505, (206) 866-6000 ext. 6025 or The Evergreen Indian Center, (206) 866-6000 ext. 6105.

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

Total: 48 credits

Program is preparatory for careers and future studies in tribal government and tribal management.

Forests and Salmon: Pacific Northwest Natural Resources

This program will study the biology, management and social-political-economic issues of the two most prominent natural resources of the Pacific Northwest: moist, coniferous forests and Pacific salmon. A major goal will be to understand the impact of resource use and management on old-growth forest ecology, with a focus on forested watersheds. The present-day situation and the past history of forest and fisheries resources will be examined, including their importance for Native American culture. For a complete description, turn to page 44 in the *Environmental Studies* Specialty Area.

Indigenous Art and Literature: Australia and America

We will examine the rich traditional art forms of both continents and their current contemporary expressions in literature, poetry and mythology. In art workshops, we will examine and express our own symbology in art mediums and past mythology produced by indigenous Australian Aborigine and Native American writers, poets and journalists. We will study the history of dominant cultural influences and the current social conditions in modern, urban and rural settings. We will compare the two cultures and their relationships to the dominant Australian and American cultures. For a complete description, turn to page 58 in the *Knowledge and Human Condition* section.

1492-1992, Image, Discourse: Decolonizing the Americas

In this program, students will examine paradigms used to interpret the history of Europe, Africa and the Americas through an exploration of images and texts. We will begin by studying the period prior to Columbus' departure from Spain, exploring the consequences of his so-called "discovery" and the effects of the colonial and post-colonial periods on the shaping of new paradigms in the modern world. This program will integrate studies in history, political economy, literature, art and film. For a complete description, turn to page 58 in the *Knowledge and Human Condition* section.

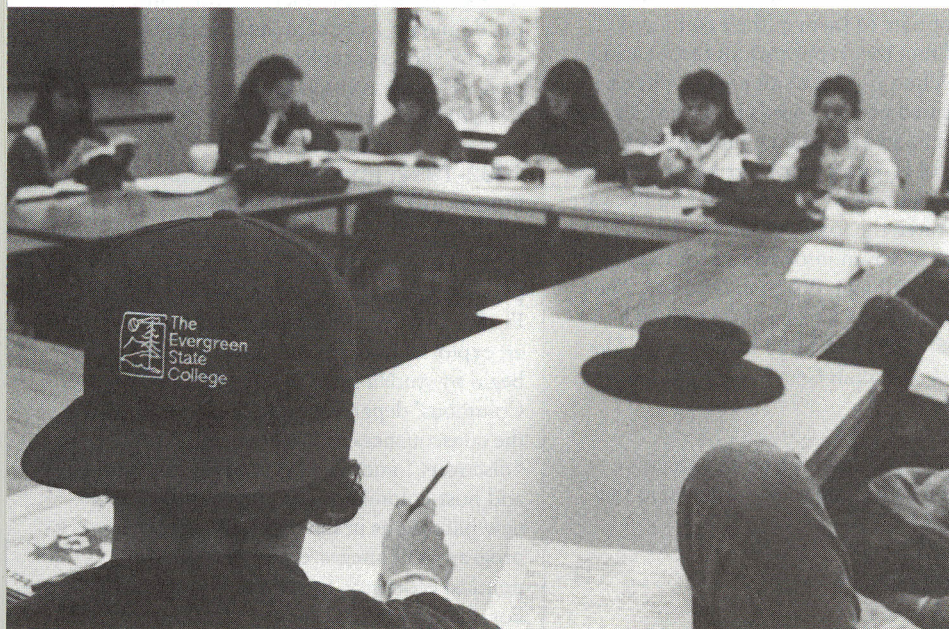
Political Economy and Social Change

Convener: Peter Bohmer

Affiliated Faculty: Peter Bohmer, Priscilla Bowerman, Ken Dolbeare, Fred Dube, Angela Gilliam, Jeanne Hahn, Peta Henderson, Larry Mosqueda, Matt Smith and Tom Womeldorff

Political Economy and Social Change integrates anthropology, economics, history, law, political science, philosophy and sociology as a way of understanding the modern world and as a set of tools for analyzing contemporary public problems. We focus on problems related to class, race and gender—globally, nationally and locally. We are interested in how such problems interweave and overlap, how they evolved, how they are understood, how and why certain decisions are made about them, and what difference all this makes for the quality of human life. We also analyze strategies for social change, historically and in the present.

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



Power in Perspective

Fall, Winter, Spring/Coordinated Study
Coordinator: Brian Price
Enrollment: 72 Faculty: 3
Prerequisites: One year of college
Special Expenses: \$35 for movie series and retreat
Part-Time Options: No
Internship Possibilities: No
Additional Course Allowed: No

When we interact with others and when we try to understand what is happening in the world around us we bring to these encounters frameworks of understanding which guide our perceptions and help determine our responses. These frameworks involve ways of thinking about individual, community, intellectual, spiritual, political, economic, social and cultural power.

For example, when we think about the major lines of dominance and opposition among people in the United States today, some of the major categories of thought that we use to comprehend them are race, gender, class and sexuality. After all, political and economic power, at least, are unequally distributed among racial and ethnic groups, women and men, the working, middle and upper classes and homosexuals and heterosexuals.

Similarly, when we meet someone new, often the first things we notice about the person have to do with his/her race, gender, class and sexuality. These categories frequently condition our expectations of his/her actions and our own. Thus, our conceptual frameworks influence our perception of the world on both the analytical and personal levels.

When we try to find out where such frameworks come from, we tend to examine the past by looking for the same interpretations of dominance and opposition we use now, and we tend to look through the lenses of our current conceptual categories. That is, we tend to assume that peoples in the past thought about the same problems of power using the same kinds of thinking that we use.

This program will question that assumption. Taking Europe and North America as our terrain, we want to examine how the frameworks of thought and categories for understanding social life have evolved in the past 500 years. We will do this by examining several moments in that evolution. We will ask such questions as: What frameworks were used by dominant groups to explain and justify their position in the world? What impact did these frameworks have on others? How did they resist the dominant groups' descriptions of their lives? How do categories of thought gain or lose importance and change form, meaning and content over time? How did our contemporary frameworks of perception emerge and become influential?

To address these issues and questions, we will examine a great variety of narratives, including stories from oral traditions, fictions, autobiographies, philosophical discourses, political economic analyses, histories and visual media. We will pay particular attention to the ways in which the *form* of narrative influences and is influenced by our understanding of power.

Finally, given that our ways of conceptualizing domination and opposition change over time, in Spring Quarter we will look for ways of thinking to guide our understandings of power in the future.

Credit will be awarded in political economy, anthropology, history, literature and literary theory, social science theory and gender studies.

Total: 48 credits

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

Race, Class and Gender in Comparative Perspective

Fall, Winter/Group Contract
Sponsors: Stephanie Coontz and Jeanne Hahn
Enrollment: 48 Faculty: 2
Prerequisite: "Political Economy and Social Change" or equivalent
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This advanced program will explore the relationships of class, gender and race in a comparative and cross-cultural context. Using the United States and India as case studies, we will investigate how each society, through its culture and political-economic development, has constructed the categories of class, gender and race (and in the case of India, caste and ethnicity) and how these categories operate on individuals as well as on the larger society. For example, we will investigate the political, legal and economic practices that have defined and maintained these categories.

As these categories operate differently in different historical contexts and from culture to culture, we will look deeply into specific historical periods in each country. The strikingly different cases of the U.S. and India will enable us to consider the cultural and historical specificity of these relationships as well as to better understand the common social processes that operate across cultures and historical periods. For example, is patriarchy a universal system, or is it a flexible and variable set of ideologies showing significant variation in each historical and cultural context?

We will investigate these issues through a mix of theoretical and historical works, supplemented by fiction.

Credit will be awarded in U.S. history, political economy, economic history, feminist theory, political science, women and development and history of India.

Total: 32 credits

Program is preparatory for careers and future study in graduate studies, pre-law, public policy and foreign service.

British Imperialism: South Africa and South Asia

Fall, Winter/Coordinated Study

Coordinator: Ratna Roy

Enrollment: 48 Faculty: 2

Prerequisite: Faculty signature, submit writing sample

Special Expenses: Film rental

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: With faculty permission

British colonialism falls under the second category described by Professor Nandy, "the one which at least six generations of the Third World have learned to view as a prerequisite for their liberation. This colonialism colonizes minds in addition to bodies and it releases forces within the colonized societies to alter their cultural priorities once for all." (*The Intimate Enemy*)

India and Pakistan, fractured into two countries when the British left India, were the first of the Third World colonized countries to throw off the British yoke. South Africa is still struggling against British Imperialism. The Indian struggle for freedom began with Mahatma Gandhi in South Africa, connecting the two continents in their fight for freedom. Political freedom is just the beginning of decolonization—the cultural process is long and drawn-out.

The psychological, cultural and philosophical consequences of British imperialism and colonization will be explored through theoretical texts as well as literary texts. The program will also view films and study visual and performing arts in the context of colonization of culture(s). The voice of the colonized will be explored.

Credit will be awarded in psychology, history, Third World and performing arts.

Total: 32 credits

Program is preparatory for careers in history, teaching, social services, Third World studies, psychology and performing arts.

1492-1992, Image, Discourse: Decolonizing the Americas

In this program, students will examine paradigms used to interpret the history of Europe, Africa and the Americas through an exploration of images and texts. We will begin by studying the period prior to Columbus' departure from Spain, exploring the consequences of his so-called "discovery" and the effects of the colonial and post-colonial periods on the shaping of new paradigms in the modern world. This program will integrate studies in history, political economy, literature, art and film. For a complete description, turn to page 58 in the *Knowledge and Human Condition* section.

Making a Difference: Doing Social Change

During the first years of college, we learn about societal and environmental problems. Population growth, our homeless, misuses of our natural resources and our environment, questionable business ethics and child abuse are some examples. Many of us will choose to devote our futures to solving these kinds of problems or we will want to learn how to make changes in the places where we work and live. The good news is that useful methods exist now for making a difference: for being an effective agent for change. Increasing students' skills and knowledge about the ethics, goals and practices of doing change is the purpose of this program. For a complete description, turn to page 65 in the *Management and the Public Interest* Specialty Area.

Strategies for Change

This program is designed for persons with a personal and/or professional commitment toward constructive change. All opportunities for facilitating change, whether embedded in friendships, family relations, employment or chance encounters, have common elements grounded in the nature of human biological, psychological and social make-up. We will examine the human condition to explore the possibilities for (and advisability of) initiating changes ranging in scope from altering one's own habits to global activism. For a complete description, turn to page 80 in the *Science, Technology and Health* Specialty Area.

The Listening Self: Personal Development and Social Change

If we are to analyze situations, communicate our views, develop solidarity with other people and take effective action, we must be able to listen well. This program will encompass a number of diverse disciplines, including music, political science, psychology and moral philosophy. We will also explore how cultures other than "white-Western-industrialized" ones understand listening and how listening is affected by gender relations. For a complete description, turn to page 55 in the *Knowledge and Human Condition* section.

The Paradox of Freedom: Criticism, Pedagogy and Politics

One scholar says of paradox that it is "a dilemma inherent in the thing itself, the kind of inner breach not improperly called tragic, a grave difficulty that enhances rather than degrades its matter." This program will examine the set of paradoxical issues that surround the social and political acts of criticizing, teaching, writing and assuming the stance of an intellectual in modern society. We offer this program for students who are serious about writing. For a complete description, turn to page 55 in the *Knowledge and Human Condition* section.

Center for the Study of Science and Human Values

Convener: Leo Daugherty

Affiliated Faculty: Beryl Crowe, Leo Daugherty, Carolyn Dobbs, Betty Ruth Estes, Alan Nasser, Hazel Jo Reed, Sandra Simon and York Wong

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

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

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

— That citizenship in such an optimal future (as well as responsible and successful professionalism) requires a moral vocabulary, drawn from the humanistic tradition, that can generate reasoned responses to contemporary problems in the human condition.

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

The Human Condition: Time, Place, Values

Fall, Winter, Spring/Coordinated Study

Coordinator: Rob Knapp

Enrollment: 72 *Faculty:* 3

Prerequisites: Two years of college study, including strong foundation work in at least one of the following: humanities, political economy, physical or biological science

Special Expenses: No

Part-time Options: Ordinarily none, students in unusual circumstances should consult coordinator

Internship Possibilities: Appropriate part-time internships may substitute for research projects in Spring Quarter

Additional Course Allowed: Yes, one per quarter

Time provides landmarks for much of our lives. Western ways of understanding time have generated powerful, subtle ideas about origin, history, person and fostered notions of progress, civilization and purpose. Yet much of nature, much of community and many individuals are organized by other concepts than linear time (e.g., by place, land, spirituality) and meaning for them must come from other landmarks and associations.

This program's goals are: (1) to understand the scope and limitations of using time to filter knowledge and values in the sciences and humanities; (2) to study other organizing factors that challenge the structures fostered by time; (3) to re-interpret conceptions of nature, people and person, and, (4) to imagine new relationships and societies.

Specific areas of study will include:

— history and political economy of Western industrial technology

— chaos theory and related scientific understanding of the emergence of order from random origins

— Northwest and other regional writing, by both indigenous and immigrant authors

— "pattern language" architectural theory and other explorations of the meaning of place, and

— autobiographical and personal essay writing.

The program will work toward research projects which combine humanities, "hard" science and political economy. The program is intended for students who have acquired some expertise in one of these three areas and wish to deepen and extend their expertise through contributing to collaborative interdisciplinary research.

Credit will be awarded in literature, political economy, physical science, history, expository writing, architectural theory and the specific fields of each student's project research.

Total: 12-16 credits each quarter

Program is preparatory for careers and future study in humanities, political economy and physical science.



After graduation Sherry Bloxam began work at Microsoft in the product support division. She lists her best accomplishments at Evergreen as, "designing a data system for a social service agency, making computers less intimidating to other students and making some good lifetime friends."

"My first class in advanced calculus was like being on another planet. But the faculty had faith in me: John Marvin was supportive; Josie Reed is a great math teacher, clear and concise, and Jim Stroh's 'geological sunrises' were fun.

I wish now that I had come to Evergreen first instead of my previous schools. There are so many programs I wish I had time to take—programs like 'Matter and Motion,' 'Physical Systems,' 'Computability and Cognition' and 'Data to Information' that allow for lots of exploration and experience."

Science, Technology and Health

Convener: Tom Grissom

Affiliated Faculty: John Aikin-Cushing, Justino Balderrama, Clyde Barlow, Michael Beug, Judy Bayard-Cushing, Rob Cole, Diana Cushing, George Dimitroff, Tom Grissom, Burton Guttman, Ryo Imamura, Neil Jacobsen, Linda Kahan, Jeff Kelly, Rob Knapp, Betty Kutter, Al Leisenring, Carrie Margolin, John Marvin, Earle McNeil, Don Middendorf, Janet Ott, Willie Parson, David Paulsen, Greg Stuewe-Portnoff, Masao Sugiyama, Fred Tabbutt, Les Wong and Byron Youtz

Associated Faculty: Bill Bruner, Hazel Jo Reed, Kirk Thompson

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

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

Academic Pathways: For ease in planning, we have laid out suggested program sequences, or academic pathways, in subjects where student interest is strong and where we have special strength. Students may take any of the programs and courses in this area at any time, provided they meet all prerequisites. Each pathway is composed of a number of regularly offered programs and courses arranged so that students can easily gain essential prerequisites, and also arranged so students can balance *Science, Technology and Health* with studies in other areas.

We do not want students to spend all their time in a single subject, so they should plan to select at least two quarters of work from other specialty areas.

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

The current *Science, Technology and Health* academic pathways are listed below. Detailed descriptions of each pathway are on the following pages.

Chemical Systems
Computer Studies
Energy Studies
Health and Human Behavior with three sub-pathways—
 Psychological Counseling
 Human Services
 Health Sciences
Laboratory Biology
Mathematics
Physical Systems

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

In addition, we offer a number of courses in which a single subject is taught. These courses typically award 4 or 6 quarter hours or about one-fourth to one-third of a full-time load. These courses are useful for gaining prerequisites, for pursuing part-time studies, or simply for gaining an acquaintance with a subject without making a full-time commitment to it.

Important Note: Students who plan to gain a given prerequisite by taking one of these courses should pay close attention to their timing. We offer most courses only once each year. Courses are listed quarterly in *The Evergreen Times*.

Career Pathways in Science, Technology and Health

Chemical Systems

This pathway will provide a strong background for professional work or study in chemistry as well as a superior foundation for students going into medicine or quantitative environmental studies.

Advanced topics in chemical thermodynamics and bonding will be offered. In addition, other topics offered in rotation will include chemical dynamics, molecular structure, biochemistry, environmental chemistry, inorganic chemistry and chemical instrumentation. Laboratory work will place a heavy emphasis on laboratory computation and computer graphics using recently acquired AT&T computer systems. Linear/digital electronics, microprocessors and their applications to scientific measurements will be covered in alternate years.

Senior project topics include studies and simulations of chaotic chemical systems, silicon chemistry, instrument design, biophysics and biochemistry.

First Year:

Any Core Program, plus courses, if necessary, to meet prerequisites for "Matter and Motion," e.g., pre-calculus math and basic chemistry.

Second Year:

"Matter and Motion"

Third and Fourth Years:

"Organic Chemistry I, II and III" course sequence from "Molecule to Organism"; "Chemical Systems" and senior thesis

Computer Studies

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

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

The structure of the pathway:

First Year:

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

Second Year:

"Data to Information," an entry-level program offered each year covering the fundamentals of information systems, programming and system design.

Third and Fourth Years:

Advanced offerings alternate, with one group of topics offered in even years (e.g., 1990-91) and another group in odd years (e.g., 1991-92). The programs in each are:

Even years:

"Computability and Cognition"

Odd years:

"The Business of Computers," "Science of the Mind," or an advanced Group Contract

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

Energy Studies

The Energy Studies pathway leads to careers in applied energy analysis and development, energy-efficient design, and energy policy analysis and implementation.

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

The suggested pathway:

First Year:

Any Core Program

Second Year:

Electives (Introductory calculus and physics are useful though not required for entry into "Energy Systems") or "Matter and Motion" or "Foundations of Natural Science."

Third and Fourth Years:

"Energy Systems" or any combination of senior thesis, Internships, portions of "Physical Systems" or programs in other specialty areas.

Human Health and Behavior

The Health and Human Behavior pathway has three main, often intersecting branches: psychological counseling, human services and health sciences. Workers in all three areas need to be fully aware of the interaction of social, psychological and biological forces which affect human health and behavior. Each branch needs to develop its own tools, but with full awareness of the impacts and complementary roles of the other fields.

For Human Services, the entry level program, "Human Health and Behavior," is designed to investigate the various fields of human behavior and their interactions within a cultural context, while developing the vocabularies and fundamentals needed to function within these fields. More specialized programs at the junior and senior levels, such as "Science of Mind" and "Psychological Counseling," develop the special skills needed in each area.

Health Sciences provides preparation for professional training in medicine, dentistry, naturopathic medicine, midwifery and veterinary medicine; paraprofessional jobs such as counseling in nutrition and health; graduate work in nutrition, biochemistry, genetics, microbiology and pathology. The entry program for students in this branch would be either "Matter and Motion" or "Foundations of Natural Science." Upper division work would include the "Molecule to Organism" program and possible additional work in advanced biology, nutrition, health policy planning, computers, statistics or experimental design.

Laboratory Biology

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

First Year:
Any Core Program

Second Year:
"Matter and Motion" or "Foundations of Natural Science"

Third Year:
"Molecule to Organism" or outside studies

Fourth Year:
"Molecule to Organism" or individual study or an advanced biology Group Contract

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

Mathematics

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

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

A recommended pathway:

First Year:
Any Core Program plus courses, if necessary, to meet prerequisites for "Matter and Motion" (or "Matter and Motion" for the well-prepared student).

Second Year:
"Matter and Motion" full-time, or calculus course, part-time.

Third and Fourth Years:
"Mathematical Systems," a full-time program in mathematical structures and advanced calculus, "Computability and Cognition," or mathematics courses as part of an advanced Individual Contract.

Physical Sciences

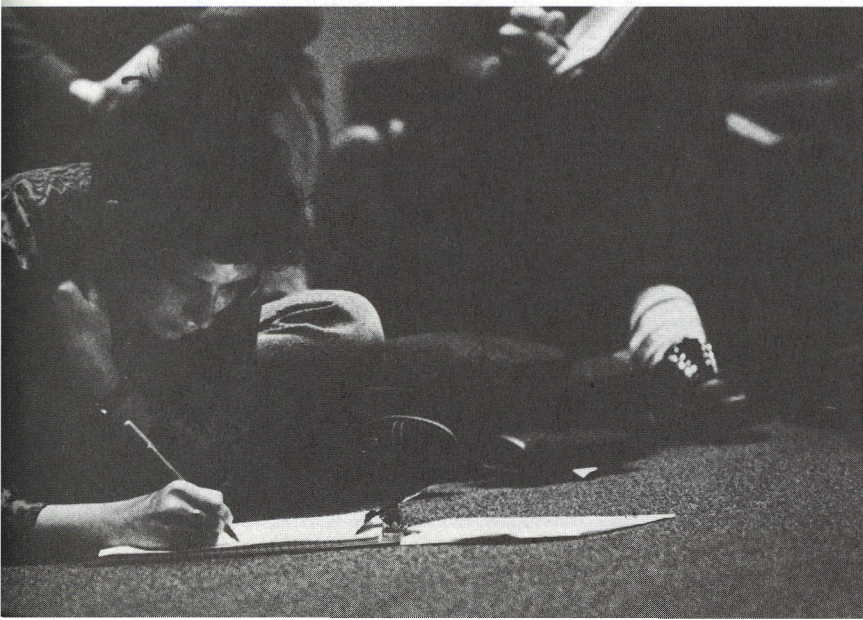
Students interested in professional work or study in chemistry, physics or some fields of engineering will find that the Physical Sciences pathway will help them build a strong foundation of concepts and methods while providing an unusual opportunity to understand the applications and impacts of these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

The suggested pathway:

First Year:
Any Core Program plus review, if necessary to meet prerequisites for "Matter and Motion."

Second Year:
"Matter and Motion"

Third and Fourth Years:
Chemistry emphasis through "Chemical Systems" and advanced Group Contracts in chemistry, or "Physical Systems" and "Energy Systems."



Foundations of Natural Science

Fall, Winter, Spring/Coordinated Study

Coordinator: Burt Guttman

Enrollment: 88 *Faculty:* 4

Prerequisites: Any Core Program or one year of college work emphasizing writing and discussion; mathematics through high school algebra and geometry

Special Expenses: \$10-15/quarter lab fee and \$30 retreat expenses

Part-time Options: Possibly for special cases, with permission of faculty

Internship Possibilities: No

Additional Course Allowed: No

This program is designed to develop an integrated understanding of physics, chemistry, biology and mathematics in a cultural and evolutionary context. We will start with the study of the physical universe through astrophysics and chemistry: the four forces of nature, energy and the structure of matter.

Later we will apply these concepts to biological systems, viewing biological evolution as a continuation of physical evolution. Laboratory work will help develop an understanding of experimental methods and major concepts of chemistry, physics and biology. In Spring Quarter some specialization will be available in one of the three sciences or in the philosophical foundations of science.

Students will be placed in an appropriate math level, based on an entrance placement exam, and will be expected to make substantial progress in mathematics throughout the year. A weekly seminar series will deal with the philosophical foundations of science and the place of science in society. We will develop the perception of science as a cultural and historical phenomenon, and will expect students to seriously address the complex relationship between science and society through reading, discussion and writing.

Throughout this work, we want students to develop an integrated grasp of the sciences through lectures, problem sessions, laboratory work and small-group conceptual workshops, so they will end the year 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 will be awarded in chemistry, physics, biology, mathematics and development of scientific ideas.

Total: 48 credits

Program is preparatory for careers and future study in education, laboratory biology, health sciences, environmental/earth/marine science and for students interested in natural science as part of a liberal education.

Matter and Motion

Fall, Winter, Spring/Coordinated Study

Coordinator: Jeff Kelly

Enrollment: 48 *Faculty:* 2

Prerequisites: Proficiency in algebra, trigonometry and high school chemistry and physics (entrance exam in algebra and trigonometry), faculty signature

Special Expenses: Above average textbook expenses; up to \$40 per quarter lab fee and \$30 retreat expenses

Part-time Options: Inquire about introductory offerings in calculus, chemistry and physics

Internship Possibilities: No

Additional Course Allowed: By permission of faculty; only as a substitute for portion of program which student has already completed

This program is designed for students with a keen desire to develop a firm physical science and mathematics background as preparation for advanced work in the physical and biological sciences. In addition to teaching the central concepts and methods of the physical sciences, "Matter and Motion" investigates how discovery happens—both inside and outside the sciences. The program is intended for students with strong high school backgrounds in science and mathematics. An alternative program for students with less complete backgrounds is the "Foundations of Natural Science" program.



This program combines material from first-year physics, chemistry, calculus and computer programming with relevant areas of history, philosophy and literature in an exciting exploration of the nature of inquiry and the basis of scientific discovery. Differential and integral calculus provide a foundation for the study of university chemistry and physics, including mechanics, stoichiometry and bonding, chemical equilibrium, thermodynamics, quantum mechanics, chemical kinetics and electricity and magnetism. In seminar sessions, students will study issues in ethics, literature and history to see what the sciences can—and cannot—contribute to human affairs.

“Matter and Motion” replaces traditional science laboratories with *Exploration* sessions where students will explore the nature of physical systems with special emphasis on the use of laboratory microcomputers for interfacing experimental measuring devices, collecting and processing data and controlling scientific experiments.

Credit will be awarded in calculus, university chemistry with lab, university physics with lab, introduction to scientific computing and Pascal programming, and seminar on science and culture.

Total: 48 credits

Program is preparatory for careers and future study in engineering, medical and health fields, biological sciences as well as chemistry, physics or mathematics.

Physical Systems

Fall, Winter, Spring/Group Contract

Sponsor: Robert Cole

Enrollment: 24 Faculty: 1

Prerequisites: One year of calculus and university physics or engineering

Special Expenses: Above average book and software costs

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

“Physical Systems” will survey a variety of topics in physics and applied mathematics, and is intended for students wishing a concentrated study of these subjects. An integrative seminar and lecture series accompanies the core studies of the program. Extensive use of PC software and computer graphics will enrich the study of physics and mathematics throughout this program.

In Fall Quarter the program will focus on classical dynamics, ordinary differential equations, and an introduction to linear algebra. Newton’s Laws, conservation and simple oscillatory systems will be examined in detail with an emphasis on phase space representations.

In Winter Quarter we will study the developments of modern physics leading to the development of quantum mechanics, along with an introduction to optics and wave physics. In addition we will study multivariable calculus, vector calculus, and the div, grad, curl and Laplacian operators.

In Spring Quarter we will study recent developments in chaos and non-linear dynamics, electromagnetism, quantum mechanics, and the associated partial differential equations.

Throughout the year we will conduct readings, research papers and seminar discussions on issues associating interactions between scientists and the societal culture that supports scientific endeavor.

Credit will be awarded in classical dynamics, linear algebra, ordinary differential equations, modern and quantum physics, partial differential equations and vector calculus, optics and waves, special topics in physics, and seminar on science, culture and society.

Total: 48 credits

Program is preparatory for careers and future study in physics, engineering, energy-related fields and applied mathematics.

Atoms, Molecules and Research (AMR)

Fall, Winter, Spring/Group Contract

Sponsor: Dharshi Bopegedera

Enrollment: 24 Faculty: 1

Prerequisites: “Matter and Motion” or “Molecule to Organism;” two quarters college chemistry and calculus; some

programming experience in BASIC, FORTRAN or Pascal recommended, faculty signature required

Special Expenses: \$40/quarter lab fee, above average textbook expenses

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: No

“Atoms, Molecules and Research” (AMR) is designed to provide the advanced preparation which will enable students to pursue careers in chemistry and chemical engineering (graduate school and industry), fields which have the highest employment demands in the sciences. AMR will also be useful for students considering careers in medicine, biochemistry or chemical physics.

AMR will cover the traditional junior and senior level topics of physical and inorganic chemistry. The ongoing topics will be thermodynamics, quantum mechanics, and inorganic chemistry/kinetic theory/statistical mechanics. In addition, there will be special topics such as: biochemistry; lasers in chemistry/high field NMR; advanced topics in organic chemistry/advanced instrumental analysis/analytical techniques; advanced quantum chemistry/X-ray structure; environmental chemistry; high resolution spectroscopy techniques; coordination chemistry, and group theory and symmetry.

The lab will also be divided into two parts: set projects and senior thesis. All the members of the chemistry faculty at Evergreen will be involved in the lab, thereby ensuring breadth and individual guidance in the projects. Set projects include atomic and molecular spectroscopy, stopped-flow kinetics, high-field NMR, FTIR, ESR and mass spectrometry.

Senior thesis projects include laser spectroscopy of highly reactive molecules, infra-red spectroscopy of metal monohydrides, monodeuterides and monohalides, kinetic studies of decomposition of gaseous silanes, studies of chaotic chemical oscillators, instrumental design and construction, etc.

Credit will be awarded in thermodynamics, physical chemistry and inorganic chemistry.

Total: 48 credits

Program is preparatory for careers and future studies in engineering, advanced chemistry and environmental studies.

Molecule to Organism

Fall, Winter, Spring/Coordinated Study

Coordinator: Janet Ott

Enrollment: 48 Faculty: 2

Prerequisites: Core Program, introduction to college chemistry, algebra

Special Expenses: \$40/quarter lab fee

Part-time Options: Yes, chemistry, only with faculty permission

Internship Possibilities: No

Additional Course Allowed: No

"Molecule to Organism" is for students planning to go on to advanced work in biology or chemistry. An integrative seminar series will accompany the core studies of the program every quarter. The seminar deals with such subjects as the ethical considerations of advances in biology, medicine and molecular biology; the setting of priorities in research and health care delivery; and the actual practice of science as revealed by reading the biographies of scientists.

As we develop an understanding of organic chemical structure during Fall Quarter, we will also look at the other end of the size scale—at general biological structure and organization. Since the program assumes no previous study of biology, we will start with the whole body—something more recognizable than molecular reactions. We will study comparative physiology and anatomy, as well as development. As the year progresses, we will bring the two topics of organic chemistry and whole organisms together to examine the workings of bodies on a smaller and more intimate scale, studying examples of cellular and molecular processes.

In Spring Quarter, we hope to offer a more open-ended set of topics for study. The topics may include immunology, nutrition, neuroscience, molecular biology or more advanced work in chemistry or physiology.

We will take the viewpoint that learning how to ask good questions and how to find the answers are better than trying to cram a lot of soon-forgotten facts into one's brain. To this end, the seminar will also examine classic and current research papers. Perhaps we might also catch the authors' enthusiasm for their work.

Credit will be awarded in organic chemistry, biochemistry, comparative and human physiology and anatomy, as well as molecular and microbiology.

Total: 48 credits

Program is preparatory for careers and future study in biology, chemistry and health sciences.

Undergraduate Research in Molecular Biology

Fall, Winter, Spring/Group Contract

Sponsors: Betty Kutter and Burton Guttman

Enrollment: 10 Faculty: 2

Prerequisites: Biochemistry and molecular biology; faculty signature

Special expenses: No

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes, this is a part-time group contract

This group contract gives students the opportunity to participate in an ongoing research program studying the molecular biology of bacteriophage T4. They learn such basic techniques as sterile manipulation; preparing media; analyzing the rate of production of phage and DNA (using radioactively labeled precursors); pulse-labeling proteins; cloning and sequencing genes; and using high-speed centrifuges, scintillation counters and gel electrophoresis.

Students begin by assisting more experienced members of the lab and, when ready, move on to their own projects. They also have the opportunity to do extensive work in computer analysis of genomic data. Emphasis is placed on combining genetic biochemical and biophysical techniques in approaching problems related to the control of gene expression after viral infection.

Students also participate in weekly lab group meetings, discussing articles from the current literature in molecular biology as well as current lab work. They normally begin participating in these meetings, with extra readings and some basic experiments, for 4 quarter hours during their final quarter of "Molecule to Organism."

Students involved in this program in the summer of 1993 will also participate in the Ninth Evergreen International Bacteriophage T4 meeting.

Credit will be awarded in research in molecular biology.

Total: 4-16 credits each quarter

Program is preparatory for careers and future study in biological sciences.

Data to Information

Fall, Winter, Spring/Coordinated Study

Coordinator: Masao Sugiyama

Enrollment: 48 Faculty: 2

Prerequisites: Intermediate Algebra, entrance math test, signature required

Special Expenses: No

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: No

"Data to Information" is an entry-level program for students who are interested in doing substantive work in computer science. Each quarter, students will work in mathematics related to computer science as well as program in assembly language and a high-level language. Students will also participate in a seminar on the history, philosophy, ethics and future of science and technology in general, and computer science in particular.

Fall Quarter topics: digital logic, assembly language programming, C-programming, discrete mathematics I and seminar.

Winter Quarter topics: computer architecture, data structures I, discrete mathematics II and seminar.

Spring Quarter topics: operating systems, data structures II, statistics and seminar.

Credit will be awarded in programming, digital logic, computer architecture, operating systems, discrete math, quantitative methods and data structures.

Total: 48 credits

Program is preparatory for careers and future studies in computer science, mathematics, information science, and secondary teaching.

Computability and Cognition

Fall, Winter, Spring/Coordinated Study

Coordinator: Al Leisenring

Enrollment: 48 Faculty: 2

Prerequisites: At least one year of college, successful completion of entrance exam, permission of faculty

Special Expenses: No

Part-time Options: Yes

Internship possibility: No

Additional Course Allowed: Yes, with permission of faculty

This program will explore the nature and limits of computational models of human cognition. It will examine the mathematics of formal systems, topics in cognitive psychology and the philosophy of mind, as well as current work in artificial intelligence. The program will examine the emerging effort called cognitive science that brings together elements of mathematics, philosophy, computer science, cognitive psychology and linguistics to understand and model human cognitive abilities.

The mathematics and logic of computational systems constitutes the foundation of the program. Topics in mathematics will be selected which have clear implications for computer science and cognitive science. Seminars will examine the implications of results in the theory of computation to our understanding of how the mind might work, particularly in how it might process language. One primary focus of the seminar will be on the current debate between those who favor computational models of the mind that are based on symbol manipulation and those who feel that these models do not adequately explain the full spectrum of human cognition.

In addition to studying the theory of computation, students will do applied work in computer science, including current work in artificial intelligence research. They will learn two programming languages—Prolog and either LISP or C—and will have the opportunity to use one of these in a Spring Quarter project. In addition to studying rule-based models of the mind, such as expert systems, students will also examine connectionist models in which the computer system is a model of a neural network.

Besides intermediate algebra there are no math prerequisites for this program.

However, a more advanced mathematical background is desirable, not so much for its content, but for its exposure to the mathematical way of thinking. It will be assumed that students have sufficient aptitude and motivation to think logically and to deal with abstract concepts and symbolic languages. There are no computer science prerequisites.

Credit will be awarded in lecture/seminar in philosophy and cognitive science, logic programming in Prolog, LISP or C programming for artificial intelligence, mathematical logic, discrete mathematics, formal language theory, theory of computation, connectionist models of cognition and research or programming project.

Total: 48 credits

Program is preparatory for careers and future study in teaching, mathematics, computer science, philosophy and cognitive science.

Human Health and Behavior

Fall, Winter/Coordinated Study

Coordinator: Betty Kutter

Enrollment: 72 Faculty: 3

Prerequisites: Core Program or one year of college work

Special Expenses: Transportation, food, lodging for possible retreat

Part-time Options: Yes, 12 credits, with faculty permission

Additional Course Allowed: Yes, students with a strong background in science and/or psychology are encouraged to substitute a course—i.e. chemistry, college algebra, media production, language or statistics (4 credits per quarter)—which helps meet needs for future work. Details need to be discussed with the faculty.

In "Human Health and Behavior" we will investigate the biological, psychological, spiritual and social forces that affect human behavior in order to develop a strong foundation for further work in the areas of health, human services, education and counseling. Program material will be presented on the basis of two important assumptions. First, behavior and health are mutually influenced by psychological, biological and spiritual forces. Second, culture defines and influences our understanding and facilitation of health.

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

Credit will be awarded in psychology, human biology, nutrition, sociology, anthropology and health.

Total: 32 credits

Program is preparatory for careers and future study in human services, education, health sciences and psychology.

Strategies for Change

Fall, Winter, Spring/Group Contract

Sponsor: Greg Stuewe-Portnoff

Enrollment: 48 Faculty: 2

Prerequisites: Core Program or equivalent

Special Expenses: None

Part-time Options: No

Internship Possibilities: Part-time internships required in Winter/Spring Quarters

Additional Course Allowed: No

This program is designed for persons with a personal and/or professional commitment toward constructive change. All opportunities for facilitating change, whether embedded in friendships, family relations, employment or chance encounters, have common elements grounded in the nature of human biological, psychological and social make-up.

We will examine the human condition to explore the possibilities for (and advisability of) initiating changes ranging in scope from altering one's own habits to global activism. From the outset each student will begin to formulate answers to crucial questions. When is intervention called for? What constitutes real helpfulness? What kinds of changes can I (and do I wish to) facilitate? What personal, interpersonal and technical resources do I need at my disposal? Counseling will serve as a model for facilitating change, and methods common to diverse change agent roles will be explored. However, the program is intended to impart the necessary perspective for choosing future study and careers rather than to train professionals.

In Fall Quarter we will research, discuss and write about the roots of human experience, behavior and social organization and will explore strategies and formats for initiating constructive change.

In Winter Quarter each student will take on a half-time internship within an agency engaged in social change and/or service activities. The program's on-campus component will examine the dynamics of personal and community change in the light of issues raised by diversity of race, culture and gender.

Internships will continue in Spring Quarter. The on-campus component will focus on broader social, environmental and philosophical issues. The quarter's writing assignment will be the explication of each student's emergent philosophy of change.

Credit will be awarded in contemporary social problems, research methods, counseling psychology, community studies, methods of change, social and environmental philosophy field experience.

Total: 48 credits

Program is preparatory for careers and future study in social services, community studies and social ecology.

Counseling Theory and Practice (Junior Level)

Fall, Winter, Spring/Coordinated Study

Coordinator: George Freeman, Jr.

Enrollment: 40 Faculty: 2

Prerequisites: Background in psychology, junior or senior standing, career plans in counseling and mental health. Preference given to juniors/seniors who have not had a comparable course in counseling. Faculty signature required.

Special Expenses: Travel to internship

Part-time Options: No

Internship Possibilities: Yes, required

Additional Course Allowed: Consult faculty

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

The academic component is an integrated equivalent of courses in: (1) introduction to clinical assessment, interviewing and active listening skills, (2) introduction to family therapy, systems analysis and group therapy, (3) structure dynamics and development of personality and (4) abnormal psychology. Any students who have taken comparable courses will be expected to teach one or more classes or to develop an area of intense study in one of the four content areas. The academic component will also address multicultural pluralism and working with people of color, gay and lesbian concerns and women's issues.

Internships will involve repeated face-to-face contact with a clinical population and will be supervised by a counseling or mental health professional. Internships will be designed to increase clinical exposure, culminating in a full-time internship in Spring Quarter.

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

Credit will be awarded in psychology: introduction to clinical practice; introduction to family therapy and systems analysis; structure, dynamics and development of personality; abnormal psychology and clinical practicum.

Total: 48 credits

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

Psychological Counseling: A Multicultural Focus (Senior Level)

Fall, Winter, Spring/Group Contract

Sponsor: Ryo Imamura

Enrollment: 24 Faculty: 1

Prerequisites: 12 credits of psychology and senior standing preferred; faculty signature required; students wishing to enroll in this program need to write an essay (consult faculty for topic)

Special Expenses: Travel to internship site

Part-time Options: No

Internship Possibilities: 16 hours/week in Winter and Spring Quarters

Additional Course Allowed: No

This is a senior-level program involving internships in psychological counseling. Its basic purpose is to allow students to make and test a commitment to work in counseling ethnically-diverse clientele. Important sub-goals include: (1) studying basic counseling, psychology and clinical psychology concepts in preparation for graduate study; (2) obtaining experience to make a career choice and to improve one's chances for an entry-level job in the helping professions, and (3) "graduating oneself" by engaging in significant student-initiated study (individual and group) and by becoming a teacher as well as a student.

We will consider four basic topics from a multicultural perspective: (1) the counselor/therapist as a person from the standpoint that self-awareness is prior to any particular techniques or skills; (2) personality theory; (3) families and relationships, and (4) abnormal psychology (including use of DSM III-R).

The students will be regularly involved in five kinds of sessions: (1) reading and video seminars; (2) topical lectures and workshops; (3) case study sessions; (4) group dynamics workshops and (5) counseling practice with peers. Regular classroom use of videotaped peer counseling sessions will enhance the learning process.

In Spring Quarter students will be required to do senior thesis level written work, producing a major research paper on a topic relevant to their internship experiences and to give a lecture to the class based on their research.

Internships will be of six months duration, entailing a minimum of 16 hours per week. They will require supervision by a qualified professional; experience with psychological development, mental health and counseling, and direct contact with an ethnically diverse clientele. The internship will have to be in an area in which the student has not had previous significant experience. Obtaining placement in an internship is a prerequisite for continuing in the program Winter and Spring Quarters.

Credit will be awarded in personality theory, cross-cultural counseling, family systems, abnormal psychology, gender issues, ethnics, research methodology, counseling practicum and counseling internship.

Total: 48 credits

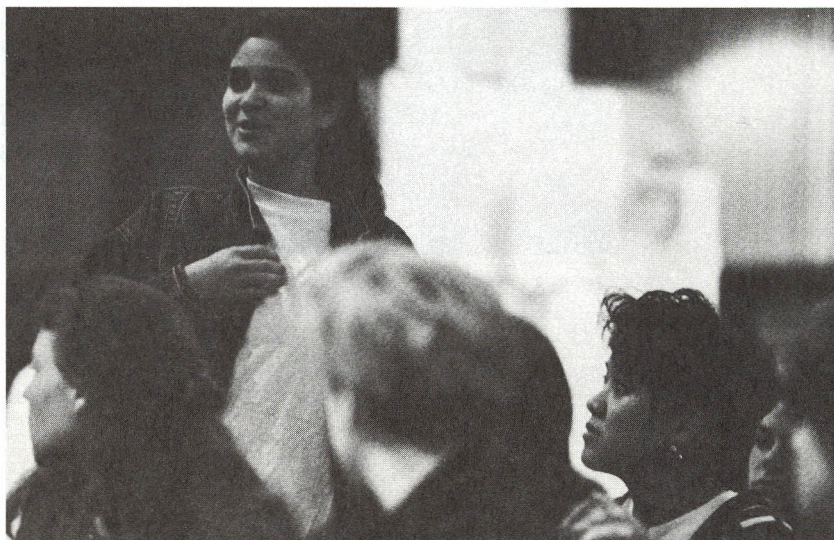
Program is preparatory for careers and future studies in counseling, school counseling, clinical psychology, educational psychology, social work, research psychology and cross-cultural studies.

Psychology and Literature: The Study of Landmarks in the Symbolic Process

Our intention is to explore psychologies and literatures as symbol systems. The inner world of the individual and the interpersonal world of society and culture are constructed of symbols. "Meaning" is constructed, individually and socially, by assimilating and accommodating not just events, but emotion-laden patterns of imagery. In the modern Western world, interpretation of these patterns is the work of social scientists and scholars in the humanities, including psychologists, anthropologists and literary critics. In all times and places, however, these patterns are embedded in culture, are carried onward by ritual and myth and evolve through dramatic enactment and the telling of tales. For a complete description, turn to page 56 in the *Knowledge and Human Condition* section.

Communication: An Uncommon Denominator

"Communication" is a student-centered program, designed to incorporate community interaction in the education process. The student, community and institution will mutually share authority in developing a valuable education within a constantly changing pluralistic society. Four major questions frame the education process for the program: (1) What do I want to do? (2) How do I want to do it? (3) What do I plan to learn? (4) What difference will it make? Serious consideration of the questions provides a reliable structure for educational pursuit. For a complete description, turn to page 67 in the *Native American Studies* Speciality Area.



The Marine Environment

This program will be about the marine environment, marine organisms and their ecology. The subjects to be covered during the two quarters will be introductory oceanography, marine ecology, survey of marine organisms and (tentatively) paleohistory of marine life on earth. There will be several day trips and, tentatively, a week-long field trip. For a complete description, turn to page 41 in the *Environmental Studies* Specialty Area.

Principles of Biology: Cells and Organisms

This part-time contract will study the major principles of cellular and organismal biology, focusing on structure, function and interrelationships. Topics will include biological organization, bioenergetics, cell structure and metabolism, genetics, evolution, plant and animal structure and physiology, and development. Classes will consist of six hours of lecture/discussion and six hours of laboratory each week. For a complete description, turn to page 43 in the *Environmental Studies* Specialty Area.

Chemistry of Pollution I

This advanced group contract will cover spectroscopic analytical methods, both theory and practice and explore chemical models for various environmental situations. In addition to learning specific analytical methods, students will be expected to apply some of the methods in a major research project of mutual agreement between the student(s) and the instructor. For a complete description, turn to page 40 in the *Environmental Studies* Specialty Area.

Chemistry of Pollution II

This advanced group contract will develop chromatographic methods of analysis (GC, GCMS, HPLC), both theory and practice. In addition to learning specific analytical methods, students will be expected to develop the procedure for extracting and analyzing for a particular group of pollutants. For a complete description, turn to page 40 in the *Environmental Studies* Specialty Area.



Faculty Member Argentina Daley brings a wide range of teaching experience to Evergreen. A University of Washington graduate, Daley has taught at the high school, community college and university levels in the U.S. and Australia.

"In a nutshell, Evergreen is The Great Experiment attempting to create a synthesis of autonomous individualism and cooperative, communal consensus. It's a noble experiment in ignoble times."

Tacoma Campus

Director: W. J. Hardiman

Serving a student population composed primarily of working adults, The Evergreen State College-Tacoma provides a broad-based liberal arts education in the arts and sciences which recognizes the importance of providing the urban adult learner with the skills, information and vocabulary necessary for living and working in the 21st century.

Evergreen's off-campus program in downtown Tacoma features two-year, upper division studies leading to a Bachelor of Arts degree. Classes are scheduled at times convenient for working people. Both daytime and evening classes are available.

Students wishing to enroll in an off-campus program must have completed 90 quarter hours of transferable college-level work before entering. Detailed information on admission is also available through the Admissions Office in Olympia. Tacoma Community College and Evergreen also offer a two-year, lower division liberal arts program for freshmen and sophomores in the evenings at the same site as the upper division program.

More information can be obtained by contacting Director W. J. Hardiman in Tacoma at (206)593-5915 or through the main campus in Olympia, (206)866-6000, ext. 6004.

The Art of Leadership

Fall, Winter, Spring/Coordinated Study
Coordinator: W. J. Hardiman
Enrollment: 120 Faculty: 4.5
Prerequisites: Junior standing and signature of director
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The goal of this year-long interdisciplinary program is to explore and practice the art and craft of leadership.

In Fall Quarter the focus of the program will be the theory of leadership. In Winter Quarter the focus will be the practice of leadership. In Spring Quarter the focus will be on applying the information gained in the previous quarters to specific leadership situations. Among the various themes to be considered are: organizational change and development, the implications of diversity, the fundamentals of financial management, leadership styles and challenges, technical expertise in an organizational context and ethical and legal issues.

The underlying subject matter will include organizational development, cultural anthropology, physics, philosophy and financial management, and history, biography and social science research methodology.

Students will be expected to use the knowledge acquired to do advanced research, assume leadership roles within their communities and initiate and implement community responsive activities or projects. The program format will consist of large group lectures and discussions, small group seminars, workshops and individual projects.

Credit will be awarded in organizational development, cultural anthropology, physics and philosophy, financial management, history, biography, social science research methodology and leadership.

Total: 48 credits

Program is preparatory for careers and future study in organizational development and leadership, urban studies, law, education and administration.



The Evergreen State College-Tacoma

Graduate Study At Evergreen

Master of Environmental Studies (MES)

The *Graduate Program in Environmental Studies* opened in 1984 and has a steady capacity of approximately 80 students. Our first graduates are now in public and private sector jobs or continuing graduate studies. A primary objective for study is a deep understanding of environmental policy development and implementation. Study focuses on the relationship between science and policy, featuring a balanced curriculum which considers and seeks creative solutions to contemporary issues.

The program is open to part- and full-time students. To make attendance easier for employed students, most coursework is concentrated in the evening.

The 72 quarter hour completion requirement can be met by part-time students in nine quarters, while full-time students can complete their work in six quarters. All students should have recent coursework in both the social and natural sciences and in statistics before entering the program.

The MES Program consists of three parts: (1) a required core, (2) electives and (3) a thesis. The core is taught by an interdisciplinary team, usually a social scientist and a natural scientist.

The core runs consecutively for four quarters: Fall, Winter, Spring and Fall. All students are required to complete an original thesis which has policy implications. It may be the result of an individual or small-group project. Students enroll in the following core sequence:

Societal and Environmental Processes

Population, Energy and Resources

Quantitative Analysis for Environmental Studies

Case Studies: Environmental Assessment, Policy and Management
(All programs are 8 quarter hours)

Electives include: land resources; natural resource economics; environmental policy, management, philosophy, history and ethics; ecological methods and principles, and watershed management. Electives are 4 quarter hours each.

Questions should be directed to Carol Simila-Dickinson, Assistant Director, MES, The Evergreen State College, Lab I, Olympia, WA 98505; 206/866-6000, ext. 6405.

Master of Public Administration (MPA)

The *Graduate Program in Public Administration* offers a master's degree in public administration (MPA). The program's primary commitment is to challenge and thoroughly prepare students to seek democratic, equitable and practical solutions to the problems which face state and local governments in the Pacific Northwest. The program recognizes the cultural diversity of the public in our region and critically examines issues of race, gender and social class in the practice of public administration.

The program welcomes both students intending to pursue a public sector career and those already working for government or organizations involved in public issues. It is open to both full- and part-time students. Most students enrolled in the program are employed full time by state, local or tribal governments and are pursuing their graduate studies on a part-time basis. To accommodate these working students, classes are concentrated in the evenings.

A part-time student can complete the 60 quarter hour degree requirement in eight academic quarters. A full-time student may complete the requirement in six quarters. Students lacking significant public sector experience are expected to complete an internship for at least one academic quarter.

To satisfy the degree requirement, a student must participate in a sequence of five core programs and complete three electives courses and an applications project. 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, and of addressing the ethical dimension of administration and policy.

Elective courses allow a student to broaden the study of the public sector beyond the range of the core programs or to concentrate intensely on a specific public sector issue.

The applications project is completed concurrently with the core program in Public Policy over the Winter and Spring Quarters of the second year. It is a group or individually authored research effort, usually with practical impact for current public sector entities. The topic, form and content of any project will vary with the students' interests, opportunities and development, but every project represents the culmination of work in the program and provides a document which demonstrates the author's knowledge and ability.

The MPA curriculum is:

Core Programs

The Political and Economic Context of Public Administration

Managing Human Resources

Research Methods for the Public Sector

Fiscal Policy

Public Policy and Its Administrative Implications

Applications Project in Public Policy and Administration
(All programs are 8 quarter hours)

Electives

(12 quarter hours; typically, three 4 quarter hour courses)

Inquiries should be addressed to Bonita Evans, Program Assistant, MPA, Lab I, The Evergreen State College, Olympia, WA 98505; (206)866-6000, ext. 6405.

Graduate Program Procedures

Admissions

The application deadline for early admission is March 15. After that date, applications will be considered as they are completed. Individuals interested in receiving a catalog or in applying for admission to the program, should contact the Admissions Office, The Evergreen State College, Olympia, Washington 98505.

Admission is competitive. Admission decisions are based on a thorough review of the following (see the *Graduate Catalog* for details):

Academic transcripts including certification of receipt of a bachelor's degree;

Brief essays by the applicant;

GRE score, and

Letters of recommendation.

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.

The Graduate Catalog

The Graduate Catalog is available upon request from the Admissions Office. It contains a full description of the curriculum, academic policies and admissions procedures for both the MPA and MES programs.

Financial Aid

Limited financial aid is available in the form of fellowships, assistantships, scholarships, work-study assistance and guaranteed student loans. The Financial Aid application must be completed before any financial aid decision can be made. Financial Aid Forms (FAFs) should be mailed to the College Scholarship service by March 1. Later applicants who qualify for financial aid will compete for the remaining monies. Certain forms of financial aid are available to full-time students; aid to part-time students, however, is more limited. In some cases, the MPA or MES Programs can assist a student in obtaining part-time public sector employment. Information on financial aid is available from the MPA Program, the MES Program and the Financial Aid Office at Evergreen.

Teacher Education

Director: Jan Kido

Program Assistants: Ernestine Pearl and Marianne Hutcheson

Graduate Teacher Education

Evergreen offers an innovative Master in Teaching degree program, full-time for six academic quarters. Successful completion will result in the MIT degree and Initial Certification.

Evergreen's MIT is interdisciplinary and team taught. A group of 60 students and a faculty of four will form a "learning community" which will essentially remain together for two academic years.

The program content meets *all* academic requirements for the Washington Initial Teaching Certificate, and *most* academic requirements for the Washington Continuing Certificate.

Major areas of interdisciplinary study in the program will include psychology, philosophy and history of education, multicultural studies, research and teaching methods. There will be a strong emphasis on field experience. Five of the six quarters will include significant work with students in schools.

Elementary and Secondary Endorsements

An endorsement is a qualifying phrase on a Washington Teaching Certificate which identifies the grade level and subject matter area in which an individual may teach. Before beginning the MIT, students must have their endorsement area coursework completed (or within one academic quarter of completion).

The secondary education candidate, preparing for teaching in departmentalized classrooms in grades 4-12, must have a Primary Endorsement and is encouraged to add a Supporting Endorsement as well. The available Primary Endorsements include English, mathematics, physics, science with biology, chemistry or physics concentrations and social studies.

The elementary education candidate, preparing for teaching in any classroom, grades K-8, will qualify for the elementary certificate. S/he has a choice of completion of one Primary Endorsement or two Supporting Endorsements. Available Supporting Endorsements include art, chemistry, economics, English, Spanish, French, German, history, math, physics and political science. The elementary education endorsement qualifies an individual to teach any subject in grades K-8 except special education.

Any course required for an endorsement which is lacking at the time of admission to the program, must be completed no later than the summer preceding year two. It is *not* possible to undertake any endorsement courses during the six quarters of the professional program.

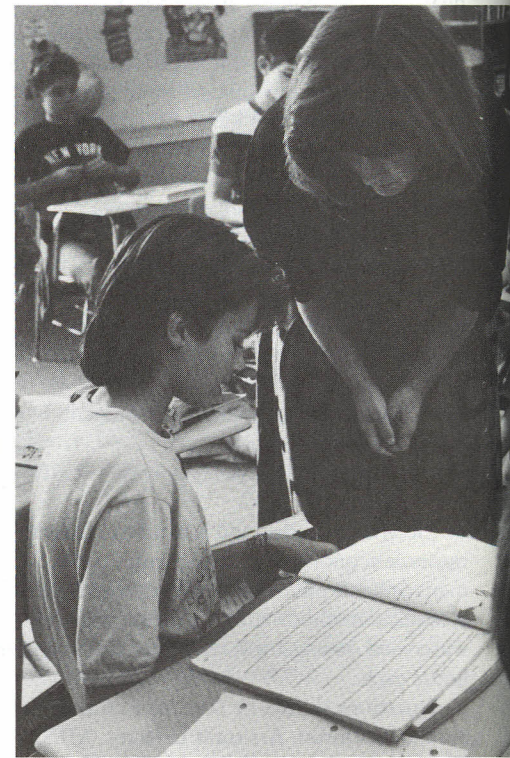
Admission Requirements

Admission to the Teacher Education program is competitive.

Minimum requirements include a B.A. or B.S. at the time of entry, a 3.0 grade point average on graded transcripts (or comparable work on ungraded transcripts). General Education requirements for all candidates include 8 quarter hours of natural science, 8 quarter hours of social science and 12 quarter hours of writing.

As part of the entry process, students must take the Graduate Record Exam (GRE). The score on this exam, however, will not be used as a criterion for admission, but will be used in a long range research study.

Students wishing to apply to this program must submit all material to the Admissions Office. Required material includes the teacher education application form, official transcripts from every college previously attended, three letters of recommendation, a work experience resume and two essays. For complete information on admission, consult our catalog, "Teacher Education at Evergreen, 1992-1994."



Master in Teaching intern at a local public school.

Special Forms of Study

Internships and Cooperative Education

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. Although most interns work in businesses, schools, government agencies, or nonprofit organizations in southwest Washington, Internships are also available throughout the state, the nation and even in other countries, in both the private and public sectors.

Each Internship must be approved in advance by the Office of Cooperative Education, which is part of Evergreen's Student Advising Center. Opportunities to conduct Internships are built into many academic programs. They also are available for upper-division students through Internship Learning Contracts.

Unless an Internship is required as part of one's work in a Coordinated Studies Program or Group Contract, students are eligible to conduct Internships only after they have been enrolled at Evergreen for at least one quarter. Priority access to Internships through Internship Learning Contracts is given to seniors.

Each Internship is sponsored by an Evergreen faculty member (or approved staff sponsor) who works closely with the Intern and her or his field supervisor to determine the amount of credit to be awarded for Internship Learning. Activities at the Internship site are guided by a field supervisor. At the end of the quarter, the faculty sponsor, with the benefit of the field supervisor's evaluation, writes the final evaluation describing the student's performance and Internship-related learning.

Each quarter of an Internship is planned, arranged, conducted and evaluated based on the student's academic objectives for that quarter. Those objectives and all other Internship-related matters are negotiated and agreed to by the student, sponsor and field supervisor before the Internship begins. These agreements are formalized in an Internship contract that is signed by all parties. Internships invariably include a strong component of academic activities such as related reading, a daily journal, weekly conferences with one's faculty and various written reports.

The Office of Cooperative Education is the central source of current information about Internship programs, policies and procedures,

available Internship positions and Internship sponsors. Co-op 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 a quarter ahead of time. For more information, call or write the Office of Cooperative Education, the Evergreen State College, Olympia, Washington 98505.

Part-time Studies

Part-time courses are offered throughout the year. Please check with the Admissions Office, however, if you only want to enroll part time, as priority goes to full-time students. Up-to-date descriptions of part-time offerings are published quarterly in *The Evergreen Times*.

Prior Learning from Experience

Prior Learning from Experience is a structured program for adult students who want to examine their pre-college experience for potential academic credit. PLE students plan, develop and write an extended paper which discusses the context of their pre-college experience, and the resultant learning.

The program requires all students accepted to take a 4-credit "Writing from Experience" class, usually offered in Winter and Summer Quarters. "Writing from Experience" requires students to examine their own learning patterns and writing skills and work on the narrative portion of the PLE document. When completed, the document is submitted to the PLE Credit Evaluation Committee for assessment of credit for prior learning.

Applications for enrollment in the PLE program are taken Fall, Winter and Spring Quarters, but enrollment is limited. Interested students are encouraged to contact the PLE Office after they have enrolled. Most students complete their papers in a two-quarter sequence, with a third quarter required for evaluation. When accepted into the program, students have one academic year in which to complete the process.

For application forms and further information about PLE, contact the PLE Office. For information on other forms of prior learning credit, see "Credit for Military and Flight Training," and "Credit for Training Sequences," page 24. A flyer on the various possibilities for attaining credit for work outside the classroom is available from the PLE Office, Library 1401, ext. 6415.

Writing Center

The Writing Center is available to students who would like help with reading, study skills or writing. Priority is given to assisting students within their academic programs. Diagnostic testing and individual conferences are available to help determine needs. Students can work on reading and writing improvement with self-paced programs, in small groups or with individualized help from the Writing Center professional staff and student tutors on a first-come, first-served basis.

Self-Paced Learning

Since Evergreen opened it has been building a collection of slide-tapes, computer-assisted instruction, videotapes, programmed texts and other resources with which you can independently study such diverse areas as science, management, music, mathematics and languages. Credit for self-paced studies can be earned either on an individual contract or, sometimes, in regular academic programs. Self-paced learning resources that do not require computers are housed in the Library. Computer-assisted resources are housed in the Computer Center.

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 4,000 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment); over 241,000 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches, drafting table and 2,400 periodical subscriptions.

In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through the computerized database of the Washington Library Network and through on-line database searching. In fact, Evergreen students and faculty borrow more Interlibrary Loan materials than any other college in the Northwest, and the Library circulates more of its collections proportionately than most colleges—over 190,000 volumes last year.

More details can be found in the *Let's Go Library* publication, which can be picked up at the circulation desk. You can also call ext. 6252 for more information or drop in and talk to any Library staff member.

Computer Services

In Academic Computing the emphasis is on students and technology. Students are provided with broad opportunities throughout the curriculum, rather than in just a few computer science classes. The use of computer facilities 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 Library 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.

Most students use the college's microcomputer laboratories, clusters of microcomputers, minicomputers and mainframes. These offer a diversity of computer languages (such as Pascal, C, COBOL, Prolog, LISP and BASIC) as well as application software (such as WordPerfect, Excel, MS Works, graphics packages, and SPSS*).

Evergreen's computing laboratories include a 30-station microcomputer laboratory (AT&T 286 based), with video and audio projection equipment networked in a StarLan configuration. The newest laboratory has 20 powerful 386 stations with VGA capability supporting computer science needs as well as general usage. One of the most heavily used facilities is our 25-station Macintosh II laboratory. This lab is networked to share printing, peripherals and application resources. The Mac Lab provides 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), as are manuals, specially designed reference materials and workshops to help you make the best use of the facilities. Microcomputers designed for natural science applications are located in LAB II, see page 103.

Evergreen has been able to maintain its high level of computing resources through grant assistance from the National Science Foundation, AT&T, Apple, Digital and others.

Evergreen has established microcomputer purchase plans for student use at substantial educational discounts through the college Bookstore. We encourage you to consider purchase of a computer for your academic work at Evergreen.

Student and Academic Support Services

The Hillaire Student Advising Center
HSAC exists to coordinate advising services among faculty, students and staff.

The Center includes the offices of Academic Advising; the Prior Learning Program; Career Development, which provides students with career planning and placement starting in their first year; Cooperative Education, described on page 86; KEY-Special Services, which provides personal and academic skills development; the First Peoples' Advising Services, which supports students of color by providing academic, personal and social support on a drop-in basis; the Academic Support Counselor, (ASC) who provides advice and direction on any issue; and the Dean of Student and Academic Support Services.

Located in the 1400 wing of the Library, the Student Advising Center provides up-to-date information on academic programs, faculty, job listings and other resources for students. The Center also offers numerous workshops throughout the year on such themes as writing evaluations, how to compile and maintain Evergreen portfolios, developing study skills, and career and academic planning. Programs and services are designed to assist students as they work toward their educational goals.

See the Academic Advising Office's publication, *The Evergreen Student Handbook*, for more about the HSAC and advising at Evergreen.

Other Services

Students and Academic Support Services also include programs located elsewhere on campus. These include: Student Activities, the Counseling and Health Center, Upward Bound, the Evergreen Childcare Center, the *Cooper Point Journal*, and KAOS (Campus radio station). Each office is devoted to supporting the academic and personal development of students. See *The Evergreen Student Handbook* for more information about the Academic Support Services, or contact the Dean in the 1400 wing of the Library, ext. 6034, or the office that is directly related to your area of concern.

When asked to name her proudest accomplishment at Evergreen, Senior Andrea Braganza says, "I've been very proud of being able to show my work." Her photography was displayed downtown in the Olympia Artwalk show, in a juried show at the Evergreen Galleries and in the Student Art Zone, a display area in the Campus Activities Building.

"One of the strengths and beauties of this school is that it's NOT right for everybody. It can be very hard on your ego because so much of the responsibility for your education is placed on your shoulders. Not everyone can or wants to deal with that. For some people it's a joy. It hasn't always been easy for me, but I feel that what I've learned will be invaluable later on."





A Washington native, Kaye V. Ladd earned degrees at Reed College and Brandeis University before returning to the Pacific Northwest to begin her work at Evergreen in 1975.

"First and foremost, I'm a chemist. I have a body of knowledge and some insight into how to analyze and solve problems and strive to communicate both of these to my students.

There is a lot of delayed gratification in the study of science. I expect students to work hard and have an enthusiasm for the material and the willingness to work through the hard parts to get to the good-ies at the end."

Faculty

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This is a listing of Evergreen's faculty as of 1991-92. A more extensive detailing of Evergreen faculty members' areas of expertise can be found in *The Evergreen Student Handbook*, available at the Student Advising Center.

Humanities-Art

Richard W. Alexander, *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.
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; Ph.D., Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, West Germany.
Gordon Beck, *Art History and Cinema*, 1971;
A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.
Andrew Buchman, *Music*, 1986
B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music History, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.
Craig B. Carlson, *Communications*, 1973;
B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.
Caryn Cline, *Coordinator of Interdisciplinary Media Resources*, 1991;
B.A., English, University of Missouri-Columbia, 1976; M.A., English, University of Missouri-Columbia, 1987.
Sally J. Cloninger, *Film-Television*, 1978;
B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.
Doranne Crable, *Expressive Arts: Performance Art, Literature, Writing, Acting, Movement*, 1981;
B.A., English, University of Michigan, 1967; M.A., American Literature, Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., English, Wayne State University, 1977.

Thad B. Curtz, *Literature*, 1972;
B.A., Philosophy-Literature, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.

Argentina Daley, *American Studies*, 1988;
B.A., Comparative Literature, University of Washington, 1971; M.A. English, University of Washington, 1973; Ph.D., University of Washington, 1988.

Leo Daugherty, *Literature and Linguistics*, 1972; *Academic Dean*, 1975-76;
A.B., English-Art, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970; Postdoctoral year in Linguistics, Harvard University, 1970-71.

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

B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1985; Ph.D., Linguistics, University of Michigan, 1986.

Anne Fischel, *Film*, 1989;
B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts at Amherst, 1986.

Marilyn J. Frasca, *Art*, 1972;
B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.

Angela Gilliam, *Anthropology*, 1988;
B.A., Latin American Studies, University of California at Los Angeles, 1958; Ph.D., Union Graduate School, 1975.

Jorge Gilbert, *Sociology*, 1988;
M.A., Licenciado en Sociologia, Universidad de Chile, 1971; M.A., Sociology, University of Toronto, 1975; Ph.D., Sociology, University of Toronto, 1980.

Bob Haft, *Expressive Arts*, 1982;
B.S. Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.

W. Joye Hardiman, *Literature and Theater*, 1975; *Director, Tacoma Program*, 1990-present;

B.A., Literature, State University of New York at Buffalo, 1968; M.A., Literature, State University of New York at Buffalo, 1968-70; Ph.D., Literature and Education, The Union Graduate School, 1986.

Patrick J. Hill, *Philosophy*, 1983; *Provost and Academic Vice President*, 1983-1990;
A.B. Philosophy, Queens College, 1963; A.M. Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.

Margaret I. Hunt, *Dance*, 1976;
B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.

Ren-Hui (Rose) Jang, *Theater*, 1988
 B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1988.

Bernard Johansen, *Dance*, 1972.

Kazuhiro Kawasaki, *Art History*, 1976;
 B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.

Ernestine Kimbro, *Librarianship*, 1987;
 B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.

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.

Mark A. Levensky, *Philosophy*, 1972;
 B.A., Philosophy, University of Iowa, 1959; A.M., Philosophy, University of Michigan, 1961; Ph.D., Philosophy, University of Michigan, 1966.

Jean Mandeborg, *Fine Arts*, 1978;
 B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.

David Marr, *American Studies and English*, 1971; *Academic Dean*, 1984-87;
 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 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.

Patricia Matheny-White, *Librarianship*, 1978;
 B.A., Music, Macalester College, 1967; M.A., Library Science, University of Denver, 1968.

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.

Laurie Meeker, *Film/Video*, 1989;
 B.A., Film Production/Still Photography, S. Illinois University; 1980, M.F.A., Film Production, University of British Columbia, 1985.

Carol Minugh, *Native American Studies*, 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, *Japanese Language and Culture*, 1990;
 B.A., English, Nanzan University, 1970; Ph.D., English, Indiana University, 1987.

Frank Motley, *Librarianship*, 1978;
 B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.

Alan Nasser, *Philosophy*, 1975;
 A.B. Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.

Mary F. Nelson, *Art, Anthropology, Minority Studies*, 1972;
 B.F.A., Art Education, Washington State University, 1966; M.A., Art Anthropology, University of Idaho, 1968.

Sandra L. Nisbet, *Drama*, 1988;
 B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.

Charles N. Pailthorp, *Philosophy*, 1971;
Academic Dean, 1988-present;
 B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

David Paulsen, *Philosophy*, 1978;
 B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.

David L. Powell, *Literature*, 1972;
 B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.

Sarah 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.

Ratna Roy, *Dance/English*, 1989;
 B.A., English, Ranchi University, 1962; M.A. English, Calcutta University, 1964; Ph.D. English, University of Oregon, 1972.

Samuel A. Schragar, *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.

Sandra M. Simon, *English*, 1973;
 B.A., Psychology, University of California at Los Angeles, 1954; M.A., English, University of California at Los Angeles, 1963.

Leon R. Sinclair, *Literature*, 1971;
 B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.

Paul J. Sparks, *Art and Photography*, 1972;
 B.A., Art, San Francisco State College, 1968; M.A. Art-Photography, San Francisco State College, 1971.

Charles B. Teske, *Literature*, 1970;
Academic Dean, 1970-75;
 B.A., English, Lafayette College, 1954; M.A., English, Yale University, 1955; Ph.D., English, Yale University, 1962.

Gail Tremblay, *Creative Writing*, 1980;
 B.A., Drama, University of New Hampshire, 1967; M.F.A., English (poetry), University of Oregon, 1969.

Setsuko Tsutsumi, *Japanese Language/Culture*, 1985;
 B.A., Psychology; Teaching license in English and Guidance and Counseling, 1965; M.A., English, 1978; Ph.D., Comparative Literature, 1985.

Sidney D. White, *Emeritus*, 1990; *Art*, 1970;
 B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.

Ainara D. Wilder, *Theater and Drama*, 1972;
 B.S., Speech, General Science, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.

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, *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.

Natural Sciences

Clyde Barlow, *Chemistry*, 1981;
 B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

Michael W. Beug, *Chemistry*, 1972;
Academic Dean, 1988-present;
 B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.

Dharshi Bopegedera, *Physical Chemistry*, 1991;
 B.S., Chemistry, University of Peradeniya, Sri-Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

Richard B. Brian, *Mathematics*, 1970;
 B.S., Physics, Grove City College, 1953; M.A., Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.

Paul R. Butler, *Geology*, 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.

Richard A. Cellarius, *Plant Biology, Biophysics, Environmental Policy*, 1972;
 B.A., Physics, Reed College, 1958; Ph.D., Life Sciences, Rockefeller University, 1965.

Robert Cole, *Physics*, 1981;
 B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

John O. Aikin Cushing, *Computer Science*, 1976; *Director of Computer Services*, 1976-1984;
 B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.

Judith E. Bayard Cushing, *Computer Science*, 1982;
 B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969.

George E. Dimitroff, *Mathematics*, 1973;
 B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.

Larry L. Eickstaedt, *Biology*, 1970; *Academic Advisor*, 1978-81, 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*, 1988-1990; B.S., Mathematics, University of Oklahoma, 1957; M.A., Mathematics, University of Pennsylvania, 1960.

John Robert Filmer, *Marine Studies*, 1972; B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.

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.

Steven G. Herman, *Biology*, 1971; B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.

Donald G. Humphrey, *Emeritus*, 1984; *Biology*, 1970; *Academic Dean*, *Natural Sciences and Mathematics*, 1970-73; B.S., Physical Education, University of Iowa, 1949; M.S. Physical Education, University of Washington, 1950; Ph.D., Zoology, Oregon State University, 1956.

Neil Jacobsen, *Chemistry*, 1986; B.S., Chemistry, University of Oregon, 1977; Ph.D., Organic Chemistry, University of California at Berkeley, 1982.

Linda B. Kahan, *Biology*, 1971; A.B., Zoology, University of California at Berkeley, 1963; M.A., Biology, Stanford University, 1965; Ph.D., Biology, Stanford University, 1967.

Jeffrey J. Kelly, *Chemistry and Biochemistry*, 1972; *Director of Laboratory Computing*, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.

Robert H. Knapp, Jr., *Physics*, 1972; *Assistant Academic Dean*, 1976-79; B.A., Physics, Harvard University, 1965; D. Phil., Theoretical Physics, Oxford University, England, 1968.

Elizabeth M. Kutter, *Biophysics*, 1972; B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.

Patricia Labine, *Ecological Agriculture*, 1981; B.A., Zoology, Mount Holyoke College, 1961; Ph.D., Biology, Stanford University, 1966.

Kaye V. Ladd, *Inorganic Chemistry*, 1975; B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University, 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.

Albert C. Leisenring, *Mathematics*, 1972; B.A., Mathematics, Yale University, 1960; Ph.D., Mathematics, The University of London, 1967.

John T. Longino, *Zoology*, 1991; B.S., Zoology, Duke University, 1978; Ph.D., Zoology, University of Texas, Austin, 1984.

Carrie Margolin, *Psychology*, 1988; B.A., Hofstra University, 1976; Ph.D., Dartmouth College, 1981.

John Marvin, *Mathematics*, 1988; B.A., Mathematics, University of Montana, 1954; M.A., and A.B.D., Mathematics, Johns Hopkins University, 1961.

Donald V. Middendorf, *Physics*, *Physiology*, 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.

Gonzalo Munevar, *History/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.

Nalini Nadkarni, *Ecology*, 1991; B.S., Brown University, 1976; Ph.D., College of Forest Resources, University of Washington, 1983.

Janet Ott, *Biology*, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.

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.

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.

Hazel J. Reed, *Mathematics*, 1977; B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.

Niels A. Skov, *Management*, 1972; B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Ph.D., Physical Oceanography, Oregon State University, 1968.

Robert R. Sluss, *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.

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.

James Stroh, *Geology*, 1975; B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.

Masao Sugiyama, *Mathematics*, 1988; 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.

Peter B. Taylor, *Oceanography*, 1971; B.S., Biochemistry, Cornell University, 1955; M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.

Alfred M. Wiedemann, *Biology*, 1970; B.S., Crop Science, Utah State University, 1960; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.

Byron L. Youtz, *Emeritus*, 1991; *Physics*, 1970; *Academic Dean*, 1973-74; *Vice President and Provost*, 1978-83; B.S., Physics, California Institute of Technology, 1948; Ph.D., Physics, University of California at Berkeley, 1953.

Social Sciences

Bill Aldridge, *Education-Social Psychology*, 1970; B.A., Mathematics, Oregon State University, 1959; M.Ed., Guidance, Oregon State University, 1964; D.Ed., Educational Administration, University of Oregon, 1967.

William Ray Arney, *Sociology*, 1981; B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

Justino Balderrama, *Health and Human Services*, 1984; B.A., Sociology, California State University, 1962; M.S.W., Social Work, San Jose State University, 1975.

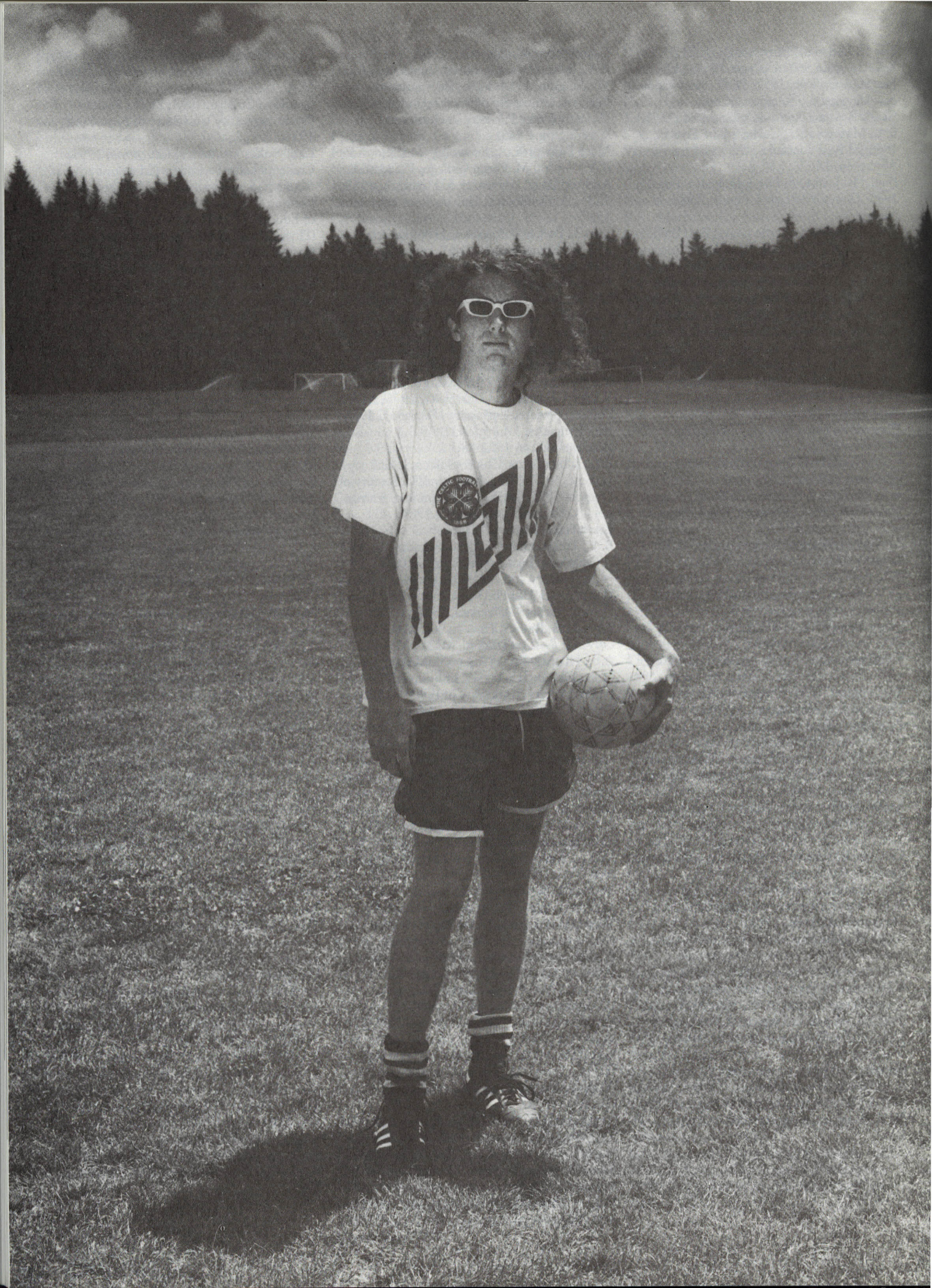
Don Bantz, *Public Administration*, 1988; B.A., Management/Marketing, 1970, M.P.A., University of Southern California, 1972; D.P.A., University of Southern California, 1988.

Peter G. Bohmer, *Economics*, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

Priscilla V. Bowerman, *Economics*, 1973; *Director of Graduate Program in Public Administration*, 1986-89; *Academic Dean*, 1990-present; A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M.Phil., Yale University, 1971.

- Jovana J. Brown, *Library and Information Studies*, 1974; *Dean of Library 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, *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;
B.A., Economics and Mathematics, Western Washington University, 1967.
- Stephanie Coontz, *History and Women's Studies*, 1974;
B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.
- Beryl L. Crowe, *Political Science*, 1970;
A.B., Political Science, San Francisco State College, 1959; M.A., Political Science, University of California at Berkeley, 1961.
- Diana C. Cushing, *Psychology*, 1978;
B.S., Occupational Therapy, University of Buffalo, 1959; Ph.D., Clinical Psychology, State University of New York at Buffalo, 1971.
- Virginia Darney, *Literature and Women's Studies*, 1978;
A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College, University of London, 1972; Ph.D., American Studies, Emory University, 1982.
- Helen F. Darrow, *Teacher Education*, 1986;
B.S., Elementary Education, Wilson College, 1943; M.A., Education, University of California at Los Angeles, 1948; Ed.D., Curriculum Development, Columbia University, 1956.
- Llyn De Danaan, *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 Social Science*, 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 Graduate School, 1986.
- Carolyn E. Dobbs, *Urban Planning*, 1971;
Academic Dean, 1987-1991; *Interim Vice President for Student Affairs*, 1991-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 Dolbear, *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.
- Donald Finkel, *Psychology*, 1976;
B.A., Philosophy, Yale University, 1965;
M.A., Developmental Psychology, Harvard University, 1967; Ph.D., Developmental Psychology, Harvard University, 1971.
- Thomas H. Foote, *Education-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;
B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.
- George Freeman, *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.
- José Gómez, *Social Sciences and Law*, 1988; *Assistant Academic Dean* 1988-1990, *Associate Academic Dean* 1990-present;
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. Gribskov, *Emerita*, 1990; *Journalism and Education*, 1973;
Ph.D., Education, University of Oregon, 1973.
- Jeanne E. Hahn, *Political Science*, 1972; *Assistant Academic Dean*, 1978-80;
B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; A.B.D., Political Science, Chicago, 1968.
- 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-present;
B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.
- Rainer G. Hasenstab, *Environmental Design*, 1974;
B., Architecture, University of California at Berkeley, 1965; M., Architecture, University of California at Berkeley, 1970.
- Peta M. Henderson, *Anthropology*, 1974;
B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.
- David Hitchens, *History*, 1970;
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 and Business, University of Vermont, 1966; M.A., History, San Francisco State University, 1968; M.L.S., University of California at Los Angeles, 1969.
- 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.
- Virginia Ingersoll, *Communications*, 1975;
B.A., Journalism-Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.
- Winifred Ingram, *Emerita*, 1981; *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.
- Richard M. Jones, *Emeritus*, 1990, *Psychology*, 1970;
A.B. Psychology, Stanford University, 1950; Ph.P., Clinical Psychology, Harvard University, 1956
- Jan Kido, *Director of Teacher Education*, 1991;
M.A., Speech-Communication, University of Hawaii at Manoa, 1970.
- Cheryl King, *Research/Statistical Methods*, 1991;
B.A. in Psychology, University of Texas; Master of Applied Experimental Psychology, College of Liberal Arts and Sciences, University of Colorado at Denver, 1987.
- Lovern Root King, *Social Sciences*, 1977;
B.A., English, Seattle Pacific College, 1972; M.C., Communications, University of Washington, 1976; Ed.D., Policy, Governance and Administration, University of Washington, 1984.
- Jaime C. Kooser, *Environmental Studies*, 1985;
B.A., Geography, Northwestern University, 1975; M.A., Geography, University of California at Berkeley, 1976; Ph.D., Geography, University of California at Berkeley, 1980.
- Stephanie Kozick, *Education*, 1991;
B.S., Education/Special Education, Northern Illinois University, 1971; M.S., Curriculum and Instruction, University of Oregon, 1980; Ph.D., Human Development/Family Studies, Oregon State University, 1986.
- 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.

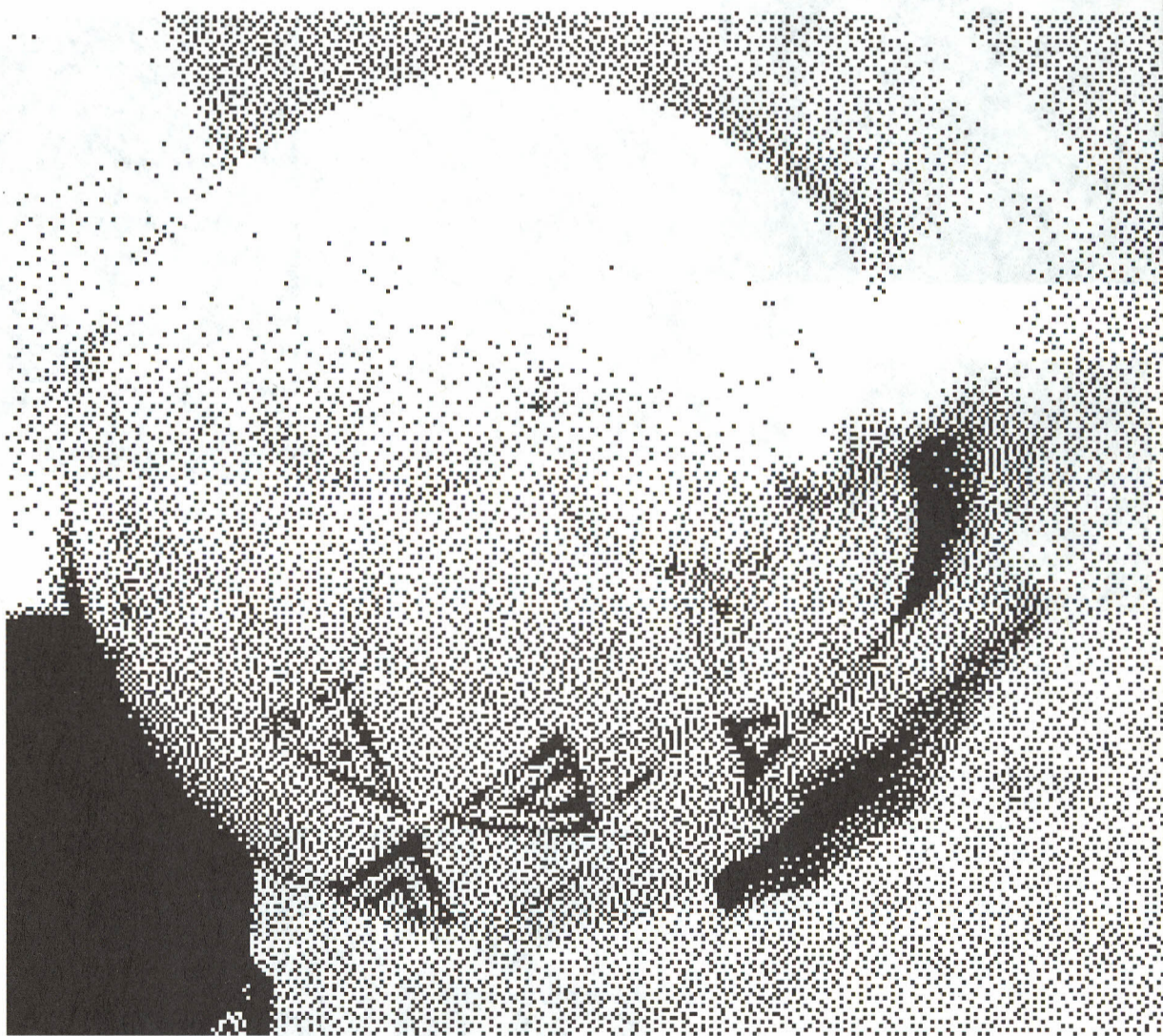
- Eric H. Larson, *Anthropology*, 1971; B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.
- Gerald Lassen, *Public Administration*, 1980; B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.
- Daniel B. Leahy, *Public Administration*, 1985; *Director of Labor Center*, 1987-present; B.A., Economics, Seattle University, 1965; M.P.A., NYU Graduate School, 1970.
- Russell M. Lidman, *Economics*, 1974; *Director of Graduate Program in Public Administration*, 1981-83; *Director, Washington State Institute for Public Policy*, 1985-1990; *Academic Vice President and Provost*, 1990-present; 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.
- Earle W. McNeil, *Sociology*, 1971; *Academic Advisor*, 1983-86; B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.
- Maxine L. Mimms, *Social Services*, 1972; *Director, Tacoma Program*, 1973-90; B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, Union Graduate School-West, 1977.
- Larry Mosqueda, *Political Science*, 1989; B.S., Sociology/Economics, 1971; M.A., Political Science, University of Washington, 1973; Ph.C., Political Science, University of Washington, 1975; Ph.D. Political Science, University of Washington, 1979.
- Paul Mott, *Sociology*, 1984; B.S., Political Science, Purdue University, 1952; M.A., Political Science, University of Michigan, 1955; Ph.D., Sociology, University of Michigan, 1960.
- Arthur Mulka, *Public Administration and Management*, 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.
- Ralph W. Murphy, *Environmental Science*, 1984, *Director, Graduate Program in Environmental Studies*, 1988-present; 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.
- 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.
- 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.
- Mark Papworth, *Anthropology*, 1972; B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.
- John L. Parker, *Education*, 1986; *Director, Teacher Education*, 1986-91; A.B., American Civilization, Brandeis University, 1958; M.A.T., Social Science Curriculum, Harvard University, 1960; Ed.D., Curriculum and Supervision, Harvard University, 1968.
- 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, *Education*, 1979; *Academic Dean*, 1985-88; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Education and Anthropology, University of Oregon, 1981.
- 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, Political Economy 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.
- David Rutledge, *Psychology*, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Educational Foundations, University of California, Berkeley, 1986.
- Gilbert G. Salcedo, *History*, 1972; B.A., U.S. History, San Jose College, 1970.
- Zahid Shariff, *Public Administration*, 1991; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.
- Barbara L. Smith, *Political Science*, 1978; *Academic Dean*, 1978-present; *Director, Washington Center for the Improvement of Undergraduate Education*, 1985-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.
- Camilla Stivers, *Public Administration*, 1987; B.A., Wellesley College, 1960; M.A., Johns Hopkins University, 1967; M.P.A., Health Administration, University of California at Los Angeles, 1979; Ph.D., Public Administration, Virginia Polytech Institute and State University, 1987.
- Gregory Stuewe-Portnoff, *Psychology*, 1971; B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psychology, Brooklyn College, 1964; Ph.D., Social Psychology, City University of New York, 1976.
- 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.
- Nancy Taylor, *History-Education*, 1971; A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.
- 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.
- 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.
- David W. Whitener, *Native American Studies*, 1978; B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.
- Sarah Williams, *Feminist Theory*, 1991; B.A., Political Science, Mankato State University, 1982; M.A., The State University of New York at Binghamton, Anthropology Department, 1985; Ph.D. with a Parenthetical Degree Notation in Anthropology, 1991.
- Thomas Womeldorff, *Economics*, 1989; B.A., Economics, The Evergreen State College, 1981; Ph.D., Economics, American University, 1989.
- Leslie Wong, *Psychology*, 1988; *Academic Dean*, 1990-present; B.A., Psychology, Gonzaga University, 1972; M.S., Experimental Psychology, Eastern Washington University, 1974; Ph.D., Education Psychology, Washington State University, 1986.
- York Wong, *Management and Computer Sciences*, 1975; *Director of Computer Services*, 1973-75; *Assistant Academic Dean*, 1979-81; B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.
- Andrea Ziegert, *Economics*, 1991; B.S., Economics, Miami University-Oxford, Ohio, 1978; M.A., Economics, Miami University-Oxford, Ohio, 1982; Ph.D., Economics, University of North Carolina, 1985.



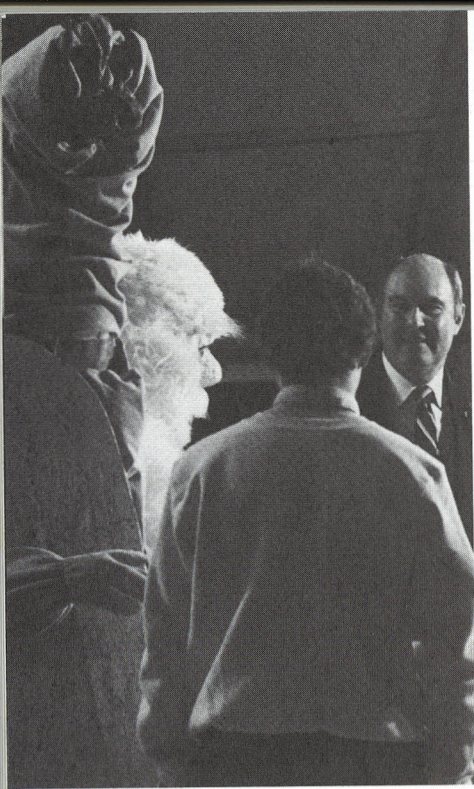
Campus Life

"I came to Evergreen because I had heard it offered one of the best liberal arts educations in the Northwest. Also, while visiting the college, I only encountered fun and interesting people.

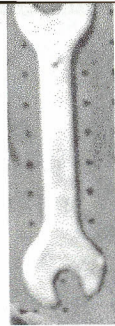
I've stayed here because I am assured of a constant stimulation of the mind. When I leave I know I'll miss all the people and all the ideas born here every year."



Andy Pyle remembers his first day at Evergreen as, "a bunch of sweaty men running around a soccer field. Putting that aside, I remember the thousands of smiles as people met new friends and embraced old ones." Andy capped his senior year by being voted "Most Valuable Player" by his teammates.



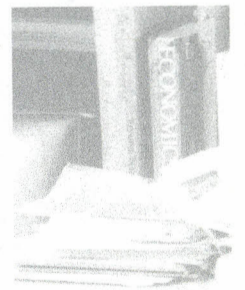
Earth's one and only eight-foot Geoduck. The Evergreen mascot represents the college's unofficial motto, *Omnia Extares*, which loosely translates to "Let it all hang out!" (Yes, that's Willard Scott of the "Today" show on the right.)



Studying in the shade and the sun. Evergreen's campus offers many places for quiet and solitude.



"See you at the CAB!" This popular Greener refrain is not a reference to a vehicle for hire, but an invitation to meet in the College Activities Building. The CAB features a bookstore, a deli and cafeteria, meeting rooms, KAOS radio station, The Cooper Point Journal (the student newspaper) and other student offices. There's also plenty of space to talk and relax.



Evergreen Glossary

ACADEMIC ADVISING

A key part of the Student Advising Center, the Hillaire Academic Advising Office provides students up-to-date information on programs, faculty and academic services. You'll also receive advising—formal and informal—on an ongoing basis from faculty in your programs and areas of interest.

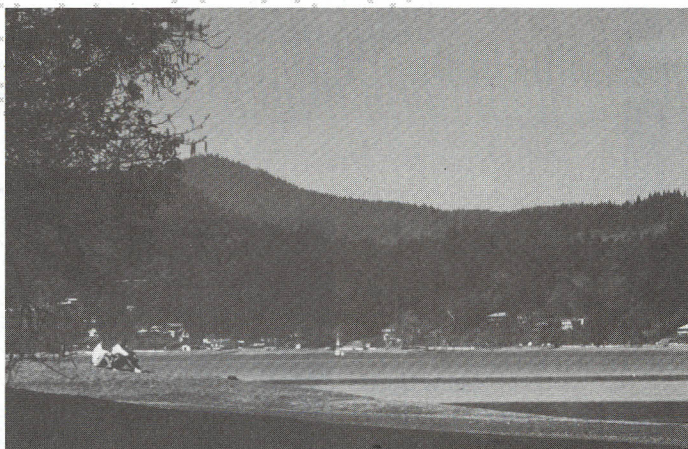
ACADEMIC FAIR

A mass gathering of faculty and students where faculty are available to explain upcoming programs or discuss possible contracts with students. Held in the Library Lobby at the beginning of each academic year and toward the ends of Fall, Winter and Spring Quarters, Academic Fairs are chaotic, fun and informative. Faculty sit at tables; signs indicate their program or contract assignment for the quarter. Personnel from Academic Advising and the Office of Registration and Records also attend, as do the academic deans. Check with Academic Advising, Admissions or Registration and Records for dates and times.

At home in Housing. Over 1,000 students live in Evergreen's Housing, which offers a choice of single and double studios, one-to six-bedroom apartments and duplexes.



Evergreen has received national recognition for the Organic Farm. Located on the west edge of campus, the farm is 13 acres of bustling agricultural and academic activity. The widest possible array of crops are grown to demonstrate which vegetables, fruits, berries and nuts do well in the region without the use of pesticides or commercial fertilizers.



Take a break from everything on the Evergreen beach.



Evergreen Glossary

ACADEMIC PATHWAYS

The way to specialize in a particular field of study at Evergreen is to plan an academic or career "pathway." Talk with Academic Advising or an Evergreen faculty member teaching in the field of your interest to find out how to plan your own academic pathway.

CHAOS

Around here, it's spelled KAOS and it means the college's FM community radio station.

CONTRACTS

There are three kinds of academic contracts at Evergreen: Group Contracts, Individual Learning Contracts and Internship Contracts. See the chart, "Major Modes of Study" on page 10.

CPJ

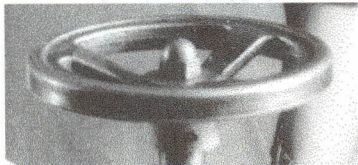
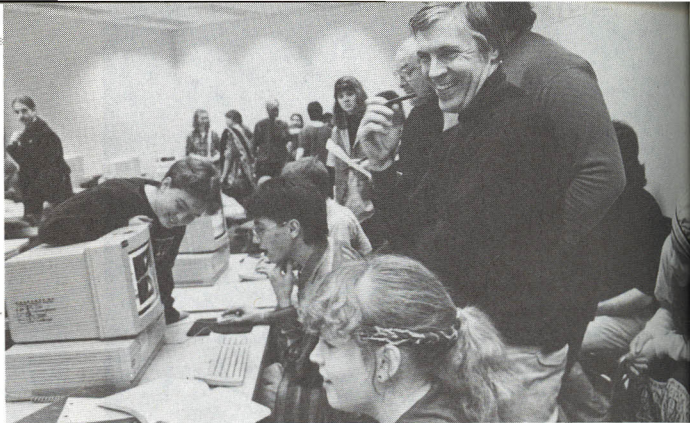
Stands for the *Cooper Point Journal*, Evergreen's student newspaper.

DTF

The initials stand for Disappearing Task Force. Evergreen's planners wanted to avoid permanent committees, so they created DTFs to study problems, make recommendations and then disappear.

Students are encouraged to participate on any of the approximately 20 DTFs usually active in the course of an academic year.

Faculty Member Rob Knapp and his students take a personal look at Evergreen's personal computers. See page 88 for details on Computer Services.



Students meet in the Arts Annex, a facility especially designed for the expressive arts. The Annex houses a ceramic studio, a large area for sculpture, casting, welding and sheet metal work, and painting and design studios.



Show time!
Evergreen provides extensive state-of-the-art media production equipment and professional advice on a personal basis. See "Library" on page 88.



Evergreen Glossary

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; each student writes a self-evaluation as well as a faculty evaluation. Usually one typed page, these official documents make up your permanent transcript.

EVALUATION CONFERENCE

A quarterly conference in which a faculty member and student discuss their evaluations of the student's work. Conferences occur during Evaluation Week, the eleventh and final week of each quarter.

FACULTY SPONSOR

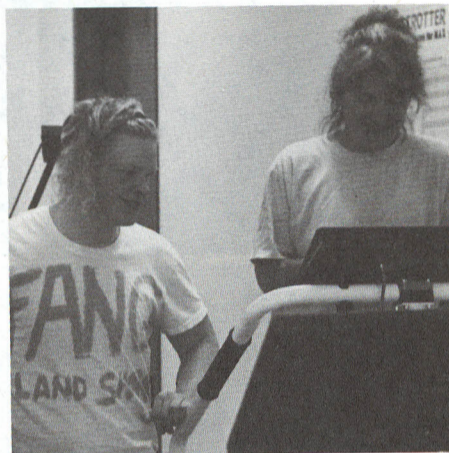
A student's chief instructor during any given quarter in a Group Contract, Individual Contract or Internship.

FIELD TRIPS

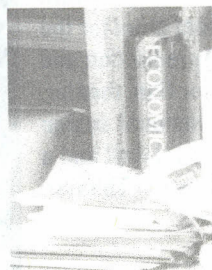
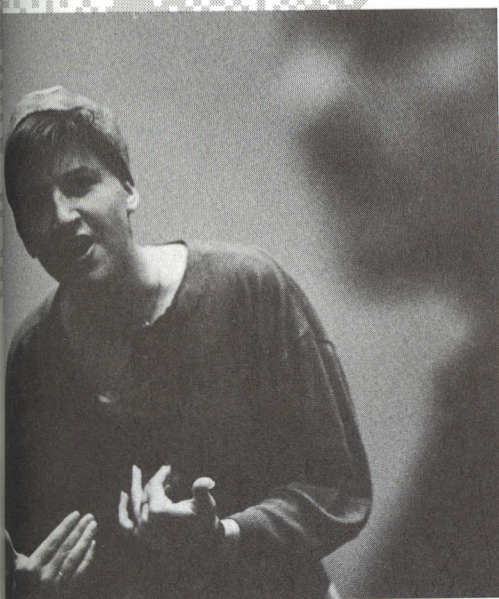
One of the most exciting examples of this college's approach to education. At Evergreen, field trips are regularly integrated into the schedule of program activities just like lectures, seminars, etc.



Evergreen's Weight Room features instruction and encouragement as well as top flight equipment. The CRC (Campus Recreation Center) also includes multipurpose dance and exercise rooms, a brand-new gymnasium, Wellness Lab, sports medicine area and an equipment rental center that offers everything from sailboats and kayaks to skis and backpacking equipment.



With feeling. Rehearsal for a student-written, student-produced drama.



Evergreen Glossary

FIRST PEOPLES

At Evergreen describes people of color, commonly referred to in America as minorities—African Americans, Asian Americans, Pacific Isle Americans, Alaska Natives, Indians/Native Americans, Chicanos and Latinos. See the First Peoples' Advising Services, in the section on the Student Advising Center, page 88.

GOVERNANCE

An ongoing process at Evergreen, where we work to make decisions together. Governance is conducted 3-5 p.m. on Mondays and 1-5 p.m. on Wednesdays. Students participate in governance along with staff and faculty members—don't be surprised if you're asked to serve as a member of a DTF. 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.

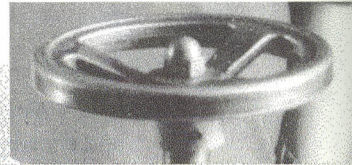
GREENER!

Short for Evergreener.



Ho, Ho, Ho!

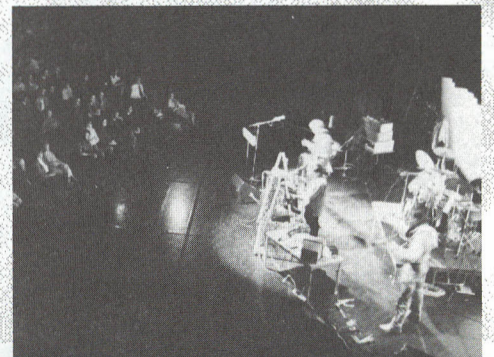
The fatman visits Evergreen's Child Care Center. There is usually a waiting list, so call ext. 6061 as soon as possible.

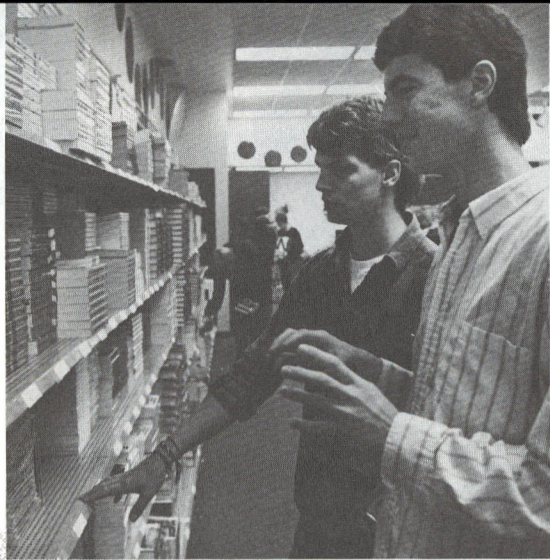


Saturday night at the Community Center.

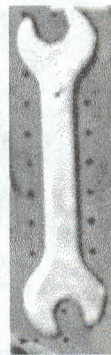


The Communications Laboratory (COMM Building) is a dynamic focal point for the performing arts. You'll find production and performance facilities for film, theater, music, dance and two-dimensional design as well as a 200-seat Recital Hall and a black-box Experimental Theater.





The Evergreen bookstore, located in the CAB, features general reading and reference books, film processing, ticket sales and the latest in geoduck leisure wear. For late night needs, including books, magazines, snacks and school supplies, check out the Branch bookstore in Housing's Community Center.



Evergreen Glossary

INTERNSHIPS

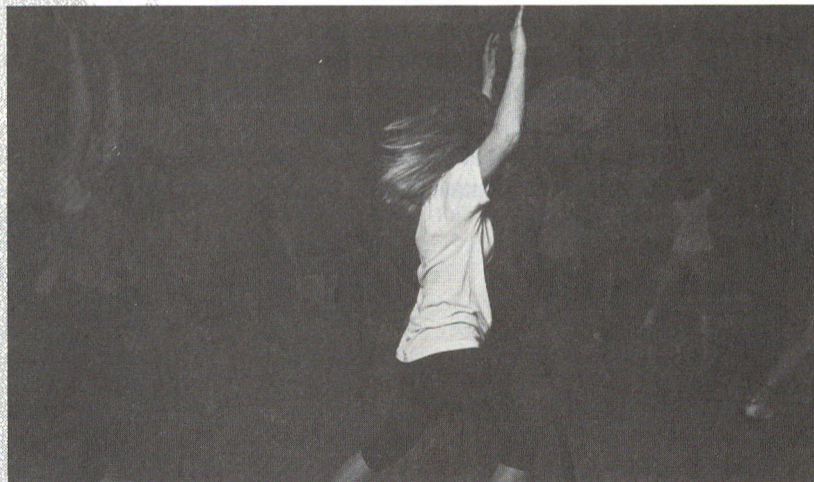
Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through the Office of Cooperative Education. Seniors are generally given priority, as are students in academic programs that require Internships. For additional information, see the "Major Modes of Study" chart on page 10, read the information on page 87 and visit the Cooperative Education office.

PRIOR EXPERIENTIAL LEARNING

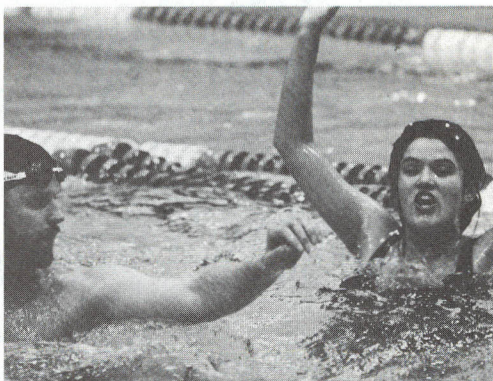
Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit. See page 87 for more information.

RETREAT

Many academic programs go on retreat 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 whole curriculum is planned at an annual Faculty Retreat. The programs in this catalog were planned at the Faculty Retreat of spring, 1991.



Learning for fun, personal development and encouragement of lifelong pursuits—that's the goal of Evergreen's Leisure Education Classes. These self-sustaining, non-credit classes can teach you everything from ethnic dances and Aikido to sea kayaking and rock climbing. There's also grantwriting, aerobics, tennis, neon and nearly 70 other courses to choose from at an average price of \$35. Call 866-6000, ext. 6530 for complete details.



Come on in! The 11-lane swimming pool is complemented by a separate diving well, competition timing system, power lift for the physically challenged and saunas.



Evergreen Glossary

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. Evergreen believes that developing the ability to assess oneself is an important ability in the modern world. Student self-evaluations are part of their formal academic record.

SEMINARS

One of the central experiences of an Evergreen education, seminars usually meet twice weekly to discuss the readings assigned in a particular program.

The discussion group consists of a faculty member and an average of 20 students. The faculty member or, often, a student leads or facilitates the seminar.

Participants are expected to prepare for the seminar by reading and analyzing the book to be discussed.

SOCIAL CONTRACT

Evergreen's planning faculty wanted Evergreen to function as a community, so they wrote their ideas about working together and social ethics into the Social Contract.

See *The Evergreen Student Handbook* for a full copy.



In addition to intercollegiate teams in women's and men's soccer, swimming and diving, Evergreen's Recreation and Athletics program also offers intramural activities in basketball, volleyball, soccer, tennis, softball, track and field, ultimate frisbee, crew, sailing, skiing and more.



Dedication of the statue of a woman drummer as part of Graduation Ceremonies, 1985. Carved by members of the "Ceremonies: Prefigurative Culture" program, the 12-foot carving welcomes visitors to campus and symbolizes Evergreen's commitment to diversity of peoples, cultures and ideas.



Evergreen Glossary

SPECIALTY AREA

An interdisciplinary grouping of Evergreen faculty, all of whom are interested in a specific set of disciplines or issues. Faculty within each specialty area meet regularly to plan curriculum and often teach together. Evergreen's nine specialty areas are listed in "The Condensed Curriculum" on page 30.

THE EVERGREEN STUDENT HANDBOOK

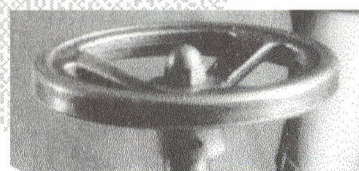
Published by the Academic Advising Office, this publication is an invaluable source of information and a tool for planning your career at Evergreen and beyond.



Ultimate! Frisbee, that is. It's a popular Greener activity, rain or shine.



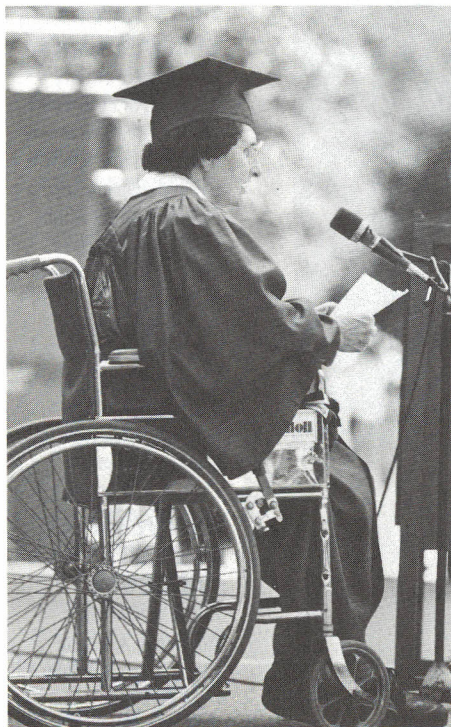
One for the money, two for the show... KAOS 89.3 FM is a radio station not to be taken lying down. It's a truly community phenomena, airing innovative, commercial-free shows created by students and community volunteers.



The launching of the Resolute. Formerly used at Annapolis, the 44-foot craft joined the Seawulff as floating classrooms for marine studies and research projects around Puget Sound.



Access & Facilities



Student and staff member Anna Mae Livingston addresses Convocation.

If you are a physically or sensory challenged person you will not only be welcomed at Evergreen, but encouraged to become a vital, active participant in our community.

Our goal is to provide support and assistance that will facilitate the greatest degree of personal independence and self-reliance possible during your Evergreen career. In order to identify appropriate support services, we ask you to notify the college 60 days before registration to ensure required accommodations. All verification disability materials are held in strict confidence and must be received prior to enrollment for a student to be eligible for special services.

Offices that will assist you:

Affirmative Action

ext. 6364 or (206) 866-6834 for direct Voice/TDD;

Physically and Sensory Challenged Students

ext. 6348.

Students With Challenges Group

ext. 6092

To make arrangements to visit, request an information brochure on our services or just talk, please feel free to call the Affirmative Action Office. We look forward to learning with and from you.

Student Governance

Student involvement in governance currently occurs through student membership on campus-wide committees, and on an ad hoc basis when specific issues arise. Throughout Evergreen's history, students have annually worked to develop a permanent governance structure (usually called "Student Government" at most college's). Students who are interested in being informed of and involved with such efforts can contact the Services & Activities Office or the vice president for Student Affairs.

Food Services

The Corner Cafe, located in the Housing Community Center, is a student-run collective, featuring homemade breads, soups and daily vegetarian specials.

The Greenery, located on the first floor of the CAB, offers a bountiful salad bar, Mexican food, homemade pastries, international food bar and more. One floor up, *The Deli* features sandwiches, espresso, ice cream and beverages. Payment may be in cash or on a scrip ticket basis. Scrip tickets are convenient and save 10 percent on food purchases. You may purchase your \$50 books of scrip for \$45 in the Cafeteria.

Mail Services

Student mail is delivered six days a week and a self-serve postal unit is provided in the CAB. If you're a new student moving into Campus Housing, you can send your belongings to Mail Services, The Evergreen State College, Olympia, WA 98505.

Security

Campus Security is open 24 hours a day, seven days a week and is staffed by officers trained in law enforcement and problem resolution skills. Security works to resolve problems by using Evergreen's Social Contract (see *The Evergreen Student Handbook* for a complete copy of this document). While charged with law and college regulation enforcement, in the case of a serious incident, unarmed campus officers may act as intermediaries between campus community members and county deputy sheriffs rather than perform direct, initial involvement.

Although the college is not responsible for the loss of personal property from campus buildings, Security provides cards for listing personal valuables and, for a small fee, will register and license bicycles. Security keeps property information on file in case of loss or theft.

Other Facilities On Campus

LABS I and II provide a learning environment for the arts and sciences. LAB I houses teaching and research labs, an advanced microscopy lab, and several instrument labs which feature a scanning electron microscope with x-ray elemental analysis capability, a gas chromatograph, mass spectrometer and other equipment.

LAB II houses the Computer Applications Lab and weaving, printmaking, neon, batik, drawing and design facilities as well as open studio spaces and general laboratory science space.

Student Activities

Students fund a variety of organizations which provide cultural, informational, social, recreational, spiritual and educational services and activities. The current organizations include Asian/Pacific Isle Coalition; Bike Shop; *Cooper Point Journal*, Evergreen's student newspaper; Students With Challenges; Childcare Center; Political Information Center; Environmental Resource Center; Graduate Student Association; KAOS-FM; Lesbian/Gay Resource Center; Maarava, Jewish Cultural Center; MEChA, Chicano/Latino Student Movement; Innerplace; Jurassic Substance Abuse Education Group; Veterans and Reservists Group; YWCA; Northwest Indian Center; Parents Center; Peace and Conflict Resolution Center; Recreational Sports; Slightly West Literary Magazine; Student Produced Art Zone (SPAZ); Umoja/African American Student Organization; Women of Color; Women's Center; the Community Network Organization, and the Wilderness Center. The Student Activities Office is currently in CAB 305, ext. 6220. Student organizations are located on the third floor of the Library, the CAB and the College Recreation Center.

Labor Center

The Rosalie Gittings Labor Education and Research Center was founded in 1987 and mandated to provide labor education to Washington state union members. The center's programs focus on economic analysis, labor history and organizing for social justice. The staff of the Labor Center design and implement union-initiated programs, as well as center-sponsored classes and residential programs. The center also provides work study and internship opportunities for Evergreen undergraduate and graduate students.

Veterans Affairs

assists veterans and other eligible persons with information and all VA-related applications to ensure them maximum use of educational entitlements. The Office of Veterans Affairs also provides counseling, advocacy and referral for veteran students.

The Washington State Institute for Public Policy

undertakes research studies, sponsors conferences, publishes newsletters and otherwise promotes the flow of information between higher education and public officials. The Institute also provides internship opportunities for Evergreen undergraduate and graduate students. One of the Institute's largest projects is an annual survey of 2000 low-income and at-risk Washington families. This information is an invaluable aid to state policy making.

Facilities Regulations

Because Evergreen is state-owned, there are responsibilities to the state and county that 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. Rooms in the residence halls and modular units are homes, and drinking is legally permissible for students 21 years of age or older.

Using College Premises

Evergreen's facilities may be used for activities other than education, provided that users meet eligibility requirements, suitable space is available and adequate preparations are made.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 214.

Evergreen students, faculty and staff who want to schedule a special event or outside speaker must contact the Production Clearance coordinator, CAB 305.

Reservations for space and/or facilities are made through the Space and Scheduling Office, Seminar Building, room 4109.

Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students,

faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited at on-campus events or meetings without written permission from the Production Clearance coordinator or Conference Services.

Special events or outside speakers that are sponsored by S&A funded organizations are scheduled through the Student Activities Office. Evergreen students, faculty and staff who want to schedule a special event must go through the Space and Scheduling Office, Seminar Building, room 4109.

All private and student vendors must schedule tables through Student Activities Office. Student vendors are provided with tables and the fee is \$2. Private vendors, and alumni will have to provide their own table and the fee is \$15.

Non-student vendors will be 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 on campus property will be checked in and retained by Campus Security. A special explanation must be filed with the Security Chief accompanying the retention request for handguns. Persons in possession of an unchecked firearm on campus will be subject to immediate expulsion from Evergreen or to criminal charges.

Pets

Pets are not allowed on campus unless under physical control by their owner. At no time are pets allowed in buildings. Stray animals will be turned over to the Humane Society.

Bicycles

Bicycles should be locked in parking blocks provided at various locations around campus. 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 Security for a small fee.

Smoking

Smoking is only allowed in "Smoking Permitted" areas. A revised policy, creating a smoke-free campus became effective January 1, 1990. Members of the campus community are expected to respect this policy by their actions and accept shared responsibility for its enforcement.

Parking Regulations

Motor vehicles must display valid parking permits, available at the prices below:

| | <i>Per Day</i> | <i>Quarter</i> | <i>Year</i> |
|-------------|----------------|----------------|-------------|
| Automobiles | .75 | \$22 | \$54 |
| Motorcycles | .75 | 11 | 27 |

Daily permits can be purchased at the information booth on the front entrance road to campus. 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 cannot assume responsibility for any vandalism or theft while parked on campus.

Affirmative Action

The Board of Trustees of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, national origin, sex, marital status, religion, sexual preference, age, disability or veteran status.

The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs.

To implement this commitment, Evergreen has developed an Affirmative Action Policy, which is available in the Library and Affirmative Action Office.

Persons who wish legal or statistical information on Affirmative Action, or who believe they have been discriminated against at Evergreen, are urged to contact the Affirmative Action Officer, ext. 6368, or V/TDD, (206) 866-6834.

Student Conduct Code

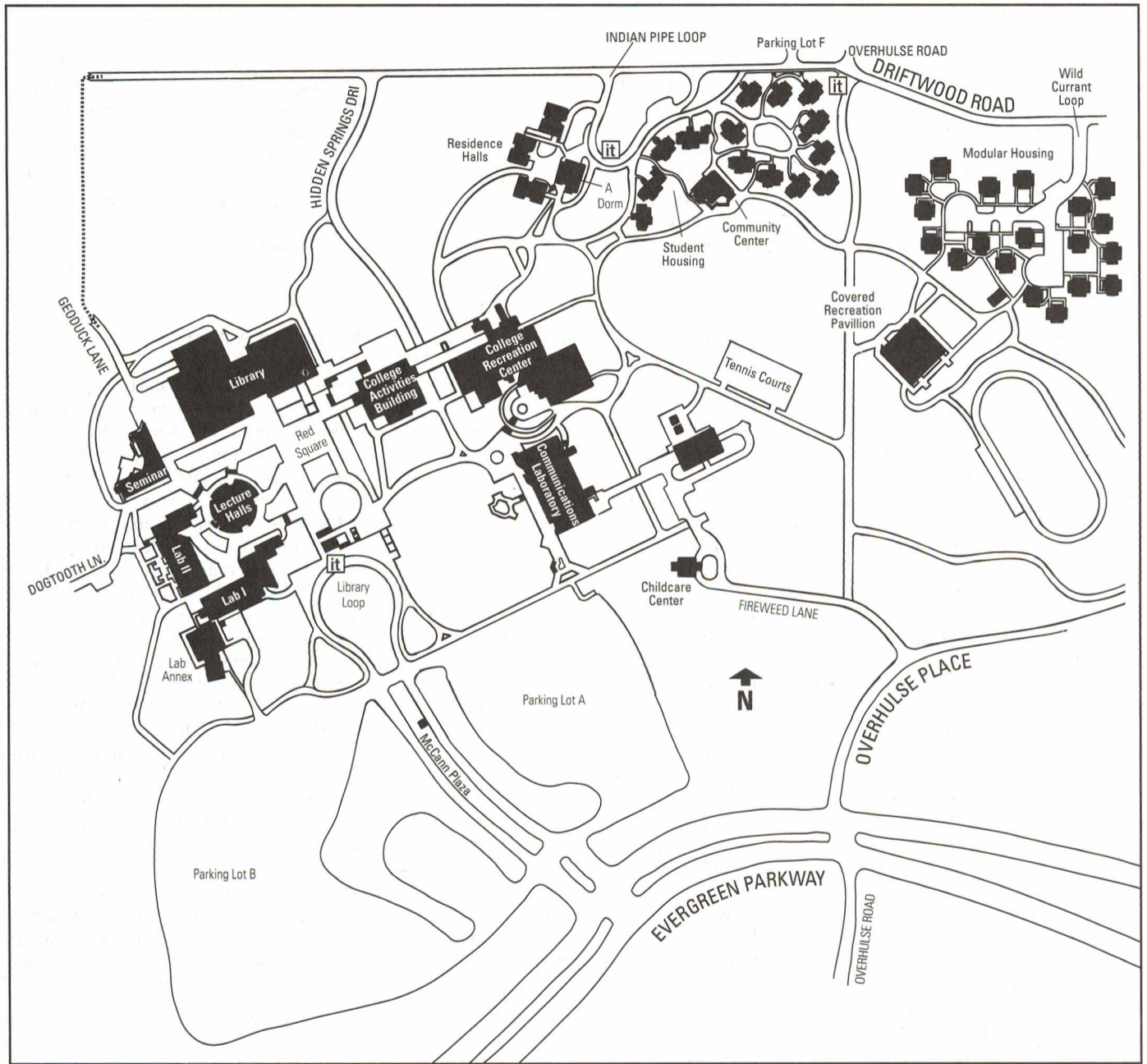
Current copies of this document, which describes students' rights and responsibilities, are available in the office of the vice president for Student Affairs.

Campus Map

The Evergreen State College is an hour's drive away from the Seattle-Tacoma airport. Olympia is also served by the Greyhound and Trailways bus companies. Evergreen and the state capital are only a scenic drive from most Washington cities and major points of interest.

How to get here

Whether you are coming from the north or south, you can reach the campus by taking Interstate 5 into Olympia and then turning onto Highway 101 at Exit 104. Follow 101 west for three miles to The Evergreen State College exit and go another two miles on the Evergreen Parkway to the campus entrance.



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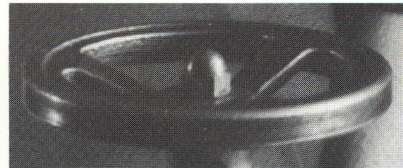
Campus Profile

| | | | | | |
|-------------------------------|-------------|---------------------------|------|------------------------------|-------------|
| Faculty | 175 | Full-time | 88% | Entering Class | 1354 |
| Ph.D. or terminal degree | 70% | Part-time | 12% | Applicants, degree-seeking | 3804 |
| Percent female | 35% | 18-24 age group | 64% | Admitted | 51% 1929 |
| Percent male | 65% | 25-29 age group | 10% | Enrolled | 57% 1281 |
| Faculty of color—total | 20% | 30-39 age group | 15% | Nondegree-seeking enrollment | 73 |
| Olympia Campus | 14% | 40+ age group | 11% | Washington | 876 |
| Tacoma Campus | 50% | Students living on campus | 1200 | Other states | 395 |
| Average student/faculty ratio | 20/1 | Students of color—total | 10% | Other countries | 10 |
| Staff | 582 | Asian | 4% | Financial aid | |
| Enrollment | 3340 | Black | 2% | Students receiving aid | 50% |
| Graduate | 5% 199 | Mexican/Latino | 2% | Average award | \$4336 |
| Undergraduate | 95% 3141 | Native American | 2% | Placement | |
| Olympia Campus | 3224 | Olympia Campus | 10% | 1988-89 classes | 95% |
| Tacoma Campus | 116 | Tacoma Enrollment | 116 | Employed | 78% |
| Female | 1902 | Male | 29% | Graduate school | 16% |
| Male | 1438 | Female | 71% | Travel, homemaking, etc. | 1% |
| | | Students of color | 34% | | |

Contacting Evergreen

Dial 866-6000, then ask for the office or extension listed below. Inquiries about admission should be directed to: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, or (206) 866-6000, ext. 6170. General information may be obtained through the Office of College Relations, ext. 6128. Direct all correspondence to the appropriate office at The Evergreen State College, Olympia, Washington 98505.

| | |
|----------------------------------|----------------|
| Academic Advising | ext. 6312 |
| Academic Deans | ext. 6870 |
| Admissions | see above |
| Alumni Relations | ext. 6192 |
| College Relations | ext. 6128 |
| Controller/Business Office | ext. 6450 |
| Development | ext. 6565 |
| Financial Aid | ext. 6205 |
| Hillaire Student Advising Center | ext. 6560 |
| Housing | ext. 6132 |
| President's Office | ext. 6100 |
| Recreation Center | ext. 6530 |
| Registration and Records | ext. 6180 |
| Student Accounts | ext. 6447 |
| Tacoma Campus | (206) 593-5915 |
| Vice Presidents: | |
| Academic Affairs | ext. 6400 |
| Finance and Administration | ext. 6500 |
| Student Affairs | ext. 6296 |



Academic Calendar

| | | | | | | |
|-------------|-------------|---------------|---------------|---------------|----------------------|-----------------------|
| 1992-93 | <i>Fall</i> | <i>Winter</i> | <i>Spring</i> | <i>Summer</i> | <i>First Session</i> | <i>Second Session</i> |
| Begins | Sept. 21 | Jan. 4 | March 29 | June 21 | June 21 | July 26 |
| Ends | Dec. 12 | March 20 | June 12 | Aug. 28 | July 24 | Aug. 28 |
| Evaluations | Dec. 7-12 | March 14-20 | June 6-12 | | July 21-24 | Aug. 25-28 |

| | | | | | |
|------------------|--------------------------------|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|
| Vacations | <i>Fall</i> | <i>Winter</i> | <i>Spring</i> | <i>Summer</i> | <i>First Session</i> |
| | Thanksgiving Nov. 22-29 | Martin Luther King Day Jan. 18 | Memorial Day May 24 | Independence Day, July 4 | Independence Day, July 4 |
| | Winter Break Dec. 13-Jan. 3 | President's Day Feb. 15 | Spring Break March 21-28 | | |

Affirmative Action Policy

The Equal Opportunity Policy of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, marital status, sexual preference, Vietnam era or disabled veteran status, or the presence of any sensory, physical or mental disability unless based upon a bona fide occupational qualification.

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 Production Team

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