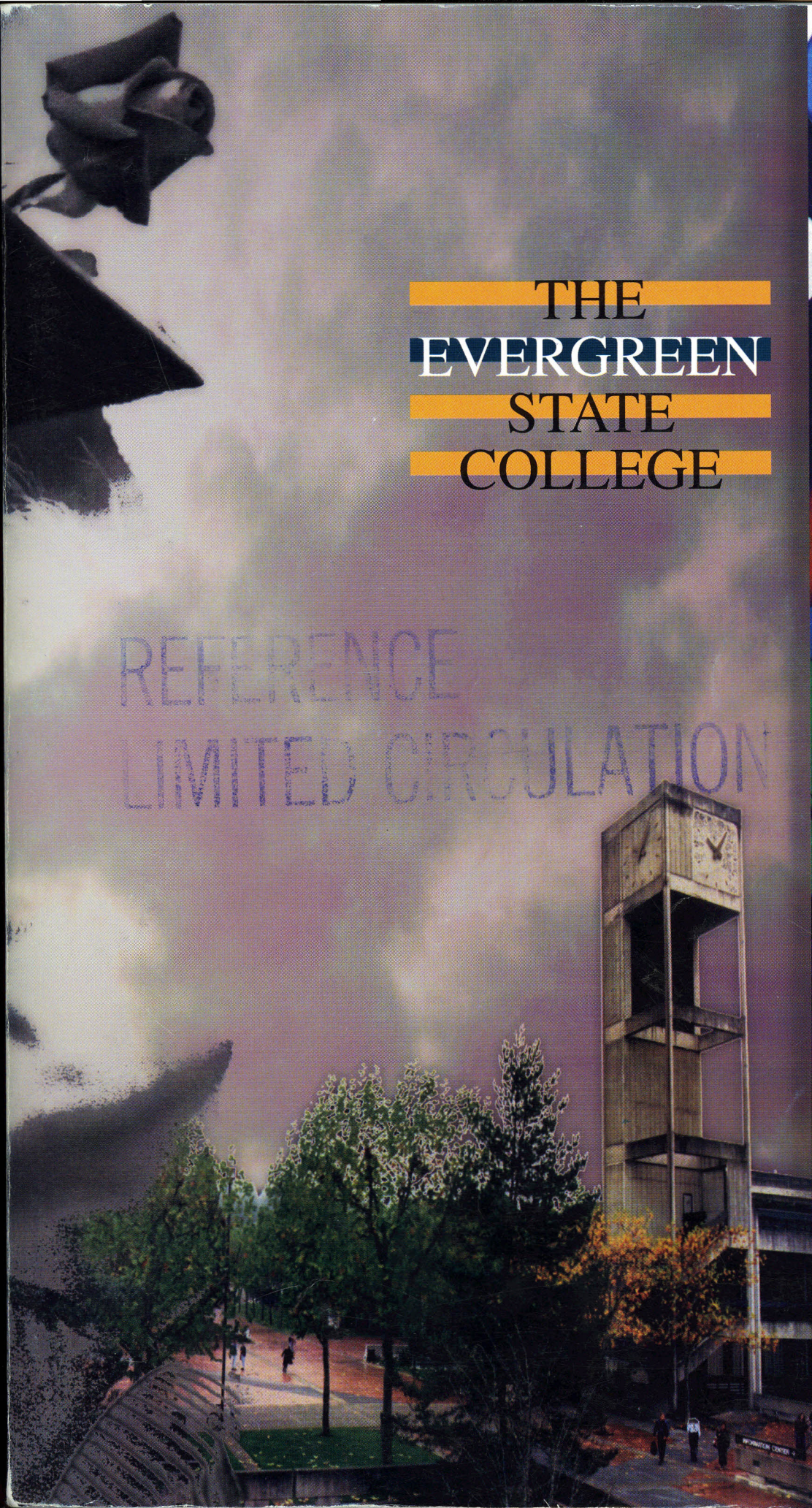


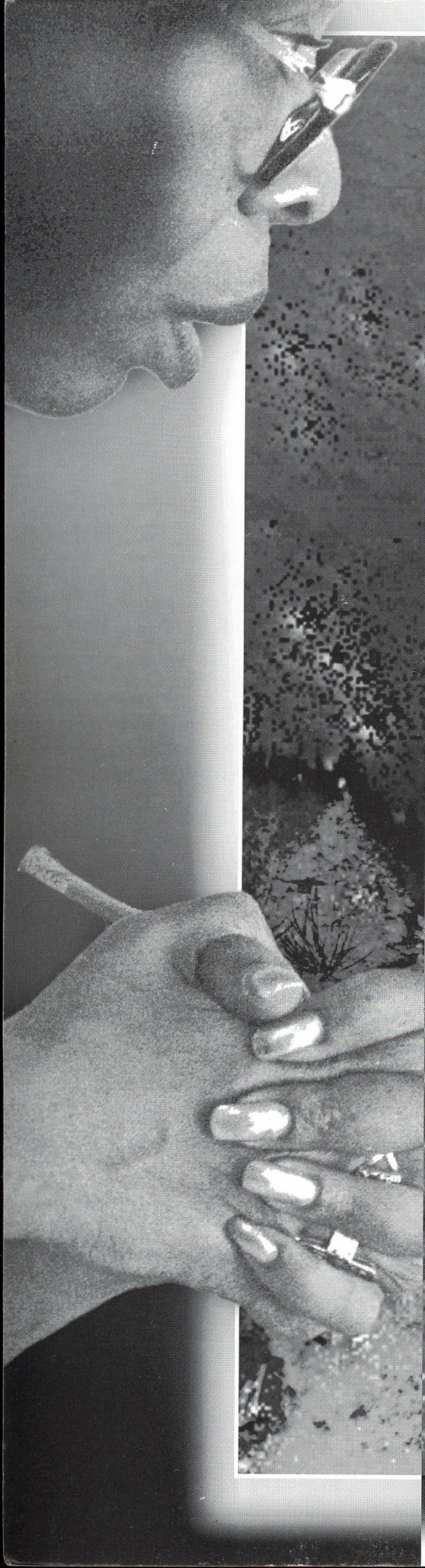
THE  
EVERGREEN  
STATE  
COLLEGE

REFERENCE

LIMITED CIRCULATION









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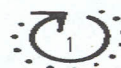
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## Academic Offerings

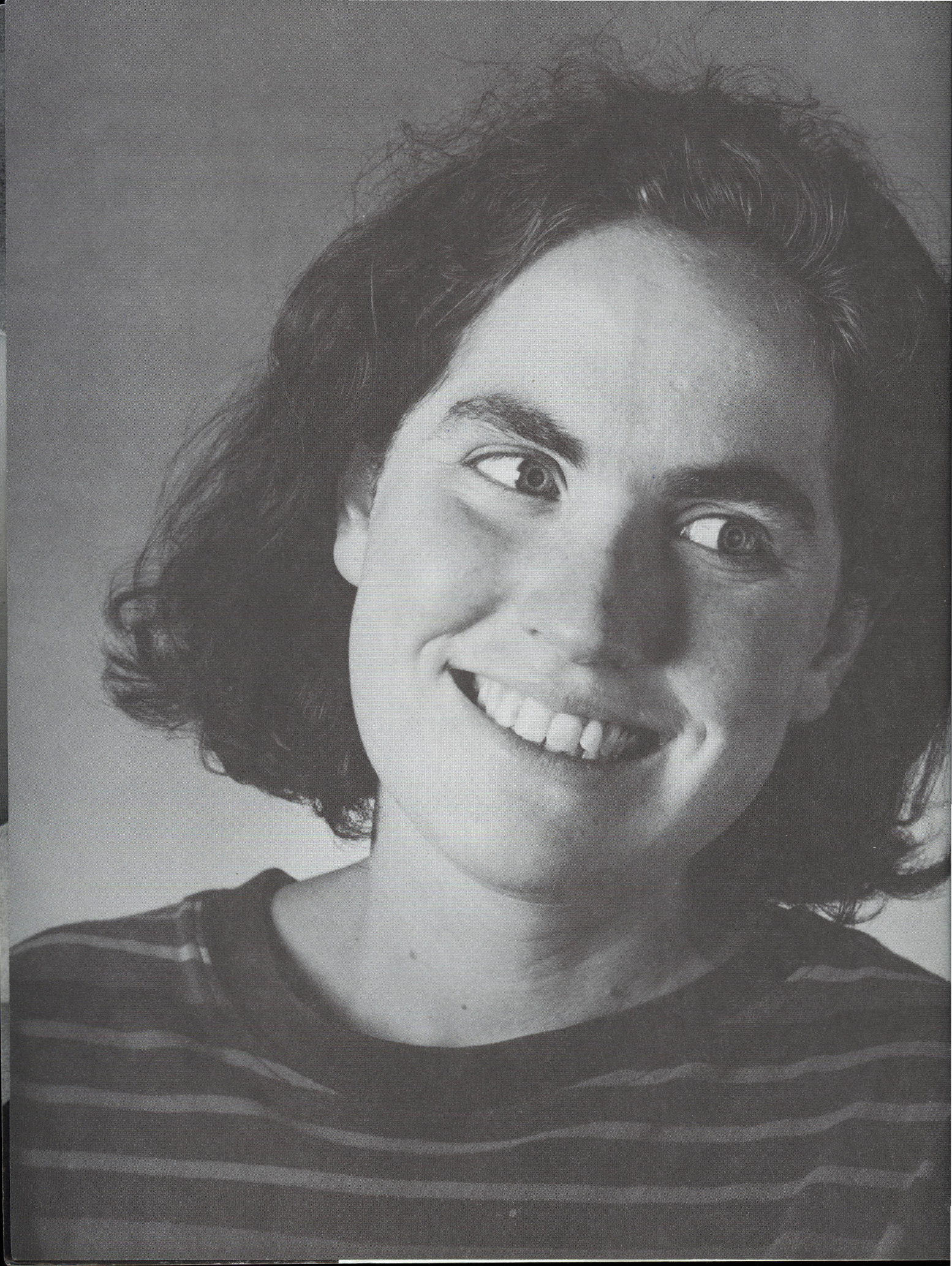
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# Amanda Payton

"I told the

counselors in

Academic

Advising,

'This is what's

important to

me,' and 'This

is what I want to

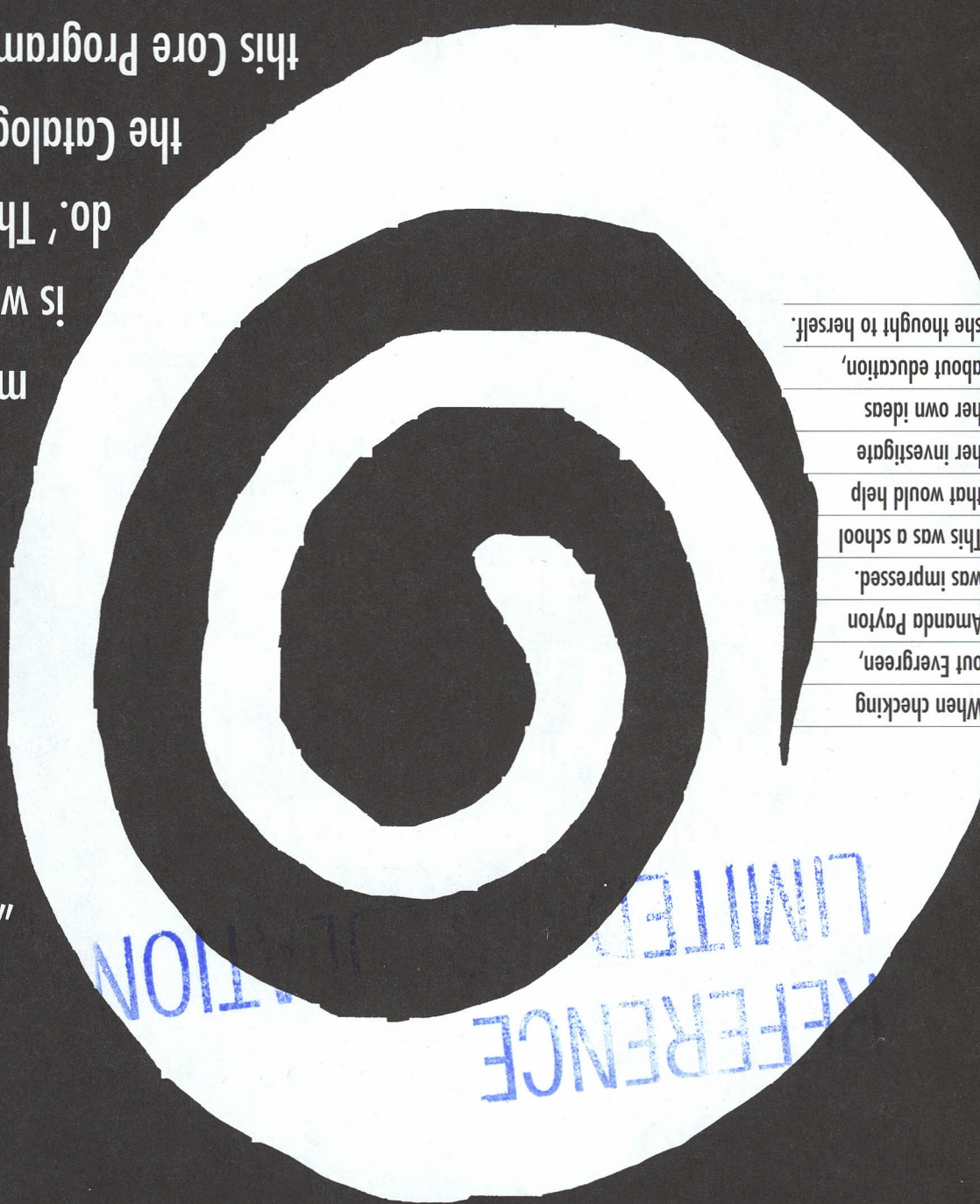
do.' They opened up

the Catalog and I saw

this Core Program that seemed

specially designed for me. They reminded me that if I was going to get an education here, it was going to be the one I wanted."

When checking  
out Evergreen,  
Amanda Payton  
was impressed.  
This was a school  
that would help  
her investigate  
her own ideas  
about education,  
she thought to herself.



REFERENCE  
LIMITED



# Tim Gibson

"If you feel  
unchallenged  
by what you're  
doing, or you're not  
getting exactly what  
you want out of your

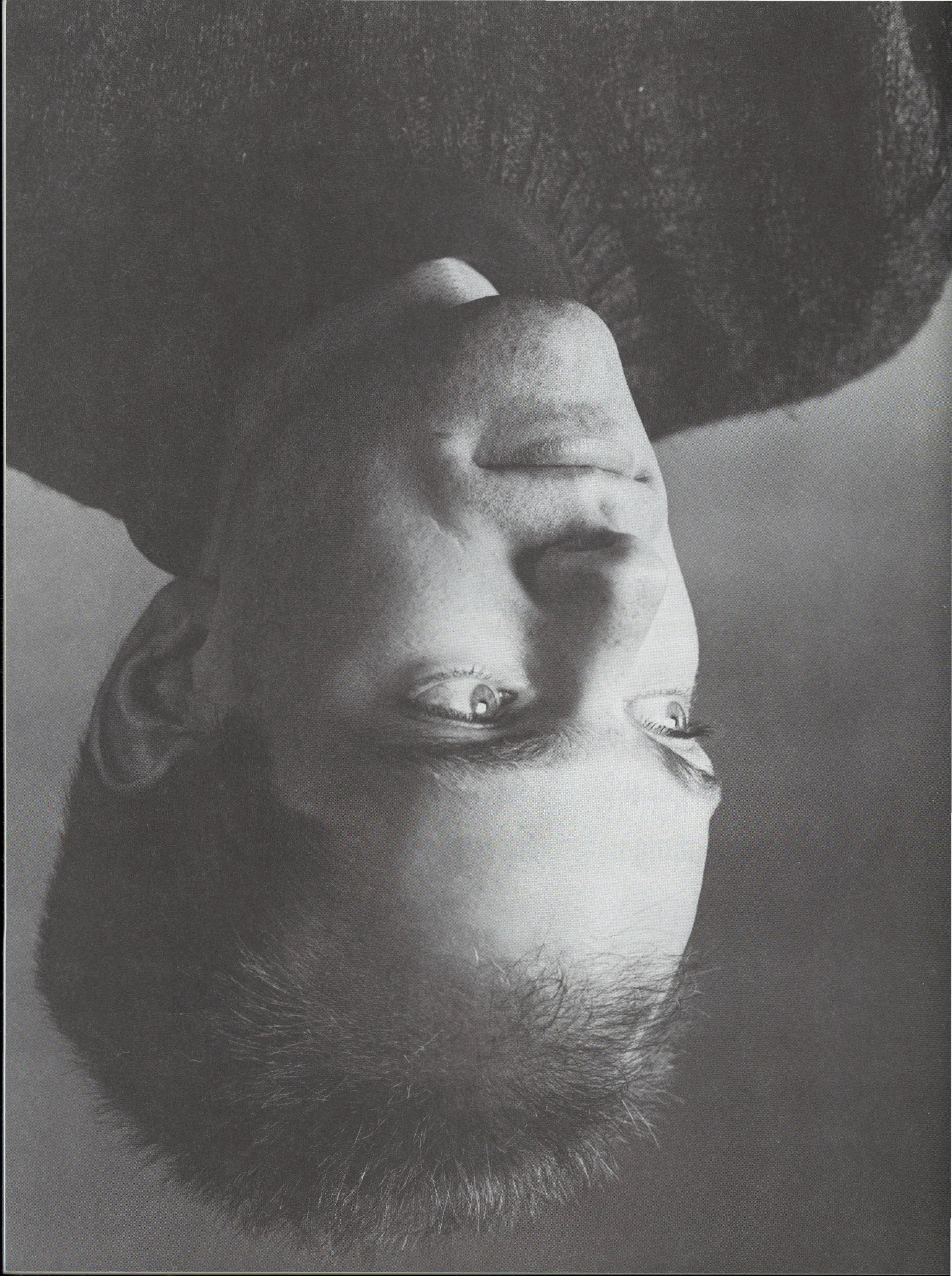
education, then Evergreen's the place for you.

Evergreen will give you the tools, but you'll blaze  
the trail. Evergreen faculty work  
harder than anybody to

Tim Gibson, now in graduate  
school on the East Coast, says  
Evergreen tapped his potential  
unlike previous educational  
experience. Believing that  
individuals are responsible  
for paving their own paths,  
he encourages future students  
to focus on *how* rather  
than *what* they learn.

support students, but they're  
not going to say, 'Here's who  
and what you're going to  
be,' and 'Here are the classes  
you're going to take.'"







---

Persuasive platitudes and patronizing promises...

---

These are the "P" words you might think catalogs are all about.

---

But not this one. Evergreen's Catalog is different,  
just as Evergreen itself is different.

---

This publication will try to portray Evergreen  
in ways that are understandable, honest and realistic.

And as its president, so will I. **I won't try to tell you**

**that The Evergreen State College is perfect.**

**or that it is the right college for everyone..**

**or that it can be all things to all people.**

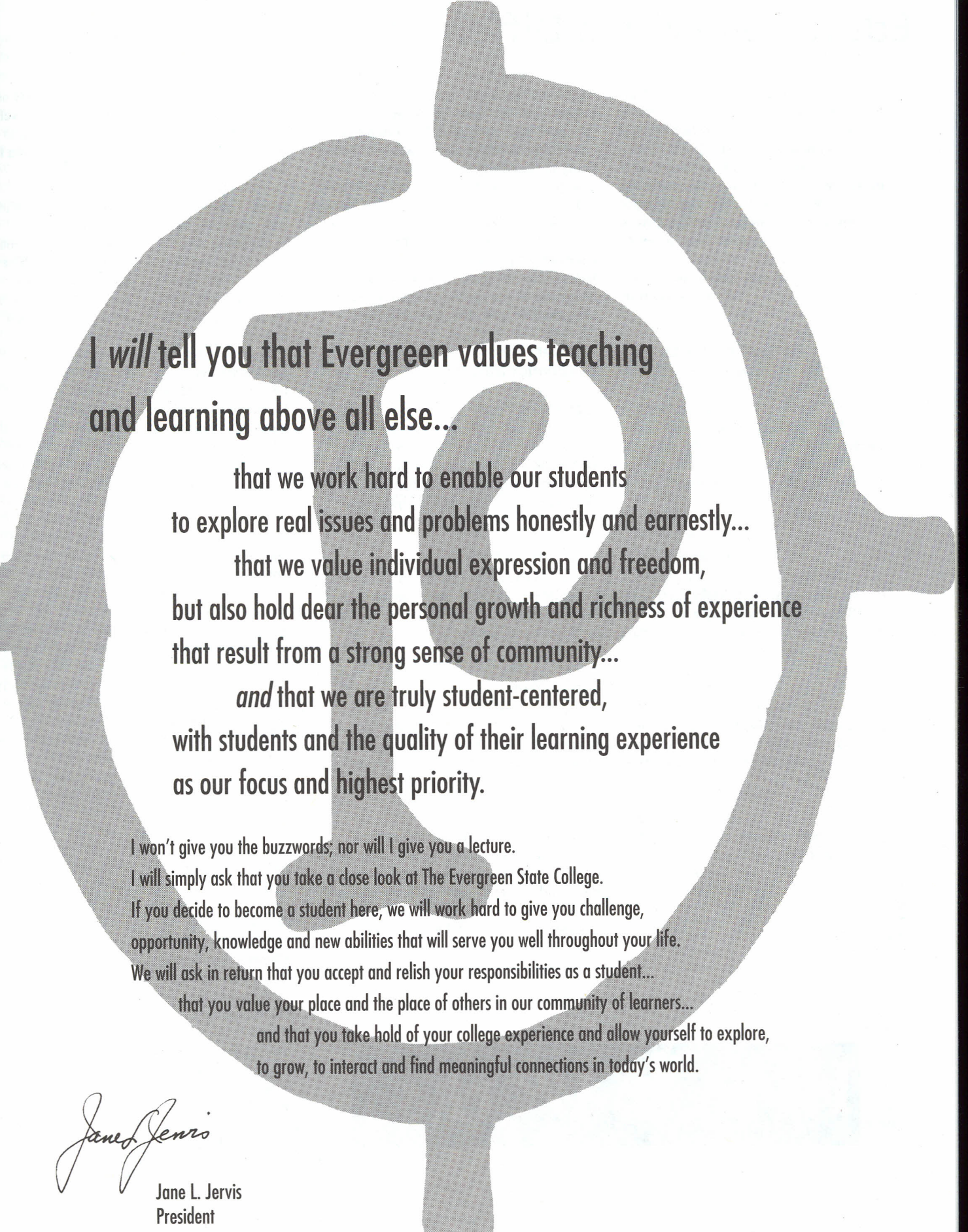


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Evergreen President Jane Jervis values the opinions of the college community. She invites students, faculty and staff to share their input in casual conversation each week in the College Activities Building.

---





***I will* tell you that Evergreen values teaching  
and learning above all else...**

that we work hard to enable our students  
to explore real issues and problems honestly and earnestly...

that we value individual expression and freedom,  
but also hold dear the personal growth and richness of experience  
that result from a strong sense of community...

*and* that we are truly student-centered,  
with students and the quality of their learning experience  
as our focus and highest priority.

I won't give you the buzzwords; nor will I give you a lecture.

I will simply ask that you take a close look at The Evergreen State College.

If you decide to become a student here, we will work hard to give you challenge,  
opportunity, knowledge and new abilities that will serve you well throughout your life.

We will ask in return that you accept and relish your responsibilities as a student...

that you value your place and the place of others in our community of learners...

and that you take hold of your college experience and allow yourself to explore,  
to grow, to interact and find meaningful connections in today's world.



Jane L. Jervis  
President





# Education With a Difference

In the typical American college, students move from entry-level to advanced work by fulfilling general education courses first and then completing a major. Opportunities to move from beginning to advanced work are primarily "vertical," and in-depth study of any one area occurs only at upper-division levels.

Charted out, such a curriculum looks like this:

## Typical 4-Year College Academic Pathway

### Freshman Year

Take general education courses; for example, English 101 and 102, a science course, math course, social science course, foreign language course.

### Sophomore Year

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."

### Junior Year

Enroll in more advanced (200-to-300-level) courses required to complete major. Take courses in fields related to major. Enroll in more elective courses.

### Senior Year

Complete major, emphasizing "advanced" (300-to-400 level) courses and related courses.

At Evergreen, opportunities to move from beginning to advanced work are both "vertical" and "horizontal." Because the curriculum is integrated to allow full-time study in year-long interdisciplinary programs, students move from entry-level to intermediate and often advanced work in a single year – in a 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.

## An Example of One Evergreen Academic Pathway

### Freshman Year

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 various disciplinary and cultural points of view.

### Sophomore Year

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."

### Junior Year

Enroll in a more advanced program, such as "Molecule to Organism," "Word, Sound and Image: Advanced Inter-Arts" or continue to broaden your education by taking a program in any area.

### Senior Year

Complete area of concentrated study, emphasizing "advanced" work through honors thesis, internship or relevant group contract. Each study area has some of its own options for advanced work detailed in the area descriptions in this Catalog.

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.

In most curricular areas at Evergreen, two years of study in a concentrated area are all that you should take; this would 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.

For example, 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 "**Hard Choices: Public and Private Decision Making in the Contemporary World**," you would 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 "**Introduction to Environmental Studies**" in the environmental studies specialty area.

The next year, you could enroll in "**The Marine Environment**," or to broaden your perspectives, a course such as "**Evolutionary Ecology**."

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 Washington State Department of Natural Resources.

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

# How it works





At Evergreen, you'll soon become familiar with an entirely new world of academic terminology. Colleges and universities everywhere are picking up on the curricular innovations that have made Evergreen one of the most highly acclaimed liberal arts and sciences colleges in the country. Here is a quick guide to some of the most important Evergreen differences:

The college is organized into a small number of interdisciplinary **Specialty Areas**, each providing multiple pathways to a degree. Specialty Areas and pathways replace traditional academic departments and majors. We invite you to take a close look at the exciting possibilities in *Environmental Studies*; *Expressive Arts*; *Knowledge and the Human Condition*; *the Language and Culture Center*; *Management and the Public Interest*; *Political Economy and Social Change*; *the Center for the Study of Science and Human Values*; and *Science, Technology and Health*.

The main features of Evergreen's curriculum are **Coordinated Study Programs**, offering team-taught, interdisciplinary education at its finest. They are usually full time, often for the entire academic year, and typically taught by two-to five-member faculty teams working with 40-100 students. Each program has a theme or issue around which several academic disciplines are explored.

A first-year student will usually begin with a **Core Program**, a Coordinated Study Program designed to give students in their first or second year of college a solid foundation of knowledge and skills. Each program is 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.

After completing a Core Program, a student is prepared for almost any entry-level program offered by one of the specialty areas. Check page 44 for complete details on Core Programs.

Next is an **Entry-Level Program**—generally your first intensive exposure to a specialty area. You will explore a somewhat narrower range of subjects, but still with an interdisciplinary, Coordinated Study approach. You, the faculty team and 40 to 100 other students, become intensively involved in reading and discussing the same books, attending lectures, going on field trips and participating in other activities.

In frequent and regularly scheduled seminars, you'll have the opportunity to clarify questions and ideas. With this unified approach, you'll improve your ability to analyze problems, communicate findings and broaden your perspectives. Entry-level programs may be required before students can pursue more advanced work in a specialty area.

**Group Contracts** operate like 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.

**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.

## 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, 40-100 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 and half-time programs on Saturdays and evenings. |
| For more information        | Read Core Descriptions, pages 44-46<br>Read Specialty Area offerings, pages 47-76  | Read Specialty Area offerings  | See Academic Planning and Experiential Learning (APEL) Office for list of faculty contract sponsors  | See Internships, page 93  | See <i>The Evergreen Times</i> , published quarterly   |

\*First-year students are encouraged to begin their studies in a Core Program. Transfer students are encouraged to look at Coordinated Studies and Group Contracts, if appropriate, as the best places for them to begin their studies at Evergreen.



# Selecting Your Program of Study

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 programs for you.

► *If you are a freshman,*

your choice should be one of the *Core Programs*. Core Programs are described on pages 44-46. 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 Program guide beginning on page 12. This guide lists all programs which cover your subjects. Sometimes a Core Program will look just right, especially if you are transferring as a first- or second-year student. For some transfers, an intermediate or advanced program in a specialty area may be the right choice. If a specialty area is listed under your subject of interest in the guide, 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 will help you decide where to begin.

► Examine the *planned equivalencies*

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

► Browse over a number of *possibilities*

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

4

## Discuss your choices and goals

with your faculty, or with the faculty and staff in the *Academic Planning and Experiential Learning Office*. APEL 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. APEL staff can also give you information about new or revised programs.

5

## Attend the Academic Fair

described on page 90. The faculty will be assembled there, all in one place at one time, sitting at tables marked with their program titles. You can discuss program content, style and requirements directly with program faculty.

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

6

## Choose your program.

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

► Ask for any help you need in making your choice.

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



What degrees does Evergreen offer?

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

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

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

How do I know which program to take  
each quarter? Where do I go for  
help in planning?

Advisors in the APEL Office, the faculty members in your current program or faculty in other areas that interest you—all are excellent sources of information. Conversations with these individuals and careful reading of the Catalog can help you make curriculum decisions. "The Academic Program Guide," beginning on page 12, is a great place to start. The Academic Fair is another great source of information (see page 90).

Are all 1994-95 programs listed in this  
catalog, or are others added later?

One of the greatest strengths of Evergreen's academic programs is that they change from year to year—ensuring fresh approaches and up-to-date information on issues relevant to today's world. Most full-time programs listed in this Catalog were planned more than a year before the 1994-95 academic year. While every effort is made to present accurate information, it's inevitable that some programs and faculty will be revised, revamped, added or deleted. Information about changes is available at the APEL Office.

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

Most academic programs are planned for full-time enrollment, but other options do exist for part-time attendance, including half-time, interdisciplinary, team-taught programs in the Evening/Weekend Program. They are publicized in a campus quarterly called, *The Evergreen Times*.

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

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

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

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

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

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





# Matching Evergreen's Programs to Your Field of Interest

You may be accustomed to thinking about your future study interests in terms of "majors," rather than in the interdisciplinary program titles and the speciality areas used at Evergreen. If this is the case, this guide can help you match your educational interests with our offerings.

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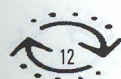
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# The Evergreen Environment

Evergreen focuses its strong commitment to undergraduate education on an integrated interdisciplinary curriculum, on student responsibility and involvement in design and delivery of their education and on faculty dedication to teaching.

We work hard to foster an environment that encourages cooperation over competition; that recognizes and celebrates diversity; that knows an effective education treats "real life" as something that is happening right now, not later.

## Student-Centered Education

What, exactly, does *student-centered* mean to you? It means that our primary mission is teaching and learning and that the structure of the college is specifically designed to promote effective learning. It means students are given meaningful opportunities for making choices, developing their own perspectives and becoming socially responsible citizens.

Our philosophy is simple: **Education should enhance the breadth and depth of a student's knowledge and skill and foster a sense of personal empowerment and social responsibility.** Students are taught to synthesize ideas, concepts and problems in a unified, interdisciplinary manner. They are continually challenged to see the connections between various elements, to integrate ideas, to experience competing perspectives and to work together as teams to solve problems.

## A Faculty Focused on Teaching

Evergreen faculty share an important belief: that direct contact with students is an essential part of good teaching and learning. Here you'll find faculty members are accessible to students, receptive to their ideas and open to their concerns. Student evaluations of 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.

**At Evergreen, teachers teach.** Faculty are hired and evaluated primarily on the quality of their teaching, not on the basis of their research or publishing success. On the average, faculty members at Evergreen spend nearly one-third more hours in direct teaching contact with students than is the norm at most public institutions of higher education.

## Collaboration and Connection

**We teach you *how* rather than *what* to think.** Life teaches us that there is not often one correct, instructor-provided answer to questions. That's why at Evergreen students and faculty explore issues together—as a team—to gain fresh perspectives and glean new approaches. This collaboration is fostered through laboratory and studio projects, program workshops, field trips and seminars.

The real world is not a classroom. Evergreen students test what they've learned in real-world experiences. They learn to speak clearly, write effectively, think critically and apply multiple perspectives to each task at hand.

Evergreen won't give you a "typical" college experience. It is not a campus of crowded lecture halls, distant lecturers and faceless evaluators. It is a college experience that's personal, effective and meaningful.

## Seeking Diversity, Sustaining Community

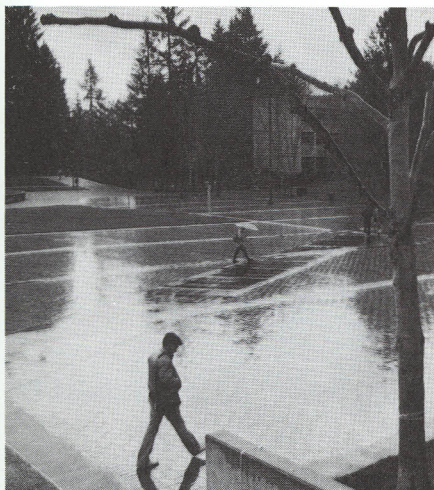
Evergreen is committed to increasing diversity among both students and faculty. We believe strongly that our students' educational experiences are enhanced and their lives enriched in a multicultural environment. And while we are working to create diversity, we are also working to build a strong sense of community. In academic programs as well as in workshops, lectures, group activities and other special events, Evergreen faculty and staff work with students to create a welcoming environment... one that embraces differences... fosters tolerance and understanding... and celebrates a shared commitment to cultural, ethnic and racial awareness.

The work is far from completed. While Evergreen's commitment is real, the college is a microcosm of the larger, imperfect world. Evergreen, like all the rest of the world, has much to learn. **We invite you to join us in working toward honest and earnest exploration of real issues and problems and in our work to safeguard the Evergreen community for learners who seek to explore, to grow, to interact and find meaningful connections in today's world.**

## Graduates Making Important Contributions

The Evergreen environment attracts self-starters and encourages them to work hard to achieve their goals. Our graduates tend to carry their sense of involvement and social responsibility with them in their careers as educators, entertainers, social workers, environmental engineers, lawyers, journalists, artists, administrators, care providers, counselors, entrepreneurs, businesswomen and businessmen.

The demands on Evergreen students are perhaps both greater and different than on students in traditional college settings, and it naturally follows that the results are greater, too. Employment statistics are solid testament to Evergreen's success, showing a placement rate of 94 percent for recent graduates and 88 percent for all graduates. A 1990 survey found that both employers and graduate school faculty ranked Evergreen graduates higher in six main areas of preparedness (writing, speaking, critical thinking, blending theory with practice, appreciating cultural differences and integrating information) than counterparts from other schools.





# Other Evergreen Differences:

At the heart of most Evergreen interdisciplinary programs is the **Seminar**. The seminar is truly one of the hallmarks of an Evergreen education, so central to the academic program that it's not uncommon to hear students engaged in lively discussions about the most effective way of "seminaring." Here, one faculty member and an average of 20 students meet regularly to explore specific topics or readings.

Although up to 100 students and a five-member faculty team may be involved in a Coordinated Study Program, much of the student's time is spent in these small group discussions held once or twice a week.

Student work is evaluated in **narrative evaluations** rather than in standard letter grades. The evaluations describe in detail just what the student planned to do in the program or contract; how well the student approached and solved problems, worked with others and expressed her/himself in written and spoken work; the student's area of concentration and how well s/he succeeded.

Narrative evaluations precisely chart the student's academic development and achievement, providing much more meaning and insight than any set of letter or number grades.

**Award of credit** is part of the evaluation process. The program or contract is divided into parts, listed as course equivalencies, to help other schools or employers translate the credit earned into approximations of traditional courses. Sometimes these translations are easy to make (i.e., "4 credits-Introductory Psychology"), but sometimes the program work resists simple translation.

Evaluation criteria, including criteria for awarding credit, are spelled out in program covenants and should also be specified in any individual or group contract. Faculty members have final responsibility for seeing that the program's or contract's curricular plan is carried out and for all matters of academic credit.

**Self Evaluations and Evaluations of Faculty** are also parts of the evaluation process. As a student, you will write a self evaluation at the completion of a program or contract, describing your work, explaining what was most important to you and why, offering evidence of comprehension and providing details about your progress and success in the program. The self-evaluation often represents a major part of your learning experience, giving you the opportunity to seriously summarize your experience, put everything in order and connect your study to past learning and future directions.

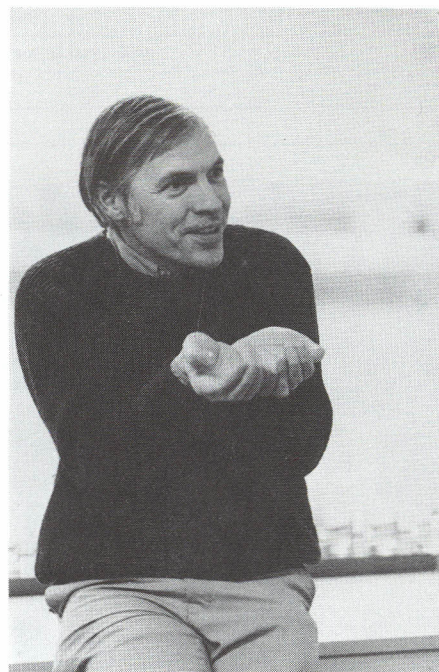
Students also have the right and responsibility to evaluate the work of their faculty sponsors and seminar leaders. These evaluations are used by the faculty members themselves in developing and improving their teaching strategies, and by the academic deans to help make faculty development and retention decisions. *When teaching is the most important commitment of a college's faculty, student evaluations are among the most important documents.*

Your evaluation of any faculty member can be made after your own evaluation has been completed, eliminating any suggestion that the award of credit may have been influenced by your evaluation. This is done by turning your evaluation in to the program secretary, who gives it to the faculty member after credit has been awarded.

**Evaluation Week** is the final week of every quarter and is devoted entirely to writing and discussing student and faculty evaluations. While faculty members' practices may vary slightly because of personal styles, students in programs and contracts can expect individual conferences in which the self-evaluation, your evaluation of the faculty member and the faculty member's evaluation of your work are all part of the discussion.

**Transcripts** is certainly not a new term, but at Evergreen transcripts consist of both faculty and student self-evaluations as well as detailed program descriptions or actual Individual Contracts. A transcript will also contain a cover sheet listing course equivalencies of your work for readers who want a quick overview.

Your Evergreen transcript will not be just a set of course titles and letter grades, but rather a detailed history and evaluation of your work here. It's hefty, but when written carefully, it can be a valuable and useful document as you pursue employment or graduate school admission.





# Seminars, Evaluations, Transcripts, Internships

## 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 2 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 APEL. 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, WA, 98505.

## 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.





# Evergreen's Social Contract:

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

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

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

## The Social Contract

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

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

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

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

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

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## Student Conduct Code/Grievance and Appeals

Complementing Evergreen's Social Contract is the Student Conduct Code—Grievance and Appeals Process (WAC 174-120-010 through WAC 174-120-090). This document defines specific examples of Social Contract violations and delineates appropriate corrective action. The Code also defines the role of the Grievance Officer and proscribes the processes for informal conflict resolution, grievances and appeals procedures.

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

Copies of Evergreen's Policy on Sexual Harassment are available from the Affirmative Action Officer, Lib 3103.





# A Guide for Civility and Individual Freedom

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

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

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

**Prohibition Against Discrimination:** There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board. Affirmative action complaints shall be handled in accordance with state law, as amended (e.g. Ch.49.74 WAC; RCW 28B.16.100; Ch. 251-23 WAC).

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

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

Evergreen does not stand *in loco parentis* for its members.

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

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

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

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

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

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

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

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

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







# Karma Gerth

"I was in art school doing botanical and animal

illustration, and was not

getting a lot of

support. At Evergreen

I saw an opportunity

to combine art and

science. My teachers

have made me think.

I don't go to them with

questions; I go to them

with my own answers, so we

can talk about things rather than

my having answers spoon-fed to me.

I've learned an enormous amount and have

been able to increase in knowledge incredibly."

Karma Gerth plans to graduate from Evergreen this year with Bachelor of Arts and Bachelor of Science degrees. Her education has been a unique integration of environmental studies, illustration and writing. In 1992, she published her first book, "From the East Cascades to Ellis Cove."



# Admission

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.

## Criteria for First-Year Students

Students entering directly from high school and high school graduates who have accumulated fewer than 40 transferable quarter credits by the application deadline will be considered for admission on the following basis (students entering directly from high school will be reviewed as first year students regardless of college credit earned while in high school—this includes individuals participating in Washington's Running Start Program):

1. High school grade point average (GPA),
2. Test scores in 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),
4. Good standing of college work completed **after** high school graduation.

Because the college seeks to achieve a diverse student body, special recognition will be given to applicants who are African American, Native American Indian/Native Alaskan, Asian American/Pacific Islander, Hispanic, 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 Undergraduate Application.

Washington residents may be given admissions priority.

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

|  |         |
|--|---------|
| English  | 4 years |
| Social Studies   | 3 years |
| Foreign Language   | 2 years |
| Mathematics  | 3 years |
| Science (at least 1 laboratory science)  | 2 years |
| Fine, Visual and Performing Arts;<br>or College Prep Elective from one<br>of the above areas | 1 year  |

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

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

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

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

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



### **Fine, Visual and Performing Arts or Academic Electives:**

One year of study is required in the fine, visual and performing arts, or in any of the aforementioned areas. The fine, visual, and performing arts include study in art appreciation, band, ceramics, choir, dance, dramatic performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, pottery, printmaking, and sculpture.

In addition, students should 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.

### **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.**

### **Criteria for Transfer Students**

Transfer students, i.e., those who are not currently enrolled in high school and who have earned 40 or more quarter credits of transferable work at accredited colleges/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.

Course work should include classes in the Humanities, Social Sciences, Natural Sciences and Art.

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 Undergraduate 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.

Washington residents may be given admissions priority.

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

Students who will not be able to complete 40 transferable quarter credits by the application deadline must submit official high school transcripts, pre-college test scores from either the SAT or ACT or WPC (if the WPC was taken prior to 6/1/89) along with official transcripts from each and every college or vocational institute attended regardless of credit earned or nature of the program.

**Note:** Evergreen encourages all transfer students to complete a variety of academic courses in the arts, the humanities, mathematics, the sciences and the social sciences 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.

### **Other Criteria**

#### **1. General Education Development (GED) Tests**

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 quarter credits of transferable 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 proficiency in English. International students transferring from a college or university must show satisfactory completion of courses at a minimum achievement level of C+ or 75 percent or equivalent. Applicants must score at least 525 on the Test of English as a Foreign Language. Applicants must also show evidence of having at least \$13,000 (U.S.) to pay normal expenses for one year's enrollment at Evergreen. Interested international students must request, in writing, specific information about application processes from the Admissions Office by February 1.

All application materials must be received in the Admissions Office by April 15.



### To Apply for Admission

All applicants who wish to be considered for acceptance as matriculated students must submit **ALL** the following items to the Admissions Office by the stated deadline:

1. The Washington Uniform Undergraduate Application;

2. \$50 non-refundable Application Fee (cash, check or money order **only**); AND—

**First year students entering directly from high school must** supply an official high school transcript and official pre-college test scores from the SAT or ACT or WPC (if the WPC was taken prior to 6/1/89).

**First-year students who have taken the GED must** submit an official set of GED test scores along with official pre-college test scores from the SAT or ACT or WPC (if WPC was taken prior to 6/1/89).

**Students not coming directly from high school who have accumulated fewer than 40 transferable quarter credits (see *Transfer of Credit* section) must** submit an official high school transcript, official pre-college test scores from the SAT or ACT or WPC (if WPC was taken prior to 6/1/89) and official transcripts from each and every college or vocational institute attended after high school regardless of credit earned or nature of the program.

**First-year students who are 25 years of age or older** need not submit pre-college test scores from the SAT, or ACT or WPC, but should contact the Admissions Office for more information.

The non-refundable application fee is \$35. The amount in item 2 above is **INCORRECT**.

For more information about

**Admissions,**

call (206) 866-6000, ext. 6170

**Transfer students who have accumulated 40 or more transferable quarter credits (see *Transfer of Credit* section)** by the application deadline must supply official transcripts from each and every college or vocational institute attended regardless of credit earned or nature of the program.

Other credit, such as CLEP, PEP, AP or IB, must be documented through **official** results from the testing company by the admissions deadline if it comprises any of the initial 40 credits or the Associate degree.

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

sent directly by the institution to the Admissions Office; OR

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

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

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

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

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

### 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 factor. Because the number of qualified applicants generally exceeds the number of spaces available in the entering class, we are unable to offer admission to all qualified applicants.

### Transfer of Credit

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

To transfer credit, supply official transcripts of all previous work when you apply for admission. Policy varies depending on the kind of institution from which you transfer and the kinds of course work involved. In general, courses are acceptable 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 to obtain the Transfer Guide. Evergreen abides by the policies outlined in Washington's "Policy on Inter-college Transfer and Articulation."

An evaluation of your official transcript is done after you have been admitted and paid the \$50 non-refundable advance tuition deposit.



### Other Sources of Transfer Credit

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

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

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

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

Applicants should contact the Admissions Office for more information.

### Community College Transfer

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

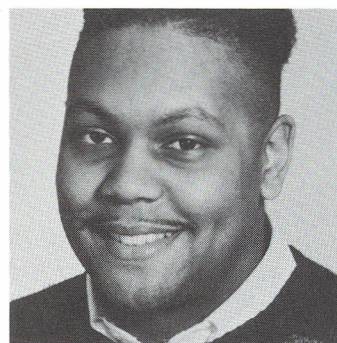
### Upside-Down Program

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.

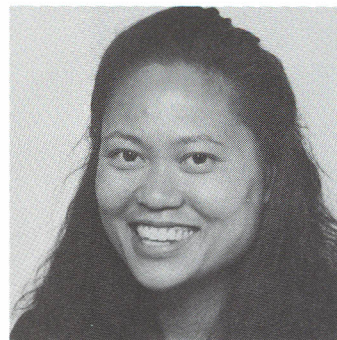
Working with a faculty committee, you earn 90 credits at Evergreen in interdisciplinary study designed to assure a level of general education comparable to other bachelor's degree recipients. Upon successful completion of 90 Evergreen credits, 90 credits will be posted and you will be recommended for a bachelor's degree. Non-completion of the recommended 90 Evergreen credits results in a course-by-course evaluation of your 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 one English composition course. Students applying for fall quarter admission *prior to* completion of their technical degree and with fewer than 40 transferable credits by the application deadline must also provide the Admissions Office with official high school transcripts or GED test scores and official pre-college test scores from the SAT, ACT or WPC (if WPC was taken prior to 6/1/89). If the student is over 25 years of age, he/she should contact the Admissions Office for information concerning the necessary criteria. Students applying for winter or spring quarter admission prior to the completion of their vocational or technical degree must have 40 transferable quarter credits by the application deadline.

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.

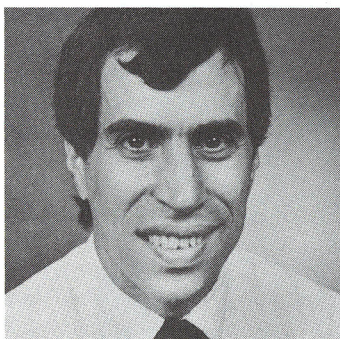


Jay Joseph, Admissions Counselor  
First Peoples' Recruitment

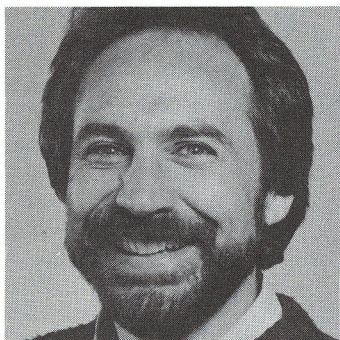


Diane Kahaumia, Coordinator  
First Peoples' Recruitment

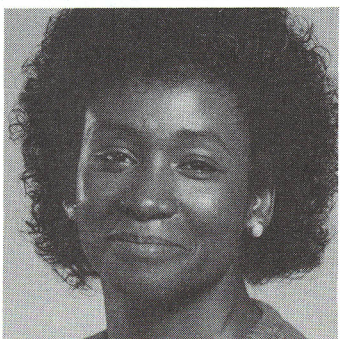




Doug Scrima  
Assistant to the Dean of Admissions



Bob Cillo, Admissions Counselor  
Coordinator of High School Relations



Wanda Curtis  
Admissions Counselor  
Coordinator of  
Community College Relations

## Application Deadlines

**Fall 1994:** Applications will be accepted from September 1, 1993 to March 1, 1994. All application materials must be received in the Admissions Office by 5 p.m. on March 1, 1994. **Note: First year students are admitted only for Fall Quarter.**

**Winter 1995:** Applications (transfer students only) will be accepted from April 1, 1994 to October 3, 1994. All application materials must be received in the Admissions office by 5 p.m. on October 3, 1994.

**Spring 1995:** Applications (transfer students only) will be accepted from June 1, 1994 to December 1, 1994. All application materials must be received in the Admissions Office by 5 p.m. on December 1, 1994.

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, 1994 for Fall Quarter 1994; November 1, 1994 for Winter Quarter 1995 and January 1, 1995 for Spring Quarter 1995. 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 enrollment in a particular program, contract or course. Offers of admission cannot be deferred or transferred from one quarter to another. Applicants should contact the Admissions Office for more information.

## 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, 1994. Application deadline for these scholarships is March 1, 1994.

You are encouraged to prepare your scholarship application(s) concurrently with your application for admission. Completed scholarship application packet(s) will be reviewed if the applicant has been offered admission.

## Retention of Records

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

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

## Special Students and Auditors

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 "To Apply for Admission" 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 "To Apply for Admission" 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.

## Summer Quarter

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

Full-time students who wish to continue their studies into Fall Quarter can do so only if they have been admitted to the college through the application process described in the "To Apply for Admission" section. However, if you are interested in part-time studies, please review the preceding section regarding "Special Students and Auditors."



# Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial Aid application packets are generally available by mid-January. Because funds are limited, it is recommended you submit your 1994-95 **free** Federal Application for Federal Student Aid (FAFSA) to the Processor by February 15, 1994 to receive full consideration for all available campus-based financial aid. The 1994 FAFSA covers Summer 1994, Fall 1994, Winter 1995 and Spring 1995. For more information, pick up a brochure on Student Financial Aid which outlines the application process, priority filing dates and other details.

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 Federal Stafford and Federal 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.

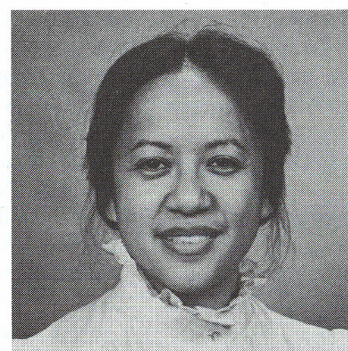
## Emergency Loan Program

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

## Scholarships

A variety of scholarships funded by the College's Foundation and private donors are available. Most of these scholarships are awarded on the basis of merit, e.g., high academic achievement, community service, artistic or musical talent, etc. For more information about these scholarships, please write or call the Office of the Dean of Enrollment Services (206) 866-6000, ext. 6310. Information is available after January 1. Application deadline is usually March 1.

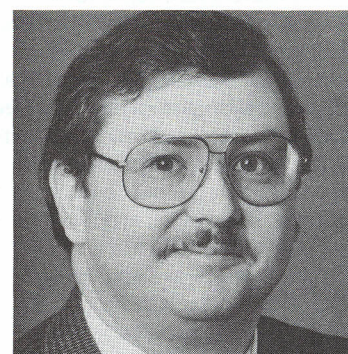
You are encouraged to prepare your scholarship application(s) **concurrently** with your application for admission, since you **will not** have enough time between the time you receive notification of admission and the scholarship application deadline to prepare your scholarship packet.



Georgette Chun  
Director of Financial Aid



Karan Wade James  
Financial Aid Counselor



Chuck Wilson  
Financial Aid Counselor



Carol N. Klacik  
Financial Aid Counselor

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For more information about  
**Financial Aid,**  
call (206) 866-6000, ext. 6205

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# 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 (claimed by a parent for tax purposes), you are eligible for residency only if 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.

Applications to change residency status must be made no earlier than 4-6 weeks prior to the quarter in which you may become eligible, and no later than the 30th calendar day of the quarter in which you may become eligible. Applications are available at the Office of Registration and Records.

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

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

You may set up a special billing address so your bills are sent directly to the person who pays them. Contact the Student Accounts Office for more information.

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

Students allowed to register during the second 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 the rates for the 1994-95 year.

Residents      Nonresidents

## Tuition and Fees

|                           |               |                 |
|---------------------------|---------------|-----------------|
| (Full-time undergraduate) | \$2352        | \$8070          |
| Books & Supplies          | 594           | 594             |
| Housing & Meals           | 3954          | 3954            |
| Personal Needs            | 1272          | 1272            |
| In-State Travel           | 840           | 840             |
| <b>Total</b>              | <b>\$8445</b> | <b>\$12,957</b> |

## 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 CategoryApplicable 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. 6447





1994-95 Tuition and Fees

| Enrollment Status                                | Quarter Credit Hours | Washington Resident Tuition*  | Nonresident Tuition*                   |
|--|----------------------|---|--|
| Full-time undergraduate students                 | 10-16                | \$752 per quarter   | \$2,658 per quarter                    |
| Part-time undergraduate students                 | 9 credits or less    | \$75.20 per credit; 2 credits minimum                               | \$265.80 per credit; 2 credits minimum |
| Southeast Asian Veteran undergraduate students** |                      | \$150.40 for 2 credits<br>\$153 for 3-16 credits; 2 credits minimum | Does not apply                         |
| Full-time graduate students                      | 10-12                | \$1200 per quarter  | \$3,645 per quarter                    |
| Part-time graduate students                      | 9 credits or less    | \$120.00 per credit; 2 credits minimum                              | \$364.50 per credit; 2 credits minimum |
| Southeast Asian Veteran graduate students**      |                      | \$153 for 2 credits or more; 2 credits minimum                      | Does not apply                         |

A \$96.50 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, 1993

Miscellaneous Fees

|  |       |
|--|-------|
| Mandatory health fee (quarterly) §     | \$ 32 |
| WashPIRG (quarterly, waivable) †       | 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)       | 35    |
| 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   |

§ Students may also purchase health insurance for themselves and dependents. Information about the plans is available from Student Accounts. All payments and questions regarding specifics of the plans may be directed to the insurance agent, Robert Beatty, at (206) 943-4500.

† 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.

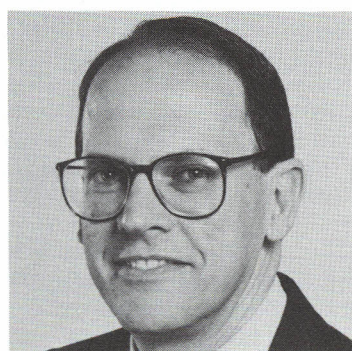
\* At the time of this publication's printing, proposed increases to these rates were being reviewed.



# Academic Regulations



Judy Huntley  
Assistant to the Dean  
Registration and Records



Arnaldo Rodriguez  
Dean of 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.

## Address Changes

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 30.)

## To Drop Or Change A Program

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

## Withdrawal

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

## 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       | <b>Important:</b> 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 have attended at least one quarter, but 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).

## Academic Credit General Policies

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

## Partial Credit Options

Some programs will make provisions for partial credit, others will not. That determination rests with the faculty of each particular program or contract. Faculty 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 course work at another college, he/she may register for a *combined maximum* of 16 credits. Credits earned beyond this limit will not be accepted.

For more information about  
**Academic Regulations,**  
call (206) 866-6000, ext. 6180



## 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, see pages 18 and 94.

## 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.

Typically, when the student is a member of a program, the first appeal should be made to the program team. If a satisfactory resolution is not reached, a further appeal may be made to the team's academic dean.

Note: Appeals must be made within 60 days of the end of the appropriate quarter.

## Academic Honesty

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

## Record Keeping

### Transcript and Portfolio

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

Unless you go on a leave of absence, withdraw or change programs, credit and evaluations are reported only at the end of a program or contract. Once the evaluation is accepted in the Office of Registration and Records, a copy is sent to you. If you need your faculty to further revise your evaluation, you have 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 U.S. colleges and universities. Copies of Evergreen's policies may be obtained from the Office of Registration and Records or the Office of the Dean of Enrollment Services.

## Academic Standing Policy

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

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

1. *Academic Warning.* A student who earns fewer than three-fourths 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 she or he is registered in two successive quarters.

2. *Required Leave of Absence.* A student who has received an Academic Warning, and while in warning status receives either an incomplete or 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 and MIT programs, please refer to the appropriate Graduate Catalog.



# Student Support Services and Activities

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

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

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

Kitty Parker  
Director



## **Academic Planning and Experiential Learning (APEL)**

**LIB-1401, ext. 6312**

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

Linda Murphy  
Coordinator

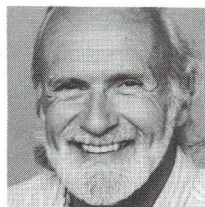


## **Access Services for Students with Disabilities**

**LIB-1407D, ext. 6348**

Access Services supports and assists students with disabilities by providing access to Evergreen's programs and facilities. In addition to acting as an institutional liaison for students with disabilities, Access Services offers interpretive services for the hearing impaired and books on tape for visually and sensory challenged students. Information is available on resources for testing, study skills development, tutoring and reader services.

Pete Steilberg  
Interim Director



## **Campus Recreation Center (CRC)**

**CRC Office, ext. 6530**

For almost any recreational or fitness activity you have in mind, Evergreen has facilities and offerings to serve your interests and needs--one of the finest recreation and fitness centers in the area...an outdoor covered sports pavilion...tennis courts...running track...five playfields...movements rooms, weight rooms and workout rooms...25-meter and 25-yard pools...a rock climbing practice wall...a 3-court gymnasium...a wide array of leisure and fitness education courses offered every quarter...and the opportunity to participate in varsity swimming and soccer. Evergreen has everything you need to re-create body and spirit.

Wendy Freeman  
Director



## **Career Development Center**

**LIB-1407, ext. 6193**

The Career Development Center supports students and alumni in their career and life work planning process. The Center offers a variety of services, including workshops, individual counseling, ongoing groups, career exploration and planning, resume writing, interviewing techniques and career fairs. Resources in the Center include assessment inventories, a computerized career information system, graduate school information, entrance exam practice testing and a 3,500-volume library on topics such as career exploration, graduate schools, career planning and employer information. A job board, updated daily, lists available state, national and international positions.

David Schoen  
Director



## **Counseling and Health Center**

**Counseling: SEM-2109, ext. 6800, Health: SEM-2110, ext. 6200**

Services in the Health Center are available to all full-time students who have paid the mandatory \$32 quarterly health fee. Part-time students may pay the fee for the entire quarter or use the Health Center for a fee of \$10 per visit. The Health Center offers treatment of injuries and illnesses, workshops on issues ranging from safe sex to stress management, HIV counseling and anonymous HIV testing.

Counseling services are available at no charge and include one-on-one appointments as well as directed support groups on such issues as alcohol and drug addiction, self-esteem awareness, eating disorders and aid to victims of sexual assault. Programs for chemical dependency recovery are sponsored through the Counseling Center by the substance prevention coordinator.

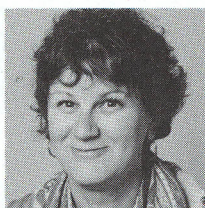


Director  
To Be Announced

**First Peoples' Advising Services**  
**LIB-1407, ext. 6467**

Mentoring, peer support, advocacy and counseling are offered to students of color in a spirit of hospitality and respect at First Peoples' Advising Services. The staff are committed to providing students of color with a welcoming environment. First Peoples' also provides referrals to community resources and a library/lounge/meeting room for individual or group use.

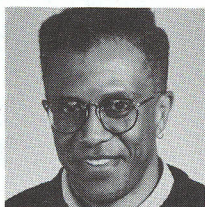
Jeannie Chandler  
Director



**Housing**  
**Housing Office, ext. 6132**

Campus Housing offers excellent accommodations ranging from single and double studios to six-bedroom apartments and duplexes. In addition to free recreational activities for residents, Housing offers workshops on self-defense, roommate relationships, drug awareness and other relevant topics.

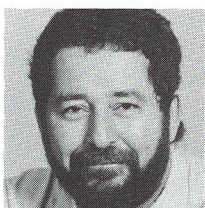
Eddy Brown  
Director



**KEY Student Services**  
**LIB-1407, ext. 6464**

KEY (Keep Enhancing Yourself) is a federally funded student support program. If neither of your parents graduated from a four-year college, or if you have a physical disability or documented learning disability, or meet federal low income criteria you are eligible for KEY. The staff will work with you individually, in groups, or both to help you with needs assessment, financial aid and scholarship information, personal advising, free tutoring, academic and study skills development, cultural enrichment, career guidance and advocacy for your needs and concerns as a student and community member.

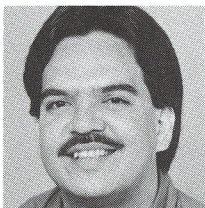
Tom Maddox  
Director



**Learning Resource Center**  
**LIB-2126, ext. 6420**

The Learning Resource Center offers assistance with math and writing, as well as reading and study skills, at basic or advanced levels. Diagnostic testing and individual conferences are offered to help determine your academic needs. The Center's professional staff and student tutors can help you in individual or small group work in self-paced programs. Students receive assistance on a first-come, first-served, drop-in basis or can call for an appointment.

Tom Mercado  
Director



**Student Activities**  
**CAB-320, ext. 6220**

More than 40 active student groups offer a wide variety of opportunities for student involvement (cultural, educational, social, recreational and spiritual). Students, through co-curricular involvement, gain practical skills and develop life-long friendships. A professional staff is available to help students get connected with one of the many student groups, find out what's happening on campus, assist in interpretation of campus policies and procedures or local, state and federal laws, and assist with developing and implementing student initiated programs and activities. Please check page 89 for a complete list of active student groups...and stop by CAB 320 to find out more about the many ways to get involved on campus.

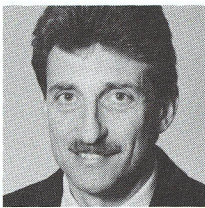
Shannon Ellis  
Dean



**Student and Academic Support Services**  
**LIB-1414, ext. 6034**

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

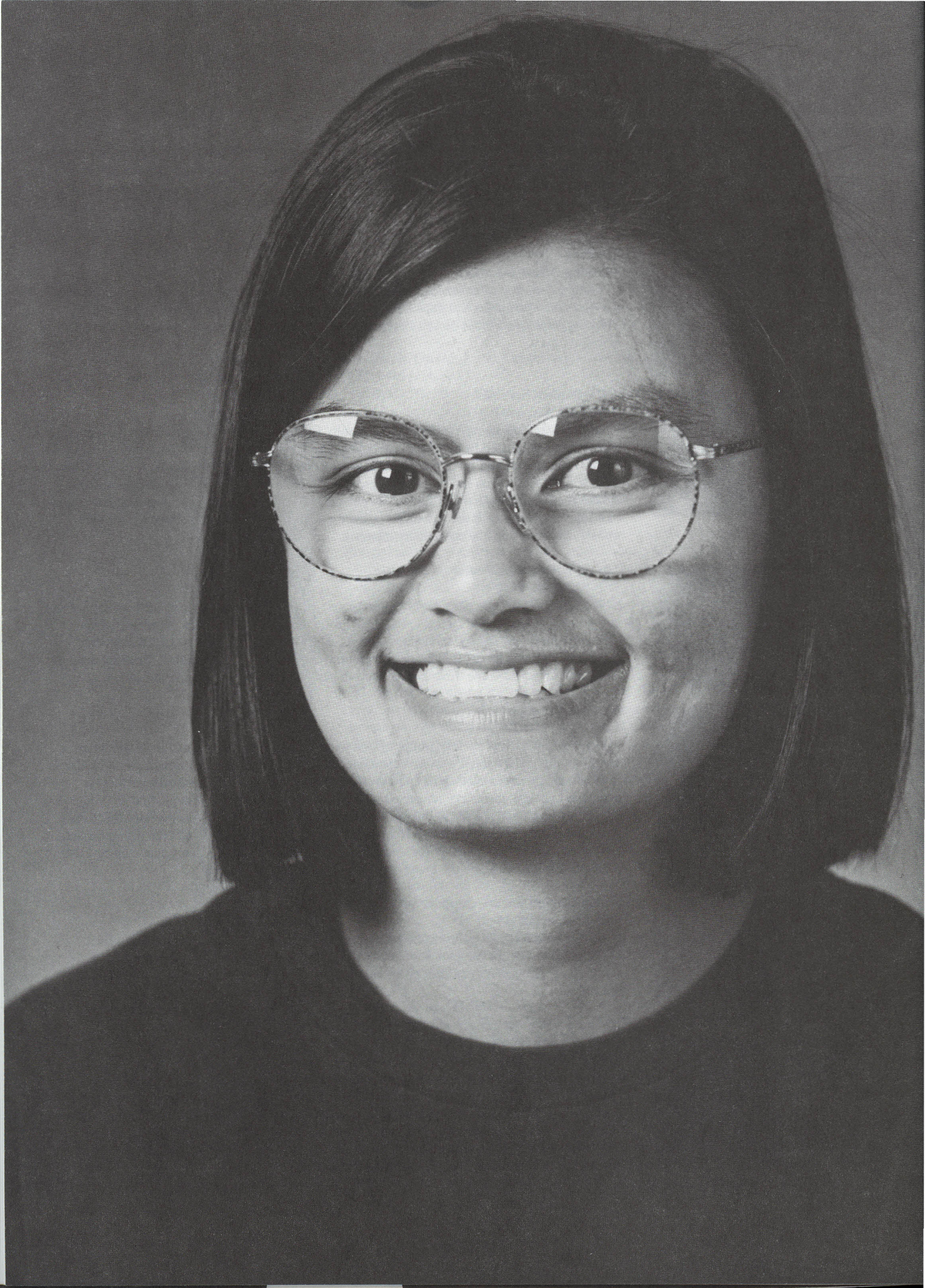
Art Costantino  
Vice President



**Student Affairs Office**  
**LIB-3236, ext. 6296**

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







# Anna Ramirez

"I want to be a doctor, not a

writer. But the

thing I wanted to

get out of my

education was to be able

to write well.

think the

point of a college

education is to help

students learn

to write and to be articulate. Every

other week we had to write

integration papers, in which w

integrated our personal lives with what we had read. I learned to write

well *and* I learned more about myself."

Future medical doctor  
Anna Ramirez says  
the Evergreen  
program "Human  
Health and Behavior"  
helped her see how a  
successful physician  
must know as much  
about herself as she  
does about medicine.



# Condensed Curriculum 1994-95

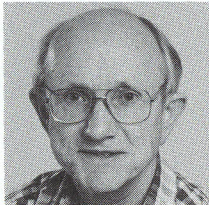
**Key**

F—Fall Quarter      W—Winter Quarter      S—Spring Quarter

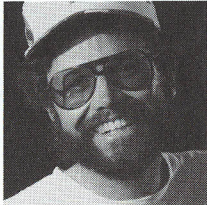
**Special Features of the Curriculum, page 41**

Interdivisional Offerings  
International Studies and Opportunities to Study Abroad  
The Evergreen Sustainability Initiative  
Mathematics Study at Evergreen  
Part-Time Study

| Core Programs, page 44   | Credits | F | W | S |
|--|---------|---|---|---|
| Humans and Nature in the Pacific Northwest                                 | 48      | F | W | S |
| Politics of Identity: Cultural Crossings                                   | 48      | F | W | S |
| Hard Choices: Public and Private Decision Making in the Contemporary World | 32      | F | W |   |
| Placing Yourself: Mapping the Worlds of the 20th and 21st Centuries        | 48      | F | W | S |
| Water  | 48      | F | W | S |
| Law, Liberty and Civilization  | 48      | F | W | S |
| Problems Without Solution???   | 48      | F | W | S |



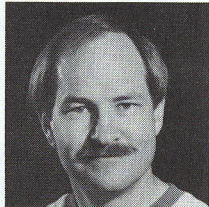
Pete Taylor  
Convener



Paul Butler  
Convener

**Environmental Studies, Page 47**

|  |           |   |   |   |
|--|-----------|---|---|---|
| Introduction to Environmental Studies  | 32        | F | W |   |
| Geography and Environment: Systems in Conflict   | 32        | F | W |   |
| Community Development: Local and Global Perspectives                                   | 48        | F | W | S |
| Salmon   | 16        | F |   |   |
| Hydrology  | 4/8/12/16 | F |   |   |
| Evolutionary Ecology   | 8         | F |   |   |
| Natural History and Conservation in Latin America                                      | 32        |   | W | S |
| The Marine Environment   | 32        |   | W | S |
| Environmental Chemistry/Environmental Analysis   | 32        |   | W | S |
| Conservation Biology and Restoration Ecology   | 16        |   |   | S |
| Principles of Biology: Cells and Organisms   | 8         |   |   | S |
| The Practice of Sustainable Agriculture (Spring '95/8c, Summer '95/8-16c, Fall '95/8c) | -         | - | - | S |
| Tribal: Reservation Based/Community Determined   | 48        | F | W | S |
| <b>Related Offering:</b>   |           |   |   |   |
| Sense of Place: The Languages of the Individual, the Community and Nature              | 48        | F | W | S |
| Advanced Ornithology: Birds in the Hand (Summer '94, Second Session)                   | 8         | - | - | - |

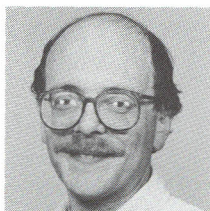


Bob Haft  
Convener

**Expressive Arts, page 52**

|  |    |   |   |   |
|--|----|---|---|---|
| <b>Performing Arts</b>   |    |   |   |   |
| Earthworks: Introduction to the Performing Arts (Movement/Theatre) | 24 | F | W |   |
| Introduction to Music and Dance                                    | 32 | F | W |   |
| Moving Image Theatre   | 12 |   |   | S |
| <b>Film/Video</b>  |    |   |   |   |
| Mediaworks: Experiments with Light and Sound                       | 48 | F | W | S |
| <b>Visual Arts</b>   |    |   |   |   |
| Studio Project: Drawing  | 16 | F |   |   |
| Studio Project: Sculpture  | 16 |   | W |   |
| Studio Project: Painting   | 16 |   |   | S |
| <b>Cross Area</b>  |    |   |   |   |
| Politics, Power and Media  | 32 | F | W |   |
| Word, Sound and Image: Advanced Inter-Arts                         | 32 | F | W |   |
| Telling the Story  | 32 | F | W |   |
| Different Drummers   | 32 | F | W |   |
| S.O.S. (Student Originated Studies)                                | 32 |   | W | S |
| <b>Related Offerings:</b>  |    |   |   |   |
| Community Development: Local and Global Perspectives               | 48 | F | W | S |
| The Cult of Feeling: Vienna, Berlin, New York, Tokyo               | 48 | F | W | S |
| The Irish Experience: Studies in the Dynamics of Culture and Power | 32 |   | W | S |

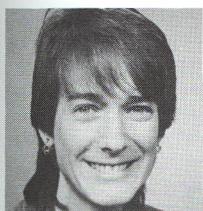




Sam Schrager  
Secretary

#### Knowledge and the Human Condition, page 58

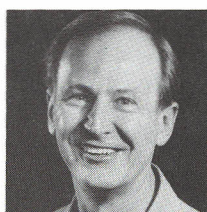
|   |    |   |   |   |
|---|----|---|---|---|
| The Paradigm of Progress:<br>The Case of Victorian England      | 48 | F | W | S |
| Shakespeare's America   | 48 | F | W | S |
| The Cult of Feeling:<br>Vienna, Berlin, New York, Tokyo         | 48 | F | W | S |
| The Search for Community  | 32 | F | W |   |
| The Construction of Community                                   | 16 |   |   | S |
| Knowledge, Truth and Reality                                    | 32 | F | W |   |
| The Tyranny of Reason   | 16 | F |   |   |
| American Fiction and<br>Poetry Between The Wars (1917-1945)     | 16 |   | W |   |
| Afroasiatic Roots of Greek Myth                                 | 16 |   |   | S |
| S.O.S. (Student Originated Studies)                             | 32 |   | W | S |
| <b>Related Offerings:</b>                                       |    |   |   |   |
| Different Drummers  | 32 | F | W |   |
| Telling the Story   | 32 | F | W |   |
| Word, Sound and Image: Advanced Inter-Arts                      | 32 | F | W |   |
| Resistance: Politics, Ideology and Culture in<br>Latin America  | 48 | F | W | S |
| c(ART)ographies   | 32 | F | W |   |
| A Usable Past: Our Historical, Political<br>and Economic Legacy | 32 | F | W |   |
| Where No One Has Gone Before                                    | 32 | F | W |   |



Susan Fiksdal  
Convener

#### Language and Culture Center, page 62

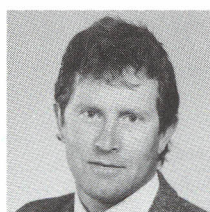
|   |    |   |   |   |
|---|----|---|---|---|
| Russia  | 48 | F | W | S |
| Paris, Dakar, Fort de France:<br>Voices of Revolution and Tradition   | 48 | F | W | S |
| Resistance: Politics, Ideology and Culture in<br>Latin America        | 48 | F | W | S |
| Japan Today: Language, Society and<br>Inter-Cultural Understanding    | 48 | F | W | S |
| The Irish Experience: Studies in the Dynamics of<br>Culture and Power | 32 |   | W | S |



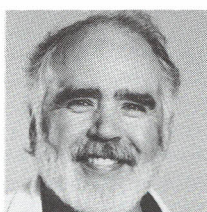
John Filmer  
Convener

#### Management and the Public Interest, page 64

|                                    |    |   |   |   |
|------------------------------------|----|---|---|---|
| Management and the Public Interest | 48 | F | W | S |
|------------------------------------|----|---|---|---|



Craig Carlson  
Convener

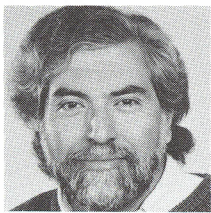


David Whitener  
Convener

#### Native American Studies, page 65

|  |    |   |   |   |
|--|----|---|---|---|
| Home: The Hospitality of the Land  | 48 | F | W | S |
| c(ART)ographies  | 32 | F | W |   |
| The Indigenous Voice   | 16 |   |   | S |
| <b>Related Offering:</b>   |    |   |   |   |
| Sense of Place: The Languages of the Individual,<br>the Community and Nature | 48 | F | W | S |





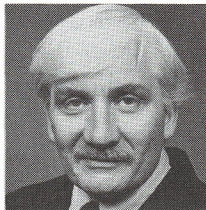
Larry Mosqueda  
Convener

#### Political Economy and Social Change, page 67

|  |    |   |   |   |
|--|----|---|---|---|
| Political Economy and Social Change                          | 32 | F | W |   |
| A Usable Past: Our Historical, Political and Economic Legacy | 32 | F | W |   |
| Cold War: Origins and Consequences                           | 16 |   |   | S |
| Advanced Topics in Political Economy and Social Change       | 48 | F | W | S |

#### Related Offerings:

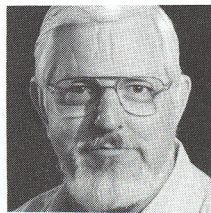
|   |    |   |   |   |
|---|----|---|---|---|
| Community Development: Local and Global Perspectives        | 48 | F | W | S |
| Politics, Power and Media                                   | 32 | F | W |   |
| The Search for Community                                    | 32 | F | W |   |
| The Construction of Community                               | 16 |   |   | S |
| Resistance: Politics, Ideology and Culture in Latin America | 48 | F | W | S |



#### Center for the Study of Science and Human Values, Page 69

|  |    |   |   |   |
|--|----|---|---|---|
| The Human Condition: Time, Place, Values | 48 | F | W | S |
| Freud and Philosophy                     | 16 |   |   | S |

Leo Daughterty  
Convener



John Marvin  
Convener

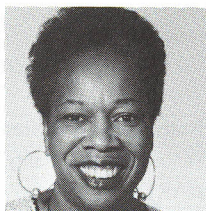
#### Science, Technology and Health, Page 70

|                                |    |   |   |   |
|--------------------------------|----|---|---|---|
| Foundations of Natural Science | 48 | F | W | S |
| Where No One Has Gone Before   | 32 | F | W |   |
| Matter and Motion              | 48 | F | W | S |
| Atoms, Molecules and Research  | 48 | F | W | S |
| Physical Systems               | 48 | F | W | S |
| Data to Information            | 48 | F | W | S |

|   |      |   |   |   |
|---|------|---|---|---|
| Computability and Cognition: The Scope and Limits of Formal Systems       | 48   | F | W | S |
| Molecule to Organism  | 48   | F | W | S |
| Undergraduate Research in Molecular Biology                               | 4-16 | F | W | S |
| Sense of Place: The Languages of the Individual, the Community and Nature | 48   | F | W | S |
| Psychological Counseling: A Multicultural Focus                           | 48   | F | W | S |

#### Related Offerings:

|   |    |   |   |   |
|---|----|---|---|---|
| Introduction to Environmental Studies                   | 32 | F | W |   |
| Principles of Biology: Cells and Organisms              | 8  |   |   | S |
| Environmental Chemistry/Environmental Analysis          | 32 |   | W | S |
| The Paradigm of Progress: The Case of Victorian England | 48 | F | W | S |
| Freud and Philosophy                                    | 16 |   |   | S |



#### Tacoma Campus, Page 77

|                             |    |   |   |   |
|-----------------------------|----|---|---|---|
| Exploring Cultural Legacies | 48 | F | W | S |
| Bridge                      | 48 | F | W | S |

Joye Hardiman  
Director



Ralph Murphy  
Director, MES



Camilla Stivers  
Director, MPA



Jan Kido  
Director, MIT

#### Graduate Study at Evergreen, Page 78

|                                       |
|---------------------------------------|
| Master of Environmental Studies (MES) |
| Master of Public Administration (MPA) |
| Master in Teaching (MIT)              |



# Special Features of the Curriculum

## Interdivisional Offerings

Evergreen's interdisciplinary curriculum enables academic programs to integrate several disciplines in the study of one problem or theme. The programs listed below are team-taught by faculty from different specialty areas and provide an opportunity for students with widely differing fields of interest to pursue those interests from an integrated, broadening perspective.

|   |    |
|---|----|
| Politics, Power and Media   | 55 |
| Word, Sound and Image: Advanced Inter-Arts                            | 56 |
| Telling the Story   | 56 |
| Different Drummers  | 56 |
| The Cult of Feeling:<br>Vienna, Berlin, New York, Tokyo               | 59 |
| The Paradigm of Progress:<br>The Case of Victorian England            | 58 |
| The Irish Experience: Studies in the Dynamics<br>of Culture and Power | 63 |

## International Studies and Opportunities to Study Abroad

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

Evergreen students may also pursue options to study abroad. The **Language and Culture Center**, in particular, usually offers one or more programs each year in which students travel abroad for a quarter. Students may also 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. Programs offered in 1994-95 with a strong international focus include:

|  |    |
|--|----|
| Russia   | 62 |
| Japan Today: Language, Society and<br>Inter-Cultural Understanding | 63 |
| Resistance: Politics, Ideology and Culture in<br>Latin America     | 63 |
| Paris-Dakar-Fort de France:<br>Voices of Revolution and Tradition  | 62 |
| Natural History and Conservation in<br>Latin America               | 49 |
| Political Economy and Social Change                                | 67 |

## The Evergreen Sustainability Initiative

Beginning in 1994-95, Evergreen will offer a trial version of a new mode of learning, the "research/performance community," which brings together a large group of faculty and students of different levels to work on a significant theme. The intent is to go beyond study to production and public presentation of research and/or performance which contributes to local and world discourse on the theme.

The first research/performance theme is "sustainability": several Evergreen programs will merge their activities to promote investigation and expression on widely diverse aspects of this broad—and urgently important—topic. Faculty involved are artists, scientists, humanists and social scientists. They share the question, "What long-term, healthy co-existence is possible between and among living things on the planet?" and represent many disciplines and approaches: Anne Fischel (Film); Russ Fox (Planning); Meg Hunt (Dance); Rob Knapp (Physics); Pat Labine (Ecological Agriculture); Don Middendorf (Physics and Biology); Steve Milder (Chemistry); Ratna Roy (Dance and English); Terry Setter (Music).

The question of sustainability reaches beyond environmental affairs, important as they are, to issues and investigations in visual communication and popular culture, body-mind integration, natural history, social and economic justice, war and risk-taking, fundamental physics, dreaming, and the role of the arts in society. Students are invited to join by enrolling in one of Evergreen's programs affiliated with the Initiative:

|  |    |
|--|----|
| Foundations of Natural Science   | 73 |
| Introduction to Music and Dance  | 53 |
| Community Development:<br>Local and Global Perspectives  | 48 |
| (includes Evening/Weekend Program component)<br>Cluster Contracts (each of the "Sustainability"<br>faculty will sponsor 3-5 students for Individual<br>Contracts in areas of specific interest to the faculty) |    |

**How the "Sustainability Initiative" will be organized:** The Initiative is organized around the research and performance agendas of the participating faculty, and around developing skills and backgrounds in students that will eventually allow them to produce research and performance in the same areas.

The Initiative is aimed at students in their second and later years of college. They will take part in three kinds of activity at levels appropriate to their readiness:

- Research/Performance: preparing and publicly presenting work that responds to the theme of sustainability...artistically, scientifically, socially/politically, or otherwise (e.g. dance drama, community energy audit, poetry reading, land trust feasibility study);
- Skill-building: classes in specialized knowledge needed to carry out research and/or performance (e.g. introductory chemistry, dance technique, community development, pre-calculus math);
- Symposium: whole-group activities to develop awareness and understanding of critical background material that affects all work related to sustainability (e.g. workshops on race and class issues, guest lectures on environmental art, eco-restoration work parties).

The "Sustainability Initiative" is intended to run for at least two years, to allow faculty and students to develop continuity and momentum in their research/performance work; however, students are free to leave when they have gained the desired skills or exposure.

## Mathematics Study at Evergreen

If you want to learn how math relates to art, philosophy and, of course, science, Evergreen is the ideal place for you, even if you have had unpleasant experiences in previous mathematical education.

In this Catalog, you will not usually find a course explicitly called "Calculus II" or "Linear Algebra." Instead, you will find programs with titles like: "Matter and Motion" or "Data to Information." These programs and others incorporate traditional mathematics. 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. You can also take math modules that are separate from programs or participate in self-paced programs at the Learning Resource Center. At Evergreen you will receive personal and personalized attention. The staff and faculty will make every effort to adapt to your individual interests and needs.

## Part-time Study:

Part-time courses (for 4 or 8 credits) are offered each quarter. Most of these courses are offered to fill specific needs of the full-time curriculum or to enrich and complement that curriculum. Thus, they do not provide a wide and coherent array of courses for part-time students.

In general, full-time students are discouraged from substituting several courses in a quarter for participation in a full-time group contract or coordinated studies program.

People wishing to enroll in studies part time should speak with the Admissions Office (ext. 6170) or APEL (ext. 6312) to better understand the courses available to them. Descriptions of part-time offerings are published quarterly in *The Evergreen Times*.

## Evening and Weekend Programs

Fall 1993 marked the beginning of new Evening/Weekend programs designed for part-time students. Team-taught, interdisciplinary work has been our signature trademark in curricular innovation. Our Evening/Weekend programs bring this characteristic to evenings and weekends in a half-time, 8-credit format. Unlike part-time courses, Evening and Weekend is designed as a coherent program of coordinated study. The program's primary goal is to respond to adult learners unable to attend full time or during the day. We hope to provide the adult learner an opportunity to experience Evergreen's best innovation in a format sensitive to the demands of adult life.

The faculty's goal is to develop programs that maintain a thematic line for the entire year. However, since today's world often requires us to make changes in our life schedules (we can't always start school in the Fall), faculty have also designed each quarter to "stand alone" allowing students to enter Winter or Spring Quarter if space is available. Seminars, field trips, labs, film and guest speakers are among the activities in these programs.

We started two programs in 1993-94: Environmental Studies (FWS, 8 credits per quarter, 24 credits for the year) and American Studies (FWS, 8 credits per quarter, 24 credits for the year). These represent just the beginning of what we believe will be an exciting new opportunity for adult learners to complete their baccalaureate studies.

Please call the Admissions Office (ext. 6170) or Les Wong, Academic Dean (ext. 6870), for additional information.



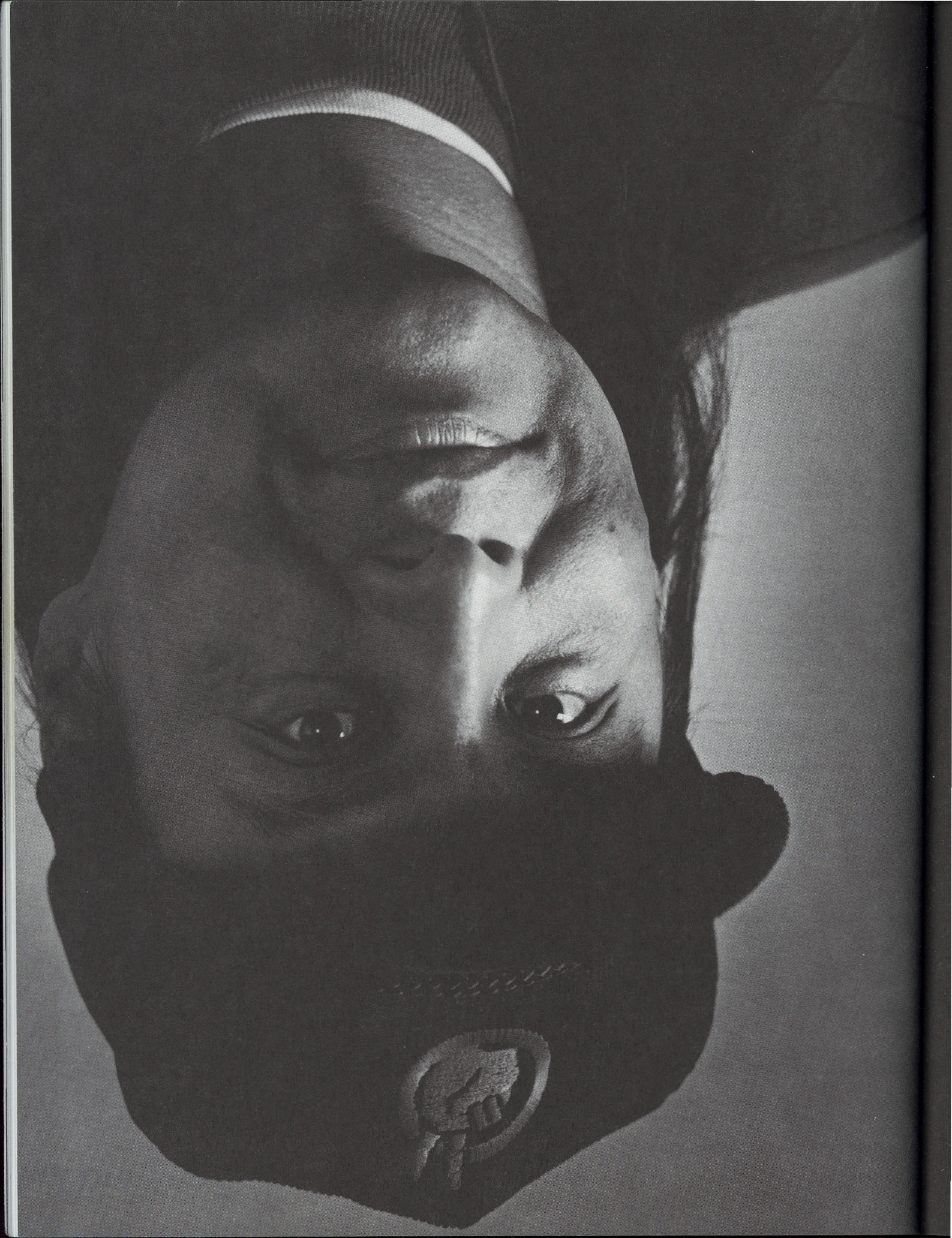
# Tiokasin Veaux

"Evergreen has given me the opportunity to present the truth in history, not only to Natives, but to non-Natives as well. These views couldn't have been presented at a mainstream school

Tiokasin Veaux, a Lakota, is a strong voice for the Evergreen Native American community. He co-hosts a weekly show called "View from the Shore" on KAOS, the college radio station, and was recognized by the station as one of the best new programmers of the 1992-93 school year.

because they would be considered too radical. I'm here to clarify the role of Natives in this society, and so that younger Natives can see there's a place for them within it. Life isn't an issue of coming here and merely surviving."







# Core Programs

Core Programs are designed to give first- or second-year college students 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—Coordinated Studies—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 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, laboratories—whatever is appropriate. In a Core Program you learn about the program theme or topic while at the same time learning about your own goals, about defining and dealing with problems, and about the college's people and facilities.

## "Looking Toward the 21st Century," a Core Cluster

This year, a cluster of Core Programs (among them "Humans and Nature in the Pacific Northwest" and "Politics of Identity") will affiliate around a broader theme addressing the social, political, environmental and aesthetic issues involved in "Looking Toward the 21st Century." This arrangement, by which participating programs will interact several times each quarter, is a way of bringing perspectives, expertise and pedagogical creativity to bear on a shared concern. It is an opportunity for students and faculty to interact with other program-learning communities, to become more deeply immersed in the interdisciplinary experience which characterizes Evergreen work, and, thus, to gain greater insight into cutting edge approaches to the common goal of better understanding the world and ourselves.

## Humans and Nature in the Pacific Northwest

**Fall, Winter, Spring/Coordinated Study**  
**Faculty:** Brian Price, Sherry Walton, Betty Ruth Estes, Mike Beug  
**Enrollment:** 88 **Faculty:** 4  
**Prerequisites:** None  
**Special Expenses:** Field trips  
**Part-time Options:** No  
**Internship Possibilities:** No  
**Additional Course Allowed:** No

As we look toward the 21st century, our program will examine the political ecology of the Pacific Northwest, helping us understand the human and natural past, present, and future of the place in which we live.

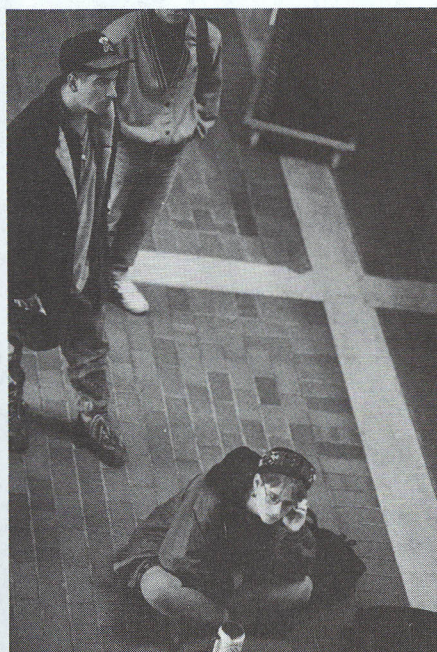
Political ecology examines human effects on the environment and environmental effects on humans. It requires an understanding of ecological concepts and processes, that is, of the ways in which humans understand the interactions among floral and faunal members of natural communities. It requires an understanding of the political, religious, economic, historical, and philosophical institutions and values through which humans, individually and in communities, organize their interactions with each other and with nature. We will examine the ways in which human communities make decisions about interpersonal interactions and interactions with their environments. Because our focus is on the Pacific Northwest, we will learn about native and immigrant people, flora and fauna, and about their interactions in this region.

In the course of this year-long program, we will spend a great deal of time reading, writing and discussing, and a great deal of time in nature seeing what's there and figuring out how it works. We will participate in lectures, seminars, workshops and field trips. We will improve our basic learning and communication skills and gain an introductory foundation in the humanities and the natural and social sciences. We will also examine and form personal environmental values while developing ways to consistently act with those values so that we can live effectively in the 21st century.

This program will participate in the "Looking Toward the 21st Century" Core Cluster.

Credit will be awarded in environmental studies, Native American studies, American history and literature.  
 Total: 48 credits

**Every core program prepares students for entry programs in all specialty areas.**





## Politics of Identity: Cultural Crossings

Fall, Winter, Spring/Coordinated Study  
Faculty: Tom Womeldorff, York Wong, Alice Nelson  
Enrollment: 66 Faculty: 3  
Prerequisites: None  
Special Expenses: For possible field trips, films  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: Consult faculty

As North Americans head into the 21st century, we bring with us a history of many cultural crossings. This experience began with contact between European and indigenous cultures and has become a tapestry of interrelated and sometimes conflicting communities. Any individual may identify with a number of groups: Jewish Latina, African American lesbian, rich Asian, poor white. Is membership in these groups sufficient to describe who a person is? Faced with this complexity, the questions of Who am I? and To whom am I responsible? have led many to turn away from each other in a desperate search for personal fulfillment. We believe this is untenable in a world becoming increasingly interconnected.

This program is about the connectedness of personality, society and culture. We will explore fiction, essays, film, journals and other sources. Fall and Winter Quarters will focus on Latin American, Asian American, African American and Native American communities. Our studies will emphasize the cultural and historical heritage of these groups inside and outside the United States, and present-day struggles to conserve collective identities while respecting differences between individuals.

The program will culminate Spring Quarter in students' constructing their own autobiographies. In so doing, students may well use other media in addition to writing. Examples might include photography, painting, dance and musical composition.

The faculty will offer lectures, invite guest speakers, lead workshops and facilitate seminars on theory and research in the politics of identity. We will also coordinate our activities with the Core Cluster, "Looking Toward the 21st Century." Students will receive a substantive introduction to the humanities, social sciences, and interdisciplinary analysis of contemporary issues.

Credits will be awarded in humanities, social sciences, political economy, writing, research and quantitative methods.

Total: 48 credits

**Every core program prepares students for entry programs in all specialty areas.**

## Hard Choices: Public and Private Decision Making in the Contemporary World

Fall, Winter/Coordinated Study  
Coordinator: Virginia Hill  
Enrollment: 66-88 Faculty: 3  
Prerequisites: None  
Special Expenses: Film fee \$10  
Part-time Option: No  
Internship Possibilities: No  
Additional Course Allowed: No

Although it can be difficult, making choices is an inevitable part of private and public life. This program will explore facets of decision making by individuals, small groups, and large organizations such as corporations, voluntary nonprofit groups, scientific communities and governments. We will focus especially on the tension between efforts to make decisions more "rational" and the circumstances that limit or preclude such rationality, ranging from calm, information-rich deliberative processes to mob action shaped by propaganda. The program will examine the ethical, political, and social dimensions of making choices by carefully examining a variety of actual and fictional decision-making situations through film, literature and case studies.

We will consider issues about lying, secrecy and fabrication as well as those raised by political and social conflict when dealing with the environment, gender relations, the economy and the rights of diverse groups. We will make extensive use of workshops that involve active participation in various decision-making exercises as well as a critique of the process of decision making.

Students will complete a variety of writing tasks, including critiques of films and texts, writing of critical essays and preparation of a research paper. The program will also include components that deal with informal logic and elements of quantitative and statistical reasoning.

Credit will be awarded in informal logic, expository writing, introduction to quantitative reasoning and statistics, applied ethics, introductory natural and social sciences and mass communication.

Total: 32 Credits

**Every core program prepares students for entry programs in all specialty areas.**

## Placing Yourself: Mapping the Worlds of the 20th and 21st Centuries

Fall, Winter, Spring/Coordinated Study  
Coordinator: Bill Arney  
Enrollment: 88 Faculty: 4  
Prerequisites: None  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: Spring Quarter  
Additional Course Allowed: No

We hear a lot of talk today about **personal identity**. It is the premise of this program that you can't **find yourself** if you don't understand the social geography in which you are situated, if you don't understand your **relationships** to other people and institutions. Nor can you **make your way** somewhere else unless you have a social, psychological and historical map that helps explain where you've come from and shows you the alternative routes that lead to other spots. What sort of maps of our world and of social space can guide us into the 21st century?

Fall Quarter, the program begins with the not-so-simple question "Where am I?" We will look at the patterns or maps offered by 20th century intellectual traditions, maps conceived in terms of culture, geography, nation, race, class and gender. We will study alternative maps that may be presented in five kinds of texts: autobiography, the novel, history, sociology and cinema. Also, we will explore our personal location in social space both by interviewing our own progenitors—our parents and grandparents—and by studying the historically constructed spaces we occupy or the barriers we face.

Winter Quarter, we will ask how adequate these various current maps, concepts and categories are for navigating the 21st century. Our focus will be on change in as many dimensions as we can see: changing conceptions of identity, gender, family, education, work, communication, culture, environment, value.

Spring Quarter will involve students in two connected activities, one academic-theoretical and the other practical-experiential. The first will be sustained study of the context in which a particular activity is taking place; the other will require sustained action in the context one is studying. Areas for inquiry and action include all types of public service in which one can volunteer for effective service and learning experience, e.g., working with children, engaging in political activity, performing public service. (The job is not to choose between theoretical and practical orientation, but to integrate them.)

Throughout the year we will emphasize three dimensions of academic skill. Fall Quarter the focus will be on **doing college-level work**—on understanding and using college-level reading, writing and quantitative skills. Winter Quarter the emphasis will shift to **doing good college-level work**—to making judgments about quality and standards of achievement. Spring Quarter the emphasis will be **doing your own work**—functioning as an effective choice-maker about where to focus your attention and what to accomplish.

Credit will be awarded in history, psychology, sociology and political science.

Total: 48 credits

**Every core program prepares students for entry programs in all specialty areas.**



## Water

**Fall, Winter, Spring/Coordinated Study**  
**Coordinator:** Fred Tabbutt  
**Enrollment:** 66 Faculty: 3  
**Prerequisites:** High school algebra  
**Special Expenses:** Lab fee is \$30 per quarter  
**Part-Time Options:** No  
**Internship Possibilities:** No  
**Additional Course Allowed:** No

Water is the most important substance for life as we know it, and to understand it requires an integration of many fields. Its flow affects our weather, agriculture and the location of population centers. Its flow can be a source of great beauty as well as destruction and toxicity. Water of drinking quality will become the scarce resource of the future.

This program will introduce students to the chemistry and geology of natural aquatic systems as well as the policies which govern them. Applications and case studies will range from the pristine headwaters of the Nisqually River to the cleanup problems on the Hanford site.

There will be a heavy emphasis on laboratory and field work. Bench analytical methods will be covered using samples taken in the field. During Winter and Spring Quarters students will embark on monitoring projects ranging from local fresh water systems to the marine ambient monitoring of South Puget Sound, including bioassessment studies.

Students will study, firsthand, local and federal politics that relate to water policy.

Students will be introduced to biology, geology and chemistry as well as political science. Use of the computer to analyze and plot data, and to perform simulations will also be covered.

This Core Program will be demanding, not only intellectually but also physically.

Credit will be awarded in geology, hydrology, environmental chemistry, public and environmental policy, computers and programming, and biology.  
**Total: 48 credits**

**Every core program prepares students for entry programs in all specialty areas.**

## Law, Liberty and Civilization

**Fall, Winter, Spring/Coordinated Study**  
**Coordinator:** Gilbert G. Salcedo  
**Enrollment:** 44 Faculty: 2  
**Prerequisites:** None  
**Special Expenses:** None  
**Part-Time Options:** No  
**Internship Possibilities:** No  
**Additional Course Allowed:** No

What are the origins of government? What is the character of good government? What ideas and political frameworks have emerged over the course of time as people have struggled to invent and maintain the most appropriate system for governing themselves and their descendants? Why does government sometimes fail to work as hoped but lead instead to tyranny? Why do people revolt and to what does revolution lead?

These are some of the large questions we will address in our study of democracy and its alternatives in Europe and America: from the Roman Empire's shift to dictatorship despite its origins as a republic; to France and England in the 18th century era of enlightened monarchy, revolution and theories of popular government; to the late 20th century fight for liberty and self-determination in eastern Europe in the aftermath of the Cold War. We will be largely concerned with the history and theory of concepts of rulership, especially the dynamics at work in the relationship between rulers and citizens, within the context of social history; and we will adopt as case studies various periods in the history of western civilization to illustrate ideas at work in actual governance.

We will not rely on standard textbook approaches but will discuss in seminar the key ideas of important thinkers in their own, original language. Students will be asked to sharpen their thinking skills through essay-writing, and to improve their public-speaking skills through oral presentation of their writing in seminar. We will refine our critical perspectives through honest and open exchange of ideas in relation to our studies. The broad aim is to learn how to weigh some of the great issues which have historically confronted society in its search for the ideal balance between liberty and equality; between duty and option; between authority and the limits to power; between choice and necessity.

Credit will be awarded in history, philosophy, literature and expository writing.  
**Total: 48 credits**

**Every core program prepares students for entry programs in all specialty areas.**

## Problems Without Solution???

**Fall, Winter, Spring/Coordinated Study**  
**Coordinator:** Chuck Nisbet  
**Enrollment:** 66 Faculty: 3  
**Prerequisites:** None  
**Special Expenses:** None  
**Part-Time Options:** No  
**Internship Possibilities:** No  
**Additional Course Allowed:** No

"Of course, there are solutions," insisted one student. Another shook her head and replied, "No solutions can currently be forged in these areas." A third interjected, "I don't know enough to state an opinion." This program will focus on three domestic problems that threaten to destroy the very fabric of our society. We will concentrate Fall Quarter on the crisis in health care, Winter Quarter on the crisis of AIDS, and Spring Quarter on the crisis of physical violence.

Despite its wealth, the United States lacks a national health care plan. Each year the ranks of the uninsured increase, so by 1993 an estimated 37 million Americans were without health care. First identified in 1981, AIDS, this incurable and irreversibly deadly disease, has claimed 150,000 lives with 300,000 current cases and an estimated 1,000,000 by the turn of the millennium. Many critics charge the U.S. lags behind other industrialized nations in the fight against AIDS and doesn't acknowledge the scale of this epidemic. According to many observers, the U.S. is the most violent of the democratic, capitalist nations. Daily accounts of child abuse, rape, sexual abuse, domestic violence, gay bashing, drive-by shootings, and homicide fill the nightly news programs and daily newspapers of cities and towns throughout America.

How and why have these crises happened? What are the social, political and economic costs of maintaining the status quo? Is fundamental reform possible or are we relegated to incrementalism? To what extent is the underlying philosophy of possessive individualism determining the outcomes? Can we become a nation that treats an individual who is sick with dignity, compassion, care, confidentiality and without discrimination? These are some of the central questions addressed over the year in this program.

Subjects close to the heart of these crises are political philosophy, basic human rights, ethics, development of myth, role of technology, discrimination, propaganda in construction of ideology, limitation of basic freedoms and democracy.

Literature and social science theory and technique will be used toward achieving one or more of the following goals: (1) informed understanding; (2) advocacy for a particular position/solution; (3) commitment to become involved.

Credit will be awarded in sociology, feminist theory, economics, psychology, political science, statistics, political philosophy, critical reasoning and expository writing.  
**Total: 48 credits**

**Every core program prepares students for entry programs in all specialty areas.**





# Environmental Studies

Conveners: Pete Taylor/Paul Butler

**Affiliated Faculty:** Michael Beug, Paul Butler, Jovana 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, Lin Nelson, 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 ensure 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 qualitatively and quantitatively investigate the physical and biological elements that define terrestrial, freshwater and marine ecosystems;
- to understand the nature, development and interactions of human societies with the environment;
- to learn the richness and limits of 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** blends material from many disciplines drawn from the natural and social sciences, the arts and the humanities. Furthermore, it strives to break down the boundaries between disciplines in order to realize the integration necessary to achieve the above goals.

## 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 conservation and restoration ecology, physiological ecology, entomology, environmental chemistry, environmental history and philosophy, environmental policy, geology and hydrology, 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 permission of the instructor if it is appropriate to their curriculum and they have the necessary prerequisites.

## Introduction to Environmental Studies

**Fall, Winter/Coordinated Study**

**Faculty:** Oscar Soule, John T. Longino (F)

**Enrollment:** 48 **Faculty:** 2

**Prerequisites:** Core Program or equivalent, college biology

**Special Expenses:** \$30 per quarter for field trip

**Part-time Options:** No

**Internship Possibilities:** No

**Additional Course Allowed:** No

Humans have gone from being an insignificant species in the world's biota to the most dominant in shaping the world's environment. These impacts have accumulated over time, and the past 5,000 years have seen the human impact on the biosphere become clearer and clearer.

This program will examine the natural systems and human affairs which interact to affect local and global environments.

Environmental issues will be investigated through assigned readings, written assignments, lectures, labs, guest speakers, seminars and field studies. Both qualitative and quantitative aspects of environmental studies will be stressed. Individual project work in natural history will continue through the two quarters with additional small group projects Fall and Winter Quarters.

Primary examples, including field studies, will be drawn from the Pacific Northwest with emphasis on ecosystems related to resource extraction industries. A broader perspective on the rest of the world will be used when appropriate.

Credit will be awarded in ecology, environmental science, community studies, social science and writing. Total: 32 credits

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

## Geography and Environment: Systems in Conflict

**Fall, Winter/Group Contract**

**Sponsor:** William Brown

**Enrollment:** 24 **Faculty:** 1

**Prerequisites:** Core Program or equivalent

**Special Expenses:** No

**Part-time Options:** Yes

**Internship Possibilities:** No

**Additional Course Allowed:** Yes

This contract will examine the historical relationship that has developed between natural environments and those human systems that have been imposed upon it. We will be broadly concerned with the sustainability of the earth's natural environments in the face of increasing population growth and resource use. We will address distribution, access to and use of the earth's diminishing resources as they conflict with the ideology of growth and development. We will begin with a study of physical geography and climate, the basis of all natural systems. Our studies will include the chief problem systems that have been imposed upon the environment: urbanization and agriculture. We will also take a look at our traditional preoccupation with political maps and examine the artificial nature of political territorialization that has resulted not only in the present global division between the "haves" and "have nots" of the world, but in the new promise of an environmentally conscious "fourth world" of emerging cultures.

Credit will be awarded in geography according to individual student emphasis (e.g., political, physical, cultural, urban), environmental studies and regional studies.

Total: 32 credits

Program is preparatory for careers or future study in geography, global studies, environmental studies and economic development.



## Community Development: Local and Global Perspectives

Fall, Winter, Spring/Coordinated Study  
Faculty: Pat Labine, Russ Fox, Anne Fischel  
Enrollment: 60 Faculty: 3  
Prerequisites: Faculty signature and written questionnaire required; junior/senior status preferred; background in environmental studies, political economy or media studies, or community service experience  
Special Expenses: Program fee for films and field trips  
Part-time Options: No  
Internship Possibilities: Yes, Spring Quarter  
Additional Course Allowed: Yes, provided students are prepared to incorporate material from additional courses into their projects.

This program is intended for students interested in sustainable community and culture, both at home and abroad. Seminar readings, lectures and films will examine the nature of community and culture in urban and rural settings, as well as in industrialized and traditional societies. We will explore and question the implications of development, the meanings that sustainability may have in particular contexts, and the impact of mass-produced media on social relations, cultural practices, and collective identity. We will explore the ways in which media have been used as tools of cultural resistance and community organization. We will study the impacts of international agencies and corporations on local community strengths and vulnerabilities; also the impact of civil wars and cultural conflicts.

Students can expect extensive training in group skills and participatory research, which will enable them to function with sensitivity in culturally diverse situations and assist in self-directed community development. Students wishing to do community-centered visual work, including film, video, and photography, will be offered training in these areas. Spring Quarter, students will have the opportunity to implement skills and theoretical insights they learned through individual and collective project work and internships.

"Community Development: Local and Global Perspectives" is part of the Evergreen "Sustainability Initiative" (described in **Special Features of the Curriculum** on Page 41). The programs and faculty of the "Sustainability Initiative" will present a weekly symposium, consisting of lectures, films, panel discussions, field trips and student and other presentations on scientific, artistic, political, cross-cultural and other aspects of sustainability, to be attended by all students and faculty. We will be contributing our share to a Sustainability-wide series of general-interest workshops, and we will strongly encourage students to broaden their understanding of sustainability by taking workshops offered by faculty from other affiliated programs. Finally, we will also cooperate on research, action and performance projects involving other programs associated with the "Sustainability Initiative."

Credit will be distributed among community and regional studies, international studies, political economy of development, visual culture and media studies, participatory research methods, communication and group dynamics skills, multidisciplinary perspectives of sustainability, and opportunities for sciences and performing arts.

Total: 48 credits

Program is preparatory for careers and future study in local or international community development, environmental studies, public policy, film and media, community planning, organizing or advocacy.

## Salmon

Fall/ Group Contract  
Sponsors: Pete Taylor, Larry Eickstaedt  
Enrollment: 48 Faculty: 2  
Prerequisites: Junior/senior standing; "Principles of Biology" or equivalent college-level general biology  
Special Expenses: \$30 field trip costs  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This program is about Pacific salmon and trout—their biology, uses, management and conservation in the Pacific Northwest. It is also about the biology of streams and lakes as applied to understanding the freshwater ecology of salmonid fishes. The interactions of forest, streams and salmonid fishes in forested watersheds will be emphasized because of the currently prominent issues of forestry-fisheries interactions. Program activities will include assigned reading, lectures by faculty and invited speakers, labs, field studies and literature-survey research projects.

Credit will be awarded in salmon biology, salmon management and freshwater biology.

Total: 16 credits

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

## Hydrology

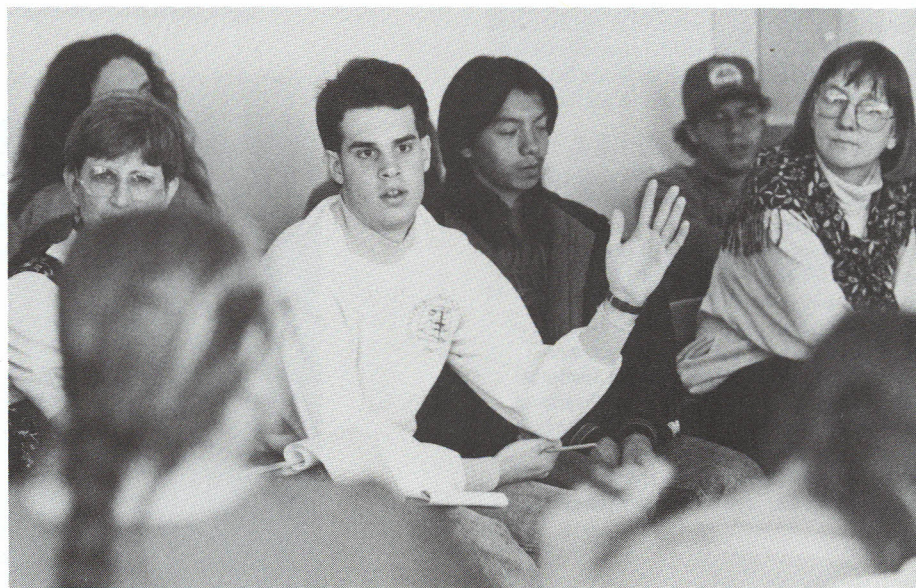
Fall/Group Contract  
Sponsors: Paul Ray Butler, James M. Stroh  
Enrollment: 48 Faculty: 2  
Prerequisites: Faculty interview and signature required; graduate, junior or senior standing; good math skills (calculus not required)  
Special Expenses: Approximately \$10 for field trips  
Part-time Options: Yes  
Internship Possibilities: Yes  
Additional Course Allowed: Yes

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

Credit will be awarded in surface-water hydrology, groundwater hydrology and research topics in hydrology.

Total: 4/8/12/16 credits

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





## Evolutionary Ecology

### Fall/Group Contract

Sponsor: Steven G. Herman

Enrollment: 24 Faculty: 1

Prerequisites: Background in natural history, biology or related fields. Faculty signature required: application will be written; students will be assessed in terms of their ability to write a simple declarative sentence in English and demonstrate knowledge of basic biology and related fields.

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

Evolutionary Ecology is a standard lecture program augmented with laboratory and museum exercises and involving much research and writing. The text is *Evolutionary Ecology*, by Pianka. Each student will be required to research and write a term paper on a major topic covered in lecture and text (e.g., predation, stability/diversity, population dynamics, natural selection, community structure, punctuated equilibria, ecological niche, bioenergetics). Please note: this program does not deal with "ecology" in the sense of "saving the ecology" that has been infused in the popular culture in recent years.

Credit will be awarded in evolutionary ecology.

Total: 8 credits

Program is preparatory for careers and future study in liberal education and an enriched life.

## Natural History and Conservation in Latin America

### Winter, Spring/Group Contract

Sponsor: Steven G. Herman

Enrollment: 24 Faculty: 1

Prerequisites: Demonstrated introduction to natural history, including ability to identify wild plants and animals in nature.

Special Expenses: Field trips Winter Quarter, foreign travel Spring Quarter

Part-time Options: Yes

Internship Possibilities: Yes, Spring Quarter

Additional Course Allowed: Yes

This two-quarter, full-time program is designed for students with strong interests in natural history, conservation of wild landscapes and their non-human inhabitants, and the impact of *Homo sapiens* on those landscapes. Winter Quarter will be spent developing Spanish language skills and solid background in problems associated with preserving wilderness in a part of the world weak in conservation tradition and strong on human reproduction. Students will establish this (largely through correspondence) with counterparts in Latin America and will study details of cultural attributes in geographic target areas. Spring Quarter will include travel to project areas and working with residents. There, working side-by-side with their counterparts, students will describe problems and work with local people and government officials to successfully initiate or complete conservation projects involving protection.

Credit will likely be awarded in biological conservation, ornithology, cultural studies, botany and zoology.

Total: 32 credits

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

Students should be aware that in the Summer of '94, Second Session, Steve Herman will be offering Advanced Ornithology: Birds in the Hand—three weeks of bird banding and field ornithology in the mountains of southeast Oregon.

## The Marine Environment

### Winter, Spring/ Group Contract

Sponsor: TBA

Enrollment: 24 Faculty: 1

Prerequisites: "Principles of Biology" or equivalent college-level general biology, and junior/senior standing

Special Expenses: \$30 lab fee and \$60 field trip costs

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

The subjects to be covered during the two quarters are general oceanography, marine ecology and survey of marine organisms. Selected social issues of the marine environment, i.e., pollution, sanctuaries, uses and management of marine resources such as fisheries and minerals, may also be featured, depending upon the background of the faculty sponsor. The studies will often be focused on Washington's marine and estuarine environments. Modes of study will be assigned reading, lectures, seminars and laboratory and field studies. There will be day-long field and boat trips and, tentatively, one or more overnight trips. Individual and small-group projects will include researching topics using library resources and field studies.

Credit will be awarded in general oceanography, marine biology and, tentatively, marine environmental issues.

Total: 32 credits

Program is preparatory for careers and future studies in marine science and other environmental fields.





## Environmental Chemistry/ Environmental Analysis

### Winter, Spring/Group Contract

Sponsor: Kaye V. Ladd

Enrollment: 24 Faculty: 1

**Prerequisites:** Faculty signature required (essay about her/his chemistry background and interest in program, with references who could be called); junior or senior standing, plus either "Matter and Motion," "Foundations of Natural Science," or "The Marine Environment"; transfer students need at least one year of college chemistry with laboratory experience and good quantitative skills.

**Special Expenses:** \$40 lab fee plus travel and food associated with field trips

**Part-time Options:** No

**Internship Possibilities:** No

**Additional Course Allowed:** No

This advanced group contract will develop the principles of analytic chemistry and instrumental analysis as they apply toward assessing and modeling various environmental problems (e.g., nutrient levels and eutrophication, bio-availability of trace metals). Statistics will be developed to interpret sample information. Fall Quarter, faculty-designed experiments will teach various environmental analytic methodologies, including nutrients in water and soils and trace elements in tissues. In addition, Winter Quarter students will design group research projects applying these methodologies. Projects will be completed in Spring Quarter. Instrumental methods include UV-visible spectroscopy, atomic absorption and emission spectroscopy, and gas chromatography.

Credit will be awarded in instrumental analysis, analytical chemistry, statistics, and environmental research and will be upper-division science (subject to change).

Total: 32 credits

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

## Conservation Biology and Restoration Ecology

### Spring/Group Contract

Sponsors: Larry Eickstaedt, Pete Taylor

Enrollment: 48 Faculty: 2

**Prerequisites:** Junior or senior standing; "Principles of Ecology" or equivalent

**Special Expenses:** Field trip costs, \$30

**Part-time Options:** No

**Internship Possibilities:** No

**Additional Course Allowed:** No

The impetus for this program stems from serious threats to the earth's biodiversity. The protection, enhancement and restoration of species, habitats and ecosystems will be the primary focus of our studies. Priority status will be given to strategies for conservation theories and practices. As a complement to preservation efforts, the theory, art and practice of restoration ecology will be explored for potential remedies for population declines and habitat loss or degradation. All of this work will be pursued through readings, lectures, field trips and individual research projects.

Credit will be awarded in conservation biology and restoration ecology.

Total: 16 credits

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

## Principles of Biology: Cells and Organisms

### Spring/Group Contract, Half time

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:** Lab manual

**Part-time Options:** Program 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.





## The Practice of Sustainable Agriculture

Spring, Summer, Fall/Group Contract

Coordinator: Pat Moore

Enrollment: 12 Faculty: 1

Prerequisites: "Ecological Agriculture" or equivalent college-level work in natural sciences and political economy. Faculty signature required: a personal interview will be required to assess student's aptitude, experience and interests in practical agriculture.

Special Expenses: \$30, field trips and materials

Part-time Options: This is a part-time offering

Internship Possibilities: Yes

Additional Course Allowed: Yes

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

Credit will be awarded in sustainable agriculture.

Total: Spring Quarter-8 credits

Summer Quarter- 8 to 16 credits

Fall-8 credits

Program is preparatory for careers and future study in agriculture.

## Tribal: Reservation Based/Community Determined

Fall, Winter, Spring/Coordinated Study

Coordinator: Carol J. Minugh

Enrollment: 48 Faculty: 2

Prerequisites: Faculty signature required; consult coordinator

Special Expenses: No

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

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

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

Development of the curriculum for the academic year begins with community involvement the previous spring. Current and potential students work to identify educational goals and curriculum topics for the program. A primary function of this process is that the student is able to be effective in or outside the native community. After the students make decisions, the faculty and students identify texts, methods and resources to assist the learning process. Students play a major part in making the learning appropriate to them in their community.

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

For program information, contact: Dr. Carol 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 in human services, tribal government/management, education and community development.

Students interested in this specialty area's subject matter should also consider the following program:

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**Sense of Place: The Languages of the Individual, the Community and Nature**  
(Science, Technology and Health)

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# Expressive Arts

Convener: Bob Haft

Affiliated Faculty and area of Graduate Advising:

Susan Aurand—Visual Art  
Andrew Buchman—Music  
Sally Cloninger—Film/Video  
Doranne Crable—Performance Studies, Literature  
Joe Feddersen—Visual Art  
Anne Fischel—Film/Video  
Bob Haft—Visual Art, Photography  
Meg Hunt—Dance  
Rose Jang—Theater  
Bud Johansen—Dance  
Jean Mandenberg—Visual Arts/Sculpture  
Laurie Meeker—Film/Video  
Sandie Nisbet—Theater  
Ratna Roy—Dance, African-American Studies, South Asian Studies  
Terry Setter—Music  
Paul Sparks—Visual Art, Photography  
Gail Tremblay—Fiber Arts, Creative Writing  
Ainara Wilder—Theater  
Sean Williams—World Music  
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 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, ensuring that the faculty and curriculum remain vital and relevant. Students should be aware that sequential skills training is not available in most of the arts.

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 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 develop students' creativity and knowledge of aesthetics.

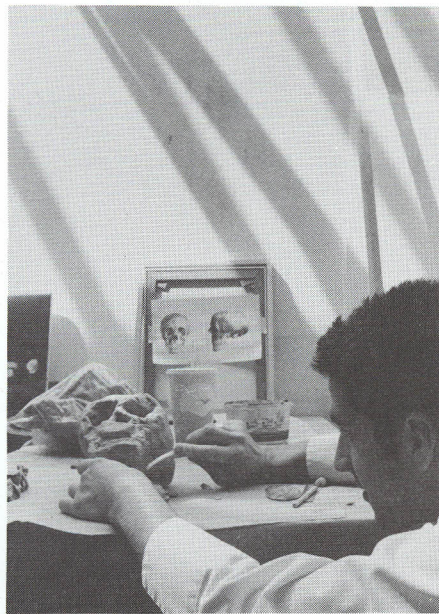
Expressive Arts offerings include work in dance, theater, film/video, photography, visual arts, music and creative writing. In all of these, we are working to create a learning environment that supports a strong multicultural perspective.

Offerings in the Expressive Arts include annual sophomore level, coordinated study programs which provide an introduction and theoretical foundation for work in the arts. Also generally included are junior/senior level programs where students apply and refine art skills.

Individual contracts and senior thesis projects allow students to do work that suits their own particular needs and abilities. For both these options, eligibility requirements include a minimum of three quarters' prior experience in the Expressive Arts.

Independent contracts in film/video are available on a limited basis to students who are ready for advanced work in film/video production, history and theory. Independent contract projects might involve production of a film, video, or mixed media piece; writing a script or screenplay; or research on media history or theory. In order to do an independent contract, students must be at the junior or senior level and must demonstrate they have gained a solid theoretical and technical background in film and video production, history and theory. This background should be developed through work in programs, courses and modules equivalent to a concentration. Students must have at least three quarters' prior experience in the expressive arts or expect to have taken and successfully completed an entry-level film and video program, such as "Recording and Structuring Light and Sound." Transfer students who have spent a year in coordinated studies may also plan independent contracts if they have at least one year of intensive course work in media production and theory from their former institution. Students may not use independent contracts to learn basic production skills that are taught in full-time programs, courses or modules.

Students wishing to do either contracted individual study or a senior thesis in the arts should check with Expressive Arts faculty members about these requirements prior to submitting proposals. Students may also enroll in skill development modules designed to supplement work in programs and group contracts. Finally, there are internship possibilities for pre-professional work experience.





## Earthworks: Introduction to the Performing Arts (Movement/Theatre)

Fall, Winter/Group Contract

Sponsor: Doranne Crable

Enrollment: 24 Faculty: 1

Prerequisites: Core Program or equivalent; sophomore status, minimum

Special Expenses: Performance tickets, mask-making materials, guest artist workshops

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Two- or four-credit module in a performance-related course

This program introduces students to theories and techniques of classical and contemporary performance. Skill development work will include Laban Movement theory and practice, Butoh Dance Theatre work, improvisation, voice, scene work, monologue study and movement for stage acting, as well as theories of performance in ritual theatre, non-Western performance, and activist theatre (political, feminist and ecological). Fall Quarter will focus on theory, historical overview, skill development and research work, both individually and collaboratively. Students will work with guest artists from a wide range of performance venues and will attend performances on and off campus. Performance journals, in-depth dialogue writing, research reflections, and partner writing will support individual work in workshops and seminars as well as group work in production planning.

During Winter Quarter, students will apply theory and practice to developing performance(s) in in-house presentation (Week 6) and public presentation (Week 9). The major theme of the creative work will be "Earthworks: Performance Collaboration in Nature." Students may develop their creative work from political, social, ecological and/or historical points of view that emphasize the connection between the human species and other species, between the human and the earth. Individual and collaborative focus on healing the disease resulting from separating ourselves from body/mind/spirit will be the important activity during both quarters.

Each student is required to take a module in a performance-related area, e.g., class voice, class piano, music theory, composition, technical theatre, any dance form. This might include visual arts, if the course can be applied to program projects.

Texts include: *Technology as Symptom and Dream*; *The Dream of the Earth*; *Overlay*; *From Ritual to Theatre*; *The Black Tradition in American Dance*; *The Thinking Body*; *Butoh: Dance of the Dark Soul*; *The Act of Theatre*; *Theatre of the Oppressed*; *Collaborations in Nature*.

Not all students will read all texts. There will be two core texts with recommended supplementary material, based on different areas of interest and project design. A complete book list and draft syllabus will be available at the Academic Fair. For further information, contact Doranne Crable, ext. 6085.

Credit will be awarded in performance theory, movement and voice for the performer, comparative literature, creative and expository writing, and studies in multicultural performance/theatre as ritual.

Total: 12 credits

Program is preparatory for careers and future study in technical theatre, performance studies, comparative literature and Master in Teaching.

## Introduction to Music and Dance

Fall, Winter/Coordinated Study

Coordinator: Terry Setter

Enrollment: 40 Faculty: 2

Prerequisites: Core program or equivalent college work

Special expenses: Performance tickets, possible field trip expense, audio and video tapes, dance clothes

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

This program will concentrate on building studio skills and background knowledge in both music and dance. While all students will study some aspects of both of these closely allied art forms, they will be able to choose one of them for more concentrated work. Music skills work will include basic score reading, survey of Western music history, introduction to electronic music and MIDI synthesis. Dance skills work will include technique (a choice of modern dance, ballet, or Orissi Indian classical dance), improvisation, and composition/choreography. Lectures, films and readings will center on selected topics (e.g., Baroque music, Indian classical arts, the body/mind continuum) that shed light on important aspects of both arts. Students will perform original works for one another and for other participants in the Evergreen "Sustainability Initiative."

In addition, we will work with the other programs affiliated with the Evergreen "Sustainability Initiative" (described in **Special Features of the Curriculum**, Page 41) to present a weekly **symposium** of lectures, films, panel discussions, field trips, and student seminars on artistic, scientific, political and cross-cultural aspects of sustainability, which will be attended by all the Initiative's students and faculty. We will also be contributing our share to a Sustainability-wide series of general-interest workshops and we will strongly encourage students to broaden their understanding of sustainability by taking workshops offered by faculty from other affiliated programs.

Credit will be awarded in music, dance, performing arts history and theory, issues in arts and culture.

Total: 32 credits

Program is preparatory for careers and future study in music, dance, performing arts, and cultural studies, and for students interested in the arts as part of a liberal arts education.

## Moving Image Theater

Spring/Group Contract

Sponsor: Doranne Crable

Enrollment: 20 Faculty: 1

Prerequisites: AUDITIONS/INTERVIEWS, WEEK 9, FALL 1994; "Introduction to Performing Arts" program or equivalent; junior/senior standing preferable; Winter Quarter module (with or without credit) for all participants; technical theatre modules for technical theatre participants. Students will submit examples of technical work (lighting, sets, costumes, publicity) and/or talk about work.

Performers can prepare one short (2- or 3- minute) piece—movement and/or monologue. Faculty will conduct improvisational piece.

Special Expenses: Costumes, trips

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

Continuing a 12-year tradition, "Moving Image Theatre" students will collaboratively produce an experimental performance Spring Quarter. The program welcomes performers, a director, stage manager, lighting designer, set designer, publicity/promotions director, sound designer, writers, etc. **YOU MUST INTERVIEW FALL QUARTER 1994** and work with faculty in a performance design workshop once a week during Winter Quarter. We will perform at least once on another campus, once out-of-town in a non-campus setting and once for publicity purposes, in Olympia, before 9th Week performances on campus.

Auditions/interviews may or may not include monologues, portfolios, etc. Watch for flyers and *Cooper Point Journal* announcements about mid-November 1994. Texts for the foundation of our work will be announced at auditions and will be available Winter Quarter. Spring Quarter, the text will be the student-generated script.

For further information, contact Doranne Crable, ext. 6085.

Credit will be awarded in performance theory, movement analysis and practice, performance technique (voice and acting), technical theatre (where applicable), research and writing.

Total: 12 credits

Program is preparatory for careers and future study in performance, teaching, movement therapy, peer counseling and technical theatre.



## Mediaworks: Experiments with Light and Sound

### Fall, Winter, Spring/Group Contract

Sponsor: Sally Cloninger

Enrollment: 24 Faculty: 1

Prerequisites: Core Program, preference given to juniors and seniors, faculty signature required, interview and portfolio review

Special Expenses: \$250 materials, \$40 per quarter screening fee

Part-time Options: No

Internship Possibilities: Spring Quarter

Additional Course Allowed: None for Fall, negotiable Winter and Spring

"Mediaworks" is the entry-level moving image program designed to provide students with basic skills in film, video and audio production, as well as background in some aspects of film and video history and theory. All moving image programs emphasize the linkage of media theory and practice, focusing on development of a critical perspective for imagemaking and the politics of representation.

In the 1994-95 version of "Mediaworks," we will focus our theoretical work on the historical, aesthetic and experimental approaches and issues that have influenced the work of contemporary imagemakers. We will pay specific attention to video/film/sound artists who deliberately mix styles, incorporate diverse aesthetic impulses in their work, move across disciplines and attempt to broaden both film language and the perceptual sensibilities of their audience. We will also study **seeing and listening**.

Fall Quarter, students will be introduced to a wide variety of production skills including 16mm techniques, studio and field video production, pre-production design processes, sound recording and editing. Students will be expected to complete a number of design problems in all media and demonstrate a readiness to proceed to more advanced work Winter Quarter. They will also complete critical writing on media, and participate in theoretical discussions and critique groups.

Winter Quarter students will continue skill-building in new technological arenas, specifically in video synthesis, digital imagery, music technology and motion graphics. They will be expected to do independent research on a contemporary media artist, presenting it orally and in written form. Their design work will focus on the completion of two major projects in a variety of media.

Spring Quarter students will have the opportunity to collaborate with faculty and staff on a weekly public access program (Community Artist Television) during which they will serve as producer, director and production staff for a series of thematic programs that showcase experimental and critical ideas about media art. They may elect to pursue an internship in media production.

Students should expect to work collaboratively as well as individually, and to design projects consistent with the stated themes of the program. Considerable attention will be given to the process, as well as the product, of media production with frequent screenings of work in progress and emphasis on group discussion and critique.

Credit will be awarded in film/video/sound production, media history and theory, visual research and independent film/video projects.

Total: 48 credits

Program is preparatory for careers and future study in media art, visual art and communications.

## Studio Project: Drawing

### Fall/Group Contract

Sponsor: Marilyn Frasca

Enrollment: 24 Faculty: 1

Prerequisites: Core Program, sophomore standing; presentation of portfolio and faculty signature required

Special Expenses: \$150 art supplies and model fee

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

This program will introduce students to a wide range of drawing methods and materials. Students will be required to enroll in an art history module and to work in the studio a minimum of four hours per day.

Elements of aesthetics, basic design, life drawing, topics in art history and working from personal themes will form directions for Fall Quarter.

Credit will be awarded in drawing and design, art history, and an individual project.

Total: 16 credits

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

## Studio Project: Sculpture

### Winter/Group Contract

Sponsor: Paul Sparks

Enrollment: 24 Faculty: 1

Prerequisites: Preference given to students who have completed Fall Quarter "Studio Projects." Faculty signature required; set up interviews at Academic Fair. Students should be able to demonstrate basic skills in drawing and design.

Special Expenses: Field trips, speakers, lab fees, supplies

Part-time Options: Art history module required

Internship Possibilities: No

Additional Course Allowed: Only if the student has previous college-level art history equivalent to module

Winter Quarter of the "Studio Project" program will introduce students to the technical, design, historical and aesthetic considerations of contemporary sculpture. Emphasis will be placed on experimentation with form and materials, as well as imaginative applications of ideas and development of personal imagery.

Credit will be awarded in introduction to sculpture, three-dimensional design and art history.

Total: 16 credits

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





## Studio Project: Painting

Spring/Group Contract

Sponsor: Susan Aurand

Enrollment: 24 Faculty: 1

Prerequisites: Core Program or equivalent.

Preference given to students who have completed Fall and Winter Quarters in "Studio Project"; presentation of portfolio and faculty signature required

Special Expenses: Art supplies

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Spring Quarter of "Studio Project" will be an introduction to painting. Students may choose to work in either pastels, oils or acrylics. In the first five weeks of the quarter, students will study color theory and technical skills through a series of intensive, structured exercises and assignments. In the last five weeks, students will have the opportunity to develop an extended series of works on a theme of their choice. Students will also continue their study of art history begun during Fall and Winter Quarters.

Our work in Spring Quarter will draw heavily upon the visual skills and concepts taught during Fall and Winter Quarters of "Studio Project," and students who have completed Fall and Winter Quarters will have priority for Spring. The work-load will be heavy and students should expect to spend a minimum of 40 hours per week in the studio and \$150-200 for supplies.

Credit will be awarded in painting and art history.

Total: 16 credits

Program is preparatory for careers and future study in art and art education.

## Politics, Power and Media

Fall, Winter/Coordinated Study

Faculty: Laurie Meeker, Larry Mosqueda

Enrollment: 40 Faculty: 2

Prerequisites: Junior/senior standing; two quarters of "Mediaworks" or "PESC" (or equivalent); faculty signature (portfolio review week of Academic Fair)

Special expenses: \$35 per quarter screening fee; \$15 per quarter Media Services fees; \$100-500 over both quarters for media production costs.

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: 4 credits Winter Quarter with faculty permission

"Politics, Power, and Media" is an advanced Coordinated Study program exploring the relationships between political events and the media as a tool for both documentation and social change. Politics is the study of who gets what, when and how. The media, both print and visual, has a profound impact on the construction, presentation, creation and invention of political reality. The relationship between the powerful and relatively powerless is a constant battle about politics. The modern media is much more than a neutral camera eye or an unbiased description of events; it is a field of contention for various political actors.

While the mainstream media reflect the interests of the dominant ideology, independent documentary filmmakers have long been active in political movements and struggles, documenting events as they unfold. The resulting films often have become important historical documents, providing an alternative perspective that simply does not exist in corporate media archives. In addition, independent political films have often played important roles in movements for social change, bringing alternative perspectives to activists as well as the general public. Often the films become important organizing tools and an integral part of the movement.

This program will focus on the political economy of social and political movements and we will study important films that were part of those movements.

During Fall Quarter, central themes will be war and peace, labor, the civil rights movement and the women's movement. Possible films include: *Hearts and Minds*, *In the Year of the Pig*, *Witness to War*, *Women in Arms*, *The Panama Deception*, *Harlan County USA*, *American Dream*, *Broken Rainbow*, *Incident at Oglala*, *Tongues Untied*, *Color Adjustment*, *Eyes on the Prize*, *Growing up Female*, *Daughter Rite*, *The Life and Times of Harvey Milk*.

Our objective is to provide a forum for interdisciplinary collaboration. We will analyze the successes and failures of the above mentioned social/political movements and analyze the representational strategies of the associated films. Through this process, we will develop collaborative project proposals for films and videos that will be **completed during Winter Quarter**. To participate in this program, students will be expected to demonstrate proficiency in either political economy or media. During Fall Quarter, we will provide basic workshops in media production and political economy; students who come to the program already possessing these respective skills will be expected to collaborate on projects across disciplines.

**Application Procedure:** An application form will be available two weeks before the Academic Fair. We will be reviewing applications and supporting portfolios the week before and during the Academic Fair. Both political economy students and media students should bring academic portfolios (copies of self and faculty evaluations of student work). Political economy students must bring two examples of their writing, demonstrating research and analytical skills. Media students must submit two examples of media work demonstrating skills in both conceptual design and technical proficiency. Twenty media and 20 political economy students will be accepted. Transfer students are encouraged to apply and should write faculty for an application. They also need to demonstrate course work equivalent to Media Works or PESC through course work at other institutions. A list of accepted students will be posted on our office doors and at Registration and Records by 9:00 a.m. the day after the Academic Fair.

Credit may be awarded in political economy, political philosophy, cultural studies, documentary film history, film criticism, film theory and film/video production.

Total: 32 credits

Program is preparatory for careers and future studies in political economy, media and communications.



## Word, Sound and Image: Advanced Inter-Arts

Fall, Winter/Coordinated Study

Coordinator: Susan Aurand

Enrollment: 60 Faculty: 3

Prerequisites: Junior/senior standing recommended; interview and faculty signature required; visual art and creative writing students must submit portfolio of work; theater students must present short audition piece.

Special Expenses: Art supplies

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: With permission of the faculty

"Word, Sound and Image" is a two-quarter, advanced-level, inter-arts program. The focus of the program is on creating innovative, original works which explore issues in our lives and culture through combining visual art, writing and theater/performance. In the process, we will study the relationship between form and meaning in creative work. The program will stress the integration of aesthetic theory and practice and examine the influence of historical sources and precedents on contemporary creative work.

For thematic content students will begin with autobiographical material, and end by exploring contemporary issues and values and the challenges of the next century. We will explore the role of the arts in shaping our collective vision of the present and of our possible futures.

Students will spend part of the two quarters further developing skills in the area of their expertise, and part of the time working in a new medium and collaborating with students working in other art forms. Students entering the program should have a desire to take risks in pushing their own creative work in new directions and should make a commitment to completing both quarters.

All students will participate in weekly lecture/presentations, seminars, skill workshops, and critiques. The program will offer skill development in visual art (3-D design, painting, mixed media), creative writing, theater/performance and collaborative multi-media work.

Credit will be awarded in visual art, writing, theater, humanities, literature, art history and multi-media or inter-arts.

Total: 32 credits

Program is preparatory for careers and future study in art, theater, creative writing and humanities.

## Telling the Story

Fall, Winter/Coordinated Study

Coordinator: Hazel Jo Reed

Enrollment: 72 Faculty: 3

Prerequisites: Core Program or the equivalent

Special Expenses: No

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

Story telling serves many purposes: entertainment, recording history, giving moral instruction, examining the human condition. It takes many forms, from the spontaneous anecdote to the finely honed novel or play. In this program we propose to explore story telling as a multifaceted natural form of communication by looking at texts including selections from the Old Testament, myths and folktales from a number of cultures (Chinese, Indian, Native Alaskan, German and French), composed fictions, and scripts.

The content of stories and the ways in which they are told give us windows into the individual psyche, to the cultures that are their homes, and to what Jung has described as the universal, overarching Collective Unconscious of the human species. Hence our examination will use Jungian theory of archetypes, as well as social, literary and dramatic criticism. We will look at the role of mimesis and the role of imagination. We will consider aesthetics and ethics of story telling. Besides traditional study of texts, students will do dramatic readings and participate in reader's theater presentations. They will analyze and critique stories from a number of perspectives and will produce stories of their own. Theater will be used as a tool to understand literature, rather than as a study in itself leading to public dramatic production.

There will be lectures, seminars and workshops. The workshops constitute one of the 4 quarter hour options allowed. They will deal with creative writing and dramatic skills (including voice and movement), as well as the making and use of masks and Japanese conventions of story telling.

Credit will be awarded in comparative literature and aesthetics.

Total: 32 credits

Program is preparatory for careers and future study in social studies, humanities, theater, creative writing and communication.

## Different Drummers

Fall, Winter/Coordinated Study

Coordinator: Jean Mandeborg

Enrollment: 40 Faculty: 2

Prerequisites: Core Program, at least one full year of college

Special Expenses: Art supplies

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

"Why should we be in such desperate haste to succeed, and in such desperate enterprises? If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."

Henry David Thoreau, *Walden*

Despite the presence of desperate enterprises in our past and present, there have always been "Different Drummers," individuals whose originality and indifference to fad and fashion have set them and their works apart. These individuals, whose unusual approach to art and literature often places them outside of the mainstream, have left us records of their joys and sorrows, their hopes and disappointments, their feelings and ideas. This program begins with these common people, people made uncommon by the gift of objects, stories, pictures, words, images or ideas which they have left us as a legacy, not just of human acceptance or survival, but as a legacy of creativity, imagination and intellect.

In this program we will: (1) view, study, discuss, listen to, and think about these people and the special records they have left us of their journey, and (2) make our own records of our journey in objects, stories, drawings, poems and writings. Even the most casual consideration of the works of those listed below will clearly indicate lives of discipline, hard work, risk taking, openness, responsiveness, integrity and severe honesty. This program will require all of these things of each student as well; further, it will require a willingness to join instructors and classmates in a cooperative effort which necessitates communication, timeliness, full-time work, and continuous coordination with others.

The people whose works will be both our guides and our objects of study might include: Clyde Connell, sculptor; William Blake, printmaker/poet; Emily Carr, painter/writer; Walt Whitman, poet/printer; Antonio Gaudi, architect; Emily Dickenson, poet; and anonymous folk art, masks, and retablos.

A usual week might include: workshops in visual art or writing, book seminars, critiques of creative work, lectures and slide presentations.

Credit will be awarded in humanities, creative writing and visual arts.

Total: 32 credits

Program is preparatory for careers and future study in humanities, creative writing and visual art.



## S.O.S. (Student Originated Studies)

Winter, Spring/Cluster Contracts, Group Contract

Sponsors: Marilyn Frasca, Phil Harding

Enrollment: 48 Faculty: 2

Prerequisites: Two years of college work; faculty signature required

Special Expenses: As per your design.

Part-time Options: As per your design

Internship Possibilities: As per your design

Additional Course Allowed: As per your design

"S.O.S." is an opportunity for students to originate their own program plan for Winter/Spring Quarters. Students are encouraged to develop ideas for studies that grow out of previous work at Evergreen or elsewhere and involve others in the creation of a proposal which should include: (1) a goals statement or program description, (2) a description of program meeting times and activities, and (3) a covenant describing the responsibilities and obligations of all participants. Proposals centered in the arts are most appropriate, but others will be considered, as will part-time study contracts. Each proposal submitted must have the full commitment of at least four students. Complete proposals are due in Marilyn's or Phil's Evergreen campus mail box by November 10, 1994.

Credit will be awarded based on proposal design.

Total: 4-32 credits

Students interested in this specialty area's subject matter should also consider the following programs offered in 1994-95:

### **Community Development:**

#### **Local and Global Perspectives**

(Environmental Studies)

#### **The Cult of Feeling:**

Vienna, Berlin, New York, Tokyo

(Knowledge and the Human Condition)

#### **The Irish Experience:**

Studies in the Dynamics of Culture and Power

(Language and Culture)





# Knowledge and the Human Condition

Secretary: Sam Schrager

**Affiliated Faculty:** Richard Alexander, Nancy Allen, Bill Arney, Susan Aurand, Gordon Beck, Caryn Cline, Thad Curtz, Argentina Daley, Virginia Darney, Betty Ruth Estes, Susan Fiksdal, Don Finkel, Tom Foote, Don Foran, Marilyn Frasca, Tom Grissom, Bob Haft, Virginia Hill, Dave Hitchens, Hiro Kawasaki, Ernestine Kimbro, Rob Knapp, Eric Larson, Al Leisenring, Flora Leisenring, David Marr, Rudy Martin, Harumi Moruzzi, Frank Motley, Janet Ott, Chuck Pailthorp, Mark Papworth, David Paulsen, Sarah Pedersen, David Powell, Tom Rainey, David Rutledge, Gil Salcedo, Sam Schrager, Zahid Shariff, Pete Sinclair, Bob Sluss, Matt Smith, Nancy Taylor, Kirk Thompson, Sarah Williams.

The end of the 20th 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.

## The Paradigm of Progress: The Case of Victorian England

**Fall, Winter, Spring/Coordinated Study**  
**Coordinator:** Nancy Taylor  
**Enrollment:** 72 **Faculty:** 3  
**Prerequisites:** Core Program or equivalent  
**Special Expenses:** Retreat and film fees  
**Part-time Options:** No  
**Internship Possibilities:** No  
**Additional Course Allowed:** No

Is there such a thing as progress? Can a nation or a culture improve itself? People in Victorian Britain believed that the answer was an obvious "yes," but in the late 20th century we have come to question the whole idea of progress. People in Victorian Britain believed that through education, economic development, democracy and technology, the individual could gain freedom and prosperity. One hundred years later, we question the Victorian confidence in these institutions and ask, "Progress for whom?" How, for example, can we see the spread of the British Empire as improving the people it dominated? How can we see scientific thinking that belittled women as a sign of progress? How can economic development that created two nations, one rich and one poor, be construed as progress? How can the mechanized production of goods, stifling creativity and lowering quality, be an advancement? And yet, the Victorian era led the western world in development of new ideas in economics, science, industrialization, suffrage, democratic institutions and religious tolerance.

Writers as diverse as Conan Doyle and Marx, Nightingale and Darwin, Gaskell and Freud, Eliot and Wilkie Collins, Dickens and Besant, were passionately concerned with the question of progress, and they offer contradictory answers; modern theorists carry the contradictions even further, focusing especially on the intersection of race, gender and class.

In this program, students will immerse themselves in Victorian culture, constantly comparing it to life in late 20th century America. They will work on a variety of skills: critical reasoning, close textual analysis, historical research (including primary sources and statistical analysis), literary analysis and literary theory, film analysis and film theory, scientific reasoning and expository writing. Readings will be drawn from history (including the history of women, social, political, and economic history), history of science, literature, the arts, religion and popular culture. Program activities will be divided among seminars, films, lectures and workshops.

"The Paradigm of Progress" is designed especially for students wanting to do interdisciplinary work in humanities and social science.

Credit will be awarded in upper division history, literature, history of science, expository writing and women's studies.  
Total: 48 credits  
Program is preparatory for careers and future study in humanities, social science and teacher education.

## Shakespeare's America

**Fall, Winter, Spring/Coordinated Study**  
**Coordinator:** David Marr  
**Enrollment:** 48 **Faculty:** 2  
**Prerequisites:** Junior standing or permission of faculty  
**Special Expenses:** No  
**Part-time Options:** No  
**Internship Possibilities:** No  
**Additional Course Allowed:** No

"Shakespeare's America" is a year-long program in English and American literature and history. Shakespeare's works and the writings of Herman Melville, Nathaniel Hawthorne and other 19th century American authors are its center.

Shakespeare is one of the poetic architects of the Anglo-American world. Modern opinion sometimes makes austere monuments of his plays and poems, but readers and writers still recognize in Shakespeare a great poet of the human condition. American authors coming of age in the 19th Century were especially sensitive to Shakespeare's power. Melville, for example, believed he was "the profoundest of thinkers" and plunged into reading the Bard's plays in the winter of 1849, just before he began writing *Moby-Dick*. At about the same time, Melville also came under the influence of Ralph Waldo Emerson, whose lectures echoed his own faith in human equality but did not disturb his suspicion, inherited from Shakespeare, that we live in what may be a godless universe. The Transcendentalist Margaret Fuller observed in an essay on modern women that "the beauty of Cordelia [in *King Lear*] is neither male nor female; it is the beauty of virtue."

"Shakespeare's America" will investigate links like these between Shakespeare and the Elizabethan age, on the one hand, and the forms of expression in the New Nation, the United States, on the other. We will study the Renaissance in 16th century England and 19th century America; questions of nature, evil, justice and beauty; culture on the moving frontier (P.T. Barnum, the American showman, eyeing Shakespeare's birthplace for his museum: "Buy, Crate, Ship"); and the history that poems leave behind.

Social history, literary criticism, philosophical analysis, and pertinent writings by other English and American authors will be included. "Shakespeare's America" is for students who are prepared to read and write about some of the ideas that shape our minds.

Credit will be awarded in English literature, American literature, English history and American history.  
Total: 48 credits  
Program is preparatory for careers and future study in humanities, teaching and law.



## The Cult of Feeling: Vienna, Berlin, New York, Tokyo

Fall, Winter, Spring/Coordinated Study  
Faculty: Hiro Kawasaki, Charles Pailthorp  
Enrollment: 48 Faculty: 2  
Prerequisites: Sophomore standing or above  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: Consult faculty

The theoretical focus of this study will be the juncture between creator and audience, a juncture that in the 19th and 20th centuries has been thought of almost exclusively as feeling.

Four cities at critical points in the 20th century will provide the historical and cultural focus:

—**Vienna** from the turn of the century through the Great War of 1914-18;

—**Berlin** in the '20s and '30s, during the rise of Nazism;

—**New York** in the late '40s and '50s, following World War II; and

—**Tokyo** in the current period.

Each of these cultural scenes finds creators and their audiences in three distinct joinings: one that involves **popular art**, art that confirms common expectations of what one should be and say and seeks its audience on common cultural ground; **counter-cultural art**, art that consciously runs counter to what seems culturally common and seeks its audience on ground thought to be dangerous or forbidden; and a third, **high art**, that seeks to join its audience on a higher plane, one that is mythic, sublime and distinctly uncommon.

Why each of these cities became a hot house environment for artists and their audiences is a complex matter, but, whether or not the participants have explanations for the climate of change in which they live, they find themselves confronted by a rapid transition from Old to New values and challenged to discover new ways of living. It is obvious to those present both that the familiar ways of life somehow no longer serve, and, yet, how one should act is anything but apparent. We will be exploring junctures between creators and their audiences where the familiar is clearly obsolete and the new is yet to be realized.

We will examine the arts freely, including literature, music, two-and three-dimensional visual arts, film, media...drawing on whatever serves our inquiry.

Credit will be awarded in literature, cultural studies, aesthetics, philosophy and art history.

Total: 48 credits

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

## The Search for Community

Fall, Winter/Coordinated Study  
Faculty: Sam Schrager, Matt Smith  
Enrollment: 48 Faculty: 2  
Prerequisites: Core program or a full year of college  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

The main question of our inquiry will be: How has the experience of community changed for Americans over the last hundred years? Our exploration of this question will involve comparative reading about life in specific communities, grounding in theoretical issues about the nature and politics of community, and conduct of field research in community settings.

We start with the recognition that community, as a concept, has multiple meanings: we use it to describe our social relations with others as well as our aspirations to put common good ahead of individual interest; it's also an ideology used to advance the appearance of consensus. How have others known or imagined, valued or recoiled against community? We will examine experiences of rural and urban, religious and utopian, ethnic and other identity-based groups. We will also study the rhetoric of community in national media and in political discourse.

We will use readings from the social sciences and humanities and major field research projects to learn about changes in community during this century. This knowledge will give us a basis to think about prospects and dangers for communities as they now exist. Students need to be committed to meaningful, exciting work in descriptive and analytical writing, library research, field interviewing, ethnographic documentation, and media interpretation.

Credit will be awarded in sociology, anthropology, political science, literature, history and cultural studies.  
Total: 32 credits

Program is preparatory for careers and further study in the humanities, social sciences, education, and community, political, or social service work.

## The Construction of Community

Spring/Coordinated Study  
Faculty: Matt Smith, Sam Schrager  
Enrollment: 48 Faculty: 2  
Prerequisites: Faculty signature required; each student's study plan for a specific setting should be submitted to faculty in writing for approval prior to Academic Fair.  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: Yes  
Additional Course Allowed: Yes

This program is for students who want to study the dynamics of community life while observing or working in a particular setting. We will focus on social and political processes that unfold as persons and groups act together regarding issues that concern them. We will pay particular heed to conflicts and coincidence of interests and the reasons they occur.

The program builds on the course of study begun in "The Search for Community" program Fall and Winter Quarters. Students may enroll in conjunction with an internship, an ongoing involvement with a local organization, or choose a community setting new to them. Settings for the research can include environmental organizations, social service agencies, businesses, churches or any other organization that helps describe and construct the practice of community. Acceptance into the program requires approval of the setting by the faculty.

Students will learn ethnographic techniques for documenting what they see and hear. Readings will include current studies of community and politics, with some attention to the place of community in the lives of people in the American West. The final project will be a study of the field experience.

Credit will be awarded in sociology, political science and literature.

Total: 16 credits

Program is preparatory for careers and further study in the social sciences, humanities and education, as well as community, political, or social service work.





## Knowledge, Truth and Reality

### Fall, Winter/Group Contract

Sponsor: Mark Levensky

Enrollment: 24 Faculty: 1

Prerequisites: College-level ability to read, write about and discuss difficult philosophical writings

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: With faculty permission.

"Knowledge, Truth and Reality" is an advanced, undergraduate program designed for students who have done philosophical work with success and pleasure and who wish to actively participate in a full-time, two-quarter, concentrated study of classic works in philosophy. Each student will read, write about and discuss a small part of a book each week. They will participate in student presentations and, by the end of the program, write a substantial research essay connecting a part of a book with the life and times of the author, with philosophical ideas from other cultures, and with the student's own philosophical views.

Primary texts for the program will include writings by early Greek and Indian (India) philosophers, Leibniz, Berkeley, Kant and Wittgenstein. Topics to be considered will include: reason, perception, primary and secondary qualities, substance, person, nature, time, space, reality, knowledge, truth, belief, certainty, good reasons, deductive and non-deductive inference, knowledge with and without foundations, analytic, synthetic, apriori and aposteriori statements, intuition, memory, understanding, imagination, explanation, appearance, mind, matter, body, God, and philosophy. Additional primary and secondary readings and topics for study will be suggested.

Credit will be awarded in metaphysics, theory of knowledge, expository writing, independent studies in humanities and social sciences.

Total: 32 credits

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

## The Tyranny of Reason

### Fall/Group Contract

Sponsor: Patrick Hill

Enrollment: 24 Faculty: 1

Pre-requisites: Two years of college-level study in the humanities and social sciences

Special Expenses: \$15 for films

Part-time Options: No

Internship Possibilities: No

Additional Courses Allowed: No

The socio-political structures of the West, since at least the 17th century, have enshrined a certain agenda and quite specific methods of thinking about that agenda as the very meaning of intelligence, reasonableness, modernity, seriousness and even humanity. Some of the consequences of these enshrinements have been laudable and world-transforming. Other consequences, in addition to the now-obvious environmental ones, have been psychologically, socially and politically disastrous. For those who accepted this agenda and definition of humanity, there has resulted self-deception, fragmentation, and a virtual extinguishing of vital dimensions of being human (e.g., the artistic, the emotional, the unconscious, the imaginative, the corporeal, the comedic and the religious). For those who did not accept that agenda or who were excluded from doing so, the result has been depreciation, romanticization and marginalization. The central goal of this program is to evolve (1) an understanding of human being which is respectful of the power of human reason while situating it less tyrannically among our diverse capacities; and (2) an approach to agenda-setting which is more democratic and appreciative of our diverse agendas and ways of being in the world.

The sub-themes running through the program include: (1) feminist and postmodern critiques from within philosophy of the ideals of objectivity, rationality, and universal knowledge; (2) the interface between philosophical and psychological (particularly depth-psychological) approaches to knowing; (3) the relationships among reason, faith, myth and imagination; (4) respectful and disrespectful ways of conceiving and becoming acquainted with the diversity of modes of being in the world; and most of all, (5) the relationship between socio-political structures and the definition and pursuit of knowledge.

The program will draw from film and imaginative literature (such as the poetry of Blake and Rilke and the plays of Beckett), but will emphasize those interdisciplinary philosophical and psychological texts focused on the re-conception of reason and creation of more democratic structures of knowledge-seeking. Possible texts: Benjamin Barber's *Strong Democracy*, Mary Belenky's *Women's Ways of Knowing*, Susan Bordo's *The Flight to Objectivity*, Sandra Harding's *Whose Science? Whose Knowledge?* Carl Jung's *Memories, Dreams and Reflections*, Abraham Maslow's *The Psychology of Science*, Robert Neville's *The Re-construction of Thinking*, Trin T. Minh-ha's *Women, Native and Other*, Theodore Roszak's *Where the Wasteland Ends*, and Richard Tarnas' *The Passion of the Western Mind*

There will be one lecture, one workshop and three seminars per week. Students will keep a journal, write several short papers, and do one more lengthy research project.

Credit will be awarded in the history of Western philosophy, social philosophy, theories of knowing, philosophical psychology, philosophy and literature, the sociology of knowledge, religious studies and cultural studies.

Total: 16 credits

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

## American Fiction and Poetry Between The Wars (1917-1945)

### Winter/Group Contract

Sponsor: Charles McCann

Enrollment: 24 Faculty: 1

Prerequisites: Junior or senior standing; faculty signature required; Interview regarding background and interests at or before Academic Fair

Special Expenses: Book costs about \$150

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Students should consider this group contract as the equivalent of four four-credit courses: one in fiction, two in poetry, one in the subject chosen for independent study. The independent study may be used to gain credits in history, African-American literature, American literature, women's issues related to the literature, etc.

Program activities include seminars on novels three hours per week and on poetry, six to seven hours per week. Students will make one 10-minute oral presentation each week on the poetry. Also, students will undertake a quarter-long independent study on a major figure, collection of minor figures, or a critical or cultural movement, etc. There will be a final examination on the fiction and the cultural history.

Common readings: Cather, Lewis, Toomer, Hemingway, Fitzgerald, Faulkner, Welty, Frost, Eliot, Pound, Stevens, Williams and contemporaneous non-fiction.

Credit will be awarded in American fiction, American poetry, and area of independent study.

Total: 16 credits

Program is preparatory for careers and future study in humanities, law and teaching.



## 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, example reviewed at Academic Fair

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Martin Bernal's *Black Athena* argues for a significant Afroasiatic influence in the formation and development of classical Greek civilization. His texts have stirred great controversy in the academic world and the press. Just what is the basis for this controversy?

We will examine the evidence at the heart of the controversy. We will examine the origins of Greek mythology and literature with a special focus on peoples from Africa and central Asia, as well as sea peoples, and indigenous linguistic, historical and documentary evidence. 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.

Our activities will include lectures, seminars, image workshops, films and student seminars. Central to these will be reading, writing and discussion.

Some major texts will be: Martin Bernal's *Black Athena: The Afroasiatic Roots of Classical Civilization and Greece: Aryan or Mediterranean? the Archaeological and Documentary Evidence*; Joseph Campbell's *Primitive and Occidental Mythology*; Robert Graves' *The Greek Myths*, and the Greek classical poetry and dramas.

Credit will be awarded in Greek mythology, classical literature, Afroasiatic prehistory, classical art history and archaeology.

Total: 16 credits

Program is preparatory for careers and future study in archaeology, anthropology, literature, arts and humanities.

## S.O.S. (Student Originated Studies)

### Winter, Spring/Cluster Contracts, Group Contract

Sponsors: Marilyn Frasca, Phil Harding

Enrollment: 48 Faculty: 2

Prerequisites: Two years of college work, faculty signature required

Special Expenses: As per your design.

Part-time Options: As per your design

Internship Possibilities: As per your design

Additional Course Allowed: As per your design

"S.O.S." is an opportunity for students to originate their own program plan for Winter/Spring Quarters. Students are encouraged to develop ideas for studies that grow out of previous work at Evergreen or elsewhere and involve others in the creation of a proposal, which should include: (1) a goals statement or program description, (2) a description of program meeting times and activities, and (3) a covenant describing the responsibilities and obligations of all participants. Proposals centered in the arts are most appropriate, but others will be considered, as will part-time study contracts. Each proposal submitted must have the full commitment of at least four students. Complete proposals are due in Marilyn's or Phil's Evergreen campus mail box by November 10, 1994.

Credit will be awarded based on proposal design.

Total: 4-32 credits

Students interested in this specialty area's subject matter should also consider the following programs offered in 1994-95:

### Different Drummers

(Expressive Arts)

### Telling the Story

(Expressive Arts)

### Word, Sound and Image: Advanced Inter-Arts

(Expressive Arts)

### Resistance: Politics, Ideology and Culture

in Latin America

(Language and Culture)

### c(ART)ographies

(Native American Studies)

### A Useable Past: Our Historical, Political

and Economic Legacy

(Political Economy and Social Change)

### Where No One Has Gone Before

(Science, Technology and Health)





# Language and Culture

Convener: Susan Fiksdal

**Affiliated Faculty:** Nancy Allen, Marianne Bailey, Gordon Beck, Bob Haft, Patrick Hill, Harumi Moruzzi, Art Mulka, Alice Nelson, Tom Rainey, Evelia Romano de Thuesen, Setsuko Tsutsumi, Sean Williams.

Language and Culture offers coordinated studies programs and group contracts that integrate the study of language with social, historical, literary and aesthetic movements. Programs centered in French, Japanese and Russian studies are offered on two-year cycles; Spanish studies are offered each year.

For students interested in language studies only, modules are taught, mostly in the evening, in French, Japanese, Spanish and Russian at the first and/or second year levels. In addition, summer programs are available for intensive language study.

Faculty affiliated with Language and Culture advise students in study abroad options, as does Dean José Gómez.

Language and Culture is not a specialty area offering entry-level and advanced programs; instead, it offers students who have completed a year of college an opportunity for intensive work in area studies.

## 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. Major areas normally available through this program include: Canadian studies, Chinese studies, Japanese studies, Korean studies, Middle Eastern studies, Russian and East European studies, South Asian studies, Southeast Asian studies, comparative religion and Jewish studies.

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 University of Commerce, for exchanging two students with each institution, tuition-free, for one calendar year, beginning in May or October.

The students who plan to apply for this exchange program must have 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 interest accompanied by portfolios to Dean José Gómez no later than March 1. Applications will be screened by a selection committee.

## Russia

**Fall, Winter, Spring/Coordinated Study**  
**Coordinator:** Thomas B. Rainey, Patricia A. Krafcik  
**Enrollment:** 48 **Faculty:** 2  
**Prerequisites:** Junior or senior standing; sophomores need faculty permission  
**Special Expenses:** Study trips to Russia in summer 1995 (optional)  
**Part-time Options:** No  
**Internship Possibilities:** No  
**Additional Course Allowed:** Yes (4 quarter hours)

This program will explore Russia from the 9th 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, Zamyatin, Mayakovsky, Esenin, Akhmatova, Solzhenitsyn, Pasternak, Ginzburg, Brodsky and Rasputin.

Intensive Elementary Russian will be offered during the summer of 1994. A less intensive Elementary and Intermediate Russian will be offered during Fall, Winter and Spring Quarters 1994-95. 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. Language classes will be open to qualified students outside the program if space is available, but students who intend to enroll full time in the program will be given first preference.

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 required reading, submit assignments in a timely manner, and attend a language class or a program workshop.

Given sufficient interest, the faculty will arrange study trips to Russia during the summer of 1995.

Credit will be awarded in Russian language, history, literature, culture and political economy.  
Total: 48 credits

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

## Paris, Dakar, Fort de France: Voices of Revolution and Tradition

**Fall, Winter, Spring/Coordinated Study**  
**Faculty:** Marianne Bailey, Susan Fiksdal, Bob Haft  
**Enrollment:** 60 **Faculty:** 3  
**Prerequisites:** Core Program or equivalent  
**Special Expenses:** Travel to France or Martinique, Spring 1995 (optional)  
**Part-time Options:** Yes, 8 quarter hours in French language  
**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 that our program will explore. We will trace aesthetic, social and political developments within France and in the Francophone cultures of Africa and the Caribbean from 1789 to the present.

Fall Quarter we will study revolution through the parallel historical examples of the French and Haitian Revolutions, and through literary and artistic figures whose words caused upheaval in a tradition-bound society. We will read Diderot and Voltaire, who laid the foundations for revolution, 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 and James on the Haitian Revolution and compare the ideals and expectations of that revolution with the concurrent one in France.

Winter Quarter we will consider the Cubist, Dada-Surrealist, Existentialist and Négritude 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, Deprestre, Condé and Schwarz-Bart from the Caribbean; Abouzeid and Chraïbi from North Africa; Sembene, Senghor and Laye from West Africa; Sartre, Genet, Artaud and Beauvoir from France.

Spring Quarter we anticipate two travel options, one to Lyon, France, and the other to Fort de France, Martinique. Students remaining on the Olympia campus will study women writers and the portrayal of women by such authors as Duras, Cixous, Condé, in a continued study of marginalization in the Francophone world. Most of the work we will do in this program will be in French; however, students will choose one of the following module offerings (conducted in English) each quarter: (1) Seminar in French and Francophone texts in translation; (2) Introduction to Sociolinguistics; and (3) Beginning Black & White Photography.

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 study in international affairs, French and Francophone studies and comparative literature.



## Resistance: Politics, Ideology and Culture in Latin America

Fall, Winter, Spring/Coordinated Study

Coordinator: Peta Henderson

Enrollment: 72 Faculty: 3

Prerequisites: Core Program or equivalent

Special Expenses: Travel Spring Quarter project (optional)

Part-time Options: No

Internship Possibilities: Possibly for Spring Quarter Project (optional)

Additional Course Allowed: No

This program explores historical and contemporary forms and manifestations of resistance in Latin America. We are defining resistance broadly to include contests over material and ideological power at the personal, domestic, community, national and international levels. We will draw on theories of power (historical materialism, feminism, Foucault, critical theories of representation and difference) to analyze and compare specific examples of resistance to dominant institutions and ideologies. Taking care to situate each case in its historical context, we will let the present inform the past and vice versa. For example, we might look at: (1) Mayan resistance to racial and ethnic genocide in the 16th and 20th centuries; (2) resistance to the Inquisition in colonial Mexico, and to dictatorship in the Christian-based communities of Managua during the Nicaraguan Revolution; (3) Mexican labor struggles against debt peonage on the colonial hacienda, and in the border industries in the era of NAFTA; (4) gender-based resistance exemplified by Sor Juana, the 17th century Mexican nun, and by the writing of Rosario Castellanos; and (5) organized political resistance in Argentina to the tyranny of Rosas in the 19th century, and denunciation of the last military regime by mothers of the disappeared. To represent these differing experiences of resistance, we will use historical, ethnographic and autobiographical narratives, as well as texts from literature, art and popular culture.

During Fall and Winter Quarters we will emphasize textual analysis and writing, including weekly response papers and journal writing. During Winter Quarter each student will identify a project relating to the program theme of resistance, which will be carried out in the Spring Quarter. This may involve an on- or off-campus activity, including travel to a Latin American country if the student has adequate language and theoretical preparation.

Spanish will be taught as an integral part of the program at different levels throughout the academic year.

Credit will be awarded in Latin American history, Latin American literature, Spanish language, cultural anthropology, political-economy and philosophy.

Total: 48 credits

Program is preparatory for careers and future study in international business or foreign service in Latin America; bilingual education/teaching; public policy; and Latin American studies.

## Japan Today: Language, Society and Inter-Cultural Understanding

Fall, Winter, Spring/ Coordinated Study

Faculty: Harumi Moruzzi, Lucia Harrison

Enrollment: 48 Faculty: 2

Prerequisites: Core Program or equivalent

Special Expenses: Screening Fee

Part-time Options: Yes, with faculty signature

Internship Possibilities: No

Additional Course Allowed: No, unless student is taking part-time option

In recent years, Japan earned the admiration of other countries through its unprecedented economic rise out of the ashes and debris of World War II. However, 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. Meanwhile developing nations often view Japan as exploitative of their natural resources and unsympathetic to their economic and political plights. For instance, Japan's refusal to participate in military combats during the Persian Gulf War seemed to a great number of Americans to epitomize its lack of concern and even a lack of moral principle, although Japan participated in clearing submarine mines in the Gulf after the war.

Obviously, Japan suffers from a negative international public image in spite of its commitment to peace and its well-documented economic and technological assistance to developing countries. Is Japan a ruthlessly selfish country which functions well only for its own economic advantage, as some of the well-known American Japan-watchers claim? Is Japan a mere scapegoat for recent American economic woes? Is Japan a psychologically isolated country in spite of its apparent abundance of cultural diversities? Can the U.S. have a mutually beneficial relationship with Japan? Throughout the academic year we will examine Japan through many sources, especially through Japanese cinema. We will see films by directors such as Kurosawa and Mizoguchi to understand Japanese sensibility, social values, and attitudes toward its past. Because Japanese cinema is well known for its artistry as well as its critical and uncompromising approach to the society it depicts, be it contemporary or historical, the cinema section should work as an excellent introduction to Japanese culture and society.

We will examine the history of Japan and contemporary Japanese society through various other sources. Our goal is to develop a deep cultural and societal understanding that takes us beyond the images of cherry-blossoms, haiku and economic animals. We will examine modern Japan's politics, economics, bureaucracy and international relations, particularly with the U.S. We will study Japanese literature in translation throughout the year.

Language will be taught throughout the year. We will emphasize the development of oral-aural competency. Diligent students can expect to learn enough spoken Japanese to manage the necessities of daily life and travel. 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 study, Japanese history and culture, Japanese political economy and management, Japanese literature and cross-cultural communication.

Total: 48 credits

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

## The Irish Experience: Studies in the Dynamics of Culture and Power

Winter, Spring/Coordinated Study

Faculty: Sean Williams (coordinator), Patrick Hill, Charles Teske

Enrollment: 72 Faculty: 3

Prerequisites: At least one year of college-level study of the humanities and the social sciences

Special Expenses: \$30 for films

Part-time Options: No

Internship Possibilities: No

Additional Courses Allowed: No

The study of Ireland offers many rich opportunities for understanding the transitions which the West has undergone in the past several centuries. Additionally, the continued existence of major portions of its own traditional cultures makes possible a dialogue with the past that many are finding enormously relevant to contemporary concerns.

This program will focus on the following themes: (1) the contrast between the nature-based pre-Christian spirituality and supernaturally based Christianity; (2) the centrality of myth, imagination and poetry; (3) the clan-based social organization and the roles of women and men therein; (4) the significance of the transition from an oral to a literacy-based culture; (5) the relationship between the Irish language and cultural identity; and (6) the impact of Irish cultural identity upon such authors as Yeats, Joyce, and Synge. In all cases, the themes will be examined in interaction with (a) the successive waves of cultural-political invasions, most particularly that of male-dominated Roman Christianity (beginning with Saint Patrick in the 5th century) and that of the English (which escalates over an eight-century period, culminating in the "Great Famine" and the subsequent mass-emigration of the mid-19th century); and (b) with the cultural and political resistance to those invasions. With the aid of other faculty from the college, we will explore the parallels between the experience of 19th century Ireland and the situation of many marginalized peoples of today.

The program will explore the Irish experience as manifested in traditional expressive culture and in the structure of the Irish language itself. All students will be expected to participate in some aspect of traditional performance (e.g. folk music or dance, story telling, theater, the memorization and recitation of poetry). There will be a comprehensive writing project or performance in each quarter. In order to understand the critical links between language and culture, all students will also be expected to learn the rudimentary structures of the Irish language and a wee bit of the most basic and elementary aspects of conversation.

The program will incorporate the expressive arts, particularly song and film and theater, into our study of Irish history and culture. We will have workshops and two book seminars each week. We will read books such as Kevin Collins' *The Cultural Conquest of Ireland*, Mary Condren's *The Serpent and the Goddess: Women, Religion and Power in Ireland*, Thomas Kinsella's *Poems of the Dispossessed*, Maria Edgeworth's *Castle Rackrent*, Walter Ong's *Orality and Literacy*, Synge's *Playboy of the Western World*, and Yeats' *Celtic Twilight*. It is possible that an option will be developed to visit Ireland at the conclusion of the program.

Credit will be awarded in Irish Studies, literature, philosophy, religious studies, mythology, Western history, ethnomusicology and political economy.

Total: 32 credits

Program is preparatory for careers or further study in Celtic or Irish studies, cultural studies, women's studies, ethnomusicology, history, literature, religion and social philosophy.



# Management and the Public Interest (MPI)

Convener: John Filmer

Affiliated Faculty: John Filmer, Virginia Hill, Duke Kuehn, Art Mulka, Chuck Nisbet, Dean Olson, Niels Skov, Greg Weeks and Tom Womeldorf

Upper-division work in this Specialty Area consists of a Coordinated Studies 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 study in this area. During the first year, the MPI Program provides students the opportunity to acquire essential managerial skills and concepts. The program will also 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 (MPI)

Fall, Winter, Spring/Coordinated Study

Coordinator: John Filmer

Enrollment: 72 Faculty: 3

Prerequisites: Junior/senior standing; either "Microeconomics" or "Principles of Accounting" are the prerequisites by Fall Quarter\*

Special Expenses: Books for this program are more expensive than most

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

"Management and the Public Interest" (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. Special emphasis is placed on the development of analytical and people skills.

The core of the MPI Program consists of organizational theory, accounting and finance, managerial analysis, case studies and 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 or economics during Fall Quarter.

Credit will be awarded in accounting, economics, management, managerial economics, managerial analysis, managerial finance, organizational behavior, international business, 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.





# Native American Studies

Conveners: Craig Carlson/David Whitener

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

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

Native American Studies offers an open alternative educational opportunity. In 1994 the program will enter the second 20-year cycle of human developmental processes toward becoming a wholesome being, "able to lead a genuinely human life with respect to important human relationships to the land, others, work and the unknown in recognition of the fact that as you give you teach others to give." Proposed programs:

|   |
|---|
| 1994-95   |
| HOME: The Hospitality of the Land                   |
| 1995-96   |
| CO-EXISTENCE: A Hospitable Relationship to Others   |
| 1996-97   |
| COMMUNITY: Time, Space, People and Place            |
| 1997-98   |
| IMAGES: Physical Speculations on Unknown Conditions |
| 1998-99   |
| REGENERATION: A Celebration with the Land           |
| 1999-00   |
| HONOR: The Celebration of Others                    |
| 2000-2001   |
| HISTORY: A Celebration of Place                     |
| 2001-02   |
| DESTINY: Welcoming the Unknown                      |
| 2002-03   |
| RESPECT: A Process of Universal Humanity            |
| 2003-04   |
| RECOGNITION: The Politics of Human Exchange         |
| 2004-05   |
| PATIENCE: A Survival Process for an Unknown Future  |
| 2005-06   |
| RECONCILIATION: A Process of Human Balance          |
| 2006-07   |
| HERITAGE: Self Identity and Ties to the Land        |
| 2007-08   |
| FAMILY: Inspiration of Significant Others           |
| 2008-09   |
| PERSISTENCE: A Study of Inspired Work               |
| 2009-10   |
| SPIRITUALITY: The Eyes of the Unknown               |
| 2010-11   |
| CEREMONY: Relating Hospitably to the Land           |
| 2011-12   |
| JUSTICE: A Relationship of Reciprocal Respect       |
| 2012-13   |
| PERFORMANCE: Models of Human Understanding          |
| 2013-14   |
| DREAMS: Uncommon Dimensions of Thought              |

Proposed objectives:

Students will develop a critical appreciation of different ways to gather and apply information, knowledge, understanding and wisdom. Students will learn self-respect while drawing upon inherent resources and motivation for developing the whole person and will design important self-reliant life foundation standards for a meaningful education to share with others.

The major goal of Native American Studies is to provide an open alternative education opportunity through experiencing a Native American philosophy of education that 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 plural 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 that most students follow.

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

Students are often asked to answer four important educational 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.

Home: The Hospitality of the Land

Fall, Winter, Spring/Coordinated Study  
Coordinator: Dave Whitener  
Enrollment: F/48, WS/72 Faculty: F/2, WS/3  
Prerequisites: Core Program or equivalent; faculty signature required—interview to discuss student interests and independent project work at or before Academic Fair  
Special Expenses: Field trips, tapes  
Part-time Options: Yes  
Internship Possibilities: Yes  
Additional Course Allowed: Yes

"Home: The Hospitality of the Land" is a student-centered program, institutionally 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 plural 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.

It is important that students understand that this program, as part of the Native American Studies specialty area, includes a Native American philosophical form in its nature of teaching and learning. It is not designed to be a study of Native Americans, though it includes issues especially relevant to Native Americans. That is to say, the faculty of "Home: The Hospitality of the Land" are interested in providing an environment in which faculty and students share in an experience in which they identify topics of mutual interest and share as partners in the exploration of those topics.

"Home: The Hospitality of the Land" 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, and (4) What difference will it make? Serious consideration of the questions provide a reliable structure for educational pursuit.

This program is an open, alternative educational opportunity intended to include student designed projects into a coordinated studies theme that values significant human relationships to the land, to work, to others, and to the unknown.

Credit will be awarded in Native American historical perspectives, cultural studies, perspectives of a plural society, philosophy, human resource development, individual project work, and cross-cultural communication.  
Total: 48 credits  
This program is preparatory for careers and future study in education, archaeology, the arts, anthropology, multicultural studies, tribal government and Native American studies.



## c(ART)ographies

Fall, Winter/Coordinated Study  
Faculty: Justino Balderrama, Ernestine Kimbro  
Enrollment: 48 Faculty: 2  
Prerequisites: Core Program or equivalent  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This two-quarter coordinated study program is a cultural studies examination of the transformative aspects of contemporary human existence. Using the practice of c(ART)ography as both an intellectual foundation and as a **bricolage** of method, we follow the intellectual maps available to us in the sciences, the humanities and the arts as inherited geographies of the mind, in order to re-map our location in mind, body and time-space. The guiding assumption is that c(ART)ography allows for the cultural production of representational realities that in turn guide our orientation to nature, culture, society and the universe. Maps provide an orientation to reality. Maps put things in perspective and location. For example, ancient western maps are said to have looked to the East for orient(ation). In contrast we know maps of the future will go beyond one-dimensional into a world of electronic virtual mapping. Thus we proceed from being map-readers toward becoming cartographers (map-makers) of the contemporary.

In all our cultural studies we will be aware of differences in gender, class, race, ethnicity and sexual orientation. Our approach will be interdisciplinary with an appreciation for the complexity of a world of diverse-lived experiences.

Credit will be awarded in communication theory, intercultural communication, critical theory, social psychology, group dynamics, philosophy of science, social geography, social science, women's studies, multicultural studies, cultural studies and Native American studies.

Total: 32 credits

Program is preparatory for careers and future study in social work and human services, social science, science, multicultural education, Native American studies, health and healing studies, library science and information systems, technology and society, technology and communication systems, and media.

## The Indigenous Voice

Spring/Group Contract  
Sponsor: Justino Balderrama  
Enrollment: 24 Faculty: 1  
Prerequisites: Junior/senior standing  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

We locate our discourse with the findings of the 1993 United Nations' International Year of the World's Indigenous Peoples. We follow current indigenous struggles and movements throughout the world. We move our discourse always through the indigenous voice, indigenous peoples speaking for themselves. We review and reconsider invasions of traditional indigenous cultures and the dramatic effects of changes brought by outsiders. However, our focus is on contemporary issues of continued western practices of oppression and genocide; commercial appropriation of indigenous knowledge in music, medicine and spirituality, in a word, appropriation of indigenous cultures; western tourism, especially at indigenous sacred earth spaces; the survival of oral traditions, languages and sacred codices; the survival of traditional indigenous lands as regional biodiverse habitats; and indigenous women's voice. We achieve our purpose by collaborative readings and independent scholarship.

Credit will be awarded in cultural studies, multicultural studies, social work and human services, and Native American studies.

Total: 16 credits

Program is preparatory for future Native American studies, social science, social work and human services, health and healing studies, multicultural education, cultural studies and graduate study.

Students interested in this specialty area's subject matter should also consider the following program offered in 1994-95:

**Sense of Place: The Languages of the Individual, the Community and Nature**  
(Science, Technology and Health)





# Political Economy and Social Change

**Convener:** Larry Mosqueda

**Affiliated Faculty:** Peter Bohmer, Priscilla Bowerman, Ken Dolbeare, Fred Dube, Angela Gilliam, Jeanne Hahn, Peta Henderson, D. L. Hitchens, Larry Mosqueda 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 sex—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.

## Political Economy and Social Change

**Fall, Winter/Coordinated Study**  
**Coordinator:** Ken Dolbeare  
**Enrollment:** 72 **Faculty:** 3  
**Prerequisites:** None  
**Special Expenses:** No  
**Part-time Options:** No  
**Internship Possibilities:** No  
**Additional Course Allowed:** No

"Political Economy and Social Change" addresses the dynamic relationship between cultural values, structures of power and the distributional consequences of government activity in an evolving global, national and local context. We shall focus primarily on the U.S., but employ comparisons with other countries and systems wherever appropriate. We want to understand how global-national imperatives are reshaping American values and social purposes, the institutions and practices of our political economy and the conditions of everyday life in the United States.

The global-national imperatives that are fundamentally restructuring the U.S. today include the need to: (a) redefine the U.S. global role so as to promote long-term equity and stability in the world, (b) solve the fiscal crisis of national and state governments, (c) restore the vitality of the U.S. economy in an environmentally sustainable manner, and (d) see that the wealth generated by that economy is distributed fairly among all members of the society. We shall judge the achievements of the present, and the promise of changes underway or proposed, by their consequences for the conditions of everyday life, with particular concern for their distinctive impacts on different cultures, races, genders, classes and other frequently unrecognized or underserved populations.

Credit will be awarded in economic history, political economy, U.S. government, international relations, and race/class/gender.

**Total:** 32 credits

Program is preparatory for careers and future study in law, public service, business and graduate work.

## A Usable Past: Our Historical, Political and Economic Legacy

**Fall, Winter/Coordinated Study**  
**Coordinator:** Gerald Lassen  
**Enrollment:** 72 **Faculty:** 3  
**Prerequisites:** Core Program or equivalent  
**Special Expenses:** No  
**Part-time Options:** No  
**Internship Possibilities:** No  
**Additional Course Allowed:** No

This program will deal with the historical, social and cultural underpinnings of modern American Capitalism. In particular, we will examine various interpretations and arguments that are used to explain the chronic instability of the economic system from the Civil War to our current recession prone economy. Historically, the program will examine the deflation of the post Civil War era, the reforms of progressivism, the depression and the cyclical nature of the post World War II economy. In order to investigate this broad historical scenario, the program will focus on changes in business organizations, the transformation of work and the ever-changing relationship between private enterprise and government.

Aside from providing an historical context, an emphasis will be placed on the critical analysis of arguments in the social sciences. Historical arguments will be examined not only for their internal consistency but also for the way they incorporate and explain the evidence available. Additionally, the program will offer an ongoing workshop in the principles of economics and will spend considerable time examining the fundamental methodology of economic interpretations.

Credit will be awarded in American history, principles of economics, American culture and critical reasoning.

**Total:** 32 credits

Program is preparatory for careers and future study in history, political science, economics, teaching, law and public service.





## Cold War: Origins and Consequences

### Spring/Group Contract

Sponsors: D. L. Hitchens, Gerald Lassen

Enrollment: 48 Faculty: 2

Prerequisites: Core Program or equivalent

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

We will look at the social, political, economic, intellectual and cultural consequences of the breakdown of the great World War II Alliance. As some scholars date the beginnings of problems with the Soviets with President Woodrow Wilson's decision to send U.S. troops into Russia in the aftermath of the Bolshevik Revolution, we will look at the record of American intervention and non-recognition of the Soviet Union before 1933 and the domestic consequences of the Red Scare of 1919. In addition, we will trace: (1) the origins and development of 100 percent Americanism during the New Deal era and the period leading to World War II, (2) the scope of the decisions made by President Truman to enunciate the Truman Doctrine in 1947, and (3) the resultant alliance efforts (NATO, SEATO) at **containment and liberation** into President Eisenhower's administration. We will ponder such questions as: Why was the United States not secure during the time it held an atomic monopoly? How did the Cold War maintain a growth economy? What were the costs of the Cold War?

Our primary focus will be on the years 1933-1952, but we will range before and after those dates to examine trends, influences and events which contributed to the development of Cold War thought and action. We will study the material at both the policy development and popular levels, and look hard at the way in which the media reflected the Cold War mentality.

Credit will be awarded in history, economics, international relations and popular culture.

Total: 16 credits

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

## Advanced Topics in Political Economy and Social Change

### Fall, Winter, Spring/Coordinated Study

Coordinator: Peter Bohmer

Enrollment: 24 Faculty: 1

Prerequisite: (1) Political Economy and Social Change program, or principles of macro and micro economics and knowledge of basic Marxist ideas; (2) faculty interview week of May 2-6 to learn student's interests in particular themes/topics for inclusion in this program. Transfer students should send faculty a letter by May 2 describing their background for the program and the particular themes/topics they are interested in having included in this program.

Special Expenses: \$15 per quarter for films and speakers

Part-Time Options: No

Internship Possibilities: Possibly in Spring Quarter

Additional Courses Allowed: Consult faculty

This program will analyze, at an advanced level, political economic theory and the analysis of class, race and gender relations in the United States and internationally. The U.S. will be a focus, although the program will have a global perspective. During Fall and Winter Quarters, we will study and critique in-depth Marxist and neo-Marxist theory, neo-classical economics, theories of racism, feminism, social movements and revolutionary social change. Intermediate level, mainstream and radical macro-economic theory and policy in an open economy will be taught. Political economic theory will be used to analyze key topics such as: current national and international economic and social crises; the restructuring of labor and the household and global economies; immigration; economic and social inequality within and between nations; economic development; the role of the state; mass movements of the 1960s and more recently; and neoliberalism and alternatives to it. Students will have input into themes and topics selected for study.

Spring Quarter, the program will be organized as an ongoing research seminar. Students individually or in groups will write and present to the class a major research topic that was approved before the end of Winter Quarter and that they have worked on full-time in the Spring Quarter. The finished work should be the equivalent of an undergraduate thesis.

Credit will be distributed in intermediate macroeconomics, advanced political economy, economic theory, international political economy, feminist theory, theories of racism, Marxist theory, third world studies, U.S. economy and directed research.

Total: 48 credits

Program will prepare students for graduate study in economics, political economy and related fields and for careers in public service, teaching and organizing for social change.

Students interested in this specialty area's subject matter should also consider the following programs offered in 1994-95:

### Community Development:

Local and Global Perspectives

(Environmental Studies)

Politics, Power and Media

(Expressive Arts)

The Search for Community

(Knowledge and the Human Condition)

The Construction of Community

(Knowledge and the Human Condition)

Resistance: Politics, Ideology and Culture

in Latin America

(Language and Culture)



# Center for the Study of Science and Human Values

Convener: Leo Daugherty

**Affiliated Faculty:** Beryl Crowe (Emeritus), Leo Daugherty, Carolyn Dobbs, Betty Ruth Estes, Jane Jervis, Alan Nasser, Hazel Jo Reed, Sara Rideout, 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.

The Center is founded upon three assumptions:

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;

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

Citizenship in such a future civilization (as well as responsible and successful professionalism) will require a moral vocabulary, drawn from the humanist tradition, which 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:** Sandra Simon  
**Enrollment:** 72 **Faculty:** 3  
**Prerequisites:** Two years of college study, with a strong interest in writing  
**Special Expenses:** No  
**Part-time Options:** Ordinarily none, students in unusual circumstances should consult coordinator  
**Internship Possibilities:** No  
**Additional Course Allowed:** Yes, one per quarter

This program will encourage students to abandon the concept of "Searching for One's Roots," (a concept that implies only a backward glance), and adapt a more multi-directional approach to understanding the historical and geographical dimensions of our values. Locke described **individual** as something that can be pinpointed in time and place. We will explore how these co-ordinates have shaped particular people, cities, collective beliefs, and value systems. We will study how Eastern ways of understanding time have generated subtle ideas about origin and history and have fostered powerful notions of progress, civilization and purpose. We will contrast this to other cultures which do not use time to filter knowledge and values, and explore what landmarks and associations they use to endow meaning. Each quarter, four units of credit will come from the "Autobiography Workshop" which will focus on how an examination of one's own time, place, value continuum can lend voice, style and power to writing.

Fall Quarter, we will study two contrasting cities: the black township of Soweto, South Africa, and Los Angeles, including the magical kingdoms of Hollywood and Disneyland. We will look at a variety of printed matter including newspapers and novels and study the visual images provided by photographs and films.

Winter Quarter, Northwest and other regional writing, by both indigenous and immigrant authors, will be used as examples of how we and other cultures define such concepts as exploration, missionaries, open space, maritime history and unlimited resources.

Spring Quarter, the center of our study will be the notions of **the house**, living space, and shelter. We will see how different architectures and architects define the beautiful and the useful, and what is happening to the values traditionally associated with the **Western home**. We will also examine the different **pattern languages** used to describe spatial configurations.

Credit will be awarded in literature, cultural studies, history, natural history and expository writing. The program is intended for students who are seriously interested in interdisciplinary thinking and writing.  
 Total: 48 credits

## Freud and Philosophy

**Spring/Group Contract**  
**Sponsor:** Alan Nasser  
**Enrollment:** 24 **Faculty:** 1  
**Prerequisites:** Junior or senior standing  
**Special Expenses:** No  
**Part-time Options:** No  
**Internship Possibilities:** No  
**Additional Course Allowed:** No

We will examine the essential features of Freudian theory and psychoanalytic practice. In his mature years Freud professed to be a rigorous scientist, but toward the end of his life he claimed to have solved **philosophical** problems. We will take him at his last word and treat him as a philosopher of modernity whose principal effort was to attempt to re-invest the world with the sort of meaning one can live one's life by.

Our main focus will be on the unconscious, sexuality, perversions and neurosis, group psychology and female psychology. We will read primary and secondary sources. Students will attend lectures and seminars and there will be weekly writing and two short papers.

Please note, this is a bookish, analytical, demanding offering, focusing exclusively on the careful and rigorous analysis of theoretical texts.

Credit will be awarded in philosophy, psychology and social theory.

Total: 16 credits

Program is preparatory for careers and future study in philosophy, psychology and social theory.





# Science, Technology and Health

Convener: John Marvin

**Affiliated Faculty:** Justino Balderrama, Clyde Barlow, Michael Beug, Rob Cole, Diana Cushing, John Aikin Cushing, Judy Bayard Cushing, George Dimitroff, Tom Grissom, Burton Guttman, Ryo Imamura, Linda Kahan, Jeff Kelly, Rob Knapp, Betty Kutter, Al Leisenring, Carrie Margolin, John Marvin, Earle McNeil, Don Middendorf, Frank Motley, Gonzalo Munevar, Janet Ott, Willie Parson, David Paulsen, Hazel Jo Reed, Sara Rideout, Greg Stuewe-Portnoff, Masao Sugiyama, Fred Tabbutt, Les Wong

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 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 balance Science, Technology and Health with studies in other areas.

Students 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 concepts and skills from each to aid 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*.

## Special Features of the Natural Science Curriculum

Two features of the Evergreen curriculum—concentrated work and hands-on involvement—make the college a particularly good place to study the sciences. Because you aren't taking a series of separate courses that break up the week into short blocks, you can spend hours in the lab or field that are required to make progress in research. Evergreen's policy of involving students in realistic, hands-on work is especially valuable in the sciences. At many other colleges, research-quality instruments are reserved for faculty members and graduate students; but here, students have many opportunities to engage in serious research projects, both independently and with faculty members, and excellent instruments are available to all students who need them. Labs are equipped with instruments such as electrophoresis apparatus, centrifuges and ultracentrifuges, various spectrophotometers, liquid scintillation counters, an NMR spectrometer, a gas chromatography-mass spectrometer system and a scanning electron microscope. Several laboratories are conducting research in such fields as physical chemistry, neurobiology, physiology, molecular genetics and ecology, and advanced students regularly get research experience in these subjects. The college has an excellent record of placing its science graduates in graduate programs in science, medical school and in challenging technical jobs.





## Career Pathways in Science, Technology and Health

(see program descriptions beginning on page 73)

### 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.

#### A recommended Pathway:

##### 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 Year and Fourth Year:

"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, information systems or applications software in the arts or sciences. The student who completes this pathway will have a solid foundation in computer science and be prepared for career opportunities or graduate school in computing.

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 and natural sciences. Some of the Computer Studies pathway is accessible on a part-time basis and to students outside the pathway.

#### 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 fundamental structures and algorithms of computer science, and how these are used to build computer and information systems.

##### Third and Fourth Year:

Advanced offerings alternate, with one group of topics offered in even years (e.g., 1994-5) and others in odd years (e.g., 1995-6).

##### Even years:

"Computability and Cognition"

##### Odd years:

"Student Originated Software" or "Science of the Mind"

Students intending to follow the Computer Studies pathway should plan to enroll in "Data to Information" and one advanced program. They are encouraged to select at least two quarters' worth of programs from other Specialty Areas related to their interests.

### Energy Studies

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

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

#### The suggested pathway:

##### First Year:

Any Core Program

##### Second Year:

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

##### Third Year and Fourth Year:

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

### Health and Human 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.

Specialized programs at the junior and senior levels, such as "Science of Mind" and "Psychological Counseling," develop the special skills needed in areas of human services and psychological counseling.

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; and 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 Specialty Area) that entail more field work.

### A recommended Pathway:

#### 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," 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 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 full-time students 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:

"Data to Information" full time, "Matter and Motion" full time, or "Matter and Motion" calculus course portion, part time

#### Third and Fourth Year:

"Mathematical Systems," a full-time program in mathematical structures and advanced calculus, "Data to Information," "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 academic pathway:

#### First Year:

Any Core Program, plus review (if necessary) to meet prerequisites for "Matter and Motion"

#### Second Year:

"Matter and Motion"

#### Third or Fourth Year:

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: Rob Knapp

Enrollment: 80 Faculty: 4

Prerequisites: Core Program or equivalent college work in writing and discussion; mathematics through high school algebra and geometry

Special Expenses: Quarterly lab fee; above average textbook expenses

Part-Time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes, with instructor's agreement

The faculty of this program will be devoting their expertise in chemistry, mathematics, physics and biology to two goals: (1) helping students develop a basic understanding of these subjects, and (2) supporting the research, action, and performance goals of the Evergreen "Sustainability Initiative" (described in **Special Features of the Curriculum on Page 41**). Like the other programs affiliated with the "Sustainability Initiative," we will expect students to take part in three kinds of activity — skill development, weekly **symposium** and projects.

**Skill Development:** We will offer classes that develop skill and conceptual understanding in chemistry (general and environmental) and mathematics (precalculus and calculus, according to readiness), as well as selected topics in physics and biology. We will contribute our share to a series of general interest workshops, and we will strongly encourage students to broaden their understanding of sustainability by taking workshops offered by faculty from other affiliated programs. Possible topics include nature writing or ideas of modern physics.

**Symposium and Projects:** To develop a lively awareness of aspects of sustainability that affect all areas of work and study, there will be weekly lectures, films, panel discussions, field trips and student seminars on scientific, artistic, political and cross-cultural topics, to be attended by all "Sustainability Initiative" students and faculty. Journal writing and small group work will be regular parts of the Symposium. As the year goes on, we will cooperate on research, action and performance projects involving students and other faculty from the Initiative.

This year's "Foundations of Natural Science" offers a chance to develop your science knowledge and enhance your understanding of an urgent and wide-reaching current question, the question of sustainability.

Credit will be awarded in chemistry, mathematics, physics, biology and global environmental/cultural issues, as well as in the subject areas of the optional workshops.

Total: 48 credits

Program is preparatory for careers and future study in biology, health sciences, environmental/earth/marine sciences, natural science and education.

## Where No One Has Gone Before

Fall, Winter/Coordinated Study

Coordinator: Carrie Margolin

Enrollment: 52 Faculty: 2

Prerequisites: Sophomore or higher standing  
Special Expenses: Fees for possible film rentals, speakers, field trips

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

### Space... The Final Frontier...

Students: Beam yourselves into this Coordinated Studies program. Engage your imagination by exploring the phenomenon of Star Trek and its spinoffs. Set a course for study of American pop culture, film and television studies, script writing, cognitive psychology, artificial intelligence, anthropology, topics in science, and possibly 3-D computer graphics and animation.

Star Trek has provided metaphors for the study of a variety of important contemporary subjects and anthropology, conflict resolution, language, ethics, race and gender issues and others. This program will explore these topics in lectures, seminars and essay writing.

Twenty-five years of American history, culture, and advances in science have been reflected in the themes of Star Trek. Consider the media's influence on cultural norms. How has the series, and television in general, portrayed other cultures? What would be the influence of an alien culture on American culture? Star Trek has suggested myriad possibilities of the future in science, from advances in computer technology and artificial intelligence to stretching the limits of physics. Can we create machines that possess a human style of thought? What would be the physics of faster-than-light space flight? What do we know about the size and nature of the universe? These and other questions will be explored.

Fall Quarter, we will concentrate on the original series (television episodes and six motion pictures) developed by Gene Roddenberry, tracing the evolution of the mythos. Winter Quarter, we will look at "The Next Generation" and "Deep Space Nine," completing the journey through a quarter of a century.

Credit will be awarded in American culture studies, creative writing, cognitive psychology and science.

Total: 32 credits

Program is preparatory for careers and future studies in American culture, creative writing, psychology, education, humanities and the sciences.

## Matter and Motion

Fall, Winter, Spring/Coordinated Study

Coordinator: Jim Neitzel

Enrollment: 48 Faculty: 2

Prerequisites: Pre-calculus math skills. Faculty signature required: an exam covering algebra and trigonometry given prior to Spring Quarter, in the summer and the week before classes begin  
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 substitute for portion of program 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 and literature in an exciting exploration of the nature of inquiry and 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, seminar on science and culture.

Total: 48 credits

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



## Atoms, Molecules and Research

Fall, Winter, Spring/Group Contract  
Sponsor: Dharshi Bopegedera  
Enrollment: 24 Faculty: 1  
Prerequisites: One year of general chemistry and calculus; faculty signature required (Sponsor will interview students before and during Academic Fair to find out whether they have the required background to take the program.)  
Special Expenses: \$40 lab fee each quarter  
Part-time Options: Yes, with faculty permission  
Internship Possibilities: No  
Additional Course Allowed: No

This program provides advanced preparation for students pursuing graduate studies or careers in the fields having the highest employment demands in the sciences, chemistry and chemical engineering. It will also be useful for students considering careers in medicine, biochemistry or chemical physics.

During Fall and Winter Quarters, the lecture portion of the program will cover the traditional junior and senior level topics in physical and inorganic chemistry. These include thermodynamics, quantum mechanics, inorganic chemistry, chemical kinetics, statistical mechanics and spectroscopy. The laboratory portion of the program will train students to use the chemical instrumentation available at the college to carry out assigned laboratory experiments. All members of the chemistry faculty and science instructional technicians will be involved in teaching the laboratory part, ensuring breadth and individual guidance.

During Spring Quarter, the lecture portion of the program will cover special topics in chemistry such as coordination chemistry, lasers and electrochemistry. Students will be assigned research projects to be carried out in the laboratory, under the supervision of chemistry faculty. In addition, students will be required to present a chemistry seminar on a technical topic.

Throughout the year, workshops will be conducted on technical writing and library literature survey. Students will learn on-line search methods in the library. Guests will be invited from chemical industries and graduate schools to provide an opportunity for students to obtain information about graduate study and careers in the chemical industry.

Credit will be awarded in thermodynamics, quantum mechanics, inorganic chemistry, instrumentation lab, technical writing, laboratory research and chemistry seminar.  
Total: 48 credits  
Program is preparatory for careers and future study in graduate studies, chemistry, industrial chemistry, medical school, chemical engineering, biochemistry and chemical physics.

## Physical Systems

Fall, Winter, Spring/Coordinated Study  
Faculty: Tom Grissom, John Marvin  
Enrollment: 44 Faculty: 2  
Prerequisites: "Matter and Motion" or calculus and one year of college-level physics  
Special Expenses: Above average textbook expenses  
Part-time Options: Yes  
Internship Possibilities: No  
Additional Course Allowed: Yes

This year-long program will examine the principal concepts and theories by which we describe and understand the external physical world, from the realm of our immediate senses (classical physics) to that of the small and inaccessible (quantum theory) to the vast and remote (relativity theory). The emphasis throughout will be on understanding the **nature and structure** of quantitative physical theories, and in looking at the unifying concepts and common mathematical structures that organize the various physical theories into a coherent body of knowledge. The approach will necessarily be mathematical. The mathematical methods will be developed as needed and in the context of their use in the physical sciences. The central role of mathematics in describing nature will be a constant theme and one of the important intellectual issues of the program. Quantitative problem solving will be emphasized. The program will be organized around components in classical mechanics, electricity and magnetism, thermodynamics, quantum mechanics, relativity theory and selected topics in contemporary physics. Mathematical material will consist of topics from multivariable calculus, linear algebra, and differential equations. There will be a component that uses computers for obtaining numerical solutions to explicit problems and computer graphics for gaining qualitative insight into physical processes.

This program will constitute serious preparation for more advanced work, including graduate study, in physics, applied mathematics or the physical sciences. It will be a rigorous and demanding course of study and students will need to devote a minimum of 40 hours a week to their academic work. The method of presentation will be lectures, seminars and problem-solving workshops. Spring Quarter will provide opportunity for independent study. Prerequisites for enrollment are one year of college-level physics (preferably calculus-based) and a first course in differential and integral calculus. The Evergreen program "Matter and Motion," or its equivalent, satisfies prerequisite requirements.

Credit will be awarded in physics, mathematics, philosophy of science and numerical methods.  
Total: 48 credits  
Program is preparatory for careers and future study in physical sciences, engineering and applied mathematics.

## Data to Information

Fall, Winter, Spring/Coordinated Study  
Coordinator: Masao Sugiyama  
Enrollment: 48 Faculty: 2  
Prerequisites: Core Program, proficiency in algebra (To assess algebra and computer background, a brief questionnaire will be required and may be completed before or during Academic Fair.)  
Special Expenses: No  
Part-Time Options: Consult faculty  
Internship Possibilities: No  
Additional Course Allowed: No

This program serves students interested in the fundamental structures and algorithms of computer science and computation. It is designed as an entry-level program to computer science or mathematics, or for students in the arts or sciences to gain expertise in computing sufficient to understand and build applications software in their area. The name "Data to Information" refers to our study of how bits and bytes, or even raw numbers, gain meaning by having an appropriate structure imposed upon them, thus transforming data to information. Applying different structures to the same data can produce different results; through interpretation, correct or incorrect, **data** become **information**. With appropriate algorithms and structures, computers can correctly manipulate information to draw pictures, transmit information around the world or compute answers to mathematical problems.

"Data to Information" addresses the structures and interpretation of computer programs and programming languages (programming, algorithms and data structures). In addition, we study mathematics to understand and use these structures (logic, numerical methods, discrete mathematics and statistics). Finally, we address ways in which the fundamental structures of computing are used to build computer systems (digital logic, digital electronics, computer architecture and operating systems). These tools, skills, concepts and ideas are (surprisingly for some) often relevant in solving important interdisciplinary problems.

Computer science is still a relatively new discipline, but connections between computer science and other disciplines such as psychology, engineering, the physical and biological sciences, and linguistics are still quite apparent. However, computers were first used to compute, and mathematics is still the discipline to which computer science is most often linked. Thus, the seminar portion of the program will initially explore the historical, philosophical and societal links between computer science and mathematics, later addressing the relationship of computing and mathematics to other disciplines.

Credit will be awarded in a programming language such as "C"; data structures and algorithms, numerical methods; discrete mathematics; statistics; machine organization, computer architecture and operating systems; integrative seminar (in the culture, history and philosophy of computing and mathematics). Students whose primary interest is mathematics will study calculus in lieu of machine organization, architecture and operating systems.  
Total: 48 credits  
Program is preparatory for careers and future study in computer studies, science and mathematics.



## Computability and Cognition: The Scope and Limits of Formal Systems

Fall, Winter, Spring/Coordinated Study

Coordinator: Al Leisenring

Enrollment: 24 Faculty: 1

Prerequisites: At least one year of college; faculty signature required; mathematical ability; take-home entrance exam available from faculty, secretary, or Student Advising Center after May 1

Special Expenses: No

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes, with permission of faculty

By Reasoning I mean Computation

—Thomas Hobbes

A variety of beliefs surround the nature and limits of human reason. For some, like Hobbes, thinking consists of nothing but the manipulation of symbols according to certain rules. For others, thinking is more holistic and context-dependent. This program will explore the strength and limits of a variety of computational models of human cognition. We will study the mathematics of formal systems, topics in philosophy and linguistics, and recent work in artificial intelligence.

The mathematics of formal systems constitutes the foundation of the program. Topics in mathematics, such as mathematical logic, theory of computation, and formal language theory, will be selected because they have clear implications for computer science and cognitive science. Problem assignments will give students the opportunity to improve their skills in proving theorems and in devising strategies for solving problems. They will have the opportunity to learn at least one programming language and to do a computer-based Spring Quarter project.

In addition to the above activities, such as computer programming, in which the student is working within a formal system, the program will focus on the limitations of formal systems. We will examine one of the great intellectual achievements of the 20th century - Godel's incompleteness theorem, which states that every axiom system for arithmetic is necessarily incomplete or inconsistent. As we shall see, this result and others like it, establish inescapable limits to the power of formal systems in general, and to computer programs in particular.

The weekly seminars will examine the implications of results in the theory of computation to our understanding of how the mind might work. Our seminar readings for the first half of the year will include the works of philosophers who, like Descartes and Hobbes, argue for the possibility of an objective foundation for knowledge. Later in the year we will read some 20th century critics of classical foundationalism and objectivism, such as Wittgenstein. 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 favor systems that model neural networks.

Beyond 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 discrete mathematics, mathematical logic, cognitive science, formal language theory, theory of computability and computer programming.

Total: 48 credits

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

## Molecule to Organism

Fall, Winter, Spring/ Coordinated Study

Coordinator: Jeff Kelly

Enrollment: 48 Faculty: 2

Prerequisites: One year of college chemistry and college algebra; recommended programs: "Matter and Motion" or "Foundations of Natural Science"

Special Expenses: \$40/quarter lab fee

Part-time Options: With faculty permission

Internship Possibilities: No

Additional Course Allowed: No, unless replacing portion of the program student has already taken

"Molecule to Organism" is Evergreen's introduction to experimental (laboratory) biology and to organic and biochemistry. This program is designed for students who have already learned general chemistry (usually through a program such as "Matter and Motion" or "Foundations of Natural Science") and who plan to go on to advanced work in biology or chemistry or to a career in health sciences. It includes organic chemistry and the upper-division topics of anatomy, genetics, histology, physiology, developmental biology, molecular and cellular biology and biochemistry in a year-long sequence.

Fall Quarter begins with two separate themes — one at the "organism" level and the other at the "molecule" level. We start with the whole organism and focus on its structure and function through anatomy, physiology and histology. In the molecule theme we will examine organic chemistry and the nature of organic chemical reactions and compounds. Winter Quarter brings the themes closer together by considering biochemistry and the principles of developmental and neurobiology. By Spring Quarter, we will be examining the workings of organisms on a smaller and more intimate scale, studying examples of cellular and molecular processes.

Credit will be awarded in organic chemistry, biochemistry and topics in biology such as physiology, anatomy, genetics, and molecular and cell biology. (All credit is upper division except for 8 credits of organic chemistry.)

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, Burton Guttman

Enrollment: 10 Faculty: 2

Prerequisites: "Molecule to Organism" or substantial work in microbiology; interview; faculty signature

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: Yes

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

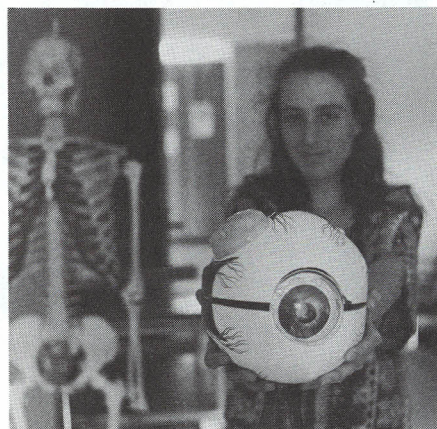
This group contract gives students the opportunity to participate in an ongoing research program studying the molecular biology of bacteriophage T4. They learn such basic techniques as sterile manipulation; preparing media; analyzing the rate of production of phage and DNA (using radioactively labeled 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 throughout 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."

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.





## Atoms, Molecules and Research

Fall, Winter, Spring/Group Contract

Sponsor: Dharshi Bopegedera

Enrollment: 24 Faculty: 1

Prerequisites: One year of general chemistry and calculus; faculty signature required (Sponsor will interview students before and during Academic Fair to find out whether they have the required background to take the program.)

Special Expenses: \$40 lab fee each quarter

Part-time Options: Yes, with faculty permission

Internship Possibilities: No

Additional Course Allowed: No

This program provides advanced preparation for students pursuing graduate studies or careers in the fields having the highest employment demands in the sciences, chemistry and chemical engineering. It will also be useful for students considering careers in medicine, biochemistry or chemical physics.

During Fall and Winter Quarters, the lecture portion of the program will cover the traditional junior and senior level topics in physical and inorganic chemistry. These include thermodynamics, quantum mechanics, inorganic chemistry, chemical kinetics, statistical mechanics and spectroscopy. The laboratory portion of the program will train students to use the chemical instrumentation available at the college to carry out assigned laboratory experiments. All members of the chemistry faculty and science instructional technicians will be involved in teaching the laboratory part, ensuring breadth and individual guidance.

During Spring Quarter, the lecture portion of the program will cover special topics in chemistry such as coordination chemistry, lasers and electrochemistry. Students will be assigned research projects to be carried out in the laboratory, under the supervision of chemistry faculty. In addition, students will be required to present a chemistry seminar on a technical topic.

Throughout the year, workshops will be conducted on technical writing and library literature survey. Students will learn on-line search methods in the library. Guests will be invited from chemical industries and graduate schools to provide an opportunity for students to obtain information about graduate study and careers in the chemical industry.

Credit will be awarded in thermodynamics, quantum mechanics, inorganic chemistry, instrumentation lab, technical writing, laboratory research and chemistry seminar.

Total: 48 credits

Program is preparatory for careers and future study in graduate studies, chemistry, industrial chemistry, medical school, chemical engineering, biochemistry and chemical physics.

## Physical Systems

Fall, Winter, Spring/Coordinated Study

Faculty: Tom Grissom, John Marvin

Enrollment: 44 Faculty: 2

Prerequisites: "Matter and Motion" or calculus and one year of college-level physics

Special Expenses: Above average textbook expenses

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

This year-long program will examine the principal concepts and theories by which we describe and understand the external physical world, from the realm of our immediate senses (classical physics) to that of the small and inaccessible (quantum theory) to the vast and remote (relativity theory). The emphasis throughout will be on understanding the **nature** and **structure** of quantitative physical theories, and in looking at the unifying concepts and common mathematical structures that organize the various physical theories into a coherent body of knowledge. The approach will necessarily be mathematical. The mathematical methods will be developed as needed and in the context of their use in the physical sciences. The central role of mathematics in describing nature will be a constant theme and one of the important intellectual issues of the program. Quantitative problem solving will be emphasized. The program will be organized around components in classical mechanics, electricity and magnetism, thermodynamics, quantum mechanics, relativity theory and selected topics in contemporary physics. Mathematical material will consist of topics from multivariable calculus, linear algebra, and differential equations. There will be a component that uses computers for obtaining numerical solutions to explicit problems and computer graphics for gaining qualitative insight into physical processes.

This program will constitute serious preparation for more advanced work, including graduate study, in physics, applied mathematics or the physical sciences. It will be a rigorous and demanding course of study and students will need to devote a minimum of 40 hours a week to their academic work. The method of presentation will be lectures, seminars and problem-solving workshops. Spring Quarter will provide opportunity for independent study. Prerequisites for enrollment are one year of college-level physics (preferably calculus-based) and a first course in differential and integral calculus. The Evergreen program "Matter and Motion," or its equivalent, satisfies prerequisite requirements.

Credit will be awarded in physics, mathematics, philosophy of science and numerical methods.

Total: 48 credits

Program is preparatory for careers and future study in physical sciences, engineering and applied mathematics.

## Data to Information

Fall, Winter, Spring/Coordinated Study

Coordinator: Masao Sugiyama

Enrollment: 48 Faculty: 2

Prerequisites: Core Program, proficiency in algebra (To assess algebra and computer background, a brief questionnaire will be required and may be completed before or during Academic Fair.)

Special Expenses: No

Part-Time Options: Consult faculty

Internship Possibilities: No

Additional Course Allowed: No

This program serves students interested in the fundamental structures and algorithms of computer science and computation. It is designed as an entry-level program to computer science or mathematics, or for students in the arts or sciences to gain expertise in computing sufficient to understand and build applications software in their area. The name "Data to Information" refers to our study of how bits and bytes, or even raw numbers, gain meaning by having an appropriate structure imposed upon them, thus transforming data to information. Applying different structures to the same data can produce different results; through interpretation, correct or incorrect, **data** become **information**. With appropriate algorithms and structures, computers can correctly manipulate information to draw pictures, transmit information around the world or compute answers to mathematical problems.

"Data to Information" addresses the structures and interpretation of computer programs and programming languages (programming, algorithms and data structures). In addition, we study mathematics to understand and use these structures (logic, numerical methods, discrete mathematics and statistics). Finally, we address ways in which the fundamental structures of computing are used to build computer systems (digital logic, digital electronics, computer architecture and operating systems). These tools, skills, concepts and ideas are (surprisingly for some) often relevant in solving important interdisciplinary problems.

Computer science is still a relatively new discipline, but connections between computer science and other disciplines such as psychology, engineering, the physical and biological sciences, and linguistics are still quite apparent. However, computers were first used to compute, and mathematics is still the discipline to which computer science is most often linked. Thus, the seminar portion of the program will initially explore the historical, philosophical and societal links between computer science and mathematics, later addressing the relationship of computing and mathematics to other disciplines.

Credit will be awarded in a programming language such as "C"; data structures and algorithms, numerical methods; discrete mathematics; statistics; machine organization, computer architecture and operating systems; integrative seminar (in the culture, history and philosophy of computing and mathematics). Students whose primary interest is mathematics will study calculus in lieu of machine organization, architecture and operating systems.

Total: 48 credits

Program is preparatory for careers and future study in computer studies, science and mathematics.



## Computability and Cognition: The Scope and Limits of Formal Systems

Fall, Winter, Spring/Coordinated Study

Coordinator: Al Leisenring

Enrollment: 24 Faculty: 1

Prerequisites: At least one year of college; faculty signature required; mathematical ability; take-home entrance exam available from faculty, secretary, or Student Advising Center after May 1

Special Expenses: No

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes, with permission of faculty

By Reasoning I mean Computation

—Thomas Hobbes

A variety of beliefs surround the nature and limits of human reason. For some, like Hobbes, thinking consists of nothing but the manipulation of symbols according to certain rules. For others, thinking is more holistic and context-dependent. This program will explore the strength and limits of a variety of computational models of human cognition. We will study the mathematics of formal systems, topics in philosophy and linguistics, and recent work in artificial intelligence.

The mathematics of formal systems constitutes the foundation of the program. Topics in mathematics, such as mathematical logic, theory of computation, and formal language theory, will be selected because they have clear implications for computer science and cognitive science. Problem assignments will give students the opportunity to improve their skills in proving theorems and in devising strategies for solving problems. They will have the opportunity to learn at least one programming language and to do a computer-based Spring Quarter project.

In addition to the above activities, such as computer programming, in which the student is working within a formal system, the program will focus on the limitations of formal systems. We will examine one of the great intellectual achievements of the 20th century - Godel's incompleteness theorem, which states that every axiom system for arithmetic is necessarily incomplete or inconsistent. As we shall see, this result and others like it, establish inescapable limits to the power of formal systems in general, and to computer programs in particular.

The weekly seminars will examine the implications of results in the theory of computation to our understanding of how the mind might work. Our seminar readings for the first half of the year will include the works of philosophers who, like Descartes and Hobbes, argue for the possibility of an objective foundation for knowledge. Later in the year we will read some 20th century critics of classical foundationalism and objectivism, such as Wittgenstein. 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 favor systems that model neural networks.

Beyond 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 discrete mathematics, mathematical logic, cognitive science, formal language theory, theory of computability and computer programming.

Total: 48 credits

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

## Molecule to Organism

Fall, Winter, Spring/ Coordinated Study

Coordinator: Jeff Kelly

Enrollment: 48 Faculty: 2

Prerequisites: One year of college chemistry and college algebra; recommended programs: "Matter and Motion" or "Foundations of Natural Science"

Special Expenses: \$40/quarter lab fee

Part-time Options: With faculty permission

Internship Possibilities: No

Additional Course Allowed: No, unless replacing portion of the program student has already taken

"Molecule to Organism" is Evergreen's introduction to experimental (laboratory) biology and to organic and biochemistry. This program is designed for students who have already learned general chemistry (usually through a program such as "Matter and Motion" or "Foundations of Natural Science") and who plan to go on to advanced work in biology or chemistry or to a career in health sciences. It includes organic chemistry and the upper-division topics of anatomy, genetics, histology, physiology, developmental biology, molecular and cellular biology and biochemistry in a year-long sequence.

Fall Quarter begins with two separate themes — one at the "organism" level and the other at the "molecule" level. We start with the whole organism and focus on its structure and function through anatomy, physiology and histology. In the molecule theme we will examine organic chemistry and the nature of organic chemical reactions and compounds. Winter Quarter brings the themes closer together by considering biochemistry and the principles of developmental and neurobiology. By Spring Quarter, we will be examining the workings of organisms on a smaller and more intimate scale, studying examples of cellular and molecular processes.

Credit will be awarded in organic chemistry, biochemistry and topics in biology such as physiology, anatomy, genetics, and molecular and cell biology. (All credit is upper division except for 8 credits of organic chemistry.)

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, Burton Guttman

Enrollment: 10 Faculty: 2

Prerequisites: "Molecule to Organism" or substantial work in microbiology; interview; faculty signature

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: Yes

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

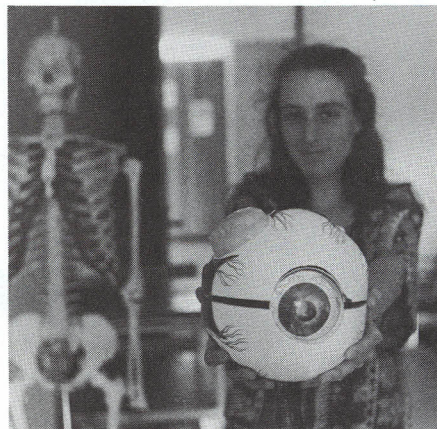
This group contract gives students the opportunity to participate in an ongoing research program studying the molecular biology of bacteriophage T4. They learn such basic techniques as sterile manipulation; preparing media; analyzing the rate of production of phage and DNA (using radioactively labeled 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 throughout 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."

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.





## Sense of Place: The Languages of the Individual, the Community and Nature

Fall, Winter, Spring/Group Contract  
Sponsor: David Rutledge  
Enrollment: 24 Faculty: 1  
Prerequisites: Faculty signature required; essay and interview required beginning early in the Spring of 1994; demonstrated ability to write and to discuss; time management skills to handle internships, field trips and advanced academic work  
Special Expenses: Field trips; each student must provide their own backcountry equipment.  
Part-time Options: No  
Internship Possibilities: Yes, required  
Additional Course Allowed: No

Our intention is to explore the languages of the individual, the community and nature as symbol systems. The inner world of the individual, the community/interpersonal world of society and culture, and the beckoning world of nature are constructed and received as 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 endure 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 development of interpretive skills. The language of community depends on literature, postmodernism and cultural studies as ways of learning to tolerate and celebrate differences. Our discussion of nature will center on outdoor education and the reading of nature symbolically as a text by using additional contributions from the philosophy of nature.

Practically, students will be required to keep a year-long psychological journal, to arrange and conduct a community service internship and to plan and participate in a backcountry experience. Students will alternate between these last two during Fall and Winter, and have an option for research, internship or group project in Spring.

Typical weekly activities will include a book seminar focused on the week's text, a paper seminar focused on student-written responses to the text, a group workshop focused on internships and trip planning, and a film.

During Fall and Winter Quarters, students will be required to do both an internship and a backpacking trip in alternate quarters. Spring will be open for student research and group planning. Enrollment for all three quarters is recommended and partial credit will be awarded only in extraordinary cases.

Credit will be awarded in psychology, outdoor education, research, writing, literature, cultural studies, gender studies, community service, and philosophy of nature.

Total: 48 credits

Program is preparatory for careers and future study in social sciences, outdoor education, humanities, and cultural studies.

## Psychological Counseling: A Multicultural Focus

Fall, Winter, Spring/Group Contract  
Sponsor: Ryo Imamura  
Enrollment: 24 Faculty: 1  
Prerequisites: Senior standing. Faculty signature required; background knowledge in psychology, writing skills, career or graduate school plans, application essay and portfolio review at beginning of Spring Quarter of 1994  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: Two quarters required.  
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: (a) studying basic counseling psychology and clinical psychology concepts in preparation for graduate study; (b) obtaining experience to make a career choice and to improve one's chances for an entry-level job in the helping professions, and (c) "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). 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.

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 must 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, ethics, 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.

Students interested in this specialty area's subject matter should also consider the following programs offered in 1994-95:

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**Introduction to Environmental Studies**  
(Environmental Studies)  
**Principles of Biology: Cells and Organisms**  
(Environmental Studies)  
**Environmental Chemistry/Environmental Analysis**  
(Environmental Studies)  
**The Paradigm of Progress:**  
**The Case of Victorian England**  
(Knowledge and the Human Condition)  
**Freud and Philosophy**  
(Center for the Study of Science and Human Values)

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# Tacoma Campus

**Director: Joye Hardiman**

Serving a student population composed primarily of working adults, The Evergreen State College-Tacoma provides broad-based liberal arts education in the arts and sciences, recognizing the importance of providing the skills, information and vocabulary necessary for living and working in the 21st century.

The Tacoma program 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 must have completed 90 quarter hours of transferable college-level work before entering. Detailed information on admission is also available through the Admissions Office on the Olympia campus.

Tacoma Community College and Evergreen together also offer a two-year, lower-division liberal arts program for freshmen and sophomores in the evenings at the same time as the upper-division program.

More detailed information can be obtained by contacting Director Joye Hardiman in Tacoma at (206) 593-5915 or through the Olympia campus, (206) 866-6000, ext. 6004.

## Exploring Cultural Legacies

**Fall, Winter, Spring/Coordinated Study**

**Coordinator: Richard Brian**

**Enrollment: 120 Faculty: 4**

**Prerequisites: Junior standing and signature of director**

**Special Expenses: No**

**Part-Time Options: No**

**Internship Possibilities: Spring Quarter with approval of faculty**

**Additional Courses Allowed: No**

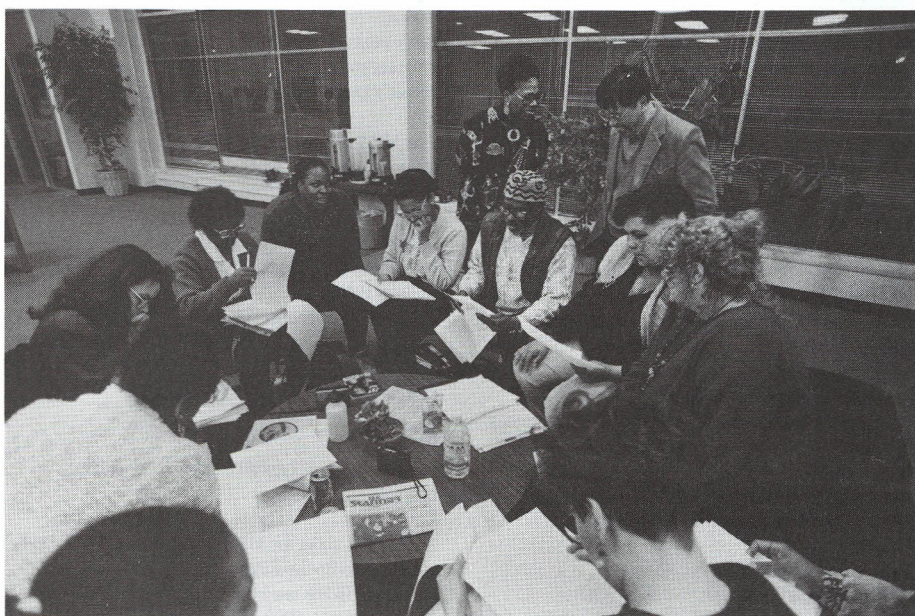
This program will examine compelling cultural issues of contemporary life and ideas and will trace the origins of these issues in Western and Non-Western cultural mythology, legend, literature and scientific traditions. Guided by a comparative approach to the study of contemporary world views on science, law, business, anthropology and philosophy, students will conduct research on cultural legacies and traditions. Classical literature as well as the literature of modern law, science, business and anthropology will provide the framework for examining the ethical and moral genesis of contemporary cultural issues.

Throughout the year students will develop, refine and apply appropriate advanced research, writing, communications and computational skills while investigating the range of questions and ideas suggested by the program's theme. Individual and collaborative projects will not only provide students opportunities for advanced research and composition, but also opportunities to work with community-based groups and agencies to implement shared goals.

Credit will be awarded in advanced research methods, business, classical literature, comparative legal systems, composition, cultural studies, history, history and philosophy of science and mathematics, and legal ethics.

**Total: 48 credits**

This program is preparatory for careers and future study in education, law, history, humanities, business, public administration and the social sciences.





# Graduate Study at Evergreen

## Master of Environmental Studies (MES)

The **Graduate Program in Environmental Studies** opened in September 1984, and each year enrolls about 80 students. Since its first graduating class in June 1986, the program has prepared students for employment in both the public and private sectors or continuing graduate study in related fields. The program is integrated and interdisciplinary. A primary objective for study is a deep understanding of environmental policy development and implementation. Study focuses on the relationship between science and policy. Students can expect a balanced curriculum that considers and seeks creative solutions to contemporary environmental issues.

The MES Program is open to part-time and full-time students. To make attendance easier for employed students, most coursework is concentrated in the evening and late afternoon.

The 72 quarter hour completion requirement can be met by part-time students in nine quarters, while full-time students can complete their work in as few as six quarters. All students are expected to have recent coursework in both the social and natural sciences and in statistics before entering the program.

The MES Program consists primarily of three parts: (1) a required core taken by all students, (2) electives and (3) a thesis. The core is taught by an interdisciplinary team, usually a social scientist and a natural scientist. It is eight quarter hours per quarter and constitutes the full load for part-time students. The core runs consecutively for four quarters: Fall, Winter, Spring and Fall. All students are required to complete an original thesis that has policy implications. It may be the written result of an individual or small-group project. Students will enroll in the following core sequence:

- Political, Economic and Environmental Processes
  - Population, Energy and Resources
  - Quantitative Analysis for Environmental Studies
  - Case Studies: Environmental Assessment, Policy and Management
- Programs are 8 quarter hours each.

Electives include land resources, natural resource economics, environmental policy, ecological methods, environmental management, ecological principles, environmental philosophy and ethics, American environmental history and watershed management. Electives are 4 quarter hours each. Some variation from year to year will occur based on student interest and faculty availability.

Questions concerning the MES Program should be directed to Bonita Evans, Program Assistant, MES, Lab I, The Evergreen State College, Olympia, WA 98505; 206/866-6000, ext. 6707.

## Master of Public Administration (MPA)

The primary commitment of the **Graduate Program in Public Administration** is to challenge and thoroughly prepare students to seek democratic, equitable and practical solutions to the problems facing state and local governments in the Pacific Northwest.

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 or local 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 elective 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, addressing the ethical dimension of administration and policy, and attending to the roles and issues of race and gender in the workplace and in public 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 students' interests, opportunities and development, but every project represents the culmination of work in the program and provides a document that demonstrates the author's knowledge and ability.

### The MPA curriculum is:

- Core Programs
  - The Political and Economic Context of Public Administration
  - Research Methods for the Public Sector
  - Understanding Public Organizations
  - Fiscal Policy
  - Public Policy and Its Administrative Implications
  - Applications Project in Public Policy and Administration
- (All programs are 8 quarter hours)

### Electives

(12 quarter hours; typically, three 4 quarter hour courses)

Inquiries about the MPA program should be addressed to Bonita Evans, Program Assistant, MPA, Lab I, The Evergreen State College, Olympia, WA 98505; (206)866-6000, ext. 6707.

## MES/MPA 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 regarding these procedures):

- Academic transcripts including certification of receipt of a bachelor's degree
- Brief essays by the applicant
- GRE score
- 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 February 1. Later applicants who qualify for financial aid will compete for 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.



## Master in Teaching (MIT)

**Director:** Janice Kido  
**Field Services Officer:** Ernestine Pearl  
**Admissions Officer:** 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 three or four faculty form a "learning community," which essentially remains 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 include psychology, philosophy and history of education, multicultural studies, research and teaching method. 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 Program, students must have their endorsement area course work completed (or within 12 quarter hours of completion).

The secondary education candidate, preparing for teaching in departmentalized classrooms in grades 4-12, through Evergreen's MIT Program, must have a Major Endorsement, and is encouraged to add a Minor Endorsement as well. Available Major 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. In Evergreen's MIT program, s/he has a choice of completing one Major Endorsement or two Minor Endorsements. Available minor endorsements include: art, music, chemistry, economics, English, Spanish, French, 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 that is lacking at 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.

### Admissions Requirements

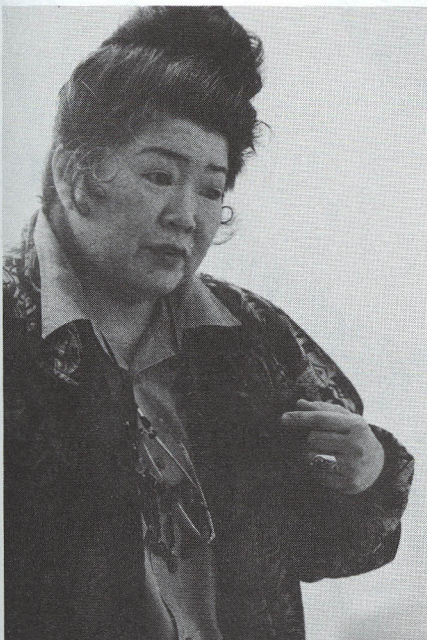
Admission to the Master in Teaching Program is competitive.

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 admission 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 admission process, students must take the Graduate Record Exam (GRE).

Students wishing to apply to the program must submit all material to the Admissions Office. Required material includes the Master in Teaching admissions 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, "Master in Teaching at Evergreen, 1994-1996."

### Special Notes

1. Students planning to apply to the MIT Program that will begin in Fall 1994 need be aware of a proposed change of location to TESC's Tacoma Campus for the 1994-96 MIT class. Program location has yet to be definitely determined. A decision is expected by March 1994. Please contact the MIT Admissions Office if you have questions.
2. There will be a schedule change in the MIT Program for students applying for Fall 1994. This is a two-year, full-time program that will meet two to three evenings each week as well as all day each Saturday, and, one weekday (for classroom observations on the public schools, 7 a.m. - 4 p.m.) every week in the first year. In the second year of the program, Fall and Spring Quarters will be full time, day time, five days a week for student teaching (7 a.m. - 4 p.m. each day). Winter Quarter of the second year will be full time and will meet two to three evenings each week and all day each Saturday. This schedule and program change will only affect the cycle of the MIT Program that begins in Fall Quarter 1994 and ends Spring Quarter 1996.





# Graduate Study at Evergreen

## Master of Environmental Studies (MES)

The **Graduate Program in Environmental Studies** opened in September 1984, and each year enrolls about 80 students. Since its first graduating class in June 1986, the program has prepared students for employment in both the public and private sectors or continuing graduate study in related fields. The program is integrated and interdisciplinary. A primary objective for study is a deep understanding of environmental policy development and implementation. Study focuses on the relationship between science and policy. Students can expect a balanced curriculum that considers and seeks creative solutions to contemporary environmental issues.

The MES Program is open to part-time and full-time students. To make attendance easier for employed students, most coursework is concentrated in the evening and late afternoon.

The 72 quarter hour completion requirement can be met by part-time students in nine quarters, while full-time students can complete their work in as few as six quarters. All students are expected to have recent coursework in both the social and natural sciences and in statistics before entering the program.

The MES Program consists primarily of three parts: (1) a required core taken by all students, (2) electives and (3) a thesis. The core is taught by an interdisciplinary team, usually a social scientist and a natural scientist. It is eight quarter hours per quarter and constitutes the full load for part-time students. The core runs consecutively for four quarters: Fall, Winter, Spring and Fall. All students are required to complete an original thesis that has policy implications. It may be the written result of an individual or small-group project. Students will enroll in the following core sequence:

- Political, Economic and Environmental Processes
  - Population, Energy and Resources
  - Quantitative Analysis for Environmental Studies
  - Case Studies: Environmental Assessment, Policy and Management
- Programs are 8 quarter hours each.

Electives include land resources, natural resource economics, environmental policy, ecological methods, environmental management, ecological principles, environmental philosophy and ethics, American environmental history and watershed management. Electives are 4 quarter hours each. Some variation from year to year will occur based on student interest and faculty availability.

Questions concerning the MES Program should be directed to Bonita Evans, Program Assistant, MES, Lab I, The Evergreen State College, Olympia, WA 98505; 206/866-6000, ext. 6707.

## Master of Public Administration (MPA)

The primary commitment of the **Graduate Program in Public Administration** is to challenge and thoroughly prepare students to seek democratic, equitable and practical solutions to the problems facing state and local governments in the Pacific Northwest.

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 or local 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 elective 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, addressing the ethical dimension of administration and policy, and attending to the roles and issues of race and gender in the workplace and in public 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 students' interests, opportunities and development, but every project represents the culmination of work in the program and provides a document that demonstrates the author's knowledge and ability.

### The MPA curriculum is:

- Core Programs
  - The Political and Economic Context of Public Administration
  - Research Methods for the Public Sector
  - Understanding Public Organizations
  - Fiscal Policy
  - Public Policy and Its Administrative Implications
  - Applications Project in Public Policy and Administration
- (All programs are 8 quarter hours)

### Electives

(12 quarter hours; typically, three 4 quarter hour courses)

Inquiries about the MPA program should be addressed to Bonita Evans, Program Assistant, MPA, Lab I, The Evergreen State College, Olympia, WA 98505; (206)866-6000, ext. 6707.

## MES/MPA 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 regarding these procedures):

- Academic transcripts including certification of receipt of a bachelor's degree
- Brief essays by the applicant
- GRE score
- 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 February 1. Later applicants who qualify for financial aid will compete for 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.



## Master in Teaching (MIT)

**Director:** Janice Kido  
**Field Services Officer:** Ernestine Pearl  
**Admissions Officer:** 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 three or four faculty form a "learning community," which essentially remains 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 include psychology, philosophy and history of education, multicultural studies, research and teaching method. 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 Program, students must have their endorsement area course work completed (or within 12 quarter hours of completion).

The secondary education candidate, preparing for teaching in departmentalized classrooms in grades 4-12, through Evergreen's MIT Program, must have a Major Endorsement, and is encouraged to add a Minor Endorsement as well. Available Major 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. In Evergreen's MIT program, s/he has a choice of completing one Major Endorsement or two Minor Endorsements. Available minor endorsements include: art, music, chemistry, economics, English, Spanish, French, 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 that is lacking at 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.

### Admissions Requirements

Admission to the Master in Teaching 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 admission 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 admission process, students must take the Graduate Record Exam (GRE).

Students wishing to apply to the program must submit all material to the Admissions Office. Required material includes the Master in Teaching admissions 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, "Master in Teaching at Evergreen, 1994-1996."

### Special Notes

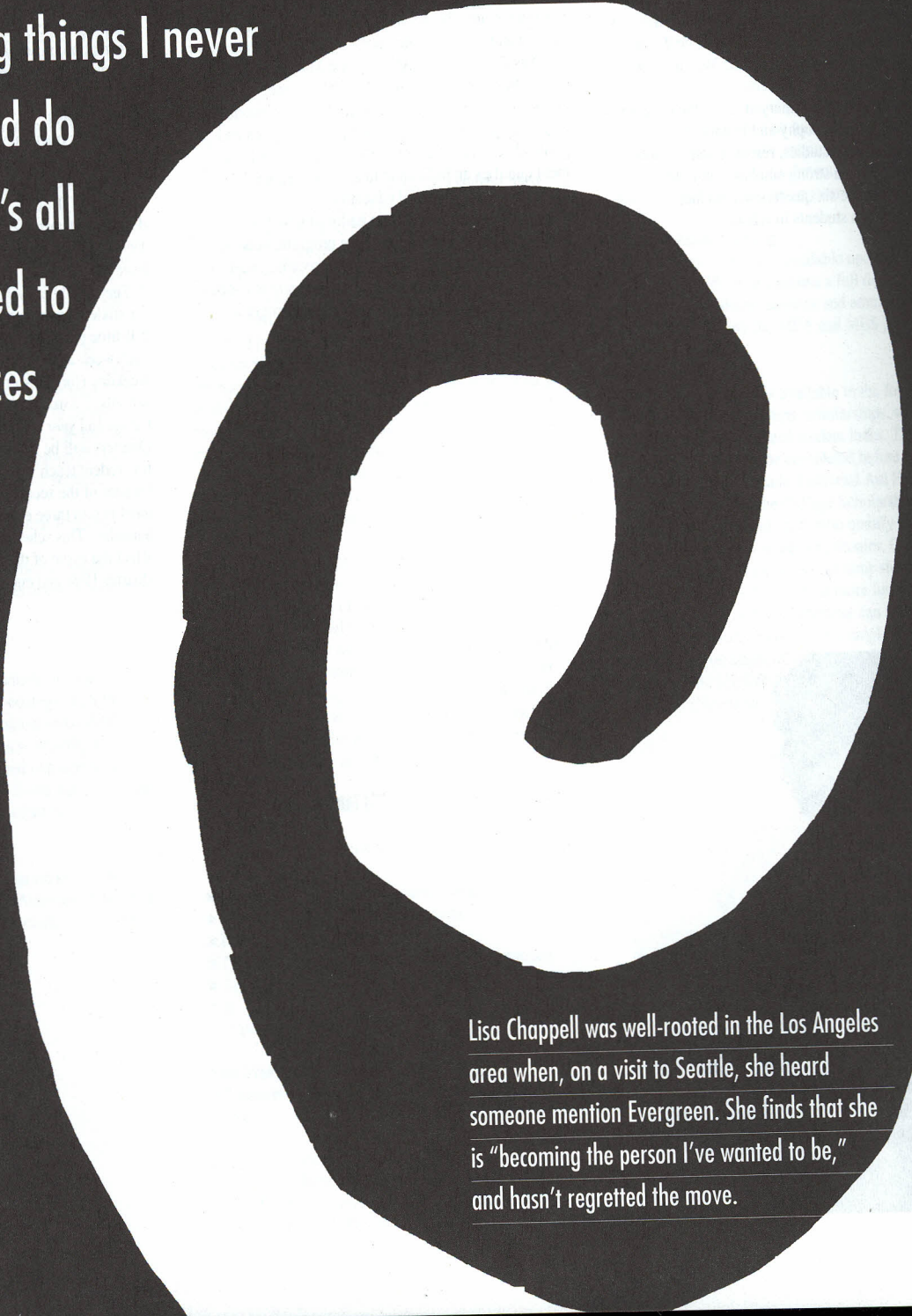
1. Students planning to apply to the MIT Program that will begin in Fall 1994 need be aware of a proposed change of location to TESC's Tacoma Campus for the 1994-96 MIT class. Program location has yet to be definitely determined. A decision is expected by March 1994. Please contact the MIT Admissions Office if you have questions.
2. There will be a schedule change in the MIT Program for students applying for Fall 1994. This is a two-year, full-time program that will meet two to three evenings each week as well as all day each Saturday, and, one weekday (for classroom observations on the public schools, 7 a.m. - 4 p.m.) every week in the first year. In the second year of the program, Fall and Spring Quarters will be full time, day time, five days a week for student teaching (7 a.m. - 4 p.m. each day). Winter Quarter of the second year will be full time and will meet two to three evenings each week and all day each Saturday. This schedule and program change will only affect the cycle of the MIT Program that begins in Fall Quarter 1994 and ends Spring Quarter 1996.





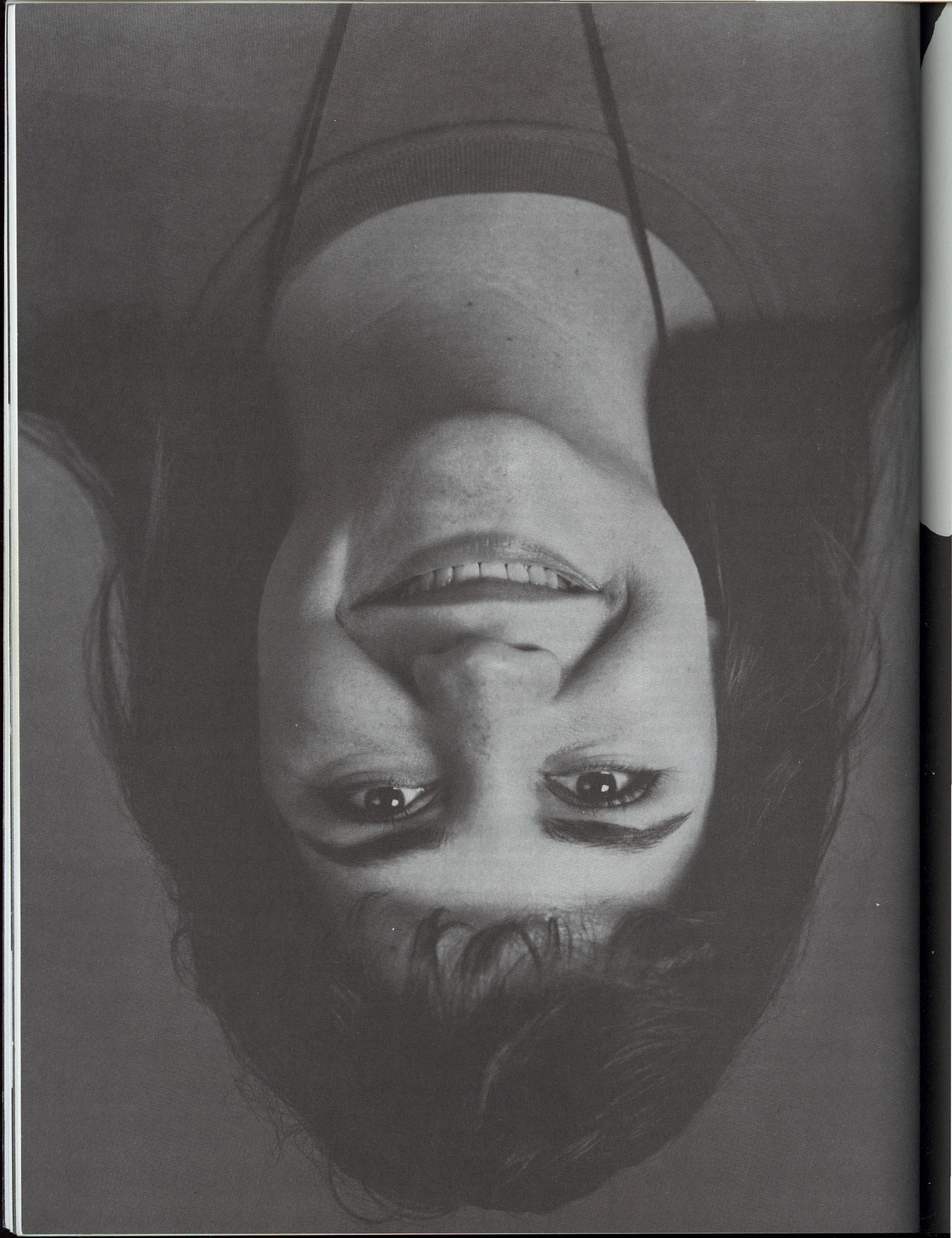
# Lisa Chappell

"I packed up my whole life to come 1,200 miles to go to Evergreen. Now I'm doing things I never thought I could do before, and it's all directly related to the experiences that I've had here and the support I've been given."



Lisa Chappell was well-rooted in the Los Angeles area when, on a visit to Seattle, she heard someone mention Evergreen. She finds that she is "becoming the person I've wanted to be," and hasn't regretted the move.







# Administration and Faculty

## Board of Trustees September 1993

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Support Services

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Dean of Enrollment Services

This is a listing of Evergreen's faculty as of 1993-94. 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.

**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.

**Alice A. Nelson**, Spanish Language and Culture, 1992; A.B., cum laude Spanish, Davidson College, 1986; A.M., Spanish, Duke University, 1989; Certification, Women's Studies, Duke University, 1990; Certification (expected), Latin American Studies, Duke University, 1992; Ph.D. candidate, Spanish, Duke University, 1992. **William Ray Arney**, Sociology, 1981; B.A., University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

**Susan M. Aurand**, Art, 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

**Marianne Bailey**, Languages and Literature, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tübingen, West Germany.

**Justino Balderrama**, Health and Human Services, 1984; B.A., Sociology, California State University, 1962; M.S.W., Social Work, San Jose State University, 1975.

**Don Bantz**, Public Administration, 1988; B.A., Management/Marketing, 1970; M.P.A., University of Southern California, 1972; D.P.A., University of Southern California, 1988.

**Clyde Barlow**, Chemistry, 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

**Gordon Beck**, Art History and Cinema, 1971; A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.

**Michael W. Beug**, Chemistry, 1972; Academic Dean, 1986-92; B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.

**Peter G. Bohmer**, Economics, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

**Dharshi Bopegedera**, Physical Chemistry, 1991; B.S., Chemistry, University of Peradeniya, Sri-Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

**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. Philosophy, Yale University, 1971.

**Richard B. Brian**, Mathematics, 1970; B.S., Physics, Grove City College, 1953; M.A., Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.

**Jovana J. Brown**, Natural Resource Policy, 1974; Dean of Library Services, 1974-81; A.B., Political Science, University of California, Riverside, 1959; M.L.S. University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library and Information Studies, University of California at Berkeley, 1971.

**William H. Brown**, Geography, 1974; B.A., Geography, Antioch College 1956; M.A., Geography, University of California at Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.

**Bill Bruner**, Economics, 1981; Dean of Library Services, 1992; B.A., Economics and Mathematics, Western Washington University, 1967.

**Andrew Buchman**, Music, 1986; Certificate, School of Musical Education, 1971; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.

**Paul R. Butler**, Geology and Hydrology, 1986; A.B., Geography, University of California-Davis, 1972; M.S., Geology, University of California-Berkeley, 1976; Ph.D., Geology, University of California-Davis, 1984.

**Craig B. Carlson**, Communications, 1973; B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.

**Richard A. Cellarius**, Plant Biology, Biophysics, Environmental Policy, 1972; B.A., Physics, Reed College, 1958; Ph.D., Biological Sciences, Rockefeller University, 1965.

**Caryn Cline**, Coordinator of Interdisciplinary Media Resources, 1991; B.A., English, University of Missouri-Columbia, 1976; M.A., English, University of Missouri-Columbia, 1978.

**Sally J. Cloninger**, Film-Television, 1978; B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

**Robert Cole**, Physics, 1981; B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

**Stephanie Coontz**, History and Women's Studies, 1974; B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.

**Doranne Crable**, Expressive Arts, Performance Theory and Practice, Comparative Mythology, Women's Studies, Laban Movement Theory and Practice, 1981; B.A., University of Michigan, 1967; M.A., Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., Wayne State University, 1977; C.M.A., University of Washington.

**Beryl L. Crowe**, Emeritus, 1992; Political Science, 1970; A.B., Political Science, San Francisco State College, 1959; M.A., Political Science, University of California at Berkeley, 1961.

**Thad B. Curtz**, Literature, 1972; B.A., Philosophy, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.

**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.

**John Aikin Cushing**, Computer Science, 1976; Director of Computer Services, 1976-84; B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.



**Judith Bayard Cushing**, Computer Science, 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969.

**Argentina Daley**, American Studies, 1988; B.A., Comparative Literature, University of Washington, 1971; M.A., English, University of Washington, 1973; Ph.D., English, University of Washington, 1992.

**Virginia Darney**, Literature and Women's Studies, 1978; A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College University of London, 1972; Ph.D., American Studies, Emory University, 1982.

**Leo Daugherty**, Literature and Linguistics, 1972; Academic Dean, 1975-76; A.B., English and Fine Arts, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970; Postdoctoral year in Linguistics, Harvard University, 1970-71.

**Llyn DeDanaan**, Anthropology, 1971; Academic Dean, 1973-76; B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968; Ph.D., Cultural Anthropology, The Union Graduate School, 1984.

**Elizabeth Diffendal**, Applied Anthropology, 1975; Academic Dean, 1981-85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California at Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Institute, 1986.

**George E. Dimitroff**, Mathematics, 1973; B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.

**Carolyn E. Dobbs**, Urban Planning, 1971; Academic Dean, 1987-1991; Interim Vice President for Student Affairs, 1991-1992; Academic Dean, 1992-present; B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.

**Kenneth Dolbeare**, Political Science, 1981; Director of Graduate Program in Public Administration, 1984-85; B.A., English, Haverford College, 1951; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965; Fulbright Scholar Denmark, 1989-90.

**Fred Dube**, Psychology, 1989; B.S., Psychology and Sociology, Natal University, South Africa, 1966; Ph.D., Psychology, Cornell University, 1976.

**Larry L. Eickstaedt**, Biology, 1970; Academic Advisor, 1978-81, 1986-88; B.S., Biology, Buena Vista College, 1961; M.S., Zoology, State University of Iowa, 1964; Ph.D., Biology, Stanford University, 1969.

**Betty R. Estes**, History of Science, 1971; Academic Advisor, 1988-90; B.S., Mathematics, University of Oklahoma, 1957; M.A., Mathematics, University of Pennsylvania, 1960.

**Joe Feddersen**, Printmaking, 1989; B.F.A., Printmaking, University of Washington, 1983; M.F.A., University of Wisconsin, 1989.

**Susan R. Fiksdal**, Linguistics and Languages, 1973; 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.

**John Robert Filmer**, Management and International Business, 1972; B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.

**Donald Finkel**, Psychology, 1976; Chair of Faculty, 1985-86; B.A., Philosophy, Yale University, 1965; Ph.D., Developmental Psychology, Harvard University, 1971.

**Anne Fischel**, Film/Video, 1989; B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts at Amherst, 1986; Ph.D., Communication, 1992.

**Thomas H. Foote**, Education/Journalism, 1972; B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Western Oregon State College, 1967; Ph.D., Education, Oregon State University, 1970.

**Russell R. Fox**, Community Planning, 1972; Academic Advisor, 1981-83; Director of Center for Community Development, 1983-86; B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.

**Marilyn J. Frasca**, Art, 1972; B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.

**George Freeman**, 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.

**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 Sociología, Universidad de Chile, 1971; M.A., Sociology, University of Toronto, 1975; Ph.D., Sociology, University of Toronto, 1980.

**José Gómez**, Social Sciences and Law, 1988; Assistant Academic Dean 1988-90; Associate Academic Dean 1990-present; B.A., Spanish, Journalism, Education, University of Wyoming, 1965; Fulbright Scholar, Universidad Nacional Autónoma de Nicaragua, 1967; J.D., Harvard Law School, 1981.

**Margaret H. Gribskov**, Emerita, 1990; Journalism/Education, 1973; Ph.D., Education, University of Oregon, 1973.

**Thomas Grissom**, Physics, 1985; B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.

**Burton S. Guttman**, Biology, 1972; B.A., Interdisciplinary Science, University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.

**Bob Haft**, Expressive Arts, 1982; B.S., Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.

**Jeanne E. Hahn**, Political Science, 1972; Assistant Academic Dean, 1978-80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; A.B.D., Political Science, Chicago, 1968.

**W. Joye Hardiman**, Literature and Humanities, 1975; Director, Tacoma Campus, 1990-present; B.A., Literature, State University of New York at Buffalo, 1968; Graduate Studies, Literature, State University of New York at Buffalo, 1968-70; Ph.D., Literature and Education, The Union Graduate School, 1986.

**Phillip R. Harding**, Architecture, 1971; B., Architecture, University of Oregon, 1963; M. Architecture, University of California at Berkeley, 1970.

**Lucia Harrison**, Public Administration, 1981; Director, Graduate Program in Public Administration, 1990-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.

**Steven G. Herman**, Biology, 1971; B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.

**Patrick J. Hill**, Philosophy, 1983; Provost and Academic Vice President, 1983-90; A.B., Philosophy, Queens College, 1963; A.M. Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.

**Virginia Hill**, Communications, 1975; B.A., Journalism/Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.

**David Hitchens**, History, 1970; Campus Adjudicator, 1987-89; B.A., History, University of Wyoming, 1961; M.A. History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.

**Taylor E. Hubbard**, Library Science, 1986; B.A., History/Business, University of Vermont, 1966; M.A., History, San Francisco State University, 1968; M.L.S., University of California at Los Angeles, 1969.

**Margaret I. Hunt**, Dance, 1976; B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.

**Ryo Imamura**, Psychology, 1988; B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1978; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.

**Winifred Ingram**, Emerita, 1981; Consultant to MIT, 1991-92; Psychology, 1972; B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951; Fellow of the Mary Ingraham Bunting Institute of Radcliffe College, 1971-72.

**Ren-Hui (Rose) Jang**, Theater, 1988; B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.

**Bernard Johansen**, Dance, 1972.

**Richard M. Jones**, Emeritus, 1990; Psychology, 1970; A.B., Psychology, Stanford University, 1950; Ph.P., Clinical Psychology, Harvard University, 1956.

**Linda B. Kahan**, Biology, 1971; A.B., Zoology, University of California at Berkeley, 1963; M.A., Biology, Stanford University, 1965; Ph.D., Biology, Stanford University, 1967.

**Kazuhir Kawasaki**, Art History, 1976; B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.

**Jeffrey J. Kelly**, Chemistry and Biochemistry, 1972; Director of Laboratory Computing, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.

**Janice Kido**, Director, Master in Teaching Program, 1991; A.B.D., Communication: Cross-Cultural Communication, The Union Institute; M.A., Speech/Communication, University of Hawaii at Manoa, 1970; B.Ed., Secondary Speech Education, University of Hawaii at Manoa, 1965.

**Ernestine Kimbro**, Librarianship, 1987; B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.

**Lovern Root King**, Social Sciences, 1977; Affirmative Action Officer, 1984-85; B.A., English, Seattle Pacific College, 1972; M.C., Communications, University of Washington, 1976; Ed.D., Policy, Governance and Administration, University of Washington, 1984.

**Robert H. Knapp, Jr.**, Physics, 1972; Assistant Academic Dean, 1976-79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, England, 1968.



**Stephanie Kozick**, Education, 1991; B.S., Education, Northern Illinois University, 1971; M.S., Curriculum / Instruction, University of Oregon, 1980; Ph.D., Human Development/Family Studies, Oregon State University, 1986.

**Patricia Krafcik**, Russian Language and Literature, 1989; B.A., Russian, Indiana University (Bloomington), 1971; M.A., Russian Literature, Columbia University, 1975; Ph.D., Russian Literature, Columbia University, 1980.

**Lowell Kuehn**, Sociology and Public Administration, 1975; Acting Director, Washington State Institute for Public Policy, 1984-85; Director of Graduate Program in Public Administration, 1983-84; B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.

**Elizabeth M. Kutter**, Biophysics, 1972; B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.

**Patricia Labine**, Ecological Agriculture, 1981; B.A., Zoology, Mount Holyoke College, 1961; Ph.D., Biology, Stanford University, 1966.

**Kaye V. Ladd**, Inorganic Chemistry, 1975; B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.

**Eric H. Larson**, Anthropology, 1971; B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.

**Gerald Lassen**, Public Administration, 1980; Academic Advisor, 1990-present; B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.

**Daniel B. Leahy**, Public Administration, 1985; Director of Labor Center, 1987-present; B.A., Economics, Seattle University, 1965; M.P.A., New York University Graduate School, 1970.

**Albert C. Leisenring**, Mathematics, 1972; B.A., Mathematics, Yale University, 1960; Ph.D., Mathematics, The University of London, 1967.

**Mark A. Levensky**, Philosophy, 1972; B.A., Philosophy, University of Iowa, 1959; A.M., Philosophy, University of Michigan, 1961; Ph.D., Philosophy, University of Michigan, 1966.

**Russell M. Lidman**, Economics, 1974; Director of Graduate Program in Public Administration, 1981-83; Director, Washington State Institute for Public Policy, 1985-90; Academic Vice President and Provost, 1990-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.

**John T. Longino**, Zoology, 1991; B.S., Zoology, Duke University, 1978; Ph.D., Zoology, University of Texas, Austin, 1984.

**Jean Mandeberg**, Fine Arts, 1978; B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.

**Carrie Margolin**, Psychology, 1988; B.A., Hofstra University, 1976; Ph.D., Dartmouth College, 1981.

**David Marr**, American Studies and English, 1971; Academic Dean, 1984-87; B.A., English, University of Iowa, 1965; M.A., English (American Civilization), University of Iowa, 1967; Ph.D., English (American Studies), Washington State University, 1978.

**S. R. Martin, Jr.**, English and American/African-American Studies, 1970; Academic Dean, 1973-76; A.B., English, University of California at Berkeley, 1957; M.A., English, San Francisco State College, 1961; Ph.D. American Studies, Washington State University, 1974.

**John Marvin**, Mathematics, 1988; B.A., Mathematics, University of Montana, 1954; M.A. and A.B.D., Mathematics, Johns Hopkins University, 1961.

**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.

**Earle W. McNeil**, Sociology, 1971; Academic Advisor, 1983-86; B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.

**Laurie Meeker**, Film/Video, 1989; B.A., Film Production/Still Photography, Southern Illinois University, 1980; M.F.A., Film Production, University of British Columbia, 1985.

**Donald V. Middendorf**, Physics and Biophysics, 1987; B.A., Biology, University of Missouri, 1977; M.S., Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, 1984.

**David H. Milne**, Biology, 1971; B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.

**Maxine Mimms**, emerita, Social Services, 1972; Director, Tacoma Program, 1973-90; B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, Union Graduate School-West, 1977.

**Carol Minugh**, Environmental Studies (Native American Community-Based) 1988; A.A., General Education, Grays Harbor Community College, 1973; B.A., Liberal Arts, The Evergreen State College, 1974; M.S., Education Administration, Washington State University, 1975; D.Ed., Higher Education Administration, Pennsylvania State University, 1981.

**Harumi Moruzzi**, Intercultural Communication, 1990; B.A., English, Nanzan University, Nagoya, Japan, 1970; Ph.D., English, Indiana University, 1987.

**Lawrence J. Mosqueda**, Political Science, 1989; B.S., Political Science with minors in Sociology and Economics, Iowa State University, 1971; M.A., Political Science, University of Washington, 1973; Ph.C., Political Science, University of Washington, 1975; Ph.D., Political Science, University of Washington, 1979.

**Frank Motley**, Librarianship, 1978; TESC Library Head of Reference, 1972-79; B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.

**Arthur Mulka**, Management Studies, Latin and Greek, 1979; B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1965; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.

**Gonzalo Munevar**, History/Philosophy of Science, 1989; B.A., Philosophy, California State University at Northridge, 1970; M.A., Philosophy, California State University at Northridge, 1971; Ph.D., Philosophy, University of California, 1975.

**Ralph W. Murphy**, Environmental Science, 1984; Director, Graduate Program in Environmental Studies, 1988-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.

**Nalini Nadkarni**, Ecology, 1991; B.S., Brown University, 1976; Ph.D., College of Forest Resources, University of Washington, 1983.

**Alan Nasser**, Philosophy, 1975; A.B., Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.

**Lin Nelson**, Environmental Health, 1992; B.A., Sociology, Elmira College, 1970; M.A., Sociology, Pennsylvania State University; 1975; Ph.D., Sociology, Pennsylvania State University, 1981.

**Mary F. Nelson**, Art, Anthropology, and Minority Studies, 1972; B.F.A., Art Education, Washington State University, 1966; M.A., Art and Anthropology, University of Idaho, 1968.

**Charles T. Nisbet**, Economics, 1971; B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.

**Sandra Lewis Nisbet**, Drama and Theater, 1988; B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.

**Dean Olson**, Management, 1988; B.A., International Business, University of Washington, 1964; M.A., International Business, University of Washington, 1965; Ph.D., Business Finance, University of Washington, 1968.

**Janet Ott**, Biology, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.

**Charles N. Pailthorp**, Philosophy, 1971; Academic Dean, 1988-present; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

**Mark Papworth**, Anthropology, 1972; B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.

**Willie L. Parson**, Microbiology, 1971; Academic Dean, 1974-78; B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.

**David Paulsen**, Philosophy and Computing, 1978; B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.

**Sarah Pedersen**, English Literature, Library Science; Dean of Library, 1986-1992; B.A., English, Fairhaven College, 1973; M.S.L.S., College of Library Science, Lexington, Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1979.

**John H. Perkins**, Biology, History of Technology and Environment, 1980; Academic Dean, 1980-86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.

**Yvonne Peterson**, Education, 1984; B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.

**Rita Pougiales**, Anthropology and Education, 1979; Academic Dean, 1985-88; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Anthropology and Education, University of Oregon, 1981.

**David L. Powell**, Literature, 1972; B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.

**Brian Price**, History, 1987; B.A., American and English Literature, University of East Anglia (England), 1977; M.A. History and American Studies, Purdue University, 1980; Ph.D., Economic and Labor History, Purdue University, 1987.

**Thomas B. Rainey**, History, Environmental and Russian Studies, 1972; A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.

**Hazel J. Reed**, Mathematics, 1977; B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.



**Sara Rideout**, Librarianship, 1987; B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.

**Evelia Romano de Thuesen**, Spanish Language and Culture, 1992; B.A., Literature and Linguistics, Catholic University of Argentina, Buenos Aires, 1983; Ph.D. program, Faculty of Philosophy and Letters, University of Buenos Aires, Argentina, 1985; Certificate in Advanced Japanese Language Studies, Osaka University of Foreign Studies, Osaka, Japan, 1986; Graduate Research Student (Kenkyusei), Traditional Japanese Theater; Kabuki, Department of Japanese Literature, Sophia University, Tokyo, 1987; Ph.D. candidate, Hispanic Literature, Department of Spanish and Portuguese, University of California, Santa Barbara, 1992.

**Ratna Roy**, Dance and English, 1989; B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.

**David Rutledge**, Psychology, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California-Berkeley, 1986.

**Gilbert G. Salcedo**, History, 1972; B.A., U.S. History, San Jose College, 1970.

**Samuel A. Schrager**, Folklore, 1991; B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983.

**Terry A. Setter**, Music and Audio, 1983; B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.

**Zahid Shariff**, Public Administration, 1991; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.

**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. "Pete" Sinclair**, Literature, 1971; B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.

**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.

**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.

**Oscar H. Soule**, Biology, 1971; Director of Graduate Program in Environmental and Energy Studies, 1981-86; Associate Academic Dean, 1972-73; Academic Advisor, 1983; B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.

**Paul J. Sparks**, Art and Photography, 1972; B.A., Art, San Francisco State College, 1968; M.A., Art-Photography, San Francisco State College, 1971.

**Camilla Stivers**, Public Administration, 1987; B.A., Wellesley College, 1960; M.L.A., Liberal Arts, Johns Hopkins University, 1967; M.P.A., Health Administration, University of Southern California, 1979; Ph.D., Public Administration, Virginia Polytechnic Institute and State University, 1987.

**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.

**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.

**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.

**Nancy Taylor**, History and Education, 1971; A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.

**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.

**Charles B. Teske**, Literature, 1970; Academic Dean, 1970-75; B.A., English, Lafayette College, 1954; M.A., English, Yale University, 1955; Ph.D., English, Yale University, 1962.

**Kirk Thompson**, Psychology and Political Science, 1971; B.A., History, Stanford University, 1956; M.A., Political Science, Stanford University, 1958; Ph.D., Political Science, University of California at Berkeley, 1965; Postdoctoral studies, Psychology, C. G. Jung Institute, 1975-77; University of Washington, 1986-87.

**Gail Tremblay**, Creative Writing, 1980; B.A., Drama, University of New Hampshire, 1967; M.F.A., English (poetry), University of Oregon, 1969.

**Settsuko 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.

**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.

**Ainara D. Wilder**, Theater and Drama, 1972; B.S., Speech, General Science, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.

**Sarah Williams**, Feminist Theory, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, The State University of New York at Binghamton, 1985; Ph.D., History of Consciousness, University of California at Santa Cruz, 1991.

**Sean Williams**, World Music, 1991; B.A., Music, University of California at Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.

**William C. Winden**, Music, 1972; Assistant Academic Dean, 1976-78; B.A., Art, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.

**Thomas Womeldorff**, Economics, 1989; B.A., Economics, The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.

**Leslie E. 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/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.

**Sidney D. White**, Emeritus, 1990; Art, 1970; B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.

**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.

**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.



## Part-Time Studies Faculty

**Teresa Aragon**, Management and Public Administration; B.A., Philosophy, Seattle University, 1965; M.A., Political Science and Sociology, University of New Mexico, 1968; Ph.D., Political Science and Public Administration, 1977.

**Stephen Bray**, Print Journalism; B.A., American Studies, Yale University, 1975; M.A., History, University of California at Berkeley, 1979; C.Phil., History, University of California at Berkeley, 1980; M.J., Journalism, University of California at Berkeley, 1982.

**Margery B. Brown**, Animation, Film, Video, Computer Graphics; A.A., Visual Media and Education, Colorado Mountain College, 1976; B.A., Media Arts Technology, The Evergreen State College, 1979; M.A., Feminist and Third World Film Theory and Motion Graphics, Antioch International University, 1991.

**John Calambokidis**, Environmental Studies; B.S., Biology, The Evergreen State College, 1977.

**Wyatt Cates**, Expressive Arts; B.A., Communications, Radio-TV, Washington State University, 1971.

**Jeff Cederholm**, Salmon Biology, Habitat Requirements, Habitat Restoration and Enhancement; B.S., University of Washington, 1968; M.S., University of Washington, 1972.

**Sarah Spear Cooke**, Wetland Ecology, Soil Science, Botanical Taxonomy; B.S.C., M.S.C., McGill University, 1979; M.S., University of Washington, 1987; Ph.C., University of Washington, 1989.

**Kate Crowe**, Psychology, Writing; B.A., Psychology and Writing, The Evergreen State College, 1980.

**Steve Davis**, Photography, Electronic Imaging; B.S., Communications, Photography, Film, University of Idaho, 1979; M.F.A., Art, University of Idaho, 1983.

**Anne M. Ellsworth**, American Sign Language, Deaf Culture Studies; M.L.T. (Medical Laboratory Tech), Tacoma Community College, 1966; Drug and Alcohol Counseling Certificate, Seattle University, 1975; B.A., Art and Social Sciences, The Evergreen State College, 1989;

**Bill Hashim**, Environmental Philosophy, Watershed Management; B.S., Range Management, Humboldt State University, 1977; B.A., Environmental Studies, The Evergreen State College, 1984; M.E.S., The Evergreen State College, 1986.

**Evonne Hedgepeth**, Education and Human Sexuality; B.S. Psychology and Education, Virginia Commonwealth University, 1973; M.Ed., Educational Administration and Supervision, Virginia Commonwealth University, 1981; Ph.D., Education, Union Graduate School, 1988.

**Allegra Hinkle**, Media, Music; B.A., Communications, Western Kentucky University, 1976.

**Ron Hinson**, Visual Arts, History of Art; B.F.A., Miami University, Oxford, Ohio, 1956; M.F.A., Miami University, Oxford, Ohio, 1958.

**Doug Hitch**, Wood-working, metal-working and casting, neon; A.A., Centralia College, 1970; B.A., Technical Theater, Western Washington University, 1972; Pilchuck Glass School (neon, glass blowing, glass casting).

**Russell Hollander**, Psychology; B.A., Philosophy, New York University, 1969; M.A., Philosophy, California State University, San Francisco, 1973; M.A., Religion and Psychology Studies, University of Chicago, 1976; Ph.D., Ethics and Society, University of Chicago, 1977.

**Mitsugu Honda**, Japanese, Religion; B.A., Belhaven College; M.Div., Princeton Theological Seminary, 1973; Th.M., Princeton Theological Seminary, 1974; Graduate Study, University of Chicago, 1975; M.A., Seton-Hall University, 1979; D.D., California International University, 1983.

**Stella Jordan**, English, Writing, Reading Skills, Literature; B.A., University of New Mexico, 1952; M.A., English, California State College, Northridge, 1963; M.A., Education, Reading, California State College, Northridge, 1972.

**Karen Kirsch**, Dance and Movement Study; Fashion Institute of Technology, Textile Design, 1972; B.A., The Evergreen State College, 1980; University of Washington, Certificate Program in Laban Movement Analysis, 1991.

**Hugh Lentz**, Photography; B.A., University of Idaho, 1984; M.F.A., Photography, University of Arizona, 1987.

**John McCann**, Labor Studies, U.S. History, Political Economy; B.A., English Literature and Composition, The Evergreen State College, 1974; M.P.A., concentration in Labor History, Education, The Evergreen State College, 1988; A.B.D., U.S. History, University of Oregon (currently).

**Helena Meyer-Knapp**, Knowledge and the Human Condition, History, Political Philosophy; B.A., History, Oxford University, 1969; M.A., Communications, University of Pennsylvania, 1971; Ph.D., Interdisciplinary Political Studies, Union Institute, 1990.

**Christina Miller**, Environmental Studies; B.S., Wildlife Science, University of Washington, 1981; M.E.S. (pending), The Evergreen State College.

**Pat Moore**, Sustainable High-Production Agriculture; B.A., The Evergreen State College, 1981.

**Mike Moran**, Ceramics, Drawing, Painting; B.S., Painting, Political Science, Eastern Montana College, 1966; M.F.A., Ceramics, University of Puget Sound, 1982.

**Steve Morrison**, Environmental Studies; B.S., Environmental Planning, Huxley College of Environmental Studies at Western Washington University, 1974; Master of Public Administration, The Evergreen State College, 1985.

**Valerie Navarro**, French, Spanish, Russian; B.A., French, Russian, University of Washington, 1977; M.A., Spanish Language, Literature, University of Vasconcelos, Durango, Mexico, 1993; M.A., The Teaching of Russian as a Second Language, Gerzen Pedagogical Institute, St. Petersburg, USSR, 1991.

**Leticia Nieto-Johnson**, Clinical psychology, expressive arts therapies, cultural studies, psychodrama, human development, career development, higher education, Latino issues; B.A., Psychology and Theater, George Fox College, 1981; M.A., Human Development, Azusa Pacific University, 1983; Psy.D., Clinical Psychology, Ryokan University, 1987.

**Peter Ramsey**, Visual Arts (Printmaking, Art History, Color Theory); B.A., University of Washington, 1963; M.F.A., Cranbrook Academy of Art, 1965.

**Peter B. Randlette**, Computer applications in media, audio recording, music; B.A. The Evergreen State College, 1980.

**Anthony Reynolds**, Computers; B.A., The Evergreen State College, 1984.

**Sally Riewald**, Writing, Composition; B.A., English, Teacher Certification, University of Puget Sound, 1962; M.A., Education, University of Puget Sound, 1978; Ph.D., Western Institute for Social Research, Higher Education and Social Change, 1987.

**Lawrence D. Starr**, Chemistry; B.S., Chemistry, Whitworth College, Spokane, 1946; M.S., Organic Chemistry, Washington State University, 1951; Ph.D., Organic Chemistry, Washington State University, 1955.

**Betty Tabbutt**, Environmental Studies; B.A., Zoology, Oberlin College; M.A., Medical Sciences, Radcliffe College.

**James L. This**, Theater; Ph.D., Communication, Drama, University of Southern California, 1978; B.A., Spanish, Wake Forest University, 1969.

**Christina Valadez**, Conversational Spanish, Sociolinguistics; B.A., Social Sciences and Romance Languages, The Evergreen State College, 1979; M.A., Sociocultural Anthropology, University of Washington, 1984.

**Billie Williams**, French; B.A., Mills College, 1947; M.A., University of California, 1951; Diplome de Litterature Contemporaine, University of Paris, Sorbonne.

**Ken Wilhelm**, Media Arts; Renton Vocational Institute. **Joan Winden**, Music; B.A., Music, Stanford University, 1953; M.A., Music Education, San Francisco State University, 1956.

**Barbara Zelano**, Theater Marketing; B.A., Marketing the Arts, Arts Administration, The Evergreen State College, 1988.



# Campus Services and Resources

## Access for Persons with Disabilities

If you are a person with a disability of any kind, you will not only be welcome at Evergreen, but also able to be an active participant in the community.

Access Services supports and assists students with disabilities and provides access to Evergreen programs and facilities. Our goal is to provide support and assistance to facilitate your personal independence and self-reliance while you are a student at Evergreen. To enable us to identify appropriate support services, we ask you to contact Access Services upon admission to the college. All verification of disability materials is kept in strict confidence and must be received in the Access Services office prior to beginning your education at Evergreen.

In addition to the services we provide you will find valuable help from the on-campus student organization—The Evergreen State College Union for Students with Disabilities. Volunteers are available for guided tours of the campus during all quarters.

### Offices that will assist you:

Access Services, ext. 6348  
866-6834 for direct voice/TDD  
LIB-1407D

Union for Students with Disabilities,  
ext. 6092, CAB-320

## Affirmative Action

The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, creed, national origin, gender, marital status, religion, sexual orientation, age, disability or veteran status. The responsibility for and protection of this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs at all levels and in all segments of the college. It is the responsibility of each and every employee of the college community to ensure that this policy is a functional part of the daily activities of the college.

Copies of the college's Affirmative Action Policy are available in the Library and the Affirmative Action Office. Persons who wish information on Affirmative Action, or who believe they have been discriminated against at Evergreen, are urged to contact Ermelindo Escobedo, Affirmative Action Officer, LIB-3103, ext. 6368, or V/TDD 206/866-6834.

## Campus Bookstore

The Evergreen Bookstore, located in the College Activities Building (CAB), is the place to find all required texts and materials for all programs. The bookstore also 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, a subsidiary of the Bookstore in Housing's Community Center.

## Campus Parking

Motor vehicles must display valid parking permits. Permit prices are as follows, although rate increases were under consideration at the time of publication and may be in effect at a later date.

|             | Daily Pass | Quarterly | Annually |
|-------------|------------|-----------|----------|
| Automobiles | \$.75      | \$22      | \$54     |
| Motorcycles | \$.75      | \$11      | \$27     |

Daily permits can be purchased at the information booth on the front entrance road to campus. Longer-term passes can be purchased at the cashier's office, LIB-1119. Parking is permitted in designated areas only. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver.

The college does not assume responsibility for any vandalism or theft while the vehicle is parked on campus.

Convenient parking is available for persons with disabilities. A TESC special parking permit must be displayed when a vehicle is parked in a handicap space. These are issued through the Affirmative Action Office, LIB-3106. Additionally, a TESC daily pass or parking permit must be purchased and displayed.

## Campus Public Safety

Campus Public Safety exists for the safety and welfare of all members of the Evergreen community. The Campus Public Safety Office is open 24 hours a day, seven days a week and is staffed by officers trained in law enforcement and problem resolution skills. Campus Public Safety works to resolve problems by using Evergreen's Social Contract. While charged with law and college regulation enforcement, campus officers may act as intermediaries between campus community members and county deputy sheriffs when necessary.

Although the college is not responsible for loss of personal property from campus buildings, Campus Public Safety 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.

Persons with disabilities can contact Campus Public Safety for emergency wheel chair service. Campus Public Safety can also help students with disabilities gain entrance to the bike shop, which contains tools in an accessible area.

Campus Public Safety staff are available to assist students and other members of the Evergreen community with all safety and security needs. The office is located in the Seminar Building.

## 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 microcomputer laboratory (AT&T 286 based), with video and audio projection equipment networked in a StarLan configuration. The newest laboratory has powerful 386 stations with VGA capability supporting computer science needs as well as general usage. One of the most heavily used facilities is our 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.

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.



## Facilities and Campus Regulations

Because Evergreen is state-owned, responsibilities to the state and county must be met.

### Alcoholic Beverages

No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. Rooms in the residence halls and modular units are homes, and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol-drug free residences.

### Use of College Premises

Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB-207F, ext. 6192.

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 Space Management, LIB-1605, ext. 6314. Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

Special events or outside speakers that are sponsored by S&A-funded organizations are scheduled through the Student Activities Office.

All private and student vendors must schedule tables through the Student Activities Office. Student vendors are provided tables for a \$2 fee. Private vendors and alumni must provide their own tables and the fee is \$15. Non-student vendors are limited to two tables per day and three days per quarter.

### Firearms

The college discourages anyone from bringing any firearm or weapon onto campus. However, firearms that must be brought on campus property will be checked in and retained by Campus Public Safety. A special written explanation must accompany the retention request and filed with the Chief of Campus Public Safety. Persons in possession of unchecked firearms on campus will be subject to immediate expulsion from Evergreen or to criminal charges.

### Pets

Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

### Bicycles

Bicycles should be locked in parking blocks 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 Public Safety for a small fee.

### Smoking

Smoking is allowed only in "Smoking Permitted" areas. Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.

## Food Services

*The Greenery*, located on the first floor of the CAB, offers a bountiful salad bar, Fiesta Grande, Worth the Wok, hot fresh entrees daily and pastries for your enjoyment.

Visit *The Deli* for a fresh and refreshing salad bar, made-to-order sandwiches, pizza and healthful fast foods. We feature locally roasted coffee and a wide variety of beverages.

TESC Food Services features a convenient cash card—a debit card that allows a customer a declining balance. Purchase your cash card in the Food Services' office, located in The Greenery, CAB first floor.

## Learning Resource Center

**Library 2122, 2126; Ext. 6420**

The Learning Resource Center (LRC) is a place for students to receive individual help with math or writing at all levels of difficulty.

For those who want help in mathematics/quantitative skills, a group of qualified math tutors assist students in subjects ranging from elementary mathematics and statistics to advanced topics. Students doing the two self-paced math programs, Intermediate Algebra and Pre-calculus, also receive assistance and testing in the LRC.

Students who want individual help with writing, whether at a basic or advanced level, can work individually with LRC writing tutors or professional staff. Diagnostic testing and individual conferences are also available for students with concerns about reading and study skills. Assistance is available on a walk-in or appointment basis.

## 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 214,000 books; 30,000 reference volumes; four well-equipped recording studios; a complete video production system; films; recordings; maps; documents; editing benches; a drafting table and 1,750 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. Evergreen students and faculty borrow more Interlibrary Loan materials and more of the general collections per capita than at any of the other four-year public institutions in the state.

For more information, call ext. 6252 or drop in and talk to any Library staff member.

## Mail Services

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.

## Public Service at Evergreen

Evergreen operates four public service initiatives, each funded by the Washington State Legislature to carry out specific functions related to the educational and service missions of the college.

The Washington Center for Improving the Quality of Undergraduate Education was established in 1985 and includes 43 participating institutions—all of the state's public four-year institutions and community colleges and nine independent colleges. The Washington Center focuses on higher education reform and helps institutions share and more effectively utilize existing resources by facilitating faculty exchanges, developing interdisciplinary "learning community" programs, conferences and seminars, and providing technical assistance on effective approaches to teaching and learning.

The Evergreen Center for Educational Improvement focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning and assessment projects, information exchanges, workshops and conferences, the Evergreen Center helps the K-12 community throughout the state learn effective new teaching methods and share resources and ideas.

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 2,000 low-income and at-risk Washington families. This information is an invaluable aid to state policy makers.

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 provides work study and internship opportunities for Evergreen undergraduate and graduate students, as well as an eight-credit part-time labor studies program on Saturdays. The Labor Center is located in SEM-4166.



## Student Activities Organizations

Students fund a variety of organizations to provide cultural, informational, social, recreational, spiritual and educational services and activities. Current organizations include:

- Amnesty International
- Asian Students in Alliance
- Bike Shop
- Camarilla
- Childcare Center
- Community Gardens
- *Cooper Point Journal* (student newspaper)
- Environmental Resource Center
- Evergreen Political Information Center
- Evergreen Students for Anime
- Evergreen Sustainability Coalition
- Evergreen Wilderness Center
- Gaming Guild
- Graduate Student Association
- Jewish Cultural Center
- KAOS-FM Olympia PublicRadio
- Lesbian/Gay/Bisexual Peoples Resource Center
- MEChA, Chicano/Latino Student Movement
- Middle East Resource Center
- Mindscreen Film Group
- Native Student Alliance
- Pacific Islander Association
- Peace and Conflict Resolution Center
- Recreational Sports
- Recycling
- Slightly West Literary Magazine
- Society for Creative Anachronism
- Soda Pop, Substance Abuse Education
- Student Produced Art Zone
- The Evergreen Music Production Organization
- Union of Students with Disabilities
- Umoja, African American Student Organization
- Veterans and Reservists
- Women of Color Coalition
- Women's Center
- YWCA

The Student Activities Office, *Cooper Point Journal*, KAOS-FM Olympia Public Radio and the student organizations are located on the third floor of the CAB.

## 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 worked annually to develop a permanent governance structure.

Students interested in being informed of and involved with such efforts can contact the office of the Vice President for Student Affairs, LIB-3236, ext. 6296.





# Campus Life

## Evergreen Glossary

**APEL**—A key part of the student support services available in the Student Advising Center, Academic Planning and Experiential Learning offers students up-to-date information on programs, faculty and academic services. You'll also receive advising services - formal or informal, individual or group - on an ongoing basis from faculty in your programs and areas of interest.

**Academic Fair**—A mass gathering of faculty, student services' staff and students held in the Library Lobby at the beginning of each academic year and near the end of Fall, Winter and Spring quarters. This provides a great opportunity to get information about upcoming programs, explore possible contracts and talk to people who are genuinely interested in helping you with planning. Check with APEL, Admissions or Registration and Records for dates and times.

From the crunch of electric guitars to the strains of chamber orchestras, the Olympia area is very much alive with the sound of music.



Yes, it gets cool in the Pacific Northwest. Winter means wearing a jacket over your flannel shirt when walking across campus.

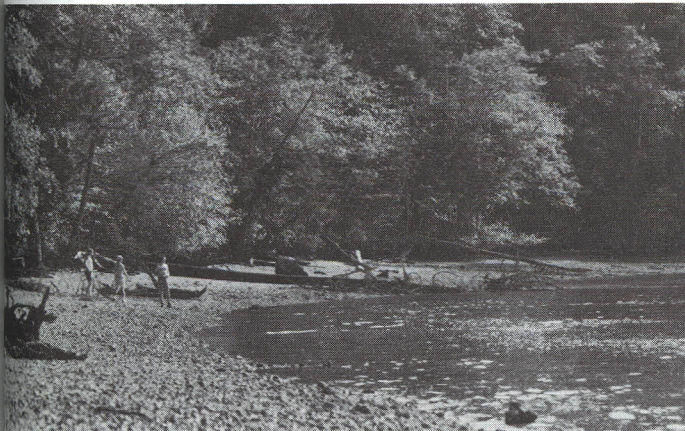
Besides room for aerobics, Evergreen's Campus Recreation Center features an 11-lane swimming pool, racquetball courts, weight rooms and saunas. Feel like climbing the walls? The CRC has a rock climbing wall for those so inclined.







In the middle of Evergreen's housing area is the Community Center, where students can gather to catch up on the day's events, catch a concert performance, or catch a meal at the health-conscious eatery, The Corner.



The Evergreen Beach is a 20-minute walk from central campus. Stretching 3,300 feet and framed by forest, the beach is a fine place to stroll or launch a canoe into the waters of Eld Inlet, the southernmost tip of Puget Sound.

During the growing season, Evergreen's Red Square boasts its own produce aisle. Students of Evergreen's own 13-acre organic farm, located on the west edge of campus, offer organically grown vegetables, flowers and fruit.



## 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 an APEL Advisor or a faculty member teaching in your field of interest to find out how to plan your own academic pathway.

**Chaos**-Around here, it's spelled KAOS and it's the college's FM community radio station.

**Contracts**-Evergreen offers three kinds of academic contracts: Group Contracts, Individual Learning Contracts and Internship Contracts. See the chart, "Major Modes of Study" on page 9.

**CPI**-It's the *Cooper Point Journal*, Evergreen's student newspaper.

**DTF**-DTFs are Disappearing Task Forces. Evergreen's planners wanted to avoid permanent committees, so they created DTFs to study problems, make recommendations and then disappear. Several DTFs are active each academic year and students are encouraged to participate.



## 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. These become official documents, making 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

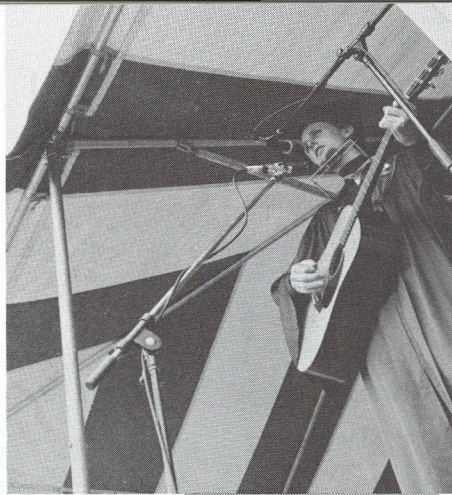
student's chief instructor during any given quarter in a Group Contract, Individual Contract or Internship.

### Field Trips—At

Evergreen, field trips are regularly integrated into the schedule of program activities - just like lectures, seminars, etc.

### First Peoples—At

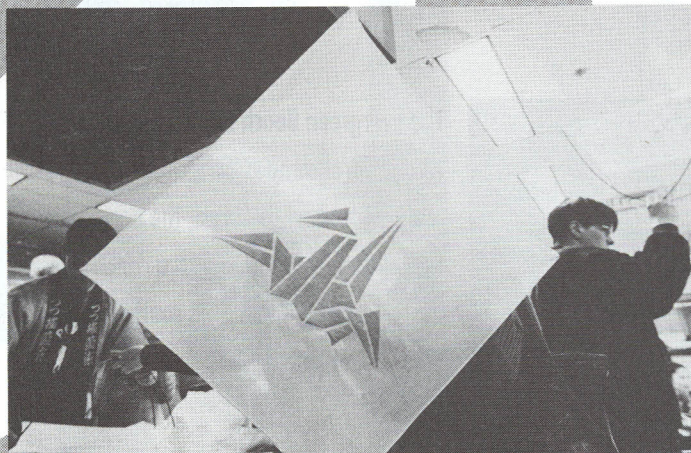
Evergreen, First Peoples refers to people of color - often referred to in the U.S. as minorities. The name is in recognition of the unique indigenous heritages of all people of color. See First Peoples' Advising Services in the Student Support Services section, page 35.



In 1993, undergraduate commencement speaker Peter W. Madsen sang his address. Most Evergreen graduates participate in the outdoor ceremonies, which are festive occasions, unlike graduation at other colleges.

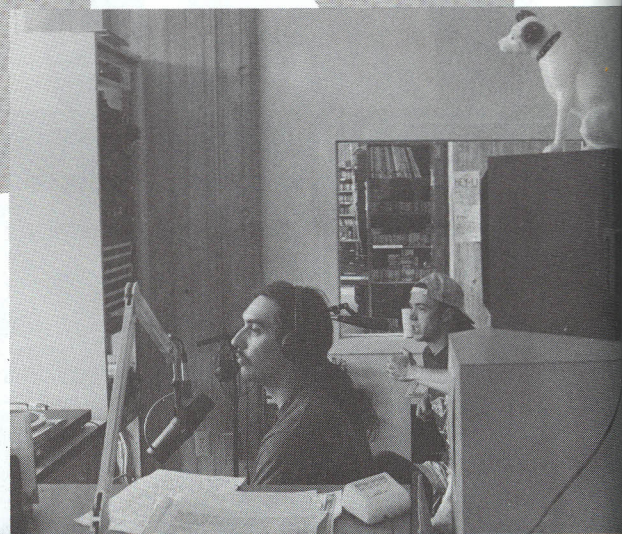


The beauty of the library's surroundings is not a distraction for all students. Inside this building is a wide world of opportunity for learning, featuring on-line data bases, a statewide interlibrary loan program, thousands of books and periodicals, and audio and video recording and editing studios.

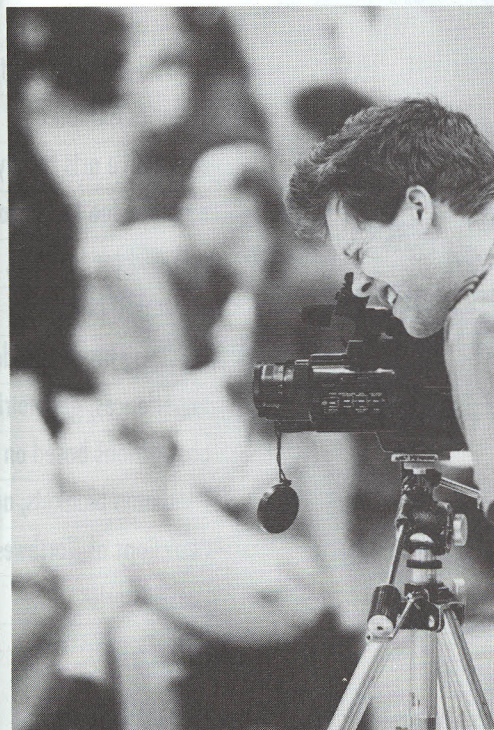


When an eighth-generation Japanese banner-maker visited campus in 1993, students, faculty, staff and community members learned to make banners of their own. The banners — images evocative of an earlier age — were shown in Evergreen's art galleries.

Radio station KAOS-FM, located in Evergreen's College Activities Building, is community-access radio for the South Puget Sound. Evergreen student, staff, faculty and community-member programmers present shows that echo the station's diverse musical interests and concern for local and national issues.







**Hands-on Learning:** The library's Media Loan makes audio, video and word processing equipment available so that students can take hold of their education on or off campus.



Evergreen plays host each spring to Washington's biggest one-day festival — Super Saturday. Held on graduation weekend, the event's hot entertainment, spicy food, games, and arts and crafts fare attract recent graduates and some 30,000 or so of their closest friends from around the state and beyond.

**Home Sweet Guitar-strewn Home:** More than 1,000 students choose to live on the Evergreen campus and its environs.



## Evergreen Glossary

**Governance**—An ongoing process at Evergreen, indicating our commitment to working together to make decisions together. Governance time is set aside from 3-5 p.m. Mondays and 1-5 p.m. Wednesdays. Students participate in governance along with staff and faculty members, usually through a DTF established to study a problem and seek solutions. Participatory democracy is hard work and time-consuming, but you have a voice in what happens at Evergreen if you choose to exercise this unusual and valuable franchise.

**Greener!**—Short for Evergreener.

**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. See "Major Modes of Study," page 9, for more information.

**Prior Learning from Experience**—Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit.



## Evergreen Glossary

**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 entire curriculum is planned at an annual Faculty Retreat. The programs in this catalog were planned at the Faculty Retreat of Spring 1992.

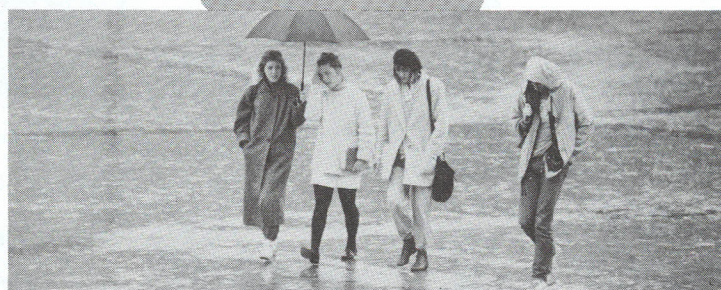
**Self-Evaluation**—Your evaluation of your own academic work as measured against your objectives at the beginning of a quarter and the requirements of your program, contract or internship. Student self-evaluations are part of formal academic record.

**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. Participants are expected to prepare for the seminar by reading and analyzing the book to be discussed.



A 1993 Evergreen art galleries exhibit by expressive arts faculty member Joe Fedderson included mono-types, relief prints and paintings depicting his day-to-day experiences, geometric abstractions based on Pendleton blankets, and depictions of Northwest Native stories.

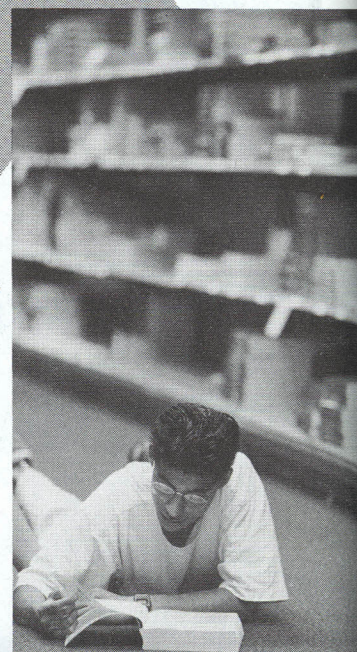
OK, so it rains now and then in Washington. But a downpour like this one is a rarity. Rain or shine, it's still one of the most beautiful and livable places on earth.



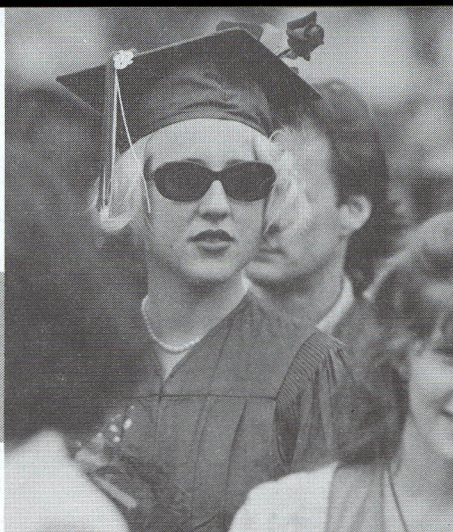
At Evergreen's busy bookstore, students find everything they need: from a place to stretch out (not entirely recommended) to texts, toiletries, Geoduck clothing, computer supplies and candy.



An impressive, 12-foot welcome pole greets visitors to campus. Created by Native American carvers and Evergreen students, the statue symbolizes Evergreen's commitment to diversity of peoples, cultures and ideas.

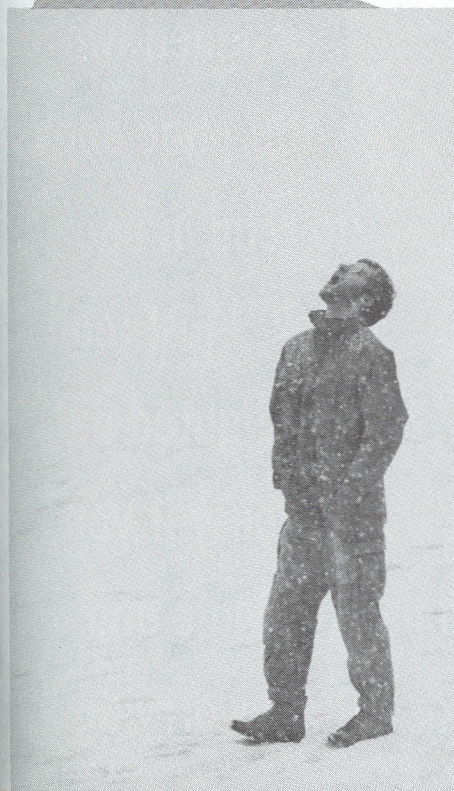






Looking Into a Bright Future: Some 94 percent of recent Evergreen graduates find career success. Employers call them some of the most skilled workers they encounter.

Though snowfall in Olympia is rare, the winter of 1992-93 brought flakes down upon the Evergreen campus in droves. Some students snatched the opportunity for getting a bite to eat.



The recently published results of one author's 30-year search for the nation's 50 most beautiful campuses ranks Evergreen as North America's sixth best. Green and shady areas like this, bordering the college's Red Square, offer respite from the summer sun and a good place to enjoy lunch or read a book.



## Evergreen Glossary

### **Social Contract-**

Evergreen's planning faculty wanted the college to function as a community, so they wrote their ideas about social ethics and working together into the Social Contract. See page 20 for more information.

### **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 38.

### **The Evergreen Student Handbook-**

Published by the Academic Planning and Experiential Learning (APEL) Office, this publication is an invaluable source of information and a tool for planning your career at Evergreen and beyond.



# Gretchen Bakke

"Be self-motivated and know your limits. At Evergreen, you can work as hard as you can and you'll always feel like there's more to do. So, you need to be able to say,

'This is what needs to be done,' and accomplish that.

I paced myself.

If I walked into a class and was assigned two 400-page books to read in one

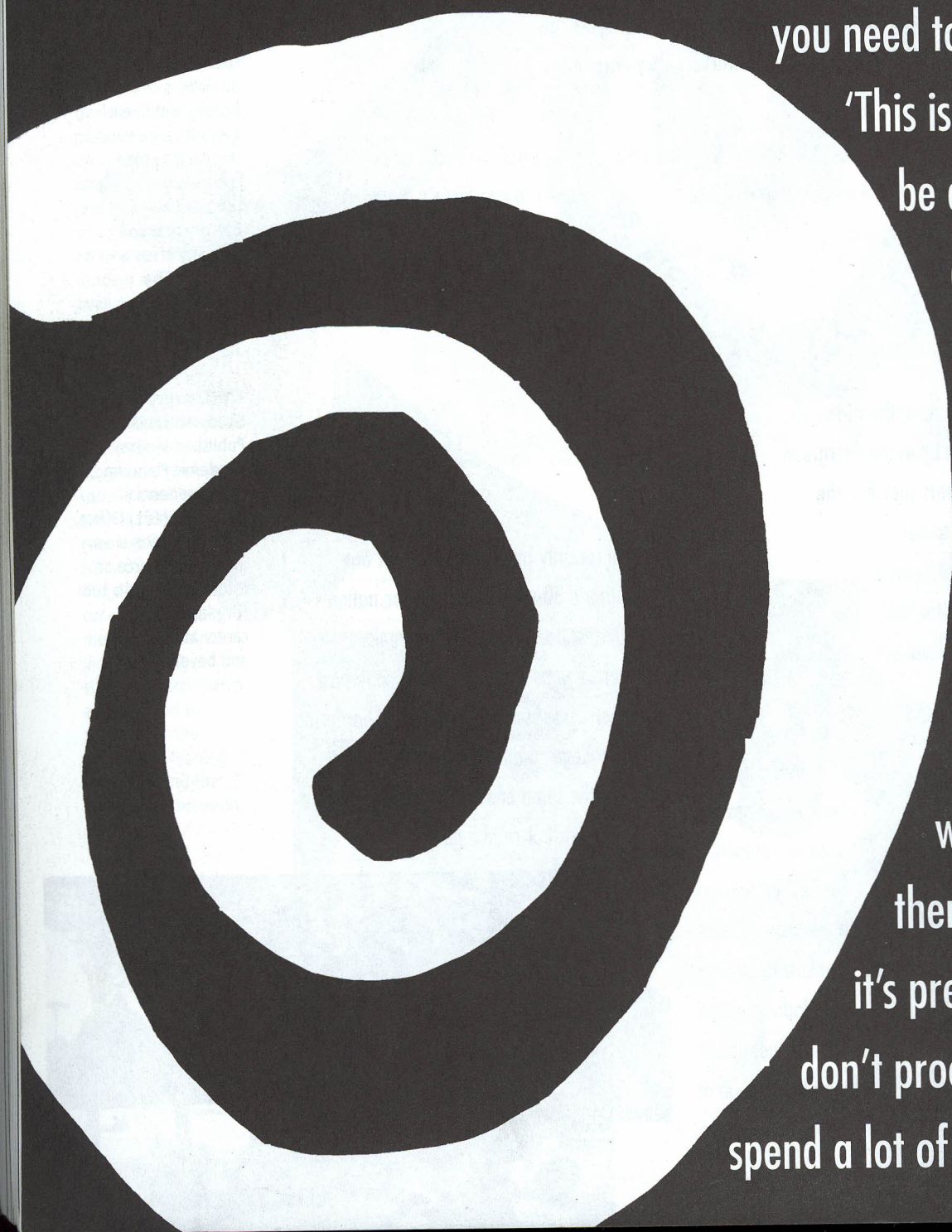
week, I just read

them. I figured out

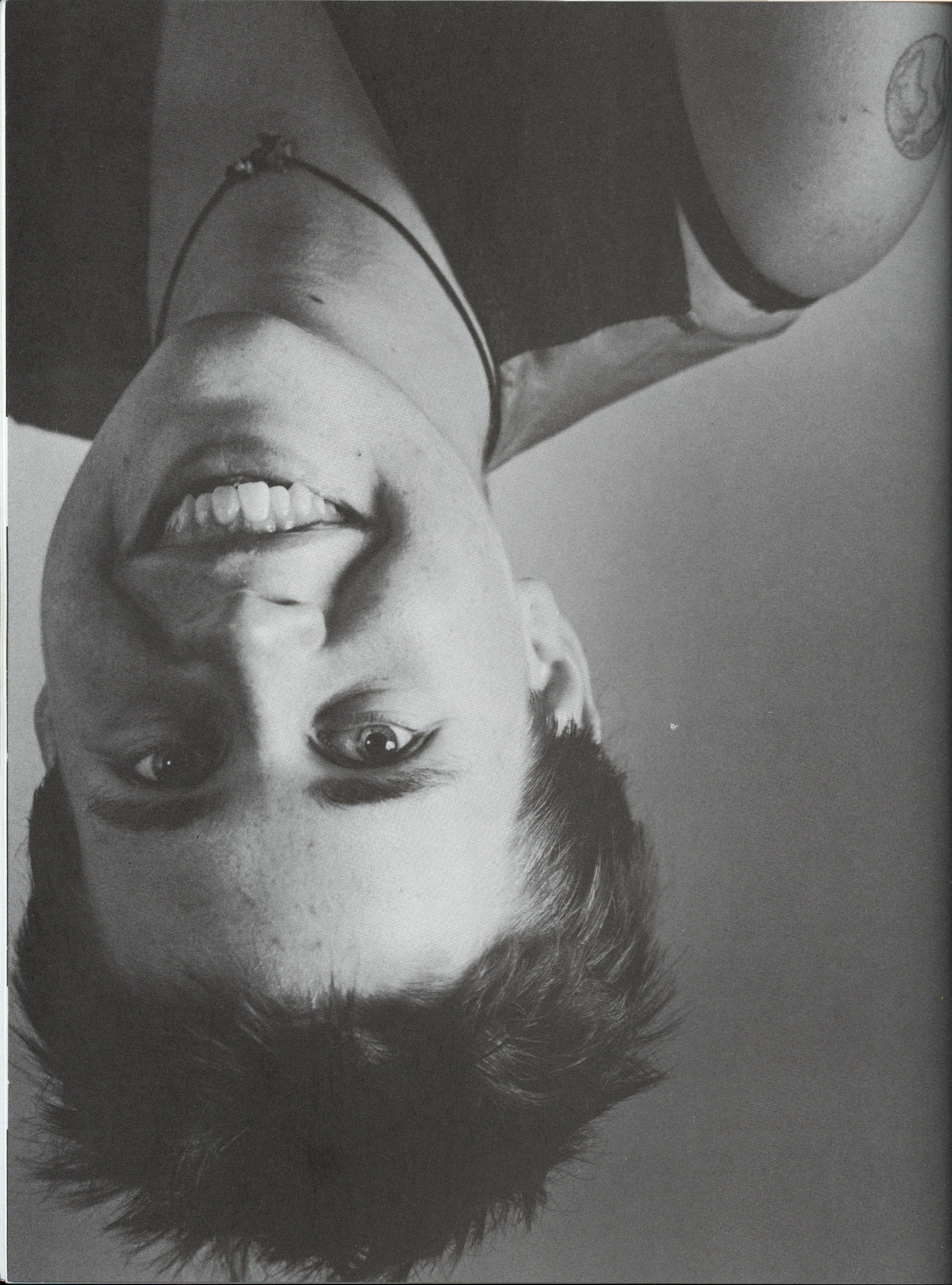
it's pretty easy if you

don't procrastinate and

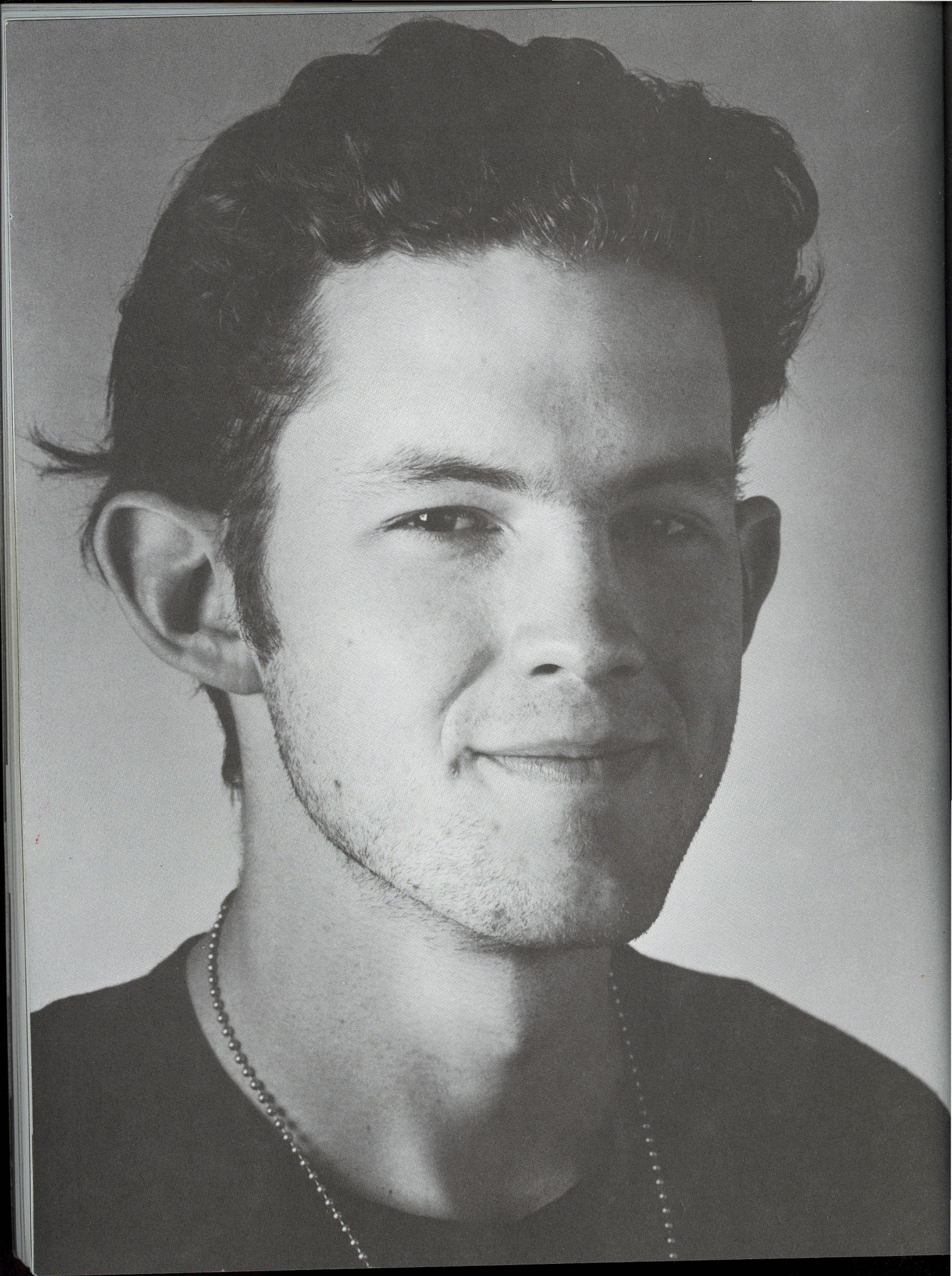
spend a lot of time worrying."













# William Cloward

"I started meeting really good people who were wonderful to me, for the most part. This

surprised me because I had some doubts about it when coming here. Actually, I've

enjoyed it

immensely,

and I've found

that here, I am allowed the freedom and

given the resources to find out exactly

what I want to do. My idea is still very

broad, but I'm only 20 years old — I can be as

broad as I want."

William Cloward made a  
careful study of schools  
before transferring to  
Evergreen. Once here, he  
found the friendliness of  
students and staff a  
pleasant surprise.



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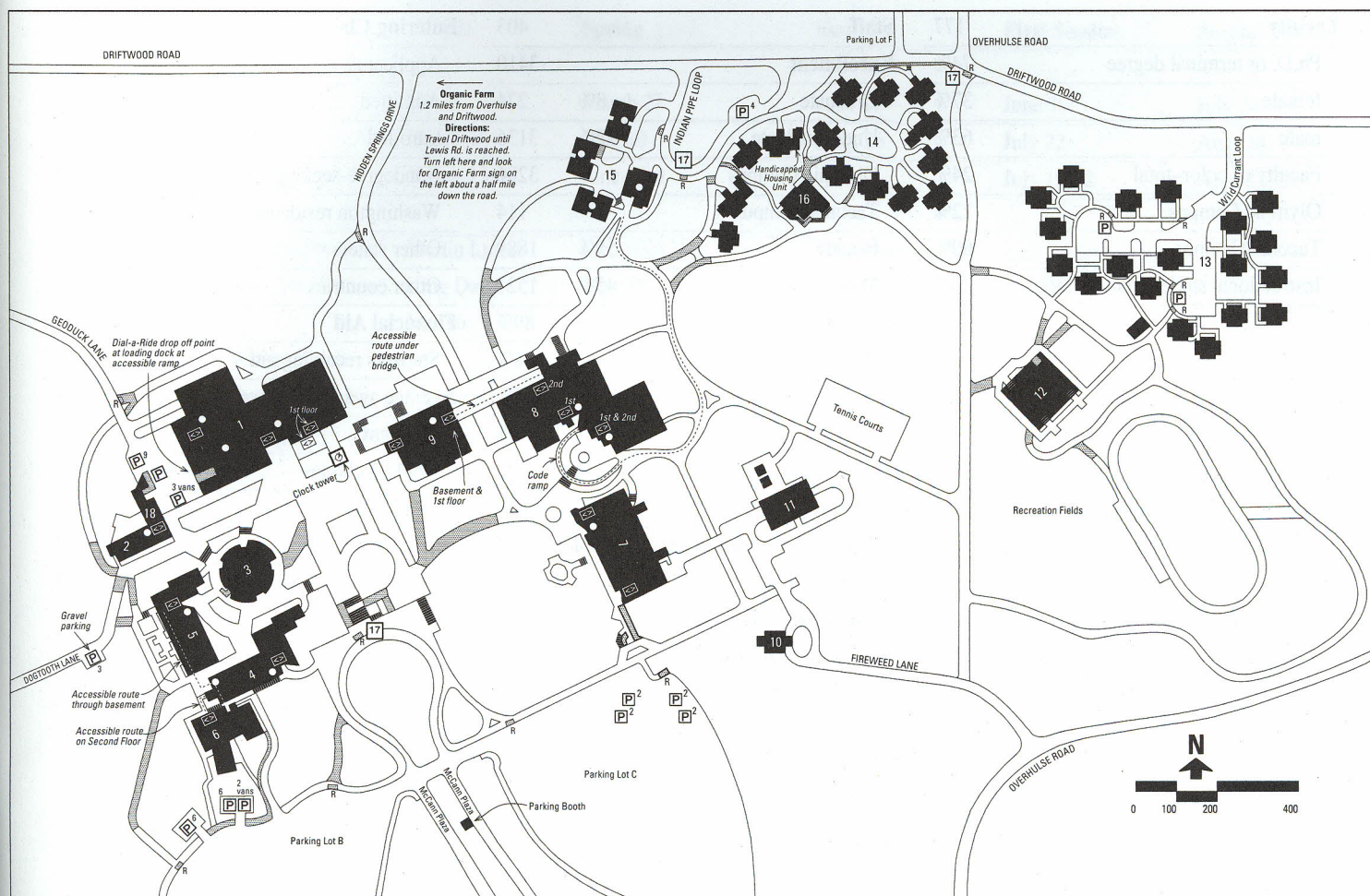
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# Campus Map



The Evergreen State College is an hour's drive from the Seattle-Tacoma airport. Olympia is also served by Greyhound and Trailways bus companies. Evergreen and the state capital are just a short, 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 (on the left).

## Key

1. Library
2. Seminar
3. Lecture Hall
4. Arts and Sciences (Lab 1)
5. Arts and Sciences (Lab 2)
6. Arts Annex (Lab Annex)
7. Communications Lab
8. Recreation Center
9. Campus Activities Building (CAB)
10. Childcare Center
11. Central Plant
12. Pavilion
13. Modular Housing
14. Student Housing
15. Residence Halls
16. Community Center
17. IT Bus Stop
18. Campus Public Safety



# Campus Profile\*

|                                     |      |
|-------------------------------------|------|
| <b>Faculty</b>                      | 177  |
| Ph.D. or terminal degree            | 74%  |
| female                              | 37%  |
| male                                | 63%  |
| Faculty of color-total              | 24%  |
| Olympia Campus                      | 22%  |
| Tacoma Campus                       | 60%  |
| Instructional student/faculty ratio | 20/1 |

|                                     |          |
|-------------------------------------|----------|
| <b>Staff</b>                        | 403      |
| <b>Enrollment</b>                   | 3410     |
| Graduate                            | 8% 274   |
| Undergraduate                       | 92% 3136 |
| Olympia Campus                      | 3296     |
| Tacoma Campus                       | 114      |
| Female                              | 55% 1889 |
| Male                                | 45% 1521 |
| Full-time                           | 89%      |
| Part-time                           | 11%      |
| 18-24 age group                     | 65%      |
| 25-29 age group                     | 12%      |
| 30-39 age group                     | 14%      |
| 40+ age group                       | 9%       |
| Students living on campus (Olympia) | 947      |
| Students of color-total             | 14%      |
| Asian/Pacific Islander              | 5%       |
| Black/African American              | 3%       |
| Mexican/Latino/Hispanic             | 3%       |
| Native American Indian              | 3%       |
| Olympia campus                      | 12%      |
| Tacoma campus                       | 54%      |
| <b>Tacoma Enrollment</b>            | 114      |
| Male                                | 32%      |
| Female                              | 68%      |

|                              |          |
|------------------------------|----------|
| <b>Entering Class</b>        | 1362     |
| Applicants, degree seeking   | 3209     |
| Admitted                     | 74% 2387 |
| Enrolled                     | 55% 1308 |
| Nondegree-seeking enrollment | 54       |
| Washington residents         | 880      |
| Other states                 | 414      |
| Other countries              | 14       |

|                        |          |
|------------------------|----------|
| <b>Financial Aid</b>   |          |
| Students receiving aid | 52% 1626 |
| Average award          | \$5618   |

|                          |              |
|--------------------------|--------------|
| <b>Placement</b>         |              |
| 1990-91 classes          | 82% response |
| Employed                 | 63%          |
| Graduate school          | 9%           |
| Travel, homemaking, etc. | 1%           |

\* 1992-93 Academic Year



# 1994-95 Academic Calendar

|             | Fall                           | Winter                               | Spring                 | Summer                     | First Session              | Second Session |
|-------------|--------------------------------|--------------------------------------|------------------------|----------------------------|----------------------------|----------------|
| Begins      | Sept. 26                       | Jan. 3                               | March 27               | June 19                    | June 19                    | July 24        |
| Ends        | Dec. 17                        | March 18                             | June 10                | Aug. 26                    | July 22                    | Aug. 26        |
| Evaluations | Dec. 12-17                     | March 13-18                          | June 5-10              |                            | July 19-22                 | Aug. 23-26     |
| Vacations   | Thanksgiving<br>Nov. 20-27     | Martin Luther<br>King Day<br>Jan. 16 | Memorial Day<br>May 29 | Independence Day<br>July 4 | Independence Day<br>July 4 |                |
|             | Winter Break<br>Dec. 18-Jan. 2 | President's Day<br>Feb. 20           |                        |                            |                            |                |
|             |                                | Spring Break<br>March 19-26          |                        |                            |                            |                |

### Affirmative Action Policy

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.

### Accreditation

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

### Disclaimer

Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.

### The Evergreen State College Catalog Production Team

Editor: Sandy McKenzie  
Design: Mary Geraci, Judy Nunez-Pinedo  
Associate Editor: Dave Over  
Cover and Interior Photography: Steve Davis, Kirk Jones and TESC Photo Services staff  
Contributors: Pris Bowerman, Shannon Ellis, Eugene Fujimoto, Steve Hunter, Judy Huntley, Diane Kahaumia, Collin Orr, Kitty Parker, Arnaldo Rodriguez, Doug Scrima, Mike Wark  
Production Assistance: Jackie Barry, Pat Barte, Dorothy Saunders, Judy Saxton  
Distribution: Laura Allen, Kort Jungle

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# Contacting Evergreen

Inquiries about admission should be directed to: Office of Admissions, The Evergreen State College, Olympia, Washington 98505, or (206) 866-6000, ext. 6170. Direct all correspondence to the appropriate office at The Evergreen State College, Olympia, Washington 98505. Dial 866-6000, then dial or ask for the extension or name listed below.

The information contained in this catalog is available in other media with 24 hours' notice.  
TDD: (206) 866-6834.

|  |                |
|--|----------------|
| Academic Planning and Experiential Learning (APEL) | ext. 6312      |
| Academic Deans                                     | ext. 6870      |
| Admissions   | ext. 6170      |
| Alumni Relations                                   | ext. 6551      |
| College Relations                                  | ext. 6128      |
| Controller/Business Office                         | ext. 6450      |
| Development  | ext. 6565      |
| Financial Aid                                      | ext. 6205      |
| Housing  | ext. 6132      |
| President's Office                                 | ext. 6100      |
| Recreation Center                                  | ext. 6535      |
| Registration and Records                           | ext. 6180      |
| Student Accounts                                   | ext. 6447      |
| Student Advising Center                            | ext. 6312      |
| Tacoma Campus                                      | (206) 593-5915 |
| <b>Vice Presidents:</b>                            |                |
| Academic Affairs                                   | ext. 6400      |
| Finance and Administration                         | ext. 6500      |
| Student Affairs                                    | ext. 6296      |









Admissions Office  
The Evergreen State College  
Olympia, WA 98505  
(206) 866-6170

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