



Archives  
The Evergreen State College  
1989-1990

■ THE ■  
EVERGREEN  
STATE  
COLLEGE

OLYMPIA, WASHINGTON

■ CATALOG ■  
1989-1990 ■

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“*Collegium*, the root word of ‘college,’ means community. Evergreen is committed to living up to that meaning. Not only students, but administrators, faculty, staff and alumni consider themselves members of a community of learners. Our learning does not end with a diploma, but continues every day as all of us explore, define and design the best possible educational experience in a rapidly changing world. We invite you to join the Evergreen community, to experience an education that is dedicated to making the world a better place to live.”

**President Joseph D. Olander**  
The Evergreen State College

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### Accreditation

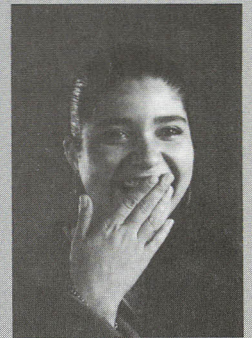
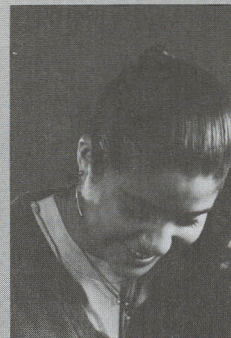
The Evergreen State College is fully accredited by the Northwest Association of Schools and Colleges.

# Education with a Difference

## MAIA BELLON

Family ties are central to the Native American heritage of Maia and her brother, Pablo, (see page 74). When both decided Evergreen was the best college to attend, their parents moved the whole family from California to Olympia. Maia finished high school during Pablo's freshman year, then joined her brother at Evergreen.

"As first- and second-year students who also work here, we're doing something students wouldn't even glimpse at other colleges," Maia says, referring to the intensity and involvement of academic and social life on campus. "The faculty that I've had want to help you out. They recognize you as a person with ideals and goals."

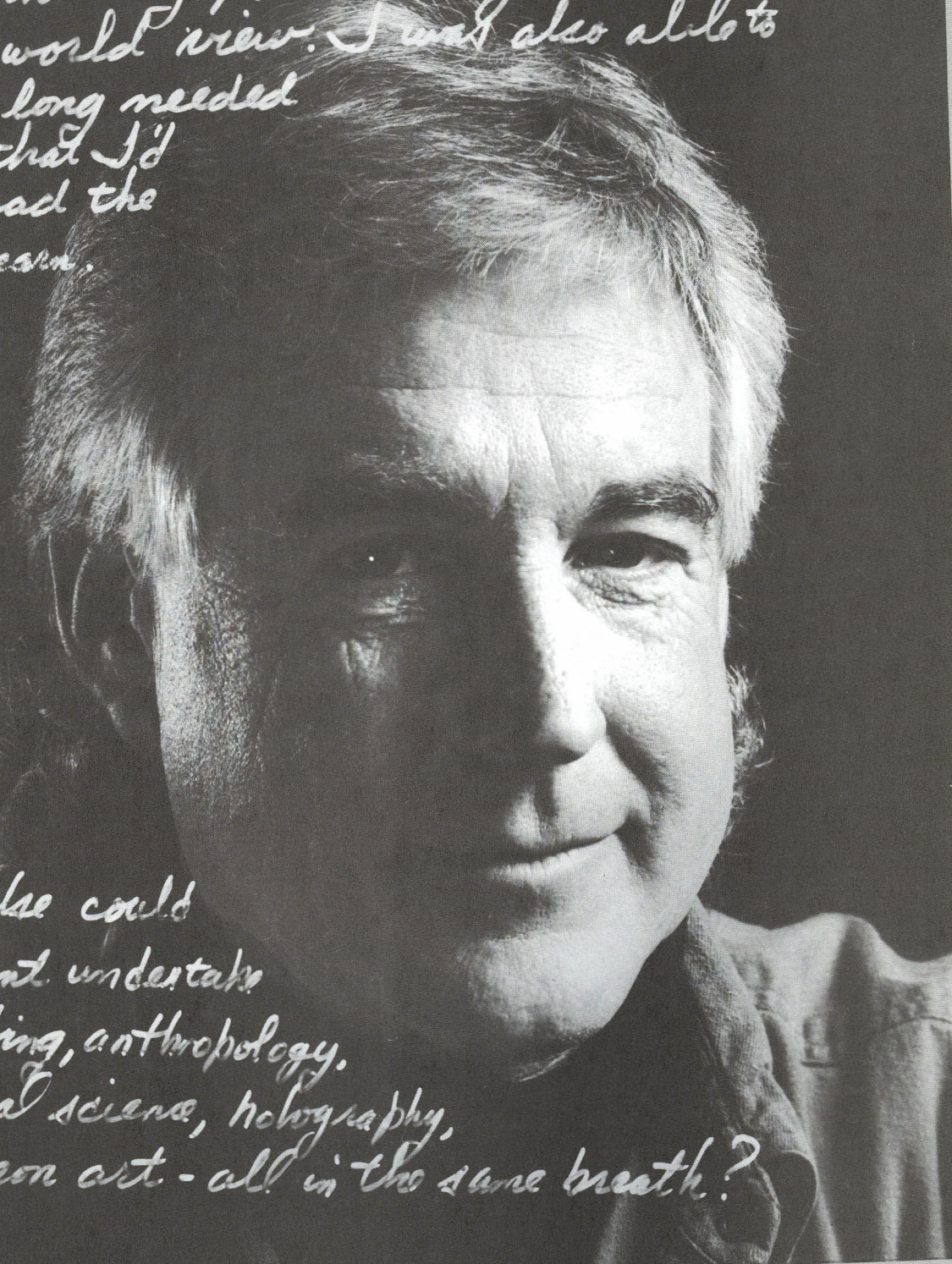


The way I have been raised has emphasized the importance of care and support. It is this kind of environment that I feel stimulates people to grow and develop. I believe that Evergreen is creating this type of learning situation. Coming from a culturally mixed background and being able to express my differences is a freedom that Evergreen encourages. Evergreen has the capacity for diversity of expression and this enhances personal growth and education. That is why I am here.

→ Maria ←



The velocity of change is accelerating. As an older student, I was able to come to Evergreen and fill in the gaps that the years had left in my world view. I was also able to develop long needed skills that I'd never had the time to learn.



Who else could  
a student undertake  
filmmaking, anthropology,  
political science, holography,  
and neon art - all in the same breath?

## Fitting the Pieces Together

An Evergreen education is collaborative and interdisciplinary. We work to help students understand the relationships among the arts, humanities, natural sciences and social sciences. We give you the opportunity to study the world as an interconnected and interdependent entity. The college's curriculum is so devoted to interdisciplinary and collaborative study that it has come to be nationally recognized as Evergreen's major innovation and a primary reason why students come here.

Why do we think interdisciplinary study and collaborative learning are so important?

Because the problems of today's world are complex and require you to draw on a wide range of fields and disciplines for knowledge. Your ability to make reasoned choices by connecting information from a variety of sources will be of vital importance to you and to others in today's world. Learning how to make those connections—fitting the pieces together—is a major purpose of education at Evergreen.

### JIM FREEMAN

"Visual images have more impact than written words. And visuals can cross cultural boundaries," says Jim. He returned from a trip through Guatemala with all kinds of video footage depicting people, culture and the effects of oppression, and pulled the footage into a finished work. He enrolled in a Central American Studies course to learn more about the country. While at Evergreen, Jim has also worked with a laser to make holographic images and helped start a neon art workshop. Next fall, he plans to be in Evergreen's Master of Environmental Studies program.

## How the Curriculum Works

Most students start out at Evergreen in Coordinated Study Programs. Freshmen generally enroll in a Core Program, then move on to more specialized areas of study.

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

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

Individual Learning Contracts and Internships allow upper-division students an opportunity to study independently using the perspectives and skills they acquire in Coordinated Studies or Group Contracts, although more advanced Coordinated Studies programs are also an option. To do an Individual Learning Contract, you agree to study and research a particular subject or issue with the guidance of a faculty sponsor. Internships, on the other hand, are where you apply what you have learned in a work situation with the guidance of a faculty sponsor and an on-the-job field supervisor.

By learning through these different modes, you will gradually progress from a multi-disciplinary perspective to a specialized focus on your area of interest. You also move from beginning to advanced study, from collaborative projects to independent work, and from theories to practical applications.

For one example of how Evergreen works in reality, imagine you're generally interested in the environmental field. If you are a first-year student, most of the Core Programs would make for a good beginning point. If you signed up for "States of Nature," you'd investigate that theme from the perspective of several disciplines, as well as work on the skills you'd need for further study. If you're already at an intermediate level (or entering Evergreen as a transfer student), you might choose to take "Habitats: Marine, Terrestrial and Human" in the *Environmental Studies* specialty area. The next year, you could enroll in "Ecological Agriculture" or something for a change of pace, such as "A Tale of World Cities" in the *Humanities* area. As a senior, you may begin your transition to the "real world" by doing a senior research project on an environmental issue in the near-by community, or perhaps by doing an Internship with the Department of Natural Resources where you apply your learning in what may become your career field.

You have the option, of course, of not following this basic progression if other Evergreen offerings better fit your academic plans and scheduling needs. There is plenty of room for flexibility and creativity as you plan because the curriculum is not pre-structured by departmental requirements.

You can start planning your college career and make maximum use of Evergreen's educational flexibility by getting to know its resources and limitations as quickly as possible. We work hard to help students realize their goals, but not every student's goal is realistic or possible. Talk with faculty members and with the staff at the Student Advising Center. Think about who you are, what your career and life objectives are, and how you might meet those objectives through college study.

Plan ahead: not all of Evergreen's programs are repeated every year. If there's a program that seems suited to your objectives, find out what the prerequisites are and which year, or years, the program will be offered.



## Major Modes of Study

|                                    | <b>Coordinated Study Program*</b>   | <b>Group Contract</b>  | <b>Individual Learning Contract</b>   | <b>Internship</b>  | <b>Part-time Study</b>   |
|------------------------------------|---|--|---|--|--|
| <b>Levels of study</b>             | Beginning, Intermediate, Advanced   | Mostly Intermediate, Advanced  | Mostly Advanced   | Intermediate, Advanced—Seniors   | Beginning, Intermediate, Advanced  |
| <b>Typical credits per quarter</b> | 12-16   | 12-16  | 4-16  | 4-16   | 4-11   |
| <b>Nature of Study</b>             | <ul style="list-style-type: none"> <li>▶ Two to five faculty</li> <li>▶ 40 to 100 students</li> <li>▶ Students work with several faculty, primarily with their seminar leader</li> <li>▶ Central theme studied through different disciplines</li> <li>▶ Integrates seminars, lectures, workshops, field trips, etc.</li> <li>▶ Broadly Interdisciplinary</li> </ul> | <ul style="list-style-type: none"> <li>▶ One to two faculty</li> <li>▶ 20-40 students</li> <li>▶ Integrates seminars, lectures, etc., similar to Coordinated Study</li> <li>▶ Unlike Coordinated Study, has a narrower, more disciplinary focus</li> </ul> | <ul style="list-style-type: none"> <li>▶ Study plan agreed on by student and faculty sponsor</li> <li>▶ Sponsor provides consultation/advice</li> <li>▶ Contract includes activities such as readings, research papers, field studies</li> <li>▶ Can be combined with self-paced learning, work in programs, courses and internships</li> </ul> | <ul style="list-style-type: none"> <li>▶ Learning on the job in business and public agencies with guidance of field supervisor</li> <li>▶ Supported by academic activities with faculty sponsor</li> <li>▶ Emphasis on practical experience</li> <li>▶ Can be combined with programs, courses and Individual Learning Contracts</li> </ul> | <ul style="list-style-type: none"> <li>▶ Usually taught on one subject or narrow focus by one faculty</li> <li>▶ Similar to traditional college course</li> <li>▶ Also part-time options in full-time programs</li> <li>▶ Also half-time programs on Saturdays and evenings</li> </ul> |
| <b>Examples</b>                    | <ul style="list-style-type: none"> <li>▶ Any Core Program</li> <li>▶ “Mass Media and Popular Culture”</li> <li>▶ “Habitats”</li> <li>▶ Political Economy &amp; Social Change,” and many others throughout Specialty Areas</li> </ul>  | <ul style="list-style-type: none"> <li>▶ “Landscapes and Biogeography”</li> <li>▶ “A Tale of World Cities”</li> <li>▶ Studio Project</li> <li>▶ “Chemical Systems”</li> </ul>  | <ul style="list-style-type: none"> <li>▶ A study of shorebird habitat</li> <li>▶ A study of the writings of Mark Twain</li> <li>▶ A study of passive solar walls</li> <li>▶ A study of the ethics of military software</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Assistant gallery manager</li> <li>▶ Advertising account management</li> <li>▶ Psychological counseling</li> <li>▶ Legislative liaison assistant</li> <li>▶ Wildlife biology</li> </ul>   | <ul style="list-style-type: none"> <li>▶ “Computer Architecture”</li> <li>▶ “Organic Chemistry”</li> <li>▶ “Principles of Economics”</li> </ul>  |
| <b>For more information</b>        | <ul style="list-style-type: none"> <li>▶ Read Core Descriptions, pages 40-45</li> <li>▶ Read Specialty Area offerings, pages 46-91</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Read Specialty Area Offerings,</li> </ul>   | <ul style="list-style-type: none"> <li>▶ See Academic Advising for list of faculty contract sponsors</li> </ul>   | <ul style="list-style-type: none"> <li>▶ See Internships, page 92</li> </ul>   | <ul style="list-style-type: none"> <li>▶ See <i>The Evergreen Times</i>, published quarterly</li> </ul>  |

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

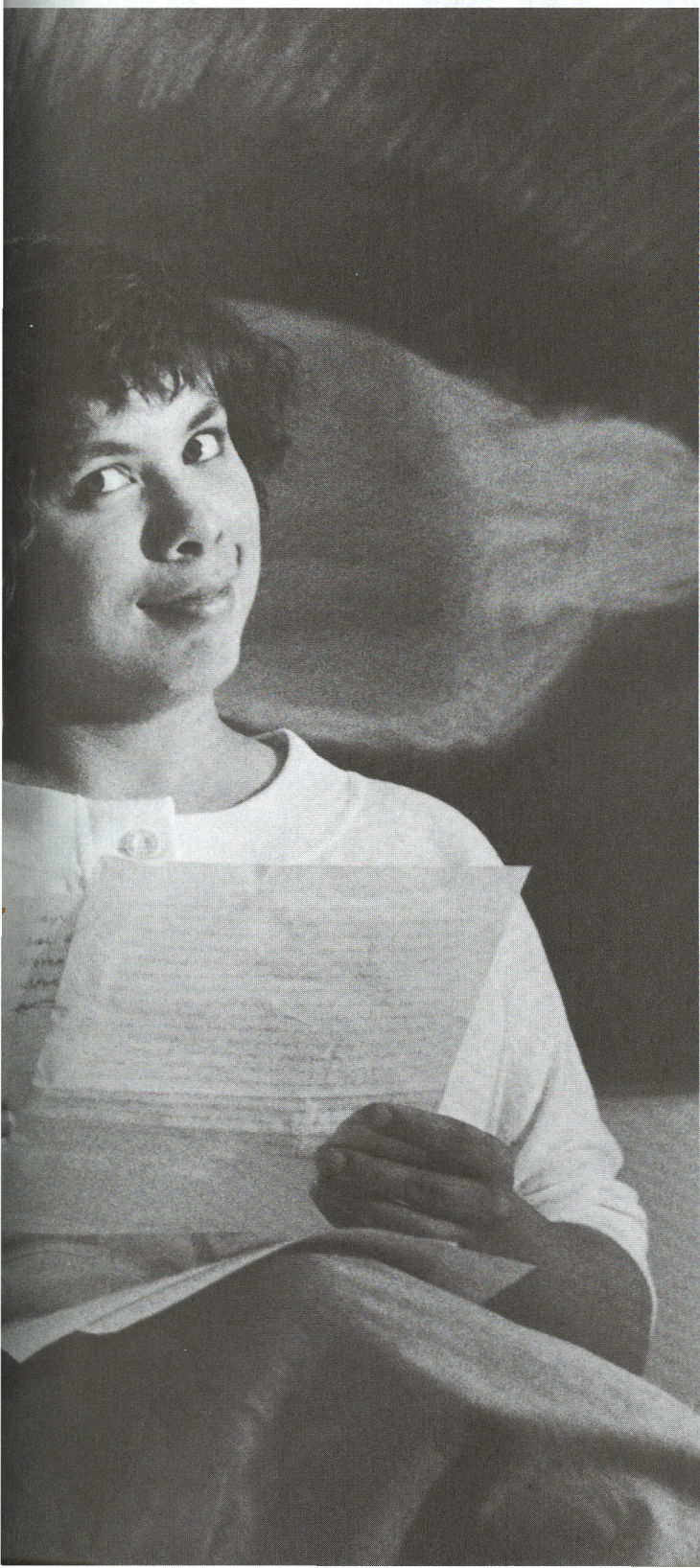


Word and Image Faculty Members Rudy Martin and Susan Aurand



# Word & Image

## Snapshots of an Evergreen Program



*The following is not an account of a typical program because there is no such thing as "typical" at Evergreen. Each program is as unique as the students and faculty who create it. But there are strong, underlying principles in all Evergreen laboratories, seminars and studios. To capture something of what happens at the college, the Catalog team spent spring, 1988, visiting "Word and Image," an advanced (senior- and junior-level) academic program.*

### Monday, March 28, 9 a.m., First Day of the Quarter

Pens and fresh notebooks in hand, students file in, select a seat and sit down. Some call out to friends, others seem a little nervous, opening and closing their notebooks, setting their pens down on the desk and picking them up again. At first glance, this gathering could be a new class at any college or university.

But look closer. The first tipoff this is not an ordinary college is that there are two faculty at the front of the class.

"I believe you know who we are," begins one of the faculty, "but just in case you don't, I'm Rudy and this is Susan." He pauses and looks intently around the room. "Susan and I have been talking about teaching this program for seven years. I'm ready. I've got my suit on!" The class laughs at his well-known tradition of wearing a suit and tie on the first day of class. Then he grows more serious. "There's a lot of excitement, a lot of anticipation here. Susan and I studied each of your portfolios. You wouldn't be here if we didn't believe you're capable of taking big risks."

The faculty members are Rudy Martin and Susan Aurand. The experiences they bring to the classroom are priceless. Aurand, a 14-year veteran at the college, is an accomplished Northwest painter. Martin, a novelist and short-story writer, was present at the birth of Evergreen as a member of the faculty planning team.

The 42 students are a diverse group. They come from Maine, Florida, the Midwest, Alaska and all over Washington state. The oldest was born during World War II and the youngest was born in 1969, two years after Evergreen was founded.

"I know there was competition to get into this class," Aurand tells the students, "but you are not competing with each other now. In here, we expect you to be resources for each other."

"Word and Image" will be a one-quarter study of the relationship between form and meaning in visual art and creative writing. Writers will draw as well as write, and artists will write as well as produce visual images. The purpose of this "crossover," explains Martin, "is not to turn poets into painters or vice versa, but to understand the creative connection between both forms."

"Allow yourself to be a beginner," says Aurand, "you're going to make a lot of drawings that you think are UGLY. Let yourself do it. Don't think 'ugly,' think 'interesting.' Make the ugly part bigger."

Students laugh but nod their heads in appreciation.

The two faculty distribute copies of the class schedule, reading list, and program summary. It will be a busy spring. Students will read and discuss works of fiction, articles on linguistic and spatial intelligence, and essays on art and creativity. They'll view and respond to well over a hundred paintings, drawings and photographs. Students will also attend weekly seminars, lectures, workshops and critiques. But that's not all.

"Each of you," reads the program description, "will create an extended body of work, representing a good five-week effort, in either drawing/painting or writing on a theme of your choice."

You can almost hear a collective drawing of breath as the students reflect on the next 11 weeks. They have been challenged to write, draw, paint and think like they never have before.

## Monday, April 11, 2 p.m., Drawing Workshop

The only sounds in the studio are people breathing and the soft scrape of charcoal on paper. A model in pink leotards sits on a raised platform and holds a parasol above her head. She's surrounded by more than three dozen artists. For many, this is the first time they've ever felt free to think of themselves as artists.

Occasionally, a voice gently intrudes. "An artist," says Aurand, walking from easel to easel, "gives her- or himself permission to use the whole canvas. Give yourself that permission."

One of the people with charcoal in hand who has never thought of himself as an artist is Faculty Member Rudy Martin. "Although I'm reasonably confident of my ability to put words on paper," Martin told the students on the first day of class, "I'm a complete novice graphically. But I'm here to learn, as well as to teach."

Martin's efforts at the easel represents a common "crossover" experience at Evergreen. For example, a faculty physicist in another team-taught program will lead a seminar on Emerson; a faculty psychologist will try her hand at photography, while a faculty musician will tackle the study of economics.

"It blew me away," said one student, "to see Rudy up there at the easel, struggling away with the rest of us. It made me more fearless about taking on something new."

At the end of the quarter, Martin will reflect: "My drawings were legendarily awful. Students were knocked out that I'd let them see me that close up. What was wonderful was that they joked with me at first, but then they taught me. In the process, they taught themselves."

The model strikes a new pose and there is the ruffling of 42 sheets of paper. Several charcoal strokes later, Aurand says, "If at this moment you're drawing the figure, shift your focus and draw the environment. Draw something that intersects the figure."

The concentration by experienced artists and novices alike is intense. You can almost see the lines of sight between artist and subject. "Remember," says Aurand, "the point is not to make a good drawing, but to improve your seeing."

## Monday, May 9, 10 a.m., Seminar

Silence. Faculty Member Martin has read a quote about art and nature and asked for response. Except for the sounds of people shifting in their chairs, the silence grows deeper. To the uninformed observer, it's an uncomfortable moment. But Aurand and Martin wait with unruffled calm.

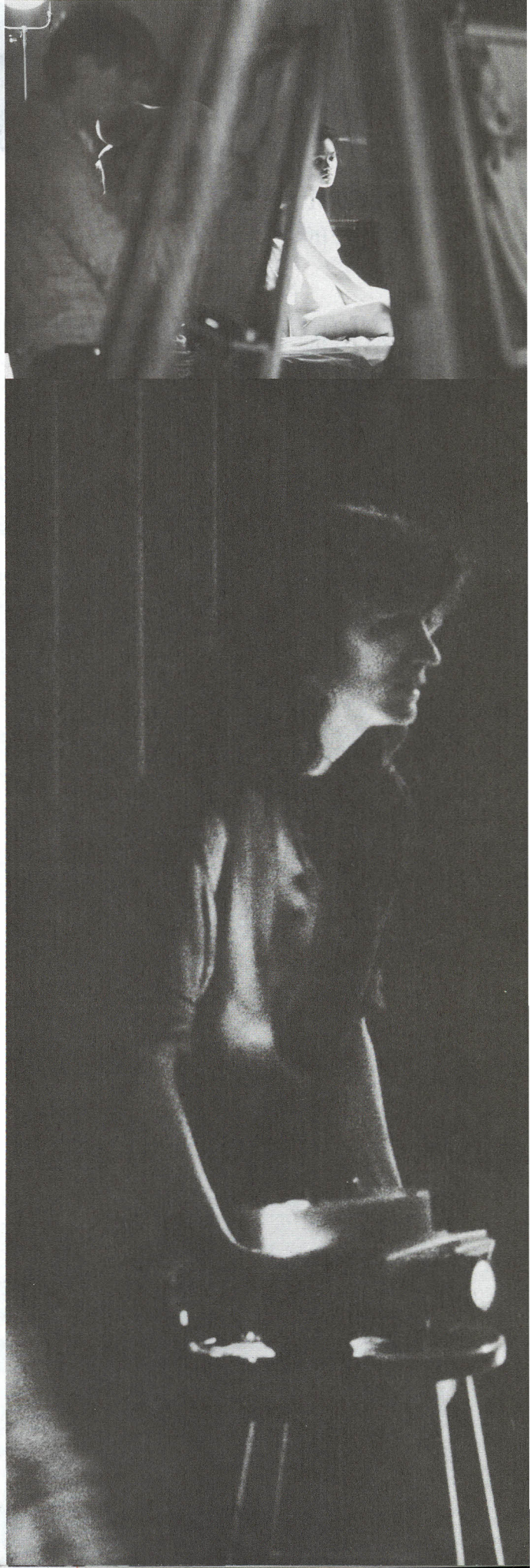
"Silences are highly creative," says Martin after the seminar, "It means people are thinking. It's a kind of creative tension."

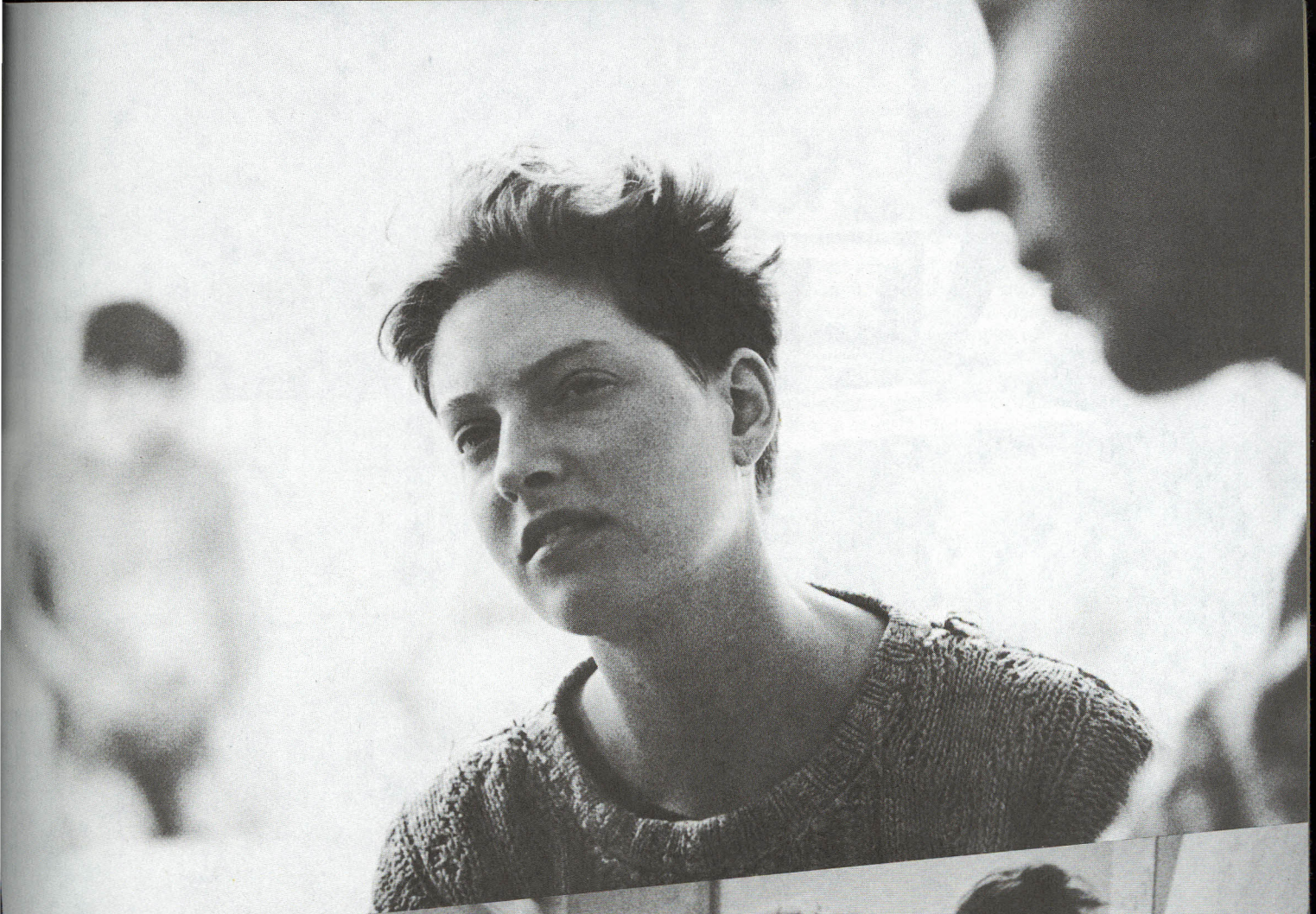
The quote Martin read is from *Hamlet*: "Speak the speech, I pray you . . . trippingly on the tongue: but if you mouth it . . . I had as lief the town crier spoke my lines. Nor do not saw the air too much with your hand, thus; but use all gently: for in the very torrent, tempest, and . . . whirlwind of your passion, you must acquire and get a temperance that may give it smoothness. O, it offends me to the very soul to hear a robstious periwig-pated fellow tear a passion to tatters, to very rags, to split the ears of the groundlings. . .

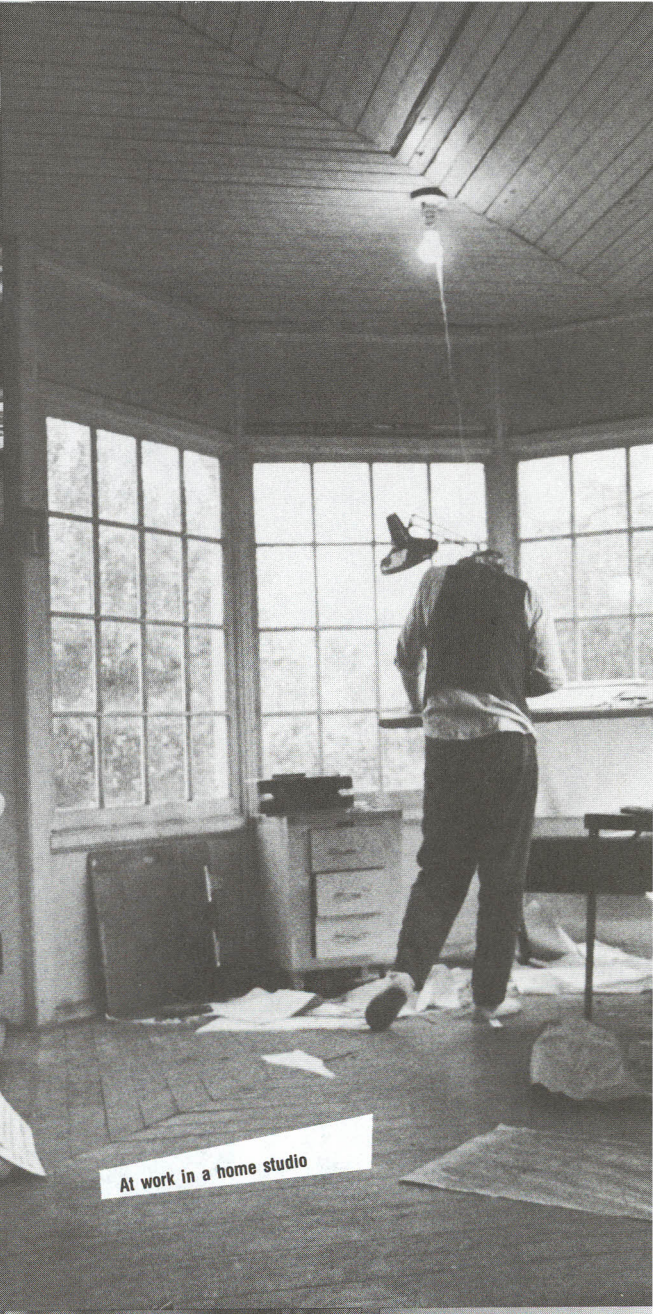
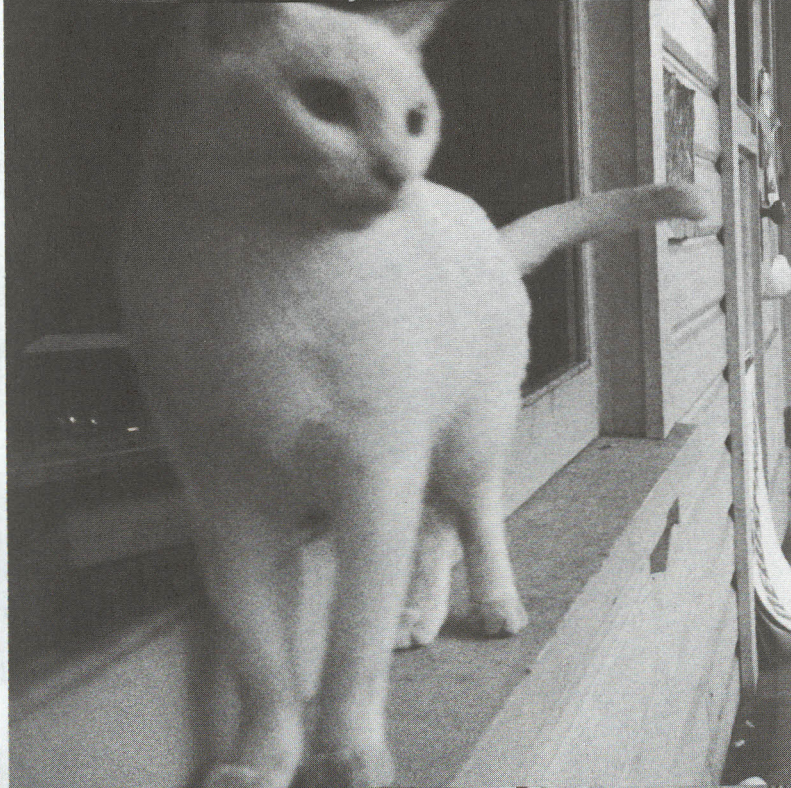
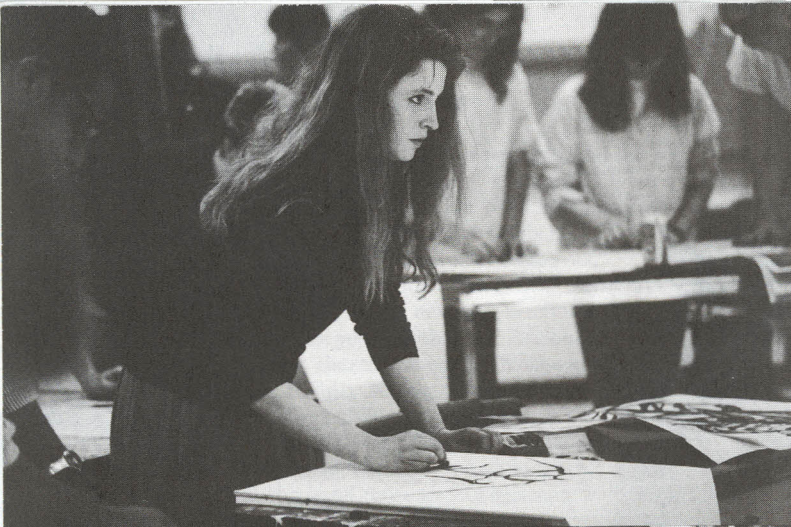
"Be not too tame neither, but let your own discretion be your tutor: suit the action to the word, the word to the action; . . . for anything so overdone is from the purpose of playing, whose end . . . was and is, to hold, as t'were, the mirror up to nature; to show virtue her own feature, scorn her own image, and the very age and body of the time his form and pressure."

A few more seconds of silence. . . then Linda Armitage, a student from Kentucky, says, "What sticks in my mind is 'suit the action to the word, the word to the action.' What's important is not how fancy and smooth your words or your brushstrokes are, but if they fit your story, your action."

The ice is broken. At first student input is tentative. There's a subtle question mark at the end of most comments. But the silences between statements become shorter and shorter.



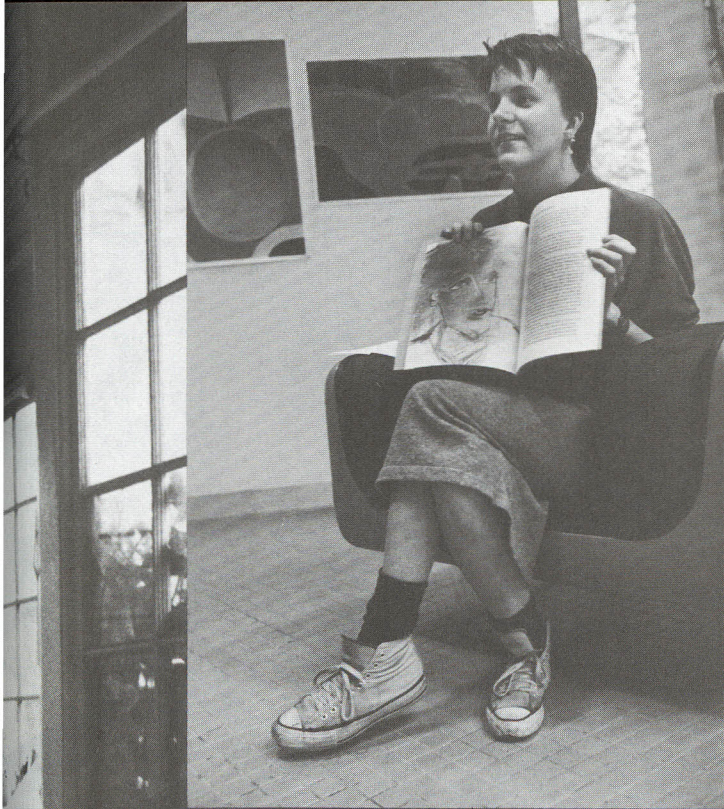




At work in a home studio



Critique



"Honesty," says a student, "that's what that quote is all about. It's about observing things honestly and sticking to that honesty all the way through your creations."

A discussion follows about moderation, about the creative tension of expressing emotions while maintaining "a temperance that may give it smoothness." Then a student says, "I'm really having a hard time getting feeling in my third-person narratives. It all comes out sounding like a reporter."

The comment seems unrelated. But Martin responds wholeheartedly. "The space from which a narrator speaks," he says, "determines how closely the reader will identify. Select your details very carefully." He gives several examples of "up-close" character details. It becomes clear that this apparent "tangent" bears directly on Hamlet's instructions to "hold a mirror to nature."

"Seemingly irrelevant comments are extremely valuable in a seminar," says Martin later, "Sometimes students will say something that seems way out in left field. But, often, that comment helps other people get clear about what they're thinking."

The discussion becomes clearer and more assertive. One student paraphrases Hamlet's challenge to the actors, and all artists: "You have to feel your part, but not make a show of your emotions. It's tough to do."

The class nods in appreciation. The silences between comments reappear. It's a different kind of silence, though. There have been no "right" or "wrong" answers, no dramatic debates, or blinding flashes of truth. But everyone, faculty and students alike, has increased their understanding of themselves and their art; and the sound between comments now is calm and reflective quiet.

#### Thursday, May 19, 9 a.m., Group Critique

"Criticism." The word has a cold, scalpel-like sound. And no wonder. Too often, according to Faculty Member Aurand, people are subjected to criticism based on "success or failure."

"There's the attitude that you measure everybody's work on the same scale, resulting in a black-and-white 'this is the best; this is not,' situation," she says. "The way we offer criticism is to look at *each* work within its own context. Did the artist express what she or he wanted in this piece? Why or why not?"

So it goes in the "Word and Image" critiques. These three-hour sessions, according to students, are the most valuable group activities of the quarter. Every Thursday morning, groups of students take turns reading their prose and poetry or displaying their paintings or drawings.

"They're great critiques," says writer and potter Mary Williams, a senior who transferred to Evergreen in her junior year. "I'd been in hard-core writing critiques before. They were so uncomfortable—everyone was so judgmental. But the critiques Susan and Rudy led were totally different."

"Yes," agrees student Linda Armitage, "that's because we had to be able to substantiate our criticism. It was really hard work to get beyond your tastes and prejudices and see, really *see* a painting or hear a story and then to put your responses into words."

"What's there?" asks Aurand standing before a student's series of 12 photographs mounted on the wall. "What do you see?"

Students respond by describing shapes, light, shadows, intersections and contrasts. They move on to effects and moods.

Aurand picks four students at random. "Okay, Matt, Beth, Paul and Lillian, you're walking around Seattle and you step into an art gallery. You see this group of photos. Take a good look. Tell us if you see a theme among these, and if there is a theme for which photos belong in this group and which ones don't."

After a moment or two of self-consciousness, the four critiquers delve into the issue of theme and unity, explaining why one picture belongs and another one doesn't. The photographer nods her head.

It's apparent that the session is not only for the benefit of the artist, but for the critiquers as well. "The critique," says student Caroline Grober, "is sort of a vision of what life for the artist could and should be like: not competitive, but cooperative."



## Thursday, June 2, Final Presentations

It feels like a party. A table is overflowing with homemade cookies and brownies. While no one wears a tie or high-heeled shoes, students are decidedly "dressed up" in casual finery. Many look tired. All are excited.

The cause of celebration is all around the large lobby of the LAB I Building. Paintings, drawings, and photographs hang on every available surface. It's a feast for the eyes. Tight "minimalist" work mixes with paintings of outrageously bright colors and shapes. The images evoke a range of emotions: tragedy, anger, mystery, humor and joy. More artwork covers the walls of the stairwell to the second floor where visitors are greeted by a wonderful "sculpture garden" of clay figures amidst real grass. Meanwhile, writers circulate about the crowd, with thick manuscripts in their arms.

The occasion is Final Presentations, a two-day, 9 to 5 culmination of the quarter. It's the event students have been working toward, spending hundreds of hours in the past month. Each student takes 20 to 30 minutes not only to show their theme work, but to share what they've learned in the program.

The results are impressive. One student has created a book of drawings and words inspired by Virginia Woolf. Not only did she write the poems and vignettes and draw the portraits that appear in the book, but she also typeset and bound the volume. Another student has put her powerful words and images down on paper that she made herself, and another has performed his one-man play about the adversity and triumphs he's experienced as a physically-challenged person. One student displays a series of drawings of shells that progress from flat and stolid marks on paper early in the quarter to a marvelous field of floating, dreaming shells that pulse with life and imagination.

The stories behind the works are even more inspirational. A woman who has created beautiful, haunting poems and paintings of a child's fears and fantasies, shares the fact that until this program she hadn't drawn for 12 years. "I told Susan," she says, "that I quit drawing because I thought I had to draw *something* really important and meaningful. But Susan, and Rudy too convinced me that I can find all the meaning I need *from my own life*; that that's what's important."

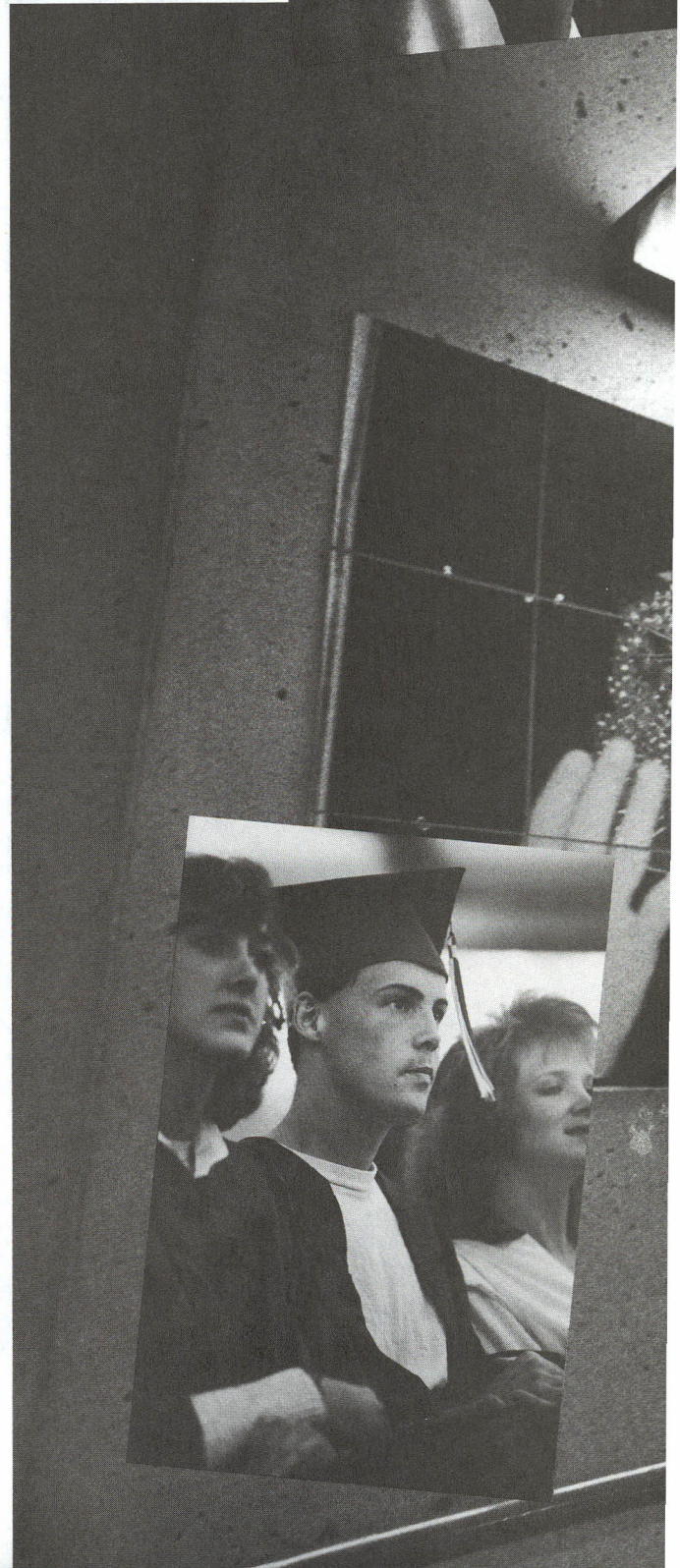
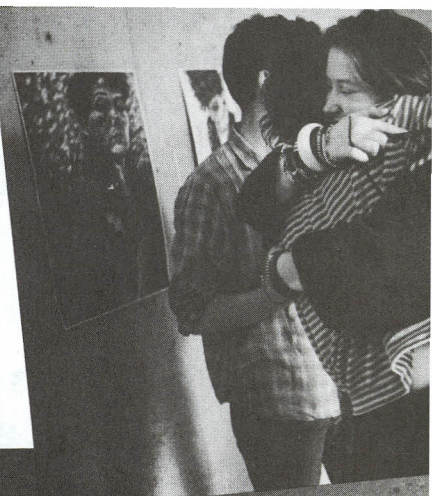
Aurand comments later: "Subject matter is a real difference between Evergreen and most colleges. Most schools give artists and writers isolated courses designed to build techniques and skills. In grad school, they start to develop content and personal imagery, but we do that here right from the beginning. We ask students to deal with issues they care about."

A wide range of talent emerges during the two-day presentations. Some people's art is much more advanced than others; some writers are on the verge of publication, while others are just beginning. But the real story is the progress made by each artist.

"We gave each student love and discipline," reflects Martin. "Our love was in the form of support and encouragement. Our discipline was in the form of tough criticism. It wasn't criticism that said, 'this is wrong and this is right.' Instead we asked everyone from the beginners to the most advanced, 'In the context of your work, how did you improve? Where will you go next?'"

At Evergreen, it's a universal question: "Now that you've done something better than you ever thought you could, where will you go next?"

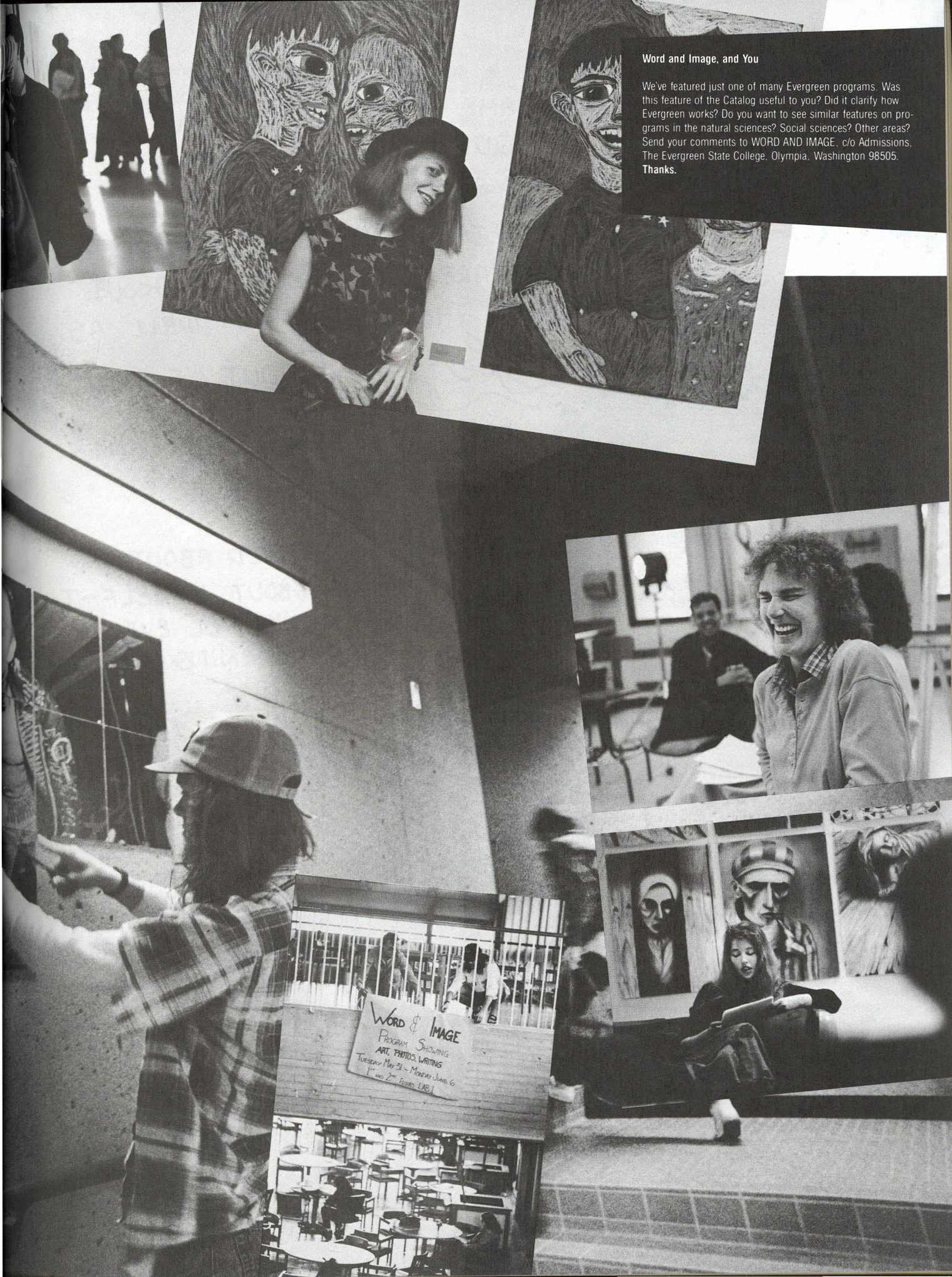
The answers vary for "Word and Image" students. About half the class will graduate. Many of those remaining at Evergreen look forward to the fall when they'll collaborate on art projects; others will take programs in the sciences, history or language. Several seniors are looking to graduate school and some are embarking on careers as professional artists. Others will work in the seemingly unrelated fields of sciences, businesses or the helping professions. There is the shared conviction that regardless of the career they pursue, what they have learned in "Word and Image" about growth, creativity and communication will not be peripheral, but central to their lives and work.





**Word and Image, and You**

We've featured just one of many Evergreen programs. Was this feature of the Catalog useful to you? Did it clarify how Evergreen works? Do you want to see similar features on programs in the natural sciences? Social sciences? Other areas? Send your comments to **WORD AND IMAGE**, c/o Admissions, The Evergreen State College, Olympia, Washington 98505. Thanks.



**WORD & IMAGE**  
PROGRAM SHOWING  
ART, PHOTOS, WRITING  
TUESDAY, MAY 31 - MONDAY, JUNE 6  
1st and 2nd FLOORS, LAB 1

WHEN I FIRST CAME TO EVERGREEN,  
I WAS AN OPAQUE CUBE WITH NO LID.

*Now,*

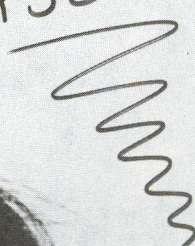
AFTER 1 1/2 YEARS AT THIS PLACE,  
A LID APPEARED, MY CUBE OPENED, AND  
COLORS ARE NOW SWIRLING ABOUT  
WITHIN THE CUBE - AS WELL AS

*Lying* OUT OF THAT  
ONCE <sup>&</sup> CLOSED CUBE!!!!



I'M SO EXCITED ABOUT  
LEARNING ABOUT MYSELF - I  
DON'T THINK I'LL EVER  
STOP LEARNING (*i don't  
want to  
stop!!*)

I'M  
PROUD OF  
MYSELF!



The "Divided Self"  
program unblocked  
a lot inside of  
me -

That's where my cube  
opened -

Thanks a lot,  
Doranne, Bill & Warden,  
and Phil - a lot -

## Student-Centered Learning

Evergreen prides itself on being a distinctive student-centered learning environment. Being "student centered" means that teaching and learning is the primary mission of the institution, and that the structure of the college promotes effective learning. Being student centered also means that students are given meaningful opportunities for exercising choice, developing their own perspectives, and becoming socially responsible citizens.

Evergreen's philosophy is that education should enhance the breadth and depth of students' knowledge and skill and foster a sense of personal empowerment and social responsibility. Three basic tenets of this philosophy are (1) that students should begin in broad, interdisciplinary programs and work toward more independent, specialized study, (2) students know best what subjects and styles of learning they need in their four years of college and (3) since learning is by its nature a social activity, it is best fostered in a collaborative, rather than a competitive, learning environment.

## A Sense of Community

Evergreen's planners envisioned a college that would be a community of diverse students, faculty and staff working together harmoniously and creatively. Evergreen's curricular structure helps build this sense of community. Enrollment in year-long programs gives students a more coherent and focused education and provides ample opportunity for students and faculty to become well acquainted.

Evergreen students come directly from high schools, other community and four-year colleges, and as older students returning from work or home for a college degree. A mixture of young and old, of energy and experience, charges Evergreen's programs with interesting and diverse perspectives.

Evergreen is committed to actively recruiting a multicultural student body and to presenting the entire student body with intercultural values and perspectives across the curriculum.

The college considers a diverse student body to be in itself a resource for learning. As a member of a wide variety of new students, we invite you to the Evergreen community.

### CHRISTINE KIRK

Evergreen has been a family affair for Christine. Both her brother, Carl, and her mother, Judy, attended the college. While Carl concentrated on computer studies and Judy worked in the arts, Christine is blending the arts and business. After two years of taking programs with a strong arts emphasis, she'll enroll in the "Management in the Public Interest Program."

Her favorite program so far has been "The Divided Self," which encouraged self-discovery through the arts. "I grew up then," she says. "I was involved in a group project that studied how women are looked at in society. I don't know how else to say it, but I'm going to be myself."

### Evergreen Students, 1987-88

For more information, see page 113.

|                          |             |
|--------------------------|-------------|
| <b>Enrollment</b>        | <b>3055</b> |
| Olympia                  | 2816/92%    |
| <i>Graduate students</i> | 154/ 5%     |
| Tacoma                   | 108/ 4%     |
| <b>Race</b>              |             |
| Asian                    | 96/3%       |
| Black                    | 91/3%       |
| Caucasian                | 2772/91%    |
| Mexican/Latino           | 51/2%       |
| Native American          | 45/1%       |
| <b>Age</b>               |             |
| 18-24 years old          | 1650/54%    |
| 25-29 years old          | 428/14%     |
| 30-39 years old          | 642/21%     |
| 40+ years old            | 335/11%     |
| Median Age:              | 23.5        |

### Evergreen's Two Campuses, 1987-88

|                   | <i>Total</i> | <i>Olympia—<br/>Main campus</i> | <i>Tacoma<br/>Program</i> |
|-------------------|--------------|---------------------------------|---------------------------|
| <b>Students</b>   |              |                                 |                           |
| Caucasian         | 2772/91%     | 2510/92%                        | 49/45%                    |
| Students of Color | 283/ 9%      | 209/ 8%                         | 59/55%                    |
| Female            | 1657/54%     | 1427/52%                        | 64/59%                    |
| Male              | 1398/46%     | 1292/48%                        | 44/41%                    |

## Other Evergreen Differences

### Our Faculty

At Evergreen, you'll find a faculty committed to excellence in undergraduate education. Among other things, this means faculty members are more accessible to students, receptive to their ideas and open to their concerns. Students' evaluations of their faculty members become part of those faculty members' professional portfolio and are one of the main measures of their effectiveness when they undergo periodic evaluation by Evergreen's academic deans. Faculty are evaluated primarily on the quality of their teaching, not on the basis of their research or how many articles they have published. The main emphasis is on teaching at Evergreen. On the average, our faculty spend nearly one-third more hours in direct teaching contact with their students than is the norm at most public institutions of higher education.

### At Evergreen, You'll Become an Independent Thinker

At the heart of most Evergreen interdisciplinary programs is the seminar, where one faculty member and an average of 20 students meet regularly for extended exploration of some crucial topic or reading. Although up to 100 students and a five-member faculty team may be involved in a Coordinated Study Program, much of a student's time is spent in these small group discussions. The faculty leader and students ready themselves for seminars, which meet once or twice a week, by reading the same materials, by writing and by preparing brief reports. Then they gather to share their understandings and sort out differences. Through this close collaboration with faculty and fellow students, you will learn to research your ideas, to express yourself clearly, and to work cooperatively—abilities Evergreen graduates have found extremely helpful in their lives and careers.

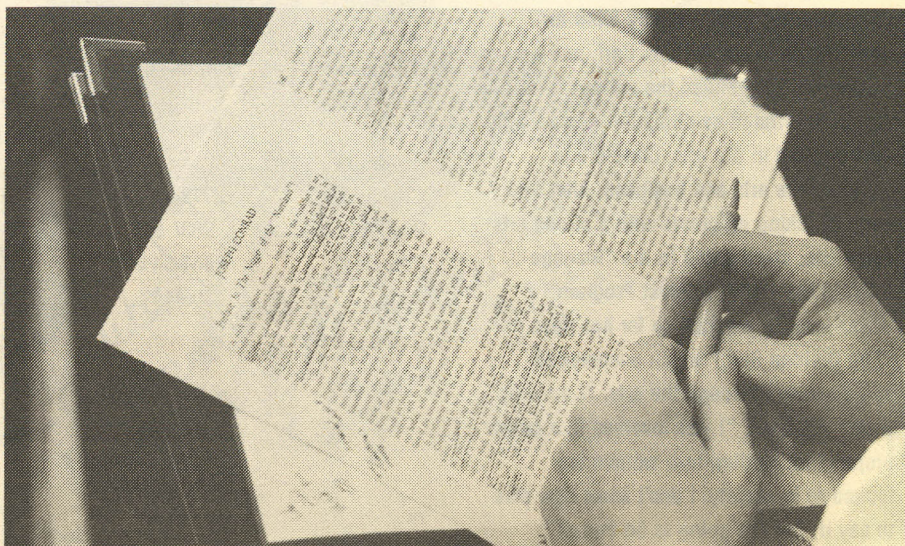
### Narrative Evaluations

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

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

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

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



## Self-Evaluations

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

## Student Evaluations of Faculty

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

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

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

## Evaluation Conferences

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

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

## Your Transcripts

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

## A Week in the Life of an Evergreen Student \*

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

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

## Evergreen Works

Evergreen graduates, who now number more than 8,000, are successful in their chosen pursuits—whether that means a career, graduate school or some other post-graduation activity—because they are independent and self-disciplined in addition to being knowledgeable. Over the years, 94% of Evergreen's graduates have met their own immediate goals: acceptance into a graduate or professional school, a particular kind of job, or another career objective. This percentage is particularly impressive because it is based on a survey of all graduates from 1971-1985, not just those registered with the college's Career Development Office.

Interdisciplinary study and participation in seminars promote cooperation and diverse perspectives. Applied projects and Internships develop daily the ability to make the leap from theory to practice. Independent study options and self-evaluations encourage active involvement, systematic and imaginative analysis, and responsibility. These are the qualities that graduate schools and employers are looking for in graduates.

## Eight Easy Steps to Picking Your Program

The first step for entering freshmen is usually a Core Program. Core Programs are actually foundation-level Coordinated Study Programs—broadly interdisciplinary and taught by a faculty team whose expertise spans several academic fields. Most Core Programs last a full academic year. Often they are just as appropriate for transfer students or those in their second year at Evergreen. Core Programs are designed to help first- and second-year students understand and take full advantage of the academic opportunities Evergreen offers. Core Programs also provide students with opportunities to strengthen academic skills they'll need at Evergreen and in later life: college-level reading, writing, research and discussion skills. Evergreen's goal is to help you become a self-directed learner who can continue to grow intellectually throughout life.

### 1. Consider what you want to study.

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

### 2. Read the catalog to find the appropriate program for you.

- *If you are a freshman,* your choice should be one of the *Core Programs* that interest you the most. Core Programs are described on pages 40-45. Any Core Program can lead into any later area of specialization.
- *If you are a transfer student,* look up the subjects that interest you in the *Academic Index*, beginning on page 111. This lists all the programs which cover your subjects. Sometimes a Core Program will look just right, especially if you are transferring as a first- or second-year student. For some transfers, an intermediate or advanced program in a specialty area may be the right choice. If a *Specialty Area* is listed under your subject in the index, read over all the offerings in that area.

### 3. Other things to look for in the catalog:

- Look at the *Academic Pathways* described in the Specialty Areas where your interests lie. *Pathways* will suggest a logical sequence for your years of study in a particular field, and help you decide where to begin.
- Examine the *planned equivalencies* at the end of each program description to see the full range of subject matter it will cover. The equivalencies may change as faculty develop the program's theme, but the catalog description will give you a general idea of content.
- Browse over a number of *possibilities* before you settle on one. Try to choose at least three alternates before you take the next step.

4. **Discuss your choices and goals** with your *faculty*, or with the faculty and staff in the *Academic Advising Office*. Academic Advising keeps program descriptions that will have been expanded and updated from what you read in this catalog. Often, programs which appear only vaguely appropriate in the catalog reveal themselves as exactly appropriate and personally exciting when you read the latest details. Academic Advising also gives you information about new or revised programs.

### 5. Attend the Academic Fair,

which is described on page 22. The faculty will be assembled there, all in one place at one time, sitting at tables marked with their program titles. You can discuss program content, style and requirements directly with the program faculty.

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

### 6. Choose your program.

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

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

### 7. Register.

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

### 8. Pay your tuition by the deadline,

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

## Answers To Some Frequently Asked Questions

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

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

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

The Academic Advising Office, your current program faculty, the faculty in areas which interest you. The Academic Fair (page 22) is an opportunity to figure out exactly which of the upcoming offerings is best for you. If you want to select a faculty advisor, contact Academic Advising.

**Who will help me plan my degree program?**

Your academic advisor, your program faculty and the Student Advising Center, specifically, the Academic Advising and Career Development Office which are part of SAC. Any or all of the above. When in doubt, ask the Student Advising Center.

**Who is allowed to do an Internship? When?**

Some programs incorporate Internships in their learning plan. Internships can also be arranged outside of programs through Individual Learning Contracts. A limited number of Internships are available, and priority for independent Internships is given to seniors. All Internships must be approved by the Office of Cooperative Education, which is part of the Student Advising Center. See pages 92 and 93.

**Will I receive letter or numerical grades?**

The faculty assess the quality of the work done by means of detailed written evaluations. Evergreen uses this system in lieu of letter or numerical grades. See pages 18 and 19.

**Are all 1989-90 programs listed in this catalog, or are others added later?**

Most full-time programs were planned more than a year before the 1989-90 academic year. Information about changes and additions will be available at the Academic Advising Office. Part-time offerings, which are described briefly in this catalog, are planned only months before the quarter they are offered. They are publicized in a quarterly publication distributed on campus, *The Evergreen Times*.

**What are Evergreen's areas of study?**

Most of the conventional college subjects, plus a number of specialties. Consult the *Academic Index* (page 111), and browse through the Specialty Area descriptions (pages 46-91). Advisors and Admissions counselors can give you detailed information about offerings in the fields that interest you.

**What degrees and certificates do you offer?**

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

**What are advanced study opportunities at Evergreen?**

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

**What do Evergreen graduates do?**

Our graduates undertake all the usual careers, and invent some of their own. Environmental sciences and health services are two fields commonly chosen by Evergreen graduates. See "Evergreen Works" on page 19.

**Where can I get more information about programs?**

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

**Can I take more than one program at a time?**

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

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

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

**Who is allowed to do an individual learning contract?**

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

## An Evergreen Glossary:

Because Evergreen's approach to education is unique, we've devised a special terminology over the years. Learning how these key terms are used at Evergreen will help you understand our practices and procedures.

### Academic Advising

A key part of the Student Advising Center, the Academic Advising Office provides students with up-to-date information on programs, faculty and academic services. You'll also receive advising—formal and informal—on an ongoing basis from faculty in your programs and areas of interest.

### Academic Fair

A mass gathering of faculty and students where faculty are available to explain upcoming programs or discuss possible contracts with students. Usually held in the Library lobby at the beginning of each academic year and toward the ends of Fall, Winter and Spring Quarters. Academic Fairs are chaotic, fun and informative. Faculty sit at tables; signs indicate their program or contract assignment for the quarter. Personnel from Academic Advising and the Office of Registration and Records also attend, as do the academic deans. Check with Academic Advising, Admissions or Registration and Records for dates and times.

### Athletics

Evergreen fields intercollegiate teams in men's and women's soccer and swimming and diving. There are also a number of club sports, the most popular of which are sailing, crew, ultimate frisbee, tennis, cross-country running, track and field and basketball.



### CAB

Unless you're calling a taxi, "CAB" refers to the Campus Activities Building. See page 101.

### Career Pathways

The way to specialize in a particular field of study at Evergreen is to plan an academic or career "pathway." Talk with Academic Advising or an Evergreen faculty member teaching in the field of your interest to find out how to plan your own academic pathway.

### Chaos

Around here, it's spelled KAOS and it means the college's FM community radio station.



### Contracts

There are three kinds of academic contracts at Evergreen: Group Contracts, Individual Learning Contracts and Internship Contracts. See the chart, "Major Modes of Study," on page 7.

### Coordinated Study Program

An academic program with a faculty team of two to five and 40 to 100 students. Primarily full-time and one or more quarters in length, Coordinated Studies focus on interdisciplinary study and research of a particular theme or topic.

### Core Programs

Introductory programs designed for first-year college students, which are sometimes appropriate for transfer and returning students as well. You can think of Core Programs as Coordinated Studies for beginners because they emphasize studying in several disciplines and improving skills such as college-level reading, writing and research. For more information, turn to page 40.

### Courses

Part-time courses supplement the main curriculum. For a sense of how they fit in, see the "Major Modes of Study" on page 7.

### CPJ

Stands for the *Cooper Point Journal*, Evergreen's student newspaper.

## cooper • point JOURNAL

### Credits

Full-time students at Evergreen earn 12-16 credits, or quarter hours, per quarter; the maximum allowed is 16. The amount of credit generated by a program is clearly specified at the end of the evaluation written by the faculty member on the student's academic performance. See program descriptions, pages 40-91.

### DTF

The initials stand for Disappearing Task Force. Evergreen's planners wanted to avoid permanent committees, so they created DTFs to study problems, make recommendations and then disappear. Students are encouraged to participate on any of more than 20 DTFs which are usually active in the course of an academic year.

### Environment

A big issue at Evergreen. Many people study the natural environment in academic programs and on their own. If you want to learn environmental science on land, in water and in the air, this is the place to do it. (We even have our own beach). May also refer to "Evergreen environment," meaning the sense of campus community.

### Equivalencies

The approximate course titles and credit hours listed at the end of the program descriptions on pages 40-91. These will be listed as final "course equivalencies" at the end of a faculty evaluation of your academic work. This is the way Evergreen translates interdisciplinary studies into course titles similar to those at other institutions. Students may earn equivalencies in four to six disciplines. For example, you might be awarded credit in history, mathematics, science and writing for your work in a single Coordinated Study.

### Evaluation

Evergreen's grading system consists of a narrative evaluation of a student's academic work at the end of each quarter. Faculty members write evaluations of each student's work and progress; each student writes a self-evaluation as well as a faculty evaluation. Usually one typed page long, these official documents make up an Evergreen student's permanent transcript.

### Evaluation Conference

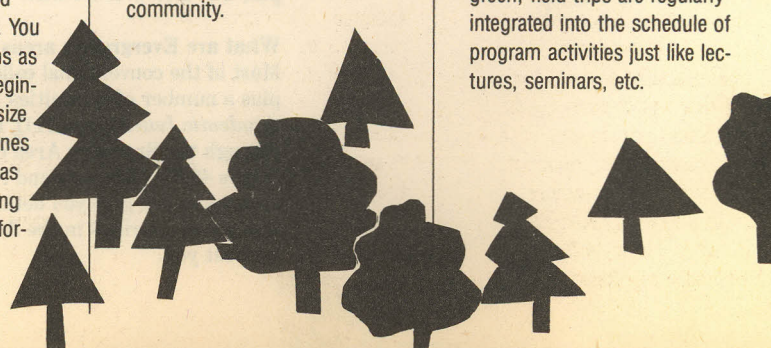
A quarterly conference in which a faculty member and student discuss their evaluations of the student's work. Conferences occur during Evaluation Week, the eleventh and final week of each quarter.

### Faculty Sponsor

A student's chief instructor during any given quarter in a Group Contract, Individual Contract or Internship.

### Field Trips

One of the most exciting examples of this college's approach to education. At Evergreen, field trips are regularly integrated into the schedule of program activities just like lectures, seminars, etc.



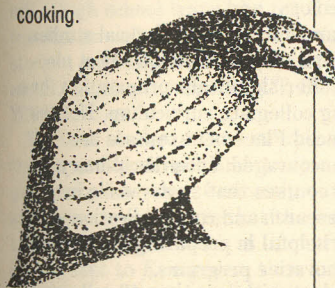


### First Peoples

At Evergreen describes people of color, commonly referred to in America as minorities—Blacks, Asians, Pacific Isle Americans, Native Americans, Chicanos and Latinos. See the First Peoples' Coalition, in the section on the Student Advising Center, page 93.

### Geoduck

The campus mascot, a legacy from Evergreen's early humorists. Pronounced "gooey-duck," the Geoduck is an oversize clam native to this area and edible only after substantial amounts of pounding and cooking.



### Governance

An ongoing process at Evergreen, where we try to make decisions together. Governance is conducted 3-5 p.m. on Mondays and 1-5 p.m. on Wednesdays. Students participate in governance along with staff and faculty members—don't be surprised if you're asked to serve as a member of a DTF. Participatory democracy is hard work and time-consuming, but you have a voice in what happens at Evergreen if you choose to exercise this unusual and valuable franchise.

### Greener

Short for Evergreener.

### Interdisciplinary

Study that covers more than one academic discipline. Many Evergreen programs involve study in three or more disciplines, and all require some cross-disciplinary work. Thus, you may find yourself learning about both science and art in the same program, or about social science and human development, or combining studies of history with explorations of literature.

### Individual Learning Contracts

An individual study plan agreed to by a student and a faculty sponsor. May include readings, writing, painting, photography, field studies and research—whatever suits your academic needs and interests. Requires considerable well-defined goals, self-discipline, lots of motivation and the ability to work with minimal supervision. For advanced students and available only in limited numbers. Academic Advising has information on how to proceed and which faculty might be appropriate sponsors.

### Internships

Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through the Office of Cooperative Education. Seniors are generally given priority, as are students in academic programs that require Internships. For additional information, see the "Major Modes of Study" chart on page 7, read the information on page 92, and visit the Cooperative Education office.

### Organic Farm

Interested in learning about agriculture? See pages 55 and 101.



### Part-time Study

Most Evergreen programs are designed for full-time study, but some offer part-time options in the evening for working adults. Evergreen offers some half-time programs for working students, usually on Saturdays, and there are also part-time courses (4 quarter hours) which can fit into most any schedule. Sometimes part-time courses are available only to regularly-admitted students.



### Potluck

A tradition at Evergreen where a faculty member and the students in his or her seminar bring food for lunch or dinner, often at a seminar member's home. These occasions are perfect for mixing academic and social life.

### Prior Experiential Learning

Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit. See pages 26 and 92 for more information.

### Programs

To distinguish Evergreen's offerings from the traditional courses or classes of other institutions, we use the term "programs" to indicate an academic offering that is multidisciplinary and full-time or nearly so. Students enroll in one program at a time, often for a full year of study.

### Retreat

Many academic programs go on retreat during the year, often off campus. Retreats allow for secluded work on a particular project or the finale to an entire year's studies. Also, the whole curriculum is planned at an annual Faculty Retreat. The programs in this catalog were planned at the Faculty Retreat of spring, 1988.

### Self-evaluation

Your evaluation of your own academic work, as measured against your objectives at the beginning of a quarter and the requirements of your program, contract or Internship. Evergreen believes that developing the ability to assess oneself is an important ability in the modern world. Student self-evaluations are part of their formal academic record.

### Seminars

Also known as Book Seminars, are one of the central experiences of an Evergreen education. Seminars usually meet twice weekly to discuss the readings assigned in a particular program. The discussion group consists of a faculty member and an average of 20 students. The faculty member or, often, a student leads or facilitates the seminar. Participants are expected to prepare for the seminar by reading and digesting the book to be discussed.

### Social Contract

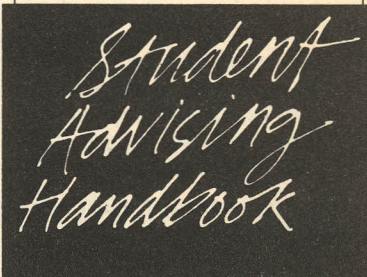
Evergreen's planning faculty wanted Evergreen to function as a community, so they wrote their ideas about working together and social ethics into the Social Contract. See page 104 for a full copy.

### 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 eight Specialty Areas are listed in "The Condensed Curriculum" on page 36.

### Student Advising Handbook

Published by the Academic Advising Office, this publication is an invaluable source of information and a tool for planning your career at Evergreen, and beyond.



### Transfer Credit

Academic credit transferred to Evergreen from another institution of higher learning. Usually given only for academic, as opposed to technical, coursework.

# Admissions

As a college committed to fostering individual and collective growth in a democratic society, Evergreen wants to attract students of diverse culture, race, age, previous educational and work experience, geographical location and socio-economic backgrounds.

The college welcomes qualified students who demonstrate a spirit of inquiry, an eagerness to improve—and this in increasingly self-directed ways, a desire to communicate articulately and clearly in both writing and speech, and a willingness to use these traits helpfully and productively with others.

The college wants students who also express an interest in campus or community involvement, a respect and tolerance for individual differences, and a willingness to experiment with alternative structures of teaching and learning as these have evolved at Evergreen over the past two decades. Prospective students should seek full information concerning these modes of study.

## First-Year Students

Normally, graduates in the upper half of their high school graduating class who have a minimum 2.5 GPA and who have demonstrated achievement in a variety of academic courses will be considered for admission. If ranking is not available, applicants will be considered individually.

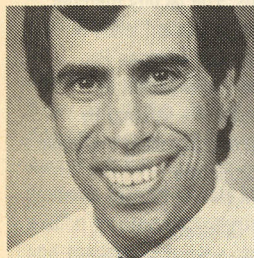
Students planning to enter directly from high school are required to have completed this college preparatory program:

1. Three years of English selected from courses designed to develop college-level reading and writing proficiencies (composition, creative writing, literature);
2. Two years of mathematics selected from algebra, geometry, trigonometry, advanced algebra and higher-level courses;
3. Two years of science including one year of laboratory science (biology, chemistry, physics, ecology); and
4. Two-and-a-half years of social studies.

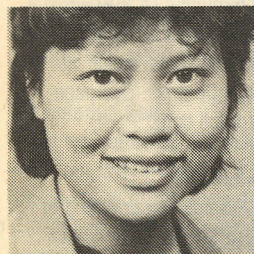
In addition, students should select electives that offer significant preparation for a challenging collegiate curriculum. Honors and Advanced Placement courses are strongly encouraged. Interdisciplinary study and courses that stress skills in writing, research and communication are especially helpful in preparing for Evergreen's innovative programs.

Any student with less than 40 college credits must also submit ACT, SAT or WPCT scores. At this time, no minimum score is required.

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.



**Doug Scrima**  
Assistant to the  
Dean



**Diane Kahaumia**  
Coordinator of  
Minority  
Recruitment

**Carolyn Sunstrom**  
Coordinator of High  
School Relations

**Sandy Campbell**  
Coordinator of  
Community College  
Relations

For more information about **Admissions**, call (206) 866-6000, ext. 6824.



## Criteria for Transfer Students

Transfer students will be considered for admission if they have made satisfactory progress in academic transfer courses at a previous college(s) and finished in good academic standing. Normally, a 2.0 minimum GPA (or equivalent) is required. A large number of withdrawals, incompletes or no-credits may be seen as a lack of satisfactory progress. We encourage college transfers to have completed the English composition course sequence (including research paper) at their present college, if currently enrolled.

Applicants from other institutions who have completed 45 quarter hours of college-level academic transfer courses need not submit high school transcripts. Those who have completed less than 45 quarter hour credits at the time of application must submit a high school transcript (or GED results) as well as college transcript(s). Any student with less than 40 quarter hour credits must also submit ACT, SAT or WPCT scores.

Transfer students must submit official transcripts from each and every college or university attended. Currently enrolled students should assure that the most recent transcript of their work at the current college is sent to Evergreen, then have a final official copy sent immediately upon completion of all coursework there. Failure to submit a final satisfactory transcript, as well as all transcripts of previous college work, will result in disenrollment.

## Other Criteria

1. *GED*. Applications will be considered from persons 18 or older who have not graduated from an accredited high school but who have completed the General Educational Development tests. Normally, GED test scores should be at the 60th percentile or above in all categories.

2. *Conditional Admission*. Students whose high school and/or college record falls below the criteria described above may be considered for conditional admission by submitting additional information such as a personal letter or essay, letters of recommendation, test scores (SAT, ACT or WPCT), samples of their work or other information requested by the Admissions Office.

3. *Returning Students*. Former students planning to return to Evergreen after withdrawing, graduating, 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. An admission decision is subject to the admission criteria and deadlines that apply to the requested quarter of entrance.

4. *International Students*. The college will consider applications from international students who have met the minimum entrance requirements for universities in their native country and who can provide evidence of their proficiency in English. International students transferring from a college or university must show satisfactory completion of courses at a minimum achievement level of C+ or 75% or equivalent. Applicants must score at least 525 on the Test of English as a Foreign Language. Applicants must also show evidence of having at least \$12,000 (U.S.) to pay normal expenses for one year's enrollment at Evergreen. Interested international students should request further specific information about application processes from the Admissions Office.

## To Apply for Admission

All applicants who wish to be considered for acceptance as fully matriculated students must submit the following items to the Admissions Office:

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

2. Official transcripts of all previous college studies and, for those applying directly from high school or those with less than 45 quarter hours of transfer coursework, a record of completed high school courses including rank in the graduating class. A transcript is considered official if it (a) bears the seal of the institution, (b) is signed by an appropriate school official and (c) is sent directly from the school to Evergreen's Admissions Office.

3. Students applying as first-year students must submit ACT, SAT or WCPT scores as part of the application process.

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

## Application Deadlines

The college accepts applications on a rolling basis until enrollment limits are reached; specific deadlines are not necessarily set in advance. Early application is recommended. Applications may be submitted beginning a year in advance of the desired quarter of admission. Applicants must submit an application and fee in order to begin their application process.

If qualified applications should exceed available space, further admission decisions may take into account a variety of factors to achieve diversity and balanced enrollment in Core and advanced programs.

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.

## Notification and Deposit

Notification of admission will be made after a review of the completed application. (For Fall Quarter, notifications begin in December.) Upon notice of eligibility you may be asked to send a non-refundable deposit of \$50 by a stated deadline in order to assure your space at the college for the quarter of admission. However, admission and deposit do not guarantee your space in a particular program, contract or course. Students who wish to participate in advance registration may be asked to submit their \$50 deposit by an early deadline.

## Deferred Application

Students who wish to postpone their application to another quarter should make that request in writing prior to the tenth day of the quarter for which they originally applied. Deferral is subject to the admission criteria and deadlines in effect for the future quarter.

## 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.

Admission deadlines and scholarship deadlines often vary. In order to be considered for an Evergreen scholarship you should be admitted to the college first. Contact the Dean of Enrollment Services for scholarship information.

## Special Students and Auditors

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

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

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

Auditors receive neither credit or 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.

## Transfer of Credit

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

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

Credits earned at nonaccredited institutions, technical institutes, military, art and music institutes, foreign colleges and universities and proprietary schools (such as business colleges and correspondence schools) are evaluated by the Admissions office (see also, *Prior Learning from Experience*, page 92). Work performed should be equivalent to work for which a four-year college or university would normally give credit toward a B.A. degree, and is evaluated on a case-by-case basis.

## Community College Transfer

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

## Upside-Down Program

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

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

Minimum eligibility criteria include cumulative grade average of at least a 2.5 and satisfactory completion of at least one, preferably two, English composition course(s). 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.

## Credit for Military and Flight Training

If you are an admitted student, credit for military training may be applied to your graduation requirements as part of the 135 quarter-hour transfer credit maximum. Military training is evaluated by the Credentials Evaluator in Admissions in consultation with the Office of Registration and Records and is based upon the recommendations of the American Council on Education's guide.

You must provide copies of your DD-214 and any certificates you earned while serving in the military. The Office of Veterans Affairs can assist you in obtaining copies of these records if they are not part of your portfolio.

While no credit is granted for Basic Training, many other courses you have completed and ratings you have achieved may be transferable. This source of credit may also be applicable to the bachelor of science requirements at both the lower- and upper-division levels.

Earned pilot's licenses are another source of credit which may transfer. Varying amounts of credit are awarded for a commercial/instrument license, multi-engine rating, airline transport pilot license and flight instructor license. No credit, however, is given for possession of a private pilot's license.

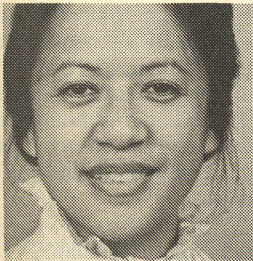
## Credit for Training Sequences

Work for which you have earned a recognized certificate may apply as transfer credit if it is comparable to the quality of work you might do under the direction of an Evergreen faculty member. It must also be in an area which the college recognizes as applicable to a bachelor's degree. Special job-related courses completed outside accredited institutions are an example of this type of credit. The credit can be academic or vocational and must conform to all transfer credit requirements.

You must submit to the Credentials Evaluator in Admissions a copy of your certificate, a course description or syllabus, an evaluation of the quality of your work and a completed "Certificate Evaluation Cover Sheet" available only in the Admissions office. The Credentials Evaluator may submit your application to qualified faculty members for further review.

Generally, up to one quarter hour of credit may be generated for every 30 hours you spend in class. Contact Admissions for more information on this possible source of transfer credit.

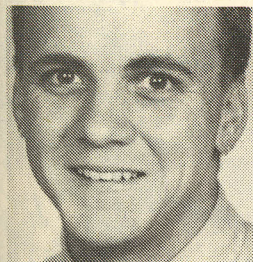
## Financial Aid



**Georgette Chun**  
Director of Financial  
Aid



**Karen Wade James**  
Financial Aid  
Counselor



**John McLain**  
Financial Aid  
Counselor

### Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial application packets are generally available by mid-January. Because funds are limited, it is recommended you submit your 1989-90 Financial Aid Form to the College Scholarship Service by March 1, 1989, to receive full consideration for all available campus-based financial aid. For more information, pick up a brochure on Student Financial Aid which outlines the application process, deadlines and other details.

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 Guaranteed Student Loans, which have rolling disbursement dates based on remittance by the student's lender, and on-campus work-study earnings, which are distributed through monthly payroll checks.

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

### Emergency Loan Program

Emergency loan funds are donated by businesses, service and professional organizations, individuals in the community, and by the Short Term Loan Fund of Services and Activities. This program aids continuing students who have temporary need by providing short term loans of up to \$200. Application is made by personal interview with a Financial Aid counselor.

### Scholarships

Institutional scholarships are coordinated by the Office of the Dean of Enrollment Services. Eligibility criteria vary.

- *Mark Blakley Memorial Scholarship:* awarded to new or continuing student pursuing the creative arts.
- *Ward Bowden Memorial Scholarship:* awarded to new and continuing students with financial need and who are interested in the field of journalism or political science.
- *Roger F. Camp Memorial Scholarship:* awarded to a full-time second-year Evergreen student with financial need.
- *Lloyd Colfax Memorial Scholarship:* awarded to a Native American student who has been admitted to the Teacher Education Program.
- *Carleton Morris Cooley Scholarship:* awarded to a continuing student with senior standing who has excellent writing skills and participates in college governance.
- *Cultural Diversity Scholarships:* awarded to new and continuing American students who can contribute to the cultural and ethnic diversity of the college.
- *Edith K. Draham Scholarship:* awarded to new and continuing Evergreen students with financial need and demonstrated ability in fiction writing.
- *First Peoples Scholarships:* awarded on the basis of merit to new students of color.

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

- *Foundation Scholarships*: awarded to new full-time students who have made distinguished contributions in their community, studies or other work.

- *Saul and Dayee G. Haas Foundation Award of Merit*: awarded to a continuing Evergreen student with junior or senior standing pursuing studies in the communications field.

- *Gordon Herom Memorial Scholarship*: awarded to students who are at least 40 years old and display superior academic promise, and who are returning to college or entering for the first time after an extended time away from higher education.

- *Ethel MacPhail Scholarship*: awarded to a new or continuing female student with junior or senior standing pursuing full-time studies in business management or a related field.

- *Shauna May Memorial Scholarship*: awarded to a new or continuing student pursuing studies in the humanities.

- *Charles J. McCann Merit Scholarship*: awarded to a full-time senior who has been at Evergreen for at least a year and who has shown the capacity to work well with others and demonstrates the ability to design and carry out a plan of study, and does it well.

- *Pleneurethics Society Scholarships*: awarded to continuing upper-division students in anthropology, journalism, literature, mathematics, natural sciences, philosophy or psychology

- *Scholar-Athlete Awards*: given as needed to students who demonstrate dedication to their studies and athletic endeavors.

- *Jackie Robinson Memorial Scholarship*: offered to a current full-time Evergreen junior or senior who is recognized as a student from one of the protected ethnic communities for their academic achievement and outstanding commitment to community involvement and social justice.

- *Jess and Hanna Spielholz Scholarship*: awarded to upper-division continuing students who have successfully completed academic work in health education or a closely related field and who demonstrate excellent communications skills.

- *Masters in Public Administration Fellowship*: awarded to a student in the program who demonstrates promise for continued intellectual and professional development.

- *Masters in Environmental Studies Fellowship*: awarded to a student in the program who demonstrates promise for continued intellectual and professional development.

- *Brian Williamson Memorial Scholarship*: offered to students with senior standing who have earned a minimum of 48 credits at Evergreen and demonstrate a commitment to the environment and to humane and effective solutions to environmental problems.

- *John Walker MPA Fellowship*: awarded to a woman in the MPA program based on her promise for continued intellectual and professional development.

Materials submitted for a scholarship become the property of the college and cannot be returned.

For more information about **scholarships**, call (206) 866-6000, ext. 6310.



## 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 that you intend to remain in Washington for other than educational purposes. Once established, the domicile must exist for one year prior to the first day of the quarter you plan to enroll as a resident student.

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

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

### Washington/Oregon, Washington/British Columbia Reciprocity

In accordance with a reciprocity agreement between the states of Washington and Oregon, Evergreen is allocated a number of tuition waivers for Oregon residents. Graduate students and undergraduate students of junior standing or above both 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

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

Tuition and fees are billed quarterly by mail if you are "preregistered." Payments must be in the Cashier's Office by 3:45 p.m. of the second class day if you are "preregistered." Failure to pay tuition and fees by this deadline will result in disenrollment. Payments must be *received* by the deadline; i.e., postmarks are not considered.

If you register during the "regular registration" period, you must pay tuition and fees at that time.

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

### Estimated Expenses

These estimates are for a single student who lives on or off campus during the nine-month academic year. They are *projections* for the 1989-90 year and *subject to change*.

|  | Residents     | Nonresidents    |
|--|---------------|-----------------|
| Tuition and Fees (Full-time undergraduate) | \$1317        | \$4581          |
| Books and Supplies                         | 495           | 495             |
| Housing and Meals                          | 3384          | 3384            |
| Personal Needs                             | 1080          | 1080            |
| In-State Travel                            | 720           | 720             |
| <b>Total</b>                               | <b>\$6996</b> | <b>\$10,260</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 Category | Applicable Refunds   |
|---------------------|--|
| Tuition and Fees    | 100 percent to fifth class day of quarter; 50 percent to 30th calendar day; after that, no refund.                                     |
| Housing Deposit     | Please contact the Housing Office for a copy of the Housing Contract which contains complete details on deposits and refund schedules. |

Appeals on any financial policy or charge must be made to the Office of Registration and Records within ten days after the first billing.

For more information about **tuition and fees**, call (206) 866-6000, ext. 6180.

### Tuition and Fees

These are *projected* tuition and fees\* for the 1989-90 academic year\*\* and may be *subject to change*.

| Enrollment Status                              | Quarter Credit Hours | Washington Resident Tuition   | Nonresident Tuition                    |
|--|----------------------|---|--|
| Full-time undergraduate students               | 10-16                | \$439 per quarter   | \$1527 per quarter                     |
| Part-time undergraduate students               | 9 credits or less    | \$43.90 per credit; 2 credits minimum   | \$152.70 per credit; 2 credits minimum |
| Southeast Asian Veteran undergraduate students |                      | \$153 for 4 credits or more; \$43.90 per credit for 2 or 3 credits; 2 credits minimum | Does not apply                         |
| Full-time graduate students                    | 9-12                 | \$620 per quarter   | \$1850 per quarter                     |
| Part-time graduate students                    | 8 credits or less    | \$62 per credit; 2 credits minimum  | \$185 per credit; 2 credits minimum    |
| Southeast Asian Veteran graduate students      |                      | \$153 for 3 credits or more; \$124 for 2 credits minimum                              | Does not apply                         |

\*A \$74 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.

### Miscellaneous Fees

|   |                |                |
|---|----------------|----------------|
| Mandatory health fee (quarterly)              | \$             | 20*            |
| WashPIRG (quarterly; refundable)              |                | 2.50**         |
| Housing deposit/administrative fee            |                |                |
| <i>Rental contract</i>                        |                | 60             |
| <i>Unit lease</i>                             |                | 100            |
| Transcript                                    |                | 10             |
| <i>Extra transcripts ordered at same time</i> |                | 5              |
| ID card replacement                           |                | 5              |
| Returned check                                |                | 6              |
| Application fee (non-refundable)              |                | 25             |
| Admission deposit (non-refundable)            |                | 50             |
| Late registration fee                         |                | 15             |
| Reinstatement/late registration fee           |                | 50             |
| Graduation fee                                |                | 25             |
| Lab fee (varies)                              |                | 10-25          |
| Leisure Education (varies)                    |                | 5-100          |
|   | <i>Per Day</i> | <i>Quarter</i> |
| Parking                                       |                |                |
| <i>Automobiles</i>                            | .75            | \$22           |
| <i>Motorcycles</i>                            | .75            | 11             |
|   |                | <i>Year</i>    |
|   |                | \$54           |
|   |                | 27             |

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

\*\*WashPIRG, or the Washington Public Interest Research Group, is a consumer and environmental organization directed by students. Students who do not pay the \$2.50 special fee are not blocked from enrollment. If you do not wish to support WashPIRG, you may waive the fee.



# Academic Regulations

## Registration

### New and Continuing Student Enrollment Process

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

Any changes in the number of quarter credit hours for which you are registered must be submitted to the Office of Registration and Records no later than the fifth day of any quarter.

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

Throughout the year, important information will be mailed to you, therefore *you are required to keep a current address*—even those 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 29.)

## 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 29.

## 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 29.

## Enrollment Status

| Status*                | Full-time Status  | Part-time          |
|------------------------|---|--------------------|
| 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 need to "step out" for awhile, you are eligible for a leave of absence of no more than one year. If you are *not* enrolled in a program or contract by the enrollment deadline, you are considered to be on leave (up to one year for undergraduate and one quarter for graduate students).



Arnaldo Rodriguez  
Dean of Enrollment  
Services



Judy Huntley  
Assistant to the  
Dean for Records  
and Registration

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

## Academic Credit

### General Policies

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

### Partial Credit Options

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

### Evaluation

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

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, two evaluations are written about your academic accomplishments—one by your faculty member and one by yourself. For more about this unique way of grading, turn to page 10.

## Appeals of Evaluation Wording and Credit

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

To make an appeal, a student should submit a written notice of appeal to other members of a faculty team with a duplicate copy to the dean responsible for that program.

### Academic Honesty

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

## 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.

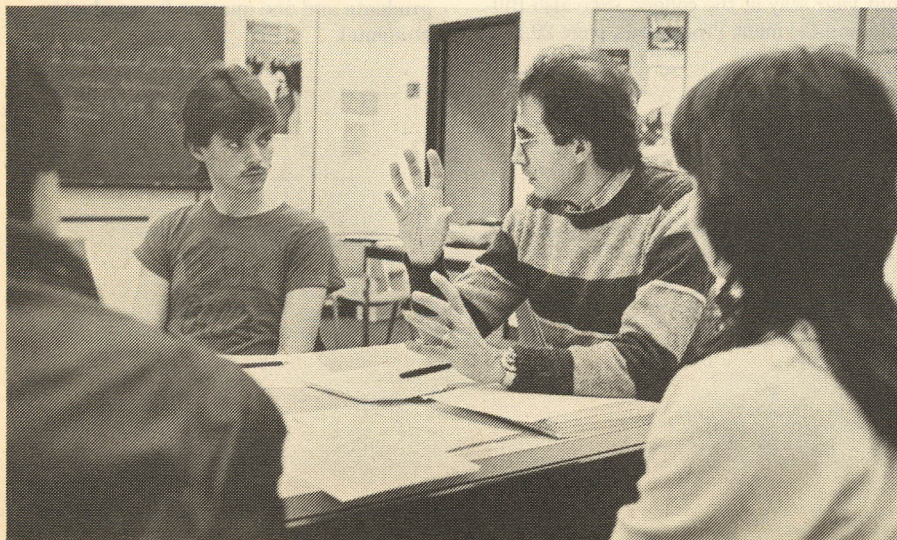
Unless you go on a leave of absence, withdraw or change programs, credit and evaluations are reported only at the end of a program or contract. Once the evaluation is accepted in the Office of Registration and Records, a copy is sent to you. If you need your faculty to further revise your evaluation, 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.



### Retention of Records

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

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

### Confidentiality of Records

Evergreen complies with the federal Family Education Rights and Privacy Act of 1974, which establishes fair information practices regarding student records at American colleges and universities. Copies of Evergreen's policies may be obtained from the Office of Registration and Records or the Office of the Dean of Enrollment Services.

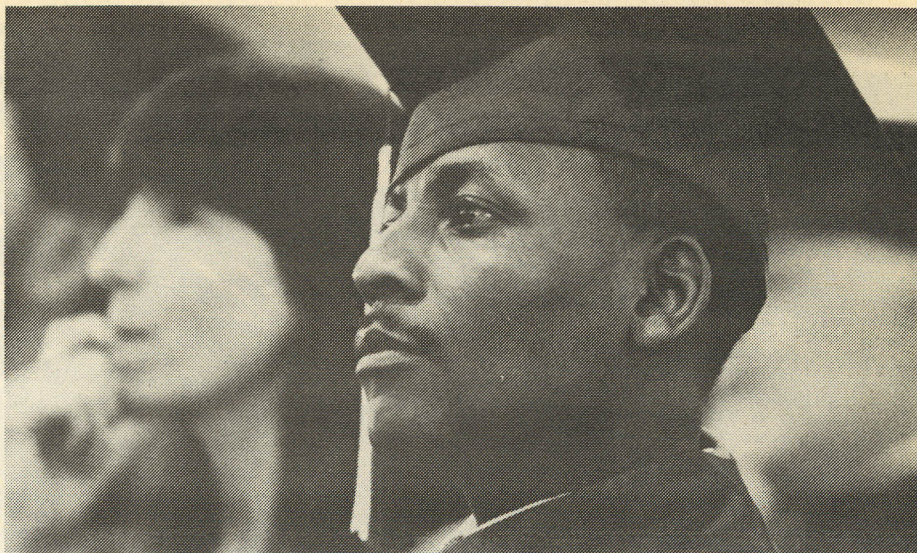
### Academic Standing Policy

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

Faculty evaluation of student achievement formally occurs at the conclusion of programs, contracts, courses and internships. In addition, any student in danger of receiving less than full credit is so notified in writing at mid-quarter by his or her sponsor.

A student making unsatisfactory academic progress will receive an Academic Warning and may be required to take a Leave of Absence.

1. *Academic Warning.* A student who earns fewer than three-fourths the number of registered credits in *two* successive quarters will receive an Academic Warning, issued by the Dean of Enrollment Services. A student registered for six (6) quarter credit hours or more who receives no credit in any quarter will receive an Academic Warning. Such warning will urge the student to seek academic advice or personal counseling from a member of the faculty or through appropriate offices in Student Affairs. A student will be removed from Academic Warning status upon receiving at least three-fourths of the credit for which he or she is registered in two successive quarters.



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

### Graduation Requirements

The minimum requirements for awarding either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) is 180 quarter credit hours. Continuation beyond 200 quarter credit hours without graduating requires approval 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.

Evergreen is an exciting place to be, like  
nowhere else I have experienced in France or  
in the States. Here I choose  
my education, I am allowed  
the space & freedom  
to grow into a  
confident visual  
artist.

DOMINIQUE



# Academic Offerings

100  
100  
100

## DOMINIQUE SEPSER

"I don't want to graduate," says Dominique. "I only wish I could have spent three or four years here, not just two!"

Highlights of her Evergreen experience have been "completing and editing a film I shot in Guatemala, working with fantastic faculty like Marilyn Frasca and Sally Cloninger, living in the editing room, learning computer graphics and being in my garden."

She says that the skills she learned in the past 15 years "really came together at Evergreen. There's such freedom here to explore!"



# Condensed Curriculum 1989-90

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**Key**

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

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## Special Features of the Curriculum

### Interdivisional Offerings

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

#### A Tale Of World Cities: Anthropological Perspectives

*Primary Area:* Environmental Studies

*Related Area:* Humanities

*Sponsor:* Eric Larson

The course of human history changed with the onset of settlement in cities. This group contract will study such settlement, choosing examples from pre-industrial times, the 19th century and the modern world. We will read primarily in anthropology, social history, and literature. See the *Environmental Studies* specialty area for a complete description.

#### The Artistic Imagination

*Primary Area:* Expressive Arts

*Related Area:* Humanities

*Coordinator:* Jean Mandeberg

This program will examine the artistic process through a fusing of studio work (two- and three-dimensional) and study in art history. See the *Expressive Arts* specialty area for a complete description.

#### Playwrights, Plays and Players

*Primary Area:* Expressive Arts

*Related Area:* Humanities

*Sponsor:* TBA

This group contract focuses on the transitions that occur from the playwright's original work to that work's adaptation for the stage through the individual actors' and ensemble's final performance of the original work. Students from this contract will collaborate with students from another fall contract, "Performance Art: Workshop," in preparation for "The Act of Theater" group contract, which is offered Winter and Spring Quarters. See the *Expressive Arts* specialty area for a complete description.

### Seeing What's There

*Primary Area:* Expressive Arts

*Related Area:* Humanities

*Sponsor:* Pete Sinclair

"Seeing What's There" is an introductory group contract in the humanities. It is designed to help students and faculty in the program learn to see better in reading, writing, field work and discussion; and to help each person learn to make better public use of what he or she sees. See *Expressive Arts* specialty area for a complete description.

### The Art of Conversation

*Primary Area:* Language and Culture Center

*Related Area:* Humanities

*Sponsor:* Susan Fiksdal

In this group contract we will study conversation from a linguistic perspective. The core elements of our study will be an introduction to linguistics and to conversational analysis. See the *Language and Culture Center* for a complete description.

### Making a Difference: Doing Social Change

*Primary Area:* Management and the Public Interest

*Related Areas:* Applied Social Theory, Political Economy and Social Change, Environmental Studies

*Coordinator:* Paul Mott

Effective methods do exist for making a difference, for being an effective advocate for social change. Increasing students' skills and knowledge about the ethics, goals and practices of doing change is the basic purpose of this program. See the *Management and Public Interest* specialty area for a complete description.

### Chemical Systems and Environmental Analysis

*Primary Area:* Science, Technology and Health

*Related Area:* Environmental Studies

*Sponsor:* TBA

This group contract will cover chemical equilibrium, chemical thermodynamics, chemical kinetics, and quantum chemistry and examine applications of each to environmental modeling and environmental problems. See the *Science, Technology and Health* specialty area for a complete description.



### Advanced Interdivisional Offerings

Just as the preceding programs and group contracts cut across Evergreen's curriculum at the intermediate level, the programs listed below provide advanced opportunities for upper-division students who have well-developed reading and writing skills, and a facility for interdisciplinary study. These advanced interdivisional Coordinated Study Programs have been created for 1989-90 to explore themes and issues that span a number of disciplines and educational approaches from different specialty areas.

#### Gender Images

*Primary Area:* Applied Social Theory  
*Related Areas:* Expressive Arts, Humanities  
*Coordinator:* Sally Cloninger  
This program will investigate the many dimensions of gender—as a cultural category defining appropriate male and female behavior, as a principle of social stratification, as the epistemological basis of formal knowledge—and attempt to understand its impact in human communities. See the *Applied Social Theory* specialty area for a complete description.

#### The Structure of Chaos

*Primary Area:* Expressive Arts  
*Related Area:* Humanities  
*Coordinator:* Bob Haft  
Contemporary physics has demonstrated that underlying many seemingly chaotic events are elegant and often surprisingly beautiful structures. This program will look at this phenomenon as it relates to the world of art. See the *Expressive Arts* specialty area for a complete description.

#### The Human Condition: Time, Place, Values

*Primary Area:* Center for the Study of Science and Human Values  
*Related Area:* Humanities  
*Coordinator:* York Wong  
This program's goals are (1) to understand the scope and limitations of using time to filter knowledge and values in the sciences and humanities; (2) to study other organizing factors that challenge these findings; (3) to re-interpret conceptions of nature, people, person; and (4) to imagine new relationships and societies. See the *Center for the Study of Science and Human Values* for a complete description.

#### Energy Systems

*Primary Area:* Science, Technology and Health  
*Coordinator:* Robert Cole  
This program's goals are to develop an understanding of energy-related issues; to achieve some ability to deal with energy policy, economics and politics; to acquire technical ability to deal with passive and active energy systems; and to learn the elements of good design. See the *Science, Technology and Health* specialty area for a complete description.

#### Science of Mind

*Primary Area:* Science, Technology and Health  
*Related Area:* Center for the Study of Science and Human Values  
*Coordinator:* David Paulson  
A "cognitive revolution" has transformed the intellectual landscape. There is renewed interest in interdisciplinary study of the human mind that brings together elements of cognitive psychology, philosophy, computer science and neurobiology in order to create a new systematic understanding of how the human mind operates. The "Science of Mind" program will explore this new territory. See the *Science, Technology and Health* specialty area for a complete description.

#### Health and Risk in Modern Society

*Primary Area:* Science, Technology and Health  
*Coordinator:* Justino Balderrama  
We live and survive in a culture which proposes that human knowledge informs and allows us to respond creatively and appropriately to complex human health problems and dilemmas. Assuming a social systems perspective, this program will study the rise of the medical-industrial complex within a capitalistic political economy. We will examine the social, economic and political, as well as the culture environment which gave rise to, and nurtured, American medicine and the current social thought on illness, health, healing and risk. See the *Science, Technology and Health* specialty area for a complete description.

### International Studies and Opportunities to Study Abroad

Evergreen offers a variety of ways to study different cultures both in Olympia and abroad. The 1989-90 curriculum offers three year-long programs with an international theme. Opportunities are also available for part-time language study. Every Spring Quarter, a limited number of Evergreen students who have had at least one year of college may also enroll in programs in England or Japan.

In cooperation with the Southwest Washington Consortium for International Studies—an arrangement between Evergreen and the nine community colleges of southwest Washington—Evergreen will offer, subject to sufficient enrollment, integrated programs of study in London, England, and Kyoto, Japan. The Kyoto program will include instruction in "Japanese Language and Culture" and other subjects that are to be determined. Similarly, the London program will have components in "British Life and Culture" and other subject areas. There will be an interesting mixture of people in the programs themselves, as the students and faculty will come from the nine southwest Washington community colleges as well as Evergreen. Even though there are travel and accommodation costs above tuition, student demand is expected to exceed the space available in the two International Studies programs. Other study abroad programs are being developed, including one in Latin America. For more information, contact Administrative Assistant Kris Johansson, Library 3130, or extension 6402.

Other programs in the 89-90 curriculum offer an international focus. The *Language and Culture Center*, in particular, usually offers one or more programs each year that travels abroad for at least a portion of its studies. Evergreen programs during the 1989-90 year which have an overseas component are indicated with an (\*).

#### Ecological Agriculture

See *Environmental Studies* specialty area for a complete description.

See the *Language and Culture Center* for complete descriptions of the following programs:

#### The Classical World\*

#### Japanese Studies\*

#### German Culture

Evergreen is a perfect place for a curious mind. In the lab this quarter, we explored whatever interested us. The projects this year ranged from computerized equipotential mapping

to **HOLOGRAPHY**

to superconductors,

to the study of **chaos**

On the presentation day I felt like a kid at a science fair.

In seminar, I discovered some of the ethical and political issues involving

**science** that were also **INTERESTING**

**!!!** What is really neat about Evergreen is that you know

each other in the program and the faculty and staff personally. We celebrated the year together with a year-end potluck at one of the faculty's house.

Truong Nguyen

## Core Programs

Convener: TBA

Core Programs are designed to give students in their first or second year of college a solid foundation of knowledge and skills as preparation for more advanced studies. Core Programs will introduce you to the central mode of study at Evergreen—the Coordinated Study Program, in which faculty members from three or four different disciplines use their knowledge to help you explore a central theme or problem. This interdisciplinary approach means you will study a situation as a whole, not as a collection of unrelated fragments. Core Programs reveal the full breadth of the issues that will concern you—the connection of artistic expression to social conditions, for example, or the relation of biological facts to individual psychology.

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

Each of the Core Programs listed in this catalog section is an integrated study program that combines several different 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 at the same time you learn about your own goals, about defining problems and dealing with them, and about the college's people and facilities.

### TRUONG NGUYEN

Truong had it all planned out: after graduating from Olympia High School, he'd spend three years at Evergreen, then transfer to engineering school. Now, after two years, he's not sure. Science is so interesting—studying things like quantum mechanics, relativity and the equations of chaos—he's thinking about becoming a physicist. But Truong has also learned about defects in technology and their ethical implications.

"It was a surprise," he says. "I used to think technology and science were just neat and interesting. Now I know they should be handled with caution and care."

## Rags and Riches: The United States at the End of the 20th Century

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Greg Weeks  
*Enrollment:* 66 *Faculty:* 3  
*Prerequisites:* No  
*Special Expenses:* Field trips  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

As we enter the last decade of the 20th century, the United States faces many critical social, political and economic decisions. This program will examine many of the issues around these decisions and develop the information and analytical skills necessary for effective citizenship in these turbulent times. This implies two major goals for the program: to develop as thoroughly as possible an understanding of these topics, and to acquire the capacity to participate effectively in public decisions.

The allocations of wealth and want among American citizens lies at the heart of most social issues and will be central to our inquiry. We will take an explicitly historical approach and include race, gender and class as important dimensions to our analysis. The program will explore a variety of ideological perspectives and apply literary, cultural and statistical ways of knowing.

The program will cover topics such as the definitions of wealth and poverty, the prospects for a truly "affluent society," several "culture of poverty" explanations of poverty, social policy, and the ways the media influence our understanding of wealth and poverty.

By the end of the program, students should have well-developed analytical skills, familiarity with a wide range of social science methods, increased proficiency in reading, writing and critical reasoning, and a developing sense of how to participate in their communities.

*Planned equivalencies in quarter hours:*  
Will be distributed in humanities, history, social sciences, statistics and expository writing.

**Total: 48 credits**

*Program is preparatory for careers and/or future study in all fields, especially social sciences and humanities.*

## Great Books: The Pursuit of Virtue

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Richard Alexander  
*Enrollment:* 100 *Faculty:* 5  
*Prerequisites:* No  
*Special Expenses:* No  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

The "Great Books" program this year will use classic literature to explore how our ideas about virtue and the proper relationship of individuals to their families, societies, and governments have developed from the early Heroic Ages.

We will examine contrasting ideas of nature, the gods (or the One True God), social roles, and romantic love of individualism. We will not exhaust these complex topics, but lay a foundation for further study.

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

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

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

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

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

*Planned equivalencies in quarter hours:*

8—epic poetry  
8—religious classics  
8—western civilization  
4—political philosophy  
12—expository prose  
8—individual project; library research  
**Total: 48 credits**

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

## Evolution

*Fall, Winter / Coordinated Study*  
*Coordinator:* Jeff Kelly  
*Enrollment:* 80 *Faculty:* 4  
*Prerequisites:* No  
*Special Expenses:* Field trip costs  
*Part-Time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

Evolution is not only a concept employed to explain the biological and physical changes in the Earth's history, but a concept with applications to modern human endeavors as well. We will study the history of the idea of evolution and, in the process, learn how scientific hypotheses partly reflect prior modes of thought and partly reflect discoveries of regular relationships in the real world.

The principles of biological and human evolution are intimately related to the physical evolution of the Earth. In the physical science component of this program, we will investigate the chemical processes that shape the earth, from the effects of a single raindrop to the formation of continents and ocean basins. We will also discuss the evolution of the hydrosphere and atmosphere and the changing patterns of weather and climate.

In the context of the evolving physical environment, we will trace the history of life from single-cell organisms to humans. We will concentrate on vertebrates and particularly primates as the evolutionary line leading to humans and learn about the primate nature of man—the biological limitations which our primateness imposes upon us. We will study the evolution of humans, reviewing most of the fossil evidence and becoming familiar with our wonderfully different and not so different ancestors.

Students will explore evolution and its history through writing, field trips and readings of past interpretations and current speculations. They will come to understand the criteria for any sound scientific theory and see how the concept of evolution has been correctly and incorrectly applied in the past. We will offer mathematics in the program through precalculus level, but outside courses may be appropriate for a few students.

*Planned equivalencies in quarter hours:*  
Will be distributed among human biology, humanities, introduction to earth sciences, introduction to natural sciences and mathematics.

**Total: 32 credits**

*Program is preparatory for careers and/or future study in all of the liberal arts and sciences.*

## Reconstructing the Past

*Spring / Coordinated Study*  
*Coordinator:* Jeff Kelly  
*Enrollment:* 40-60 *Faculty:* 2-3  
*Prerequisites:* Mathematics through high school algebra; "Evolution" program strongly recommended  
*Special Expenses:* Field trip costs  
*Part-Time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

This one-quarter group contract will provide an introduction to the nature of historical evidence which tells us about the past and the principles employed in its interpretation. How does the evidence from literature, language and physical artifacts provide us with a picture of past cultures? Topics in anthropology, archeology and the natural sciences will be covered, and modern techniques in dating and evaluating ancient materials will be reviewed. This group contract is intended as an extension of the "Evolution" coordinated studies program, but may be appropriate for other Core-level students as well. An understanding of mathematics through algebra is required and additional math will be covered.

*Planned equivalencies in quarter hours:*  
Will be distributed among anthropology, archeology, humanities, natural science and mathematics.

**Total: 16 credits**

*Program is preparatory for careers and/or future study in all of the liberal arts and sciences.*

## States of Nature

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* David Marr  
*Enrollment:* 80 *Faculty:* 4  
*Prerequisites:* No  
*Special Expenses:* \$40 for program retreat  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

Is it possible for human beings to be happy in society, or is happiness to be found only in nature?

In great books as well as in everyday life, arguments we encounter about the fundamental questions of living—about happiness, freedom, education, morality, and human development—rely on conceptions of nature. In this program we will unearth and examine major ideas of nature—these "states of nature" which have influenced and continue to influence so heavily all our thinking about what is most important to us.

"Nature" looms large as a forceful idea. We strive to discover what is "natural" in ourselves and others because we believe that what is natural is good, what is unnatural is bad. It was not always so. In this program we shall develop critical and historical perspectives toward various versions of nature and the natural. We shall analyze how these ideas form our understanding of "the Good Life." We shall try to compose arguments about the fundamental questions of living without relying on any conception of nature!

"States of Nature" will immerse us in the great stories, philosophies, social histories and scientific visions which have made us and the contemporary world. We will read from among the great thinkers and artists in the Western Tradition, such as Homer, Plato, Euclid, Sophocles, Aeschylus, Aristophanes, Copernicus, Bacon, Galileo, Cervantes, Shakespeare, Locke, Rousseau, Jefferson, Emerson, Thoreau, Darwin, Dostoevsky, Nietzsche, Marx, Einstein and Freud. We will also study recent writers and thinkers from traditions whose visions of human experience contrast with the dominant patterns of thought and action in the Western world. We will strive to develop our powers of perception, discernment, judgment, and understanding by learning to read carefully, to express ourselves well in writing and speaking, and to listen both sympathetically and critically.

*Planned equivalencies in quarter hours:*  
Will be distributed among ancient and modern literature; philosophy; history of science; mathematics; history: ancient, medieval, modern; and English composition.  
**Total: 48 credits**

*Program is preparatory for careers and/or future study in all of the liberal arts and sciences.*

## Earth, Wealth and Democracy's Promise

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Jeanne Hahn  
*Enrollment:* 80 *Faculty:* 4  
*Prerequisites:* No; first-year algebra recommended  
*Special Expense:* Possible field trip  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

What are the possibilities for a democratic future as we move toward the 21st century? Will the resources of the earth, the wealth produced by humans, and the social and cultural opportunities open to citizens be equitably shared? The promise of the future and the ability to act in a creative and informed way in the present requires a firm understanding of the past and the way in which we got from then to now. In addition to historical events, we will investigate the way in which scientific knowledge is created and shapes our world views, values, and material culture.

We will begin with a case study of today's American food system as an example of modern industrial capitalism. This study will raise a number of questions which lead to cultural and historical inquiries: What is wealth? How is it created and multiplied? How are wealth, resources, knowledge, and power related? From there we will examine the birth of democracy. What gives rise to democracy? How is a democratic society defined? Constituted? Nurtured? Lost? How does the ownership of property—in land, in information, in scientific knowledge—affect the exercise of democracy? How did the concepts of democracy and freedom change as America moved from its agrarian past to industrial capitalism?

Next we will investigate the coalescence of wealth, power and inequality and their relationships to race, class and gender. We will study the growth of corporations, bureaucracy and information monopolies that create further inequities. In addition, we will raise these questions about America's relations with, and impact on, third world societies and cultures. Is it possible to have a democracy at home and an empire abroad? Lastly, we will raise questions about the rebirth of democracy and the potential for creating a just and humane 21st century America.

*Planned equivalencies in quarter hours:*  
Will be distributed in American history, political economy, mass communications and society, research methods, expository writing, environmental studies, and history of technology.  
**Total: 48 credits**

*Program is preparatory for future study in social sciences and environmental studies.*

## Ways of Knowing

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Russ Fox  
*Enrollment:* 60 *Faculty:* 3  
*Prerequisites:* No  
*Special Expenses:* No  
*Part-time Options:* 12-credit option  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes, with approval

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

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

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

*Planned equivalencies in quarter hours:*  
12—written and oral communication  
8—humanities, such as literature, ethics, mythology  
8—social sciences, such as anthropology, psychology, history, sociology, political economy  
4—arts, such as music, architecture  
4—logic  
12—foreign languages or math or art  
**Total: 48 credits**

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

## Exploration, Discovery and Empire

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Thomas Rainey  
*Enrollment:* 80 *Faculty:* 4  
*Prerequisites:* No  
*Special Expenses:* Field trips, rain gear  
*Part-time Options:* No  
*Additional Course Allowed:* No  
*Internship Possibilities:* No

This program will explore the origins and evolution of the natural, biological and social sciences, along with fictional accounts of exploration. By placing the sciences in their historical and literary context, we will see how they were used by Europeans and early Americans to explore and exploit the New World. We will consider the impact of exploration and conquest on native peoples. We will develop our powers of observation, analysis and expression.

Fall Quarter we will trace the origins of scientific method and the scientific revolutions from Copernicus through Darwin in light of historical changes that propelled Europeans on voyages of discovery and conquest. World geography will be explored, and conflicts of European and native cultures, as well as environmental changes wrought by the Europeans, will be considered.

Winter Quarter will focus on exploration of the Pacific, particularly, the Pacific Northwest. Puget Sound will be our scientific and historical laboratory, and white peoples' encounters with the environment and indigenous peoples will be a major topic.

Spring Quarter will be devoted to research and field work on Puget Sound and environs, utilizing laboratories, research vessels and library facilities, and culminating in a major project report.

Original texts and journals will be used in seminars. Workshops, which all students will attend, will cover astronomy, geography, mathematics, natural history, critical reasoning, historical methods, seamanship and sailing. Writing is required throughout: each student will keep a "Journal of Exploration," write expository essays, and complete a major research paper.

*Planned equivalencies in quarter hours:*  
4—European and American history  
4—Pacific Northwest history  
2—history of science  
8—literature  
4—expository writing  
4—world geography  
8—natural history and marine biology  
4—mathematics, surveying and navigation  
2—sailing and seamanship  
8—research project  
**Total: 48 credits**

*Preparatory for intermediate work in the humanities, and physical, biological, environmental or social sciences.*

## Ourselves Among Others: Cultural Perspectives in the Arts

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Ainara Wilder  
*Enrollment:* 100 *Faculty:* 5  
*Prerequisites:* No  
*Special Expenses:* \$10 per quarter for film rentals  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* With permission of faculty

"Ourselves Among Others" is a study of cross-cultural perspectives in the performing arts. We will explore how all arts are rooted in a particular culture. The program will study the performing arts of a number of non-Western cultures, including the fifteen republics that make up the Soviet Union, Eastern Asia, the Arab countries, and also the mosaic cultures of the small nations of South America. We will study how location and cultural history shape the artistic traditions of different countries and regions.

Fall Quarter we will examine cultural differences, conflicts and transformations encompassing historical, political and artistic issues.

Winter Quarter we will concentrate our studies on American performing arts and try to understand how American art is an outgrowth of this culture.

Spring Quarter students will have the opportunity to create small projects that search to identify their own cultural elements. Students will be encouraged to research the art that is unique to their cultural roots, a short presentation, a research paper, painting, or a dance piece.

*Planned equivalencies in quarter hours:*  
Will be distributed among cross-cultural studies, world literature, history of performing arts, expository writing, research techniques and performing arts practicum.  
**Total: 48 credits**

*Program is preparatory for careers and/or future study in humanities, the performing arts, cross-cultural studies and languages.*



## THE GARDEN OF IMMORTALITY

### **The Secret Garden: Landscape into Art and Science**

*Spring / Coordinated Study*

*Coordinator: Marilyn Frasca*

*Enrollment: 60 Faculty: 3*

*Prerequisites: No*

*Special Expenses: Materials for research project*

*Part-time Options: No*

*Internship Possibilities: No*

*Additional Course Allowed: Yes, however, no substitutions for program activities*

In this program students will have the opportunity to gain skills for competently observing, recording and interpreting the natural phenomena present in a garden. We will not only study plants, animals and the landscape in which they live, we will create them. Students will be invited to invent their own plants, animals and landscapes to be included as part of the phenomena of our campus garden. We encourage students interested in doing science, drawing and/or sculpture to join us. Our study will include seminars and projects focusing on the art, mythology and science of "The Secret Garden."

*Planned equivalencies in quarter hours:*

4—art history

4—ecology

8—research projects in writing, painting, drawing, photography or sculpture

**Total: 16 credits**

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

When I think of Evergreen, I think of how the environment here encourages personal growth. Evergreen made me feel for the first time a personal connection to an institution of higher learning. What I mean by that is, I didn't feel like a student going into a pre-structured system, but a person challenged to take control of my own education and personal life.





# Applied Social Theory



*Convener:* Margaret Gribskov

*Affiliated Faculty:* Nancy Allen, Thad Curtz, Helen Darrow, Betsy Diffendal, Don Finkel, Tom Foote, Margaret Gribskov, Lovern Root King, Stephanie Kozick, John Parker, Rita Pougiales, Yvonne Peterson, Sherry Walton

The *Applied Social Theory* specialty area offers year-long integrated work in preparation for careers in education and mass communications, as well as occasional programs about contemporary social and political life. Coursework centers on the application of theories in social science and works in the humanities to the realities of life and work in the contemporary world. The area's programs combine training in necessary skills, the opportunity for practical experience in internships, and a thorough education in ways to think about modern life. For long-term satisfaction in the rapidly changing fields with which we deal, there is nothing so practical as good theory.

*"Think about the kind of world you want to live and work in. What do you need to know to help build that world? Demand that your teachers teach you that."*

—Prince Kropotkin

## MOLLY LOVE

Molly came to Evergreen to study special problems that face abused and neglected children. She took "Health and Human Behavior," which was taught by a biologist, two psychologists and a sociologist. The program broke into 22, five-member study groups, which chose issues to research. Topics included family systems, sexuality and gender, and how to create change in organizations.

"I did a term paper on art therapy for sexually-abused children, collected art pieces, talked with two practicing art therapists and went to a conference," she says. "In my evaluation, I wrote about how much I appreciated the flexibility."

## Mass Media, Popular Culture and Folklore

*Fall, Winter Spring / Coordinated Study*

*Coordinator:* Tom Foote

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Core Program or one year of college

*Special Expenses:* \$10 lab fee

*Part-time Options:* No

*Internship Possibilities:* Limited

*Additional Course Allowed:* No

This program will explore the connections between mass media and folk culture, concentrating on the Pacific Northwest and expressions of ethnic, occupational and other special interest communities.

Folklore preserves cultural communication, reinforces traditional values and validates social and ethnic identity. Popular culture is the media's response to art (such as music, literature, and film), which may become future folklore. Students will gain an understanding of how folk and popular cultures function for groups and individuals.

Fall Quarter we will focus on the nature of folk cultures and their relationship to popular culture. Students will examine cultural study theories and how American experience is portrayed in the media. Winter Quarter students will conduct a field project and an in-depth analysis of cultural communication. Spring Quarter the emphasis will be on documentary presentations and final projects results.

As well as book seminars and interpretation workshops all year, the schedule will include: *Fall Quarter:* General overview, observation and interviewing. *Winter Quarter:* Ethnographic description, field-work and media analysis. *Spring Quarter:* Presentations

Lectures and seminars will explore storytelling, music and other expressive forms of Black Americans, women, loggers, students and other groups. Methods workshops will cover research and analysis. Interpretation workshops will cover materials such as film, ethnographic documentaries and interviews.

*Planned equivalencies in quarter hours:*

4—introduction to folklore

4—introduction to popular culture

8—field study

2—oral history and tradition

4—folklore methodology

8—conducting the ethnography

2—interviewing

2—audio production: documentation

2—video production: documentation

4—writing in cultural perspective

4—projects in popular culture

4—applied folklore studies

**Total: 48 credits**

*Program is preparatory for careers and/or future study in folklore, communications and anthropology.*

## Gender Images

*Fall, Winter, Spring / Coordinated Study*

*Coordinator:* Sally Cloninger

*Enrollment:* 72 *Faculty:* 3

*Prerequisites:* Junior or senior standing; interview and portfolio review; faculty signature

*Special Expenses:* \$25 screening fee each quarter; materials for research projects

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* Negotiable

Is there such a significant difference in the experience of being female and being male? In this program we will investigate the many dimensions of gender—as a cultural category defining appropriate male and female behavior, as a principle for social stratification, as the epistemological basis of our formal knowledge—and attempt to understand its impact in human communities. We will look at gender historically and anthropologically to understand the affects of gender identity on the day to day behavior of women and men as well as to understand the origins and maintenance of sexual inequality.

This is a three-quarter-long program. During Fall and Winter Quarters we will consider gender in its historic and cultural terms. Drawing from theoretical, ethnographic, literary and visual material we will pursue questions like the following: What are the origins of gender differentiation? How is gender identity projected and experienced in day to day life? How are gender roles related to broader political and economic practices?

The critical perspective developed in the program comes from feminist scholarship in anthropology, history, political economy and visual arts. Students will be exposed to the central modes of analysis in each of these areas—ethnography, historiography and visual criticism—through extensive reading, writing, performance and visual portrayal and analysis. In the final part of Winter Quarter students will develop research projects using multiple modes of analysis. Spring Quarter will be devoted to completing student-designed projects. Students with similar projects will work together with the assistance of a faculty member.

*Planned equivalencies in quarter hours:*

8—feminist theory

8—cross-cultural perspectives on gender and development

8—history of sexual inequality

8—visual research methodology

8—cultural anthropology

8—political economy: gender, race, class

**Total: 48 credits**

*Program is preparatory for careers and/or future study in anthropology, political economy and visual communications.*

*Related offering from other area:*

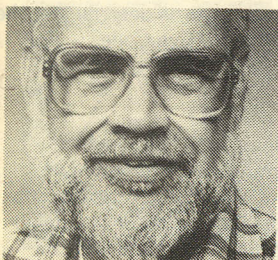
## Making a Difference: Doing Social Change

*Coordinator:* Paul Mott

During the first three years of college we learn about societal and environmental problems. Our growing homeless population, misuses of natural environmental resources, questionable business ethics, and child and spouse abuse are some obvious examples. Effective methods do exist for making a difference, for being an effective advocate for change. Increasing students' skills and knowledge about the ethics, goals and practices of doing change is the basic purpose of this program.

See the *Management and Public Interest* specialty area for a complete description.

## Teacher Education at Evergreen



*Director:* John Parker

*Program Assistant:* Ernestine Pearl

In collaboration with Western Washington University, Evergreen offers a professional Teacher Education Program. It is designed as a full-time Coordinated Study, integrating work in philosophy of education, human development, group dynamics and social interaction, the historical and cultural context of education and the implications of these for the actual practice of day-to-day teaching. In addition to its ongoing concern with classroom applications, this program strives to interrelate theory and practice by including two full quarters of student teaching, some field experience in every quarter and work on the dynamics of classrooms as a participant/observer in a laboratory group inside the program. The curriculum is also distinguished by its central commitment to a developmental viewpoint, as exemplified in thinkers like Piaget, Erikson and Dewey, although it will provide students with literacy in competing theoretical perspectives.

Since our reading will generally be done in primary texts in psychology, philosophy and the other social sciences rather than in textbooks, and there will be frequent writing, the program's work will be demanding. We will place considerable emphasis on making our way through it cooperatively, supporting and assisting each other in our efforts to deepen our understanding of it and its implications for the practice of democracy and education in the contemporary world.

The Teacher Education program is two years long. Students who successfully complete the program will be issued either an Elementary or Secondary Initial Certificate.

### Admissions Requirements

Students should begin planning their curriculum well before entering the program. Students are urged to talk to the academic advisors for the education program as early as possible in order to be guided in the admissions process and to be informed about requirements. The advisors for the program are listed on the next page. Before entering the program, students should complete two graduation requirements: 8 quarter hours of college-level natural science (biology, chemistry, physics and geology) and 12 credits of writing. Only those students with strong writing skills will be admitted to the program. In addition to the general graduation requirements for the program, students must also complete the academic work for their majors and minors prior to their entrance into the Teacher Education Program. Strength of work in proposed major and minor fields, along with letters of recommendation addressing academic ability as well as interest in and experience working with children, play a major role in admissions decisions.

Minimum admission requirements include admission to the college, junior class standing at the time of entering the program, and a grade-point average of 2.75, with graded transcripts or comparable work on ungraded transcripts. Transcripts of all previous college work must be submitted.

As part of the admission process, applicants must also take, and pass at prescribed levels, standard aptitude tests in reading, English and mathematics such as ACT, SAT, WPCT, GRE, and TETEP. (Students meeting certain criteria may have the skills requirement waived. Consult the program mini-catalog.) Students may take mock versions of the test in order to assuage any "test anxiety," identify areas of weakness, or just prepare for the first attempt. The mathematics mock test and reading and writing tests are available in the Writing Center. For further information on the tests and when they are given contact the Teacher Education Office.

Students wishing to apply for admission to this program should complete all admission requirements, including letters of recommendation and the special application form from the Admissions Office. This is a selective admission process, beginning January 15 and ending when the 60 places in the program are filled, usually by late spring. Students interested in enrolling at Evergreen for the first time, Evergreen graduates seeking a second bachelor's degree, or students returning to Evergreen after an absence of over one year must meet the regular admission and deadline criteria for entrance to undergraduate studies as well as meet the regular admission and deadline criteria for admission to the Teacher Education program. Full information may be obtained through the Admissions, Advising and Teacher Education Offices.

### Major and Minor Fields

Students who pursue a Secondary Certificate complete a major in a particular field. The following majors are available at Evergreen: Biology, English, Physics, Science, Mathematics and Social Science. Some secondary students may opt to do an additional minor. Students pursuing an Elementary Certificate complete two 30-credit minors. Minors are available in a variety of fields for both secondary and elementary education and include Art, Biology, Chemistry, Economics, English, Foreign Languages, History, Mathematics, and Physics. See the *Teacher Education at Evergreen* brochure available from the Admissions Office, Academic Advising Office and Teacher Education Office for complete descriptions of the requirements for specific majors and minors.

### Types of Certification

The State of Washington currently issues Initial Certificates and Continuing Certificates to qualified applicants. Students who successfully complete this program will be eligible to hold the Initial Certificate (elementary, K-8; secondary, 4-12). The requirements for a certificate currently include: (1) a bachelor's degree and (2) completion of a state-approved teacher education program which includes meeting initial generic standards as described in the Washington Administrative Code.

### Your Advisor

All students admitted to the Teacher Education program will be assigned an academic advisor from the Evergreen subject area advisors. Your advisor is familiar with the Evergreen curriculum and the Teacher Education program. Usually the advisor will also be the sign-off authority for your major and/or minors.

### Academic Advisors for the Teacher Education Program

*Art:*

TBA

*Biology:*

TBA

*Chemistry:*

Fred Tabbutt, Byron Youtz

*English:*

Richard Alexander, Pete Sinclair

*Foreign Languages:*

Andrew Hanfman

*Mathematics:*

Hazel Jo Reed

*Natural Science:*

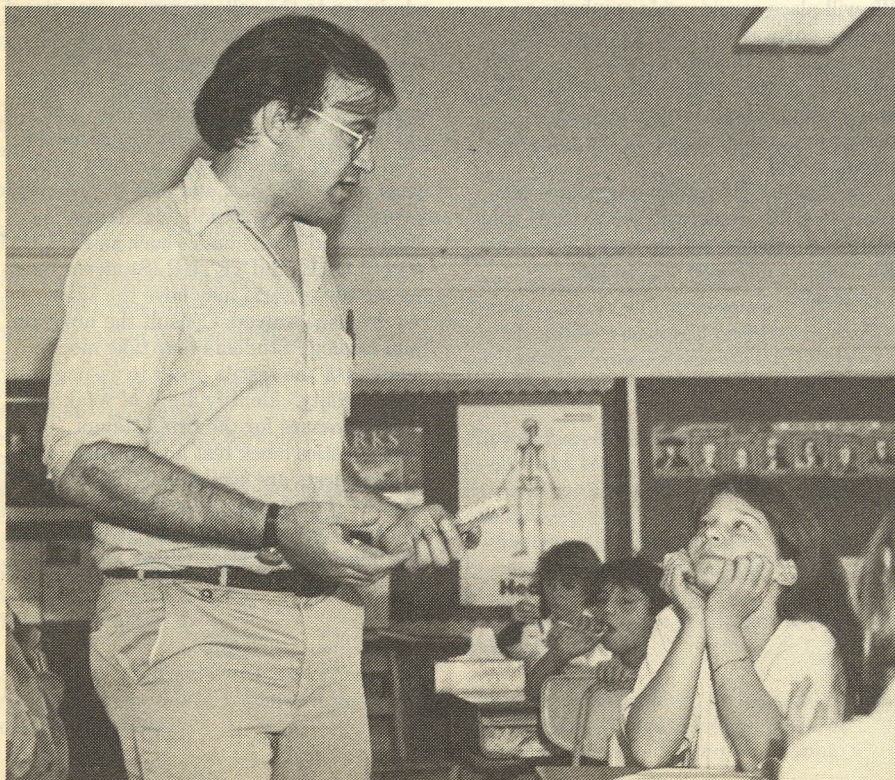
Byron Youtz

*Physics:*

Byron Youtz

*Social Sciences (history, political science and economics):*

Barbara Smith, Greg Weeks



# Environmental Studies



Convener: Pat Labine

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

*Associated Faculty:* Rob Cole, Rainer Hasenstab and Matt Smith

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

Specifically, the goals of *Environmental Studies* are:

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

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

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

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

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

## Career Pathways in Environmental Studies

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

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

## First Year:

Any Core Program. Students interested in *Environmental Studies* may want to consider the following Core Programs: "Exploration, Discovery and Empire;" "Earth, Wealth, and Democracy's Promise;" and "Evolution."

## Second or Third Years:

"Habitats" (FW)  
"Ecological Agriculture" (FWS)  
"Principles of Biology" (F)  
"Energy Systems" (FWS)  
"Political Economy and Social Change" (FW)  
"Matter and Motion" (FWS)  
"Molecule to Organism" (FWS)

## Third or Fourth Years:

"Mammology" (F)  
"Ornithology" (S)  
"Landscapes and Biogeography" (WS)  
"Tribal Resource Development" (S)  
"Making a Difference: Doing Social Change" (FWS)  
"Research Projects" (S)

## Water Quality Research

Evergreen faculty are conducting a longitudinal study of water quality in South Puget Sound. Students with a background in marine biology and water quality chemistry may participate in the data collection and analysis for this project. For more information contact Faculty Members David Milne or Kaye V. Ladd.

### Habitats: Marine, Terrestrial and Human

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Oscar Soule  
*Enrollment:* 72 *Faculty:* 4  
*Prerequisites:* Core Program or equivalent  
*Special Expenses:* About \$100 for field trips  
*Part-time Options:* By permission of faculty  
*Internship Possibilities:* No  
*Additional Course Allowed:* By permission of faculty

This introductory program to the *Environmental Studies* area enables students to begin the study of marine and terrestrial natural history. Studies of these subjects will be integrated with analyses of human interactions with natural environments.

During Fall Quarter we will begin with ecological principles, political issues and quantitative environmental techniques (chemistry, statistics). During winter and spring, we will continue the investigation of political issues, the development of quantitative techniques, and focus more closely on marine and terrestrial environments. In each quarter, field work will develop the practical aspects of the topics developed. The class will apply the techniques learned during the first two quarters to a major field/library research project to be conducted in the spring.

The marine sector of the program will survey the organisms and plants of the sea and study water quality, nutrient cycles and physical phenomena. The terrestrial sector will address identification of Northwest plants and animal species, habitats and biomes.

*Planned equivalencies in quarter hours:*  
Will be distributed in chemistry, statistics, political science, marine biology, natural history, zoology, botany, ecology, field methods and environmental issues.  
**Total: 48 credits**

*Program is preparatory for careers and/or future studies in environmental areas.*

### Principles of Biology: Cells and Organisms

*Fall / Half-time Group Contract*  
*Sponsor:* Richard Cellarius  
*Enrollment:* 24  
*Prerequisites:* No, but high school chemistry and advanced algebra or one quarter of college chemistry and algebra strongly recommended  
*Part-time Options:* Program is part-time, 8 quarter hours  
*Internship Possibilities:* Yes  
*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. 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.

*Planned equivalencies in quarter hours:*  
8—principles of biology I and II (cells and organisms)  
**Total: 8 credits**

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

### Mammalogy

*Fall / Group Contract*  
*Sponsor:* Steven G. Herman  
*Enrollment:* 18  
*Prerequisites:* Introduction to biology; general understanding of natural history; interest in field work  
*Special Expenses:* \$100 for transportation and related expenses  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Possibly

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

*Planned equivalencies in quarter hours:*  
12—mammalogy  
4—another course or area of emphasis on mammals  
**Total: 16 credits**

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

## Ornithology

*Spring / Group Contract*

*Sponsor:* Steven G. Herman

*Enrollment:* 18

*Prerequisites:* Basic understanding of natural history, basic understanding of bird identification and recordkeeping techniques

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

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

"Ornithology" is an advanced program designed to provide students with a comprehensive background in avian biology with an emphasis on field studies. The first four weeks of the quarter are spent learning the basics on campus. The remaining weeks of the program are spent at Malheur Bird Observatory in southeastern Oregon (see page 55). Students will focus on an individual species and participate in research projects, including regular work on formal breeding bird census plots. Students should know that hours will be long and the work difficult. Required materials include standard field guides (*The Life of Birds*, *The Naturalist's Field Journal*, *Bird Study*), field journal materials and high quality binoculars.

*Planned equivalencies in quarter hours:*

4—bird ecology

4—ornithology

4—bird behavior

4—bird structure

**Total: 16 credits**

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

## Ecological Agriculture

*Fall, Winter, Spring / Coordinated Study*

*Coordinator:* TBA

*Enrollment:* 48 *Faculty:* 2

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

*Special Expenses:* \$75 field trip fees

*Part-time Options:* Yes

*Internship Possibilities:* Permission of coordinator required

*Additional Course Allowed:* Permission of coordinator required

Students in "Ecological Agriculture" will consider options for viable, small-scale agriculture in industrialized nations and the developing world. They will do technical work in soil science, entomology, agroecology, research methods, horticulture and farm management. Seminar readings will cover agricultural history and economics, politics and community organizing, as well as the world food situation and rural development in the Third World.

Students will also develop practical skills in food production. They will help maintain the demonstration and market gardens of Evergreen's Organic Farm. Students will learn plant propagation; intensive vegetable, fruit and berry production; and general farm maintenance. There will be extensive field trips to a variety of farming operations in the Pacific Northwest.

Students who have not completed at least one quarter of college chemistry prior to enrolling in "Ecological Agriculture" will be expected to take "The Principles of Chemistry I" during Fall Quarter.

*Planned equivalencies in quarter hours:*

12—(seminar) issues in American agriculture; agriculture and Third World development

4—agroecology

4—soil science

4—entomology

4—research methods

4—management methods

4—Principles of Chemistry I or Principles of Biology I

12—farm practicum

**Total: 48 credits**

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

## Landscapes and Biogeography

*Winter / Group Contract*

*Sponsor:* Pete Taylor

*Enrollment:* 40 *Faculty:* 2

*Prerequisites:* Third-year standing, biology, physical geology

*Special Expenses:* Field trip costs, approximately \$60

*Part-time Option:* Yes, for 12 units

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

This group contract features topics in geology and ecology toward understanding the distributions of landforms, plants and animals. Subject areas to be included are geomorphology, plate tectonics, mineralogy, and ecological methods. Terrestrial and marine environments will be considered, as will comparisons of temperate and tropical regions and continents versus islands. The modes of study will be lectures, reading, workshops and labs, field studies and literature-based research projects. This program is preparatory to "Natural History of Hawaii," Spring Quarter, 1990.

*Planned equivalencies in quarter hours:*

4—geomorphology

4—biogeography

2—geological methods

2—ecological methods

4—special topic in geomorphology and/or biogeography (literature survey)

**Total: 16 credits**

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

## Natural History of Hawaii

*Spring / Group Contract*

*Sponsor:* Jim Stroh

*Enrollment:* 32 (maximum, due to field-trip accommodations) *Faculty:* 2

*Prerequisites:* Third-year standing; general biology and physical geology are required; "Landscapes and Biogeography" (Winter Quarter), or field program (terrestrial and marine) recommended; interview and faculty signature required

*Special Expenses:* About \$1200 for transportation, lodging, food and incidental travel costs—subject to change depending upon available Hawaiian travel accommodations in 1990; an early deposit (about \$800) will be payable early in Winter Quarter

*Part-time Option:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

This is an intensive field program about the unique and varied geology and biology of the Hawaiian Islands. Participants will observe geological features, terrestrial life and marine life of shores and coral-reef ecology. A principal theme is about the impacts of human occupation and associated introduced plants and animals on the native biota. About one month will be spent in Hawaii, with preceding and subsequent periods on campus. The offering of this program is subject to adequate numbers of participants and availability of suitable travel arrangements for Hawaii. Prospective participants are urged to contact the faculty sponsor well in advance about preparation.

*Planned equivalencies in quarter hours:*

8—geology and physical geography of the Hawaiian Islands

8—ecology and biogeography of the Hawaiian Islands

**Total: 16 credits**

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

## A Tale of World Cities: Anthropological Perspectives

*Fall, Winter, Spring / Group Contract*

*Sponsor:* Eric Larson

*Enrollment:* 24

*Prerequisites:* No

*Special Expenses:* No

*Part-time Options:* Yes

*Internship Possibilities:* No; but possibly Spring Quarter, if student has taken Fall and Winter

*Additional Course Allowed:* Yes

The course of human history changed abruptly with the onset of settlement in cities. Before cities, people hunted in small bands, herded animals over country terrain, or lived in small neolithic villages. From 4000 B.C. onwards, however, city dwellers have been exposed to the enrichments and deprivations associated with urban life and the idea of civilization. A genuine social revolution took place in which people became divided into classes according to relative wealth and power. The arts started to flourish, huge buildings were constructed, scientific research added a new dimension to the thought process, writing was invented, authority concentrated in the hands of few, and the division of labor became elaborated and more specialized. Social relationships and codes of human behavior were dramatically transformed as a result of urban settlement. This program will study such settlement, choosing examples from pre-industrial times, the 19th century and today's modern world. We will read primarily in anthropology, social history, and literature. Expository writing addressed to the reading assignments will be integrated with each week's book seminars and writing workshop sessions.

*Planned equivalencies in quarter hours:*

2—general anthropology

4—world literature

4—social history

4—urban sociology

2—expository writing

16 per quarter

**Total: 48 credits**

*Program is preparatory for careers and/or future study in graduate work, anthropology, history and literature.*

## Tribal Resource Development

*Spring / Group Contract*

*Sponsor:* Jovana J. Brown

*Enrollment:* 24 *Faculty:* 1

*Prerequisites:* Senior standing, junior standing with faculty signature

*Special Expenses:* Field trip expense

*Part-time Options:* Can take for 12 credits

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

Indian lands and natural resources are held in trust for Indian people by the United States government. Therefore economic development on reservation land is impacted by Department of Interior policy, particularly regarding energy resources. Much of the United States' remaining energy resources lies beneath Indian reservation land, which represents 4% of land in the U.S. Because of this, economic development on Indian reservations often means utilization of non-renewable mineral resources. In addition, there are renewable resources like timber and fisheries for which tribes make development policies. For Washington state tribes, these are the most important resources and there has been a history of tensions and use of these resources guaranteed to the tribes by treaty.

This group contract will look at the radical changes that have occurred in U.S. government Indian policy since the treaty period, examine the trust relationship that exists between the federal government and the tribes, consider the current policies of self-determination and self-sufficiency, look at state-tribal relationships in regard to natural resource use and investigate the use of tribal resources for economic development in Washington state.

*Planned equivalencies in quarter hours:*

4—American Indian policy

4—tribal resource development

4—state-tribal relations

4—natural resource issues

**Total: 16 credits**

*Program is preparatory for careers and/or future study in environmental policy and management, resource agency policy making, multi-cultural studies, native American studies and tribal government and tribal business.*



*Related offerings from other areas:*

### **Making a Difference: Doing Social Change**

*Coordinator:* Paul Mott

During the first three years of college we learn about societal and environmental problems. Our growing homeless population, misuses of natural environmental resources, questionable business ethics, and child and spouse abuse are some obvious examples. Effective methods do exist for making a difference, for being an effective advocate for change. Increasing students' skills and knowledge about the ethics, goals and practices of doing change is the basic purpose of this program.

See the *Management and Public Interest* specialty area for a complete description.

### **Chemical Systems and Environmental Analysis**

*Sponsor:* TBA

This group contract will cover chemical equilibrium, chemical thermodynamics, chemical kinetics, and quantum chemistry and examine applications of each to environmental modeling and environmental problems. A separate component will develop the instrumentation and techniques used in environmental analysis.

See the *Science, Technology and Health* specialty area for a complete description.

### **The Seawulff**

Commissioned in 1978, the Seawulff is a 38-foot sailboat, a portable piece of campus that serves as a floating classroom for marine studies and research projects. Built by students, faculty and community volunteers over a six-year period, the vessel now is used in academic programs to explore Puget Sound as far north as the San Juan Islands.

*Other opportunities at Evergreen*

### **Malheur Field Station**

Since 1973, Evergreen has been part of a consortium of some 25 colleges and universities that operate Malheur Field Station, 32 miles south of Burns, Oregon. Set in an area of unusual biological diversity on Malheur National Wildlife Refuge, this facility offers visiting naturalists dormitories, trailers, dining hall, laboratories, and a library and museum.

In addition to a full program of college-level courses, the Station offers opportunities for students to be involved in research projects and operating the Station itself. Internships are also available.

Evergreen faculty and students have used Malheur Field Station extensively over the years, both as a site for Evergreen classes and as a place to take summer courses. Administratively, a Field Station course is treated as a course on campus in Olympia.

Information on Malheur Field Station courses may be obtained by writing the Director, Malheur Field Station, Box 260-E, Princeton, OR 97721, or by contacting Dr. Steven G. Herman at Evergreen.

### **Malheur Bird Observatory**

Malheur Bird Observatory, (MaBO) is 80 acres of land adjoining Malheur National Wildlife Refuge and about five miles from Malheur Field Station. The Observatory offers accommodations for up to 18 people (a large dining tent, wall tents with cots for sleeping, and hot and cold running water) in a primitive setting. It has been used traditionally for the field component of Evergreen's spring ornithology program (in even-numbered years).

Evergreen summer bird courses are also headquartered at MaBO. The Observatory works closely with the Field Station and the Refuge in an active program of research, focusing on rare, threatened or endangered species and shrubsteppe birds.

Dr. Steven G. Herman, scientific director of the Observatory, is a faculty member in ornithology at Evergreen.

### **The Organic Farm**

The Organic Farm, started by students during the college's first year, is intended to be an inspiration for involvement in agriculture. Each year new projects are undertaken to explore an expanding range of options in sustainable agriculture. The widest possible array of crops adapted to the Northwest are grown to demonstrate which vegetables, fruits, berries and nuts do well in the region—without the use of pesticides, herbicides or commercial fertilizers. Information on organic agriculture is available to callers and visitors to the Farm. For more information, contact Faculty Member Pat Labine, The Evergreen State College. Also see page 101.

### **Garfield Garden Project**

In the spring of 1981, a garden was set up on the grounds of the Garfield Elementary School in Olympia. Since then a greenhouse has been built, and a solid curriculum has been established to directly involve first and fourth grade classes with the garden. During Spring Quarter each year, Evergreen students have the opportunity to do an internship at the Garfield Garden, working with children and coordinating lessons in the classroom and the garden. The Organic Farm supports this project by loaning equipment and offering plant starts, ideas and advice. For more information, contact Faculty Member Pat Labine, The Evergreen State College.

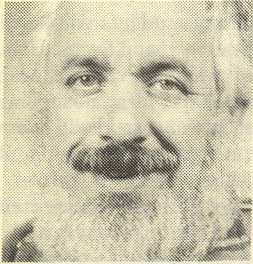


Look MOM...  
I'M A STAR.

EVERGREEN IS  
A GOOD PLACE  
TO STUDY  
THE ARTS.  
THE ATMOSPHERE  
IS SUPPORTIVE  
RATHER THAN  
COMPETITIVE.  
THE LAST  
PROJECT I  
DID WAS  
A VIDEO  
CALLED  
'FEED THIS  
ADDICTION.'  
IT WAS ABOUT  
THE VAMPIRE  
MYTH. KINDA  
LIKE SO GOTHIC  
IT HURTS.  
BUT DON'T  
GET THE  
WRONG  
IDEA.  
HEATHER  
CONRAD



## Expressive Arts



Convener: Paul Sparks

*Affiliated Faculty:* Susan Auran, Andrew Buchman, Sally Cloninger, Doranne Crable, Llyn DeDanaan, Marilyn Frasca, Bob Haft, Phil Harding, Meg Hunt, Rose Jang, Bud Johansen, Jean Mandeborg, Pat Matheny-White, Terry Setter, Paul Sparks, Charles Teske, Gail Tremblay, Ainara Wilder and Bill Winden.

The *Expressive Arts* specialty area is primarily concerned with helping students gain competence and confidence in inter-arts collaboration. In many programs, students have the opportunity to do creative work in one or more arts, including visual art, music, dance, theater, video, film, photography and creative writing. Program themes are drawn from the faculty's own professional interests as filmmakers, directors, choreographers, composers, performers, visual artists and writers. With the exception of the introductory programs in the visual and performing arts ("Inter-Arts Foundations"), offerings vary each year. This allows the curriculum to remain vital by infusing it with new insights of the faculty. Students should note that a traditional sequential development of skills is not available in all arts.

The *Expressive Arts* faculty are committed to the importance of creative work as a central element in a liberal arts education. The skills learned in *Expressive Arts* programs will aid a student in any other academic work she or he may pursue. At the same time, it is important for a student entering *Expressive Arts* to have had a broad range of other academic experiences. A student should not expect to focus his or her undergraduate work only in *Expressive Arts*, but rather to move into and out of the area, taking advantage of opportunities to work in other specialty areas. While studying within *Expressive Arts*, a student

should work in more than one art area and consider undertaking multi-media collaborative projects with other students. The faculty believe that a broad range of experiences, in the arts and other disciplines, is necessary to developing students' creativity. As a future goal, the *Expressive Arts* faculty are working toward creating a learning environment that supports a strong multicultural perspective in the work of students. Each year, the offerings in *Expressive Arts* include:

*A sophomore-level Coordinated Study Program ("Introduction to Music and Theater");*

*Junior and senior-level, work-based Group Contracts (for example, "Serious Music");*

*Opportunities for Individual Contracts (advanced students only) and Internships in arts management; and*

*Skill-development courses to supplement your work in your Program or Group Contract.*

### Career Pathways in Expressive Arts

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

### HEATHER CONRAD

Heather, a senior, is 22. She came to Evergreen from Seattle when she was 17, looking for "a diverse learning experience." Heather and other students in a group contract called "CAT" (Community Artists' Television) produced "After Midnight," a weekly feature for TCTV, an Olympia community television station.

"I learned about deadlines," she says, "how to get a piece done, how to critique and how to be critiqued."

Post-graduation plans? "I'll panic," jokes Heather, "Then I'll go to graduate school to study film and video."

## Introduction to Music and Theater

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Terry Setter  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Core Program  
*Special Expenses:* \$10 per quarter lab fee, plus tickets to performances  
*Part-time Options:* 12 credit option  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

This program is designed for sophomore-level students and does not require previous experience in the arts. The program will be a broadly-based survey approach to both music and theater with some skills development available through two optional in-house modules (4 credits each), one in stage performance and one in electronic music. Students elect to take one of these modules, but cannot change to the other in subsequent quarters. Students who elect not to take a skills module may only register for 12 credits. Students outside the program who wish to take one of these modules *must* obtain a faculty signature in order to do so.

The development of western music and theater will be traced from Greek civilization to the present. Some elements of Chinese music and theater will also be investigated for purposes of contrast and comparison. Fall Quarter we will build a theoretical and historical understanding of developments prior to the late 19th century. Winter Quarter will be an investigation of stylistic developments from the late 1800s through the mid-20th century including naturalism, realism, impressionism, Dada, futurism, theater of the absurd, and serialism. Spring Quarter will focus on developments after 1950 including physical theater, living theater, performance art, aleatoric structures, minimalism and timbre music. Small class projects in acting, directing and music will be done during the Winter Quarter and an in-house production drawing on the skills and resources developed within the program will be mounted in late spring.

*Planned equivalencies in quarter hours:*  
12—stage performance skills I, II, III; fall, winter, spring  
or  
12—electronic music I, II, III; fall, winter, spring  
10—theater history and aesthetics  
10—music history and aesthetics  
12—reading, writing and research skills  
4—performance skills: theater or music  
**Total: 48 credits**

*Program is preparatory for careers and/or future study in theater, arts and music.*

## Recording and Structuring Light and Sound

*Fall, Winter / Group Contract*  
*Sponsor:* TBA  
*Enrollment:* 24  
*Prerequisites:* Sophomore standing or above, one year Core Programs  
*Special Expenses:* \$65 materials, \$50 screening fee  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

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

Students will spend Fall Quarter acquiring specific technical skills, exploring the design process as it applies to these media, executing various experiments in visual imagemaking, screening and evaluating extant films and videotapes, attending lectures and design seminars, and preparing for the production of a complete film and a videotape during Winter Quarter.

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

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

*Planned equivalencies in quarter hours:*  
8—film/video production  
4—audio production  
8—history and theory of moving image  
4—film aesthetics  
4—introduction to visual research  
4—independent projects: film and video  
**Total: 32 credits**

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

## Form and Invention

*Fall, Winter / Group Contract*  
*Sponsor:* TBA  
*Enrollment:* 24  
*Prerequisites:* Core Program or one year of college  
*Special Expenses:* Project materials  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

In this group contract students will learn to express visual ideas in visual forms. Using studio materials to examine visual concepts we will study how shape, form, design and composition exist in visual works in a variety of cultures. Students will become familiar with a variety of ways to see and understand images better, and will be expected to complete a series of readings on art and visual perception and produce a portfolio of their own work.

*Planned equivalencies in quarter hours:*  
24—visual arts  
**Total: 24 credits**

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

### Studio Project—Drawing

*Fall / Group Contract*  
*Sponsor:* Marilyn Frasca  
*Enrollment:* 24  
*Prerequisites:* Sophomore standing; Core Program  
*Special Expenses:* Supplies  
*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 expected to work in the studio a minimum of four hours per day. Elements of aesthetics, basic design, topics in art history, life drawing and working from personal themes will form directions for Fall Quarter.

*Planned equivalencies in quarter hours:*  
8—life drawing and design  
4—art history  
4—individual project  
**Total: 16 credits**

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

### Studio Project—Sculpture

*Winter / Group Contract*  
*Sponsor:* Susan Aurand  
*Enrollment:* 24  
*Prerequisites:* "Studio Project" Fall Quarter  
*Special Expenses:* \$150 for art supplies  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

Winter Quarter of "Studio Project" will focus on 3-D design and mixed-media sculpture. Students will use their drawing skills from Fall Quarter to generate ideas for three-dimensional works and will learn a variety of construction and assemblage techniques to execute their ideas. Students will explore formal issues of sculpture such as scale, site and interactive space. They will also have the opportunity to continue developing personal theme work begun during Fall Quarter.

*Planned equivalencies in quarter hours:*  
4—design  
4—introduction to sculpture  
4—mixed media sculpture  
4—art history  
**Total: 16 credits**

*Program is preparatory for careers and/or future study in art, art history and design.*

### Studio Project—Photo

*Spring / Group Contract*  
*Sponsor:* Paul Sparks  
*Enrollment:* 24  
*Prerequisites:* "Studio Project," Fall and Winter  
*Special Expenses:* \$200 for photo supplies, lab and speaker fees  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

Spring Quarter will consist of an intensive exploration of the creative possibilities of photography. The emphasis will be on seeing, camera work, and mastering the craft of photography. We will begin at the most basic level, but students will be offered more freedom in return for more formidable expectations. The basic assumption will be that we are working as artists, not as art students.

*Planned equivalencies in quarter hours:*  
4—design  
4—art history, history of photography, 20th century art history  
8—introduction to photography  
**Total: 16 credits**

*Program is preparatory for careers and/or future study in photography, art history, design, communications.*



## Diversity in American Art

Winter / Group Contract

Sponsor: Gail Tremblay

Enrollment: 24

Prerequisites: Core Program

Special Expenses: \$40 for art materials and field trips

Part-time Options: By permission; must not conflict with class or field trips

Internship Possibilities: No

Additional Course Allowed: By permission; must not conflict with class or field trips

In this group contract, students will learn about the history of 20th century African-American, Asian-American, Latino and Native American art and will examine the traditional, modernist and post-modernist works of artists from these communities. We will discuss such issues as the boundaries between art and craft in various cultures and the effect of Euro-American boundaries or definitions on the way art from various cultures is perceived and written about. Students will be expected to learn the names of the artists studied and to recognize works by them in slide examinations. Full-time students will also be required to do an in-depth research project on the work of an artist of color which explores issues in that artist's work. In addition, students will participate in workshops where they will learn traditional media from various ethnic communities so that they may gain a kinetic appreciation for the techniques required to produce traditional art forms. There will be field trips to visit museums, galleries and artists' studios.

Planned equivalencies in quarter hours:

8—multicultural 20th century American art history

8—techniques in traditional ethnic arts

**Total: 16 credits**

Program is preparatory for careers and/or future study in art, arts management and cross-cultural studies.

## The Artistic Imagination

Fall, Winter, Spring / Coordinated Study

Coordinator: Jean Mandeborg

Enrollment: 48 Faculty: 2

Prerequisites: Core Program; "Studio Project" or equivalent art experience

Special Expenses: Art supplies, lab fees

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

This program will examine the artistic process through a fusing of studio work (two- or three-dimensional) and study in art history. We are interested in understanding how artists identify, develop, and present visual ideas. How can ideas that are present only in the artist's imagination be translated into a visual form that is communicable to others and transcends the artist's personal experience? How does this process help us make sense of the world and heighten our attention? What is the audience's role in appreciating visual work and how does the artist-as-critic analyze and write about an art work within its historical context while also understanding the spirit of the work?

Students will learn to examine various stages in which the imagination functions by doing their own studio work, reading, writing, and participating in seminars. We are looking for students with technical training and ability who want to critically study the function of imagination in creating and viewing art works. Students with a background in the humanities are encouraged to consider this program.

Planned equivalencies in quarter hours:

24—art history

24—intermediate or advanced studio work (level and medium to be individually determined)

**Total: 48 credits**

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

## Performance Art: Workshop

Fall / Group Contract

Sponsor: Doranne Crable

Enrollment: 24

Prerequisites: Two quarters *Expressive Arts* programs; junior or senior standing; ability to produce in artistic medium; faculty signature

Special Expenses: TBA, for materials and tickets

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: 4-credit course required in animation or electronic media

Focusing on performance theory and history as related to "performance art," students, staff and faculty will collaboratively explore multimedia skills in order to produce two evenings of performance in the ninth week. The historical and aesthetic themes will grow out of experiments and studies in performance since the late 1960s and 70s. Students will study relevant texts, scores, scripts and theories through weekly workshops and design problems, and one "perspective" seminar. Workshops will focus on Laban movement analysis and skills; electronic music or animation; and experiments in correlating those skills in design problem explorations.

All students will participate in the perspective seminar, Laban movement analysis workshops and design problem exercises. According to skills and ability, they will also take an electronic or animation course. Using the three workshops, the seminar and the design problem exercises, students, staff and faculty will explore multimedia performance possibilities. The design problems will combine site-, theme-, and script-specific experiments as foundations for the ninth week production.

All work will be framed within parameters related to the final production.

"Performance Art: Workshop" will link with "Playwrights, Plays and Players" in preparation for "The Act of Theater" Winter and Spring Quarters. All students from both group contracts will meet weekly to discuss a common text and their individual work. This linking is required and will be student facilitated and controlled. A written synopsis of this seminar will be presented to the faculty of each group contract for discussion in their faculty seminars.

Planned equivalencies in quarter hours:

4—animation or electronic music

4—Laban movement analysis and skills

4—performance studies: theory/history

4—design problems: workshop/production

**Total: 16 credits**

Program is preparatory for careers and/or future study in performance studies, Laban movement, electronic music, animation, and visual art.

## Playwrights, Plays and Players

Fall / Group Contract

Sponsor: TBA

Enrollment: 24

Prerequisites: Junior or senior standing

Special Expenses: Tickets for live theater

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This group contract focuses on the transitions that occur from the playwright's original work, to that work's adaptation for the stage, to the individual actors' and ensembles' final performances.

Students will read original plays by selected writers whose perspectives may vary from psychological, sociological, political and/or personal themes. After reading the play and setting it in its historical context, students will work at text interpretation and analysis, using that and related works as a basis for skills development in scene workshops.

"Playwrights, Players, and Plays" will link with "Performance Art: Workshop" in preparation for "The Act of Theater"

Winter and Spring Quarters. All students from both group contracts will meet weekly to discuss a common text and their individual work. This linking is required and will be student facilitated and controlled. A written synopsis of this seminar will be presented to the faculty of each group contract for discussion in their faculty seminars.

Students in "Playwrights, Players, and Plays" will participate *each week* in at least one acting skills workshop, one scenes workshop, one perspective seminar and one text/interpretation analysis. In addition, each student will keep a performance/ scenes work journal and write a paper on the theory, historical period, and cultural perspective of one playwright. The journals are due in weeks four and eight; the paper in week nine. Finally, students will prepare and present their scene work regularly, in order to prepare for "an evening of works-in-progress" in week ten.

To receive credit, students will be expected to participate fully, on time, and finish all required work.

*Planned equivalencies in quarter hours:*

8—acting skills workshop and performance

4—text interpretation analysis: dramatic criticism

4—expository research (paper)

**Total: 16 credits**

*Program is preparatory for careers and/or future study in the humanities, teacher education and theater skills.*

## The Act of Theater

Winter, Spring / Group Contract

Sponsor: Doranne Crable

Enrollment: 48 Faculty: 2

Prerequisites: Junior and senior standing; two quarters completed in *Expressive Arts* programs; faculty signature

Special Expenses: Tickets to performances; make-up; costumes; video/audio tapes

Part-time Options: No

Internships Possibilities: No

Additional Course Allowed: No

The goals of this group contract are to provide students with (1) "hands on" experience in performance skills, (2) tools for developing a critical voice and (3) an historical and theoretical understanding of performance studies.

In order to accomplish this, students will read and discuss performance studies in theory and history; study acting, voice and movement skills; attend live theater performances which they will use as touchstones for developing a critical eye and voice; and try out that perspective through writing and analysis.

Skills workshops will carry through both quarters, as will exercises in critical voice and writing. During Winter Quarter students will read and discuss texts in both primary and secondary subject matter related to performance. During Spring Quarter the primary focus will switch to rehearsals and workshops preparatory for performance in week nine. The final week of Spring Quarter will be devoted to group and individual analysis of the creative process the group will have experienced for two quarters.

Students will be expected to participate fully and attend all program activities on time, attend at least two live theater productions per quarter, perform in workshops and a production at the end of Spring Quarter, keep a performance journal, participate in the tenth week evaluation, and complete written and verbal evaluations of themselves, faculty and program.

A book list and syllabus will be available at the Academic Fair, Spring, 1989.

*Planned equivalencies in quarter hours:*

Winter:

4—acting skills

4—performance theory/history

4—Laban movement analysis and practice

4—criticism: text and performance

Spring:

8—performance workshops

4—creative process: analysis and evaluation

4—criticism: text and performance

**Total: 32 credits**

*Program is preparatory for careers and/or future study in theater, teaching, communications, humanities and performance.*

## The Structure of Chaos

Fall, Winter, Spring / Coordinated Study

Coordinator: Bob Haft

Enrollment: 48 Faculty: 2

Prerequisites: Core Program and basic skills in either painting or photography; faculty signature

Special Expenses: Art supplies and field trips

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Contemporary physics has demonstrated that underlying many seemingly chaotic events are elegant and often surprisingly beautiful structures. We will look at this phenomenon as it relates to the world of art. The program is an intermediate-level studio course in both painting and photography. Students will be expected to do work in both media during the year, although, initially, basic skills will be required in only one of them. Both media will be viewed as creative means of personal expression. We will deal with the thematic notion that the making of art is an attempt to bring structure out of chaos or, in some cases, chaos out of structure. This same notion will be emphasized through the study of art history and contemporary fiction. In art history we will look at certain cultures and movements (e.g., Pre-Columbian societies, Dada and surrealism) in which the structure of chaos was of paramount importance. In contemporary fiction we will look at works by authors who have dealt with ideas related to the program's theme. Some possible examples are Italo Calvino's *Castle of Crossed Destinies*, Milan Kundera's *Book of Laughter and Forgetting*, Toni Morrison's *Beloved*, and Tom Wolfe's *The Bonfire of the Vanities*.

*Planned equivalencies in quarter hours:*

16—intermediate and/or advanced painting or photography

8—basic painting or photography

12—art history

12—modern literature

**Total: 48 credits**

*Program is preparatory for careers and/or future study in art, art history, literature, painting and photography.*

## Serious Music

*Fall, Winter / Advanced Group Contract*

*Sponsor:* Andrew Buchman

*Enrollment:* 24

*Prerequisites:* Junior or senior standing; ability to read music; portfolio review; faculty signature

*Special Expenses:* Private lesson fees, CD charge, supplies, field trips

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

*Auditors:* No

"Serious music" means classical "high art" music to most people. To us it will mean serious study of music in a wide variety of styles and forms. This contract will bring together students who are seriously interested in doing advanced music performance, music composition, song-writing, music theory, music history, performance art, and media art (visual music—film or video). An aesthetic aim will be to widen our tastes in music and avoid the cultural schizophrenia so typical of advanced music study in traditional colleges and conservatories. And yes, jokes are allowed.

Two weeks out of every three will be devoted to studio work and group critiques of that work. Every third week we will recharge our creative batteries and seminar on musical works in a diversity of styles exploring a diversity of themes including the cultural diversity of American society, the tension between changing conceptions of "high" and "low" art and culture, the effect of technologies on the ways music is made and listened to, and the tension between creativity and commercialism in popular music and art. Works studied may include *Sondheim's Sunday in the Park with George*; *Shall We Dance*, starring Fred Astaire; Stephen Foster songs; performances by Louis Armstrong, Willie Mae "Big Mama" Thornton and Elvis Presley; Beethoven chamber music; as well as the works of Bruce Springsteen, R.E.M. and other contemporary singer/songwriters and bands. We will take field trips to live concerts in addition to studying recordings.

Students will be expected to participate in seminars and share their creative work regularly. In addition, they should plan to study an instrument or voice privately or in group courses (instrumental study and performance may be the prime focus of some students). Self-paced work in music theory and music history will be assigned according to students' interests and previous preparation. Ear-training, theory, and composition software will be available in the MacIntosh Computer Lab. Music history study materials will be available in the newly remodeled Library Listening Center. Students may pursue a course in a field outside music if they wish, or take an additional course in music for credit.

The creative work of students will culminate in the playing and production of a compact disk (and perhaps a videotape) of student work in a variety of styles, including interpretive liner notes discussing the works (subject to availability of funds). A climactic public performance each quarter is another possibility, if we have enough energy and ability.

Presentation of a portfolio of work in an audition/interview is required for entry. Brief audition performance pieces, cassette tapes, videotapes and/or scores are appropriate formats for the portfolio.

### *Planned equivalencies in quarter hours:*

4—private lessons

4—music theory/ear-training

8—music history

8—individual or group creative projects

8—additional course in music or other area

**Total: 32 credits**

*Program is preparatory for careers and/or future study in film, media, music and theater.*

## Seeing What's There

*Spring / Group Contract*

*Sponsor:* Pete Sinclair

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Interest in and demonstrable skills with philosophy, writing, literature, science and/or a craft or art

*Special Expenses:* Food and transportation expenses for field trips; binoculars, hand lens, day pack, warm clothes, rain gear (including rubber boots), journal supplies and good spirit

*Part-time Options:* Possible but not recommended; permission of faculty

*Internship Possibilities:* No

*Additional Course Allowed:* Yes, if there is no conflict with program activities

"Seeing What's There" is an introductory program in the humanities. It is designed to help students and faculty in the program learn to see better in reading, writing, field work and discussion; and to help each person learn to make better public use of what he or she sees. Each week each member of the program will participate in a workshop in how to see in a concentrated, accurate way as an act of will; a workshop in how to make a field journal of exploration; one day of field work in, around or away from Olympia; one book seminar on a small number of primary texts by good seers; and a workshop in how to make good, public use of what one has seen. By the end of the quarter, each student will make a public object—an essay, fiction or group of visual images—in which he or she presents some of the results of his or her best seeing.

### *Planned equivalencies in quarter hours:*

4—seeing workshop

4—field journal workshop

8—introduction to the humanities

**Total: 16 credits**

*Program is preparatory for doing more advanced undergraduate work in the humanities, social sciences, arts or sciences.*





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

*Winter / Group Contracts*

*Sponsor: Marilyn Frasca*

*Enrollment: 24 (each)*

*Prerequisites: Two years of college work at Evergreen; signature of faculty*

*Special Expenses: As per contract design*

*Part-time Options: As per contract design*

*Internship Possibilities: As per contract design*

*Additional Course Allowed: As per contract design*

"S.O.S." is an opportunity for students to originate their own program plan for Winter Quarter. Students are encouraged to develop ideas for studies which grow out of previous work at Evergreen 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 which are centered in the arts are most appropriate, but others will be considered. Each proposal submitted must have the full commitment of at least 12 students and will be chosen for sponsorship by faculty assigned to teach in "S.O.S."

To work with Marilyn Frasca Winter Quarter, proposals must be submitted to her by October 30, 1989.

For further information regarding the selection process, please contact Marilyn or the *Expressive Arts* convener, Paul Sparks.

*Planned equivalencies in quarter hours:*  
Depends on design of student-originated study.

**Total: 16 credits**

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

*Related offering from other area:*

## Gender Images

*Coordinator: Sally Cloninger*

In this program we will investigate the many dimensions of gender—as a cultural category defining appropriate male and female behavior, as a principle of social stratification, as the epistemological basis of our formal knowledge—and attempt to understand its impact in human communities. We will look at gender historically and anthropologically to understand the affects of gender identity on the day to day behavior of women and men as well as to understand the origins and maintenance of sexual inequality.

See the *Applied Social Theory* specialty area for a complete description.

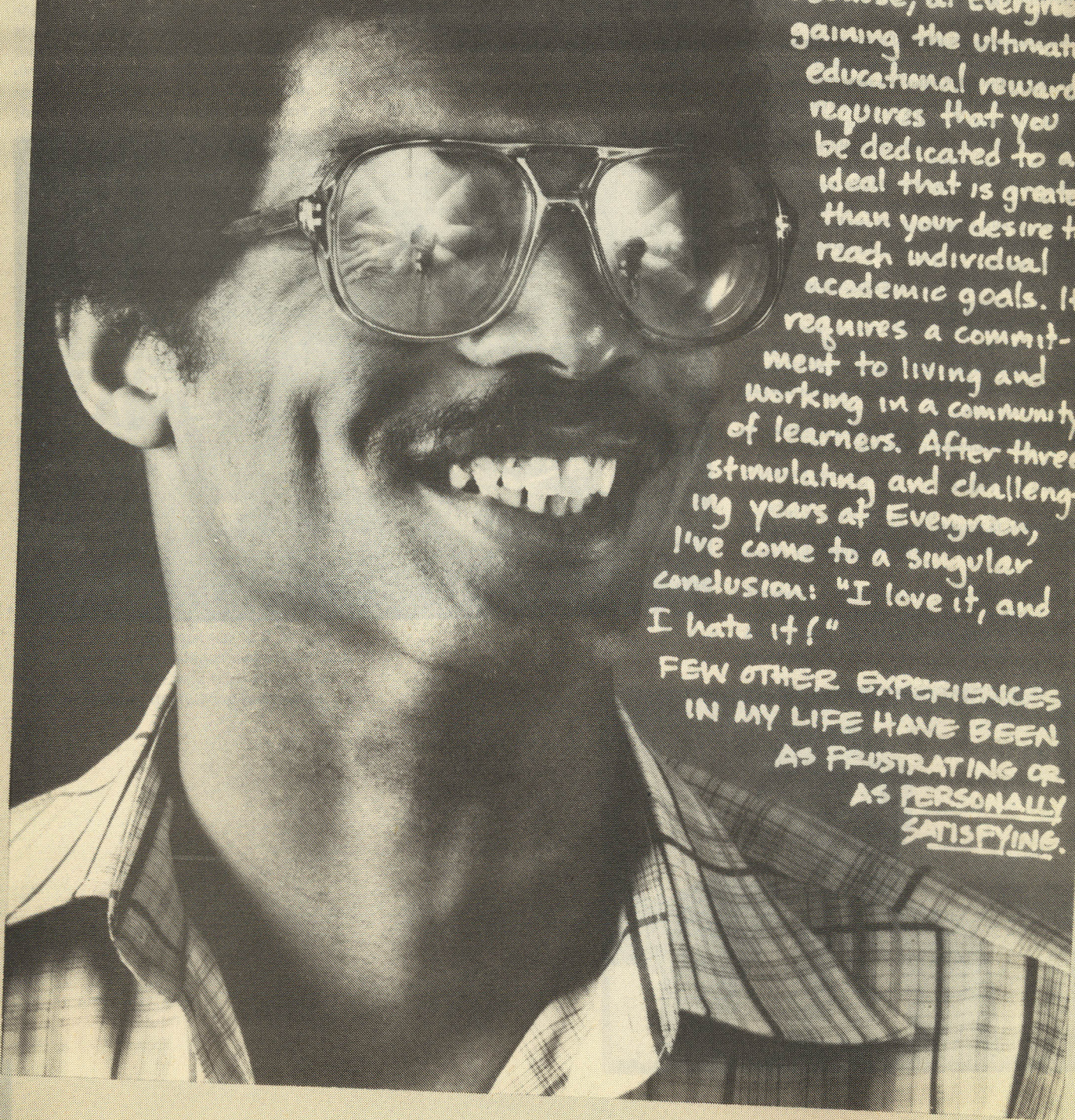


DON'T LET MY SMILING FACE FOOL YOU—I'M A FIGHTER!

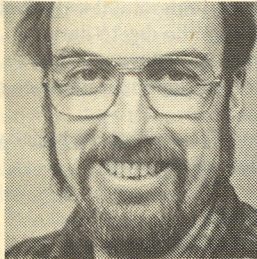
A veteran of countless book seminars, S&A budget hearings, Communications Board Meetings and student governance skirmishes. Why all the fuss over an undergraduate education?

Because, at Evergreen gaining the ultimate educational reward requires that you be dedicated to an ideal that is greater than your desire to reach individual academic goals. It requires a commitment to living and working in a community of learners. After three stimulating and challenging years at Evergreen, I've come to a singular conclusion: "I love it, and I hate it!"

FEW OTHER EXPERIENCES  
IN MY LIFE HAVE BEEN  
AS FRUSTRATING OR  
AS PERSONALLY  
SATISFYING.



# Humanities



Secretary: Pete Sinclair

**Affiliated Faculty:** Richard Alexander, Gordon Beck, Stephanie Coontz, Argentina Daley, Virginia Darney, Leo Daugherty, Don Finkel, David Hitchens, Richard Jones, Hiro Kawasaki, Eric Larson, Mark Levensky, Charles McCann, David Marr, S.R. Martin Jr., Chuck Pailthorp, Mark Papworth, David Powell, Gil Salcedo, Pete Sinclair, Nancy Taylor and Kirk Thompson

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

—*The nature and value of written, visual and oral texts*

—*Connections between language, thought value, and behavior*

—*Conceptions of the nature of a person or people*

—*The relationships between a person or people and other men and women, private and public institutions and the gods*

—*Attempts to imagine and make new relationships and new societies*

These disciplines, themes, and these faculty often are what make coordinated studies programs interdisciplinary, and these faculty have been exceptionally active in Core Programs. We do some work on one or more of these themes in each of the programs in which we teach. In addition, we in our programs work to:

—*Emphasize great texts and/or artifacts and their connections to our themes*

—*Require wide reading and the sister skills of critical, independent and original thinking*

—*Encourage discussion in seminar groups*

—*Help each student improve his or her writing*

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

## TOM WILLIAMS

Tom was researching colleges across Washington when he first set foot on Evergreen's campus. He explored everything from the Library at the campus' center to the lawns at the perimeter. "I was awestruck by the sheer physical presence of the place."

A year in the the "Political Economy" and "Management in the Public Interest" programs challenged his conservative viewpoints of the world. "I'm really not the 'lead me to the water' type of student. I have more of a 'show me what I gotta do and I'll get on it' sort of approach. Evergreen forced me to take responsibility for my education and lifestyle." Tom plans to enroll in Evergreen's Master of Public Administration program next year.

## American Studies I: 1840-1910

Fall, Winter / Group Contract

Sponsor: David Powell

Enrollment: 24

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

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This is an advanced group contract for students in the *Humanities* who wish to truly establish cultural literacy in their own culture. The America of 1840-1910 went from a backward agrarian culture to an industrial giant; from cultural promise to cultural ascendancy; from a modest, essentially homogeneous population, to the immigrant capital of the western world; from a slave nation to one struggling with a segregated fact and an egalitarian dream. We will read and work hard to find out what our roots as Americans are. In addition to the very large and difficult reading list, each student will do outside readings and discuss these in papers and class presentations. Below is a *partial* reading list:

W.E.B. Du Bois, *The Souls of Black Folk*  
Booker T. Washington, *Up From Slavery*  
Kate Chopin, *The Awakening*  
Theodore Dreiser, *Sister Carrie*  
Harriet Beecher Stowe, *Uncle Tom's Cabin*  
Herman Melville, *Moby Dick*  
Edgar Allen Poe, *Selected Tales*  
Nathaniel Hawthorne, *The House of Seven Gables*  
Henry David Thoreau, *Walden*  
Ralph Waldo Emerson, *Essays*  
Walt Whitman, *Leaves of Grass*  
Frederick Douglass, *Narrative of the Life*  
Emily Dickinson, *Collected Poetry*  
Alexis de Tocqueville, *Democracy in America*  
Jack London, *Novels and Social Writings*  
Frank Norris, *The Octopus*  
Upton Sinclair, *The Jungle*  
Francis Parkman, *The Oregon Trail*  
Mary Helen Washington, *Invented Lives: Narratives of Black Women 1860-1960*  
Paul C. Faler, *Mechanics and Manufactures in the Early Industrial Revolution*  
George Santayana, *Character and Opinion in the United States*

Planned equivalencies in quarter hours:  
16—American literature (1840-1910)  
4—American intellectual history (1840-1910)  
4—American ethnic literature (1840-1910)  
4—American philosophy (1840-1910)  
4—Specified credits for each student, based on their supplementary reading list.  
**Total: 32 credits**

Program is preparatory for careers and/or future study in graduate school, law, business or other professions.

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

Fall, Winter / Individual Contracts and Cluster Contracts

Coordinator: Leo Daugherty

Enrollment: 24

Prerequisites: Three quarters of successful work at Evergreen (two quarters for upper-division transfer students); plus faculty approval of written academic proposal (see below); faculty signature required

Special Expenses: No

Part-time Options: No

Internship Possibilities: Unlikely, but not impossible

Additional Course Allowed: Yes, but only one, not to exceed 5 credits

This "S.O.S." program is conceived as a convenience for advanced-level students in the humanities who wish to do individual contracts or small cluster contracts of their own design during Fall Quarter 1989 and/or Winter Quarter 1990. (Cluster registration will be via individual contract.)

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

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

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

Proposals for Fall Quarter 1989 must be sent to Leo Daugherty by March 1, 1989. Proposals for Winter Quarter 1990 must be sent by October 15, 1989. Proposals are welcome at any time prior to those deadlines.

Planned equivalencies in quarter hours:  
Depends on design of student-originated study.

**Total: 16 credits per quarter**

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

Related offerings from other areas:

## Gender Images

Coordinator: Sally Cloninger

In this program we will investigate the many dimensions of gender—as a cultural category defining appropriate male and female behavior; as a principle of social stratification, as the epistemological basis of our formal knowledge—and attempt to understand its impact in human communities. We will look at gender historically and anthropologically to understand the affects of gender identity on the day-to-day behavior of women and men as well as to understand the origins and maintenance of sexual inequality.

See the *Applied Social Theory* specialty area for a complete description.

## A Tale Of World Cities: Anthropological Perspectives

Sponsor: Eric Larson

The course of human history changed abruptly with the onset of settlement in cities. Before cities, people hunted in small bands, herded animals over country terrain, or lived in small neolithic villages. From 4000 B.C. onwards, however, city dwellers have been exposed to the enrichments and deprivations associated with urban life and the idea of civilization. A genuine social revolution took place. This group contract will study such settlement, choosing examples from pre-industrial times, the 19th century and today's modern world. We will read primarily in anthropology, social history, and literature.

See the *Environmental Studies* specialty area for a complete description.

## The Artistic Imagination

*Coordinator:* Jean Mandeberg

This program will examine the artistic process through a fusing of studio work (two- and three-dimensional) and study in art history. We are interested in understanding how artists identify, develop, and present visual ideas. How can ideas that are present only in the artist's imagination be translated into a visual form that is communicable to others and transcends the artist's personal experience? How does this process help us make sense of the world and heighten our attention? What is the audience's role in appreciating visual work and how does the artist-as-critic analyze and write about an art work within its historical context while also understanding the spirit of the work?

See the *Expressive Arts* specialty area for a complete description.

## Playwrights, Plays and Players

*Sponsor:* TBA

This group contract focuses on the transitions that occur from the playwright's original work to that work's adaptation for the stage, through the individual actors' and ensembles' final performance of the original work. Students will read original plays by selected writers whose perspectives may vary from psychological, sociological, political and/or personal themes. After reading the play and setting it in its historical context, students will work at text interpretation and analysis, using that and related works as a basis for skills development in scene workshops. Students from "Playwrights, Players, and Plays" will collaborate with students from another fall group contract, "Performance Art: Workshop," in preparation for "The Act of Theater" group contract Winter and Spring Quarters.

See the *Expressive Arts* specialty area for a complete description.

## The Structure of Chaos

*Coordinator:* Bob Haft

Contemporary physics has demonstrated that underlying many seemingly chaotic events are elegant and often surprisingly beautiful structures. We will look at this phenomenon as it relates to the world of art. The program is an intermediate-level studio course in both painting and photography. We will deal with the notion that the making of art is an attempt to bring structure out of chaos or, in some cases, chaos out of structure.

See the *Expressive Arts* specialty area for a complete description.

## Seeing What's There

*Sponsor:* Pete Sinclair

"Seeing What's There" is an introductory program in the humanities. It is designed to help students and faculty in the program learn to see better in reading, writing, field work and discussion; and to help each person learn to make better public use of what he or she sees. Each week each member of the program will participate in a workshop on how to see in a concentrated accurate way as an act of will; a workshop on how to make a field journal of exploration; one day of field work in, around or away from Olympia; one book seminar on a small number of primary texts by good seers; and a workshop on how to make good, public use of what one has seen.

See the *Expressive Arts* specialty area for a complete description.

## The Art of Conversation

*Sponsor:* Susan Fiksdal

Have you ever had the feeling your timing was off or that you had stumbled through a conversation? In this group contract we will study conversation from a linguistic perspective. The core elements of our study will be an introduction to linguistics and to conversational analysis. We will examine job, survey, advising, and ethnographic interviews in several cultural settings. Students can expect to learn how to analyze interviews from a number of perspectives and how to build their own skill in interviewing.

See the *Language and Culture Center* for a complete description.

## The Human Condition: Time, Place, Values

*Coordinator:* York Wong

Time keys much that we do and think. It fosters ideas about origin, history, person and notions of progress, civilization, purpose. Yet much of nature, community and many individuals are organized by other than linear time—e.g. by place, land, spirituality—thus meanings here call for new reference matrices. This program's goals are (1) to understand the scope and limitations of using time to filter knowledge and values in the sciences and humanities; (2) to study other organizing factors that challenge these findings; (3) to re-interpret conceptions of nature, people, person; and (4) to imagine new relationships and societies.

See the *The Center for the Study of Science and Human Values* for a complete description.



i always knew i would go to college, but when it came time to pick one - Ugh!!! The last thing i wanted was to go straight from a traditional high school to a traditional college. i first heard

about Evergreen in a hot pink hotel in Berkeley. My Dad

bought this book and i was reading it when i came to a write up on

TESC. No grades, no tests! i'll admit, i was interested. A place

where i'd be evaluated personally, not compared to other

people. You can't

just cram for a night here and

get a grade, it's an ongoing thing.

They don't teach

you how to

memorize here

like they

did in

high school.

i'm in

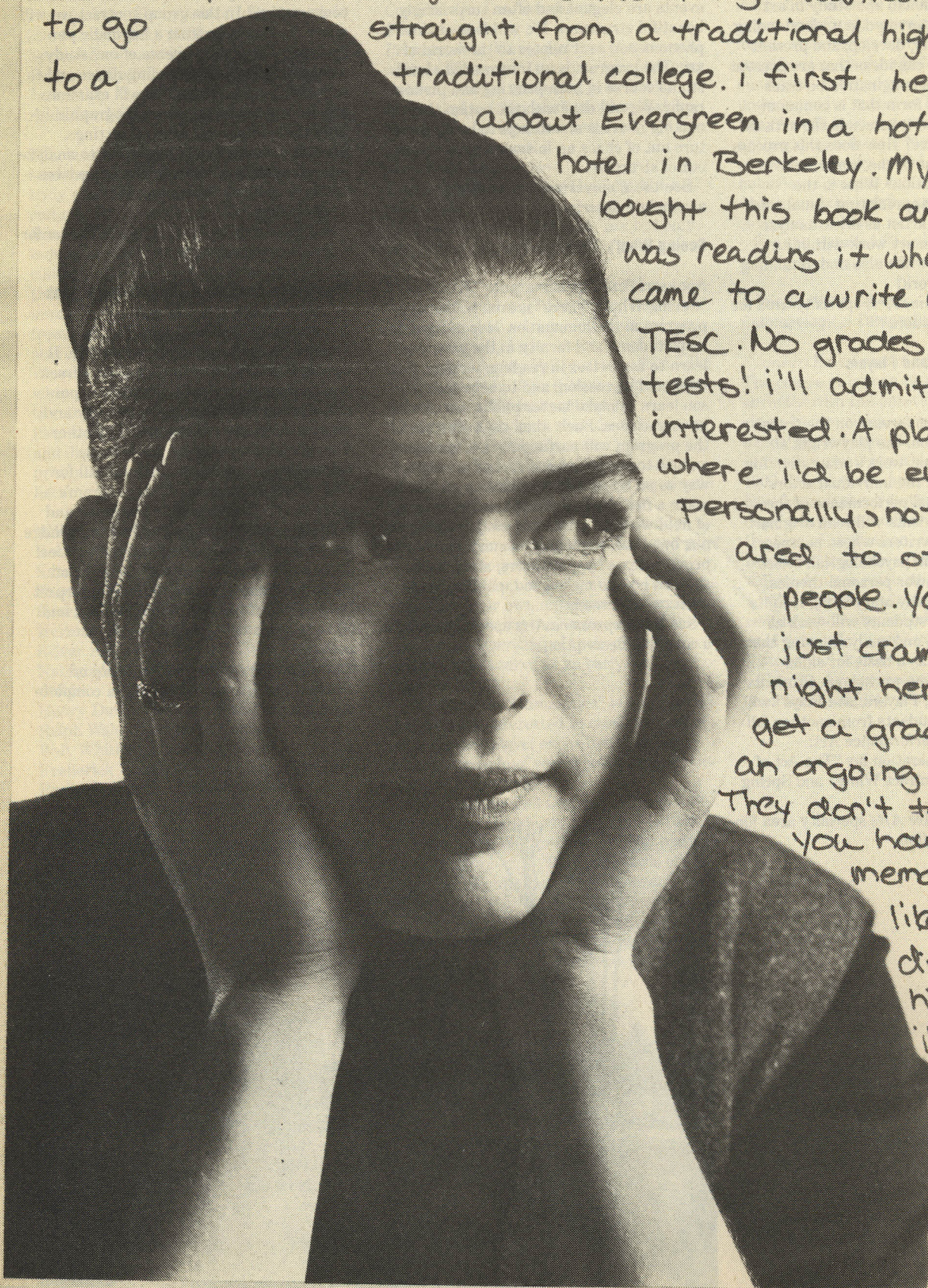
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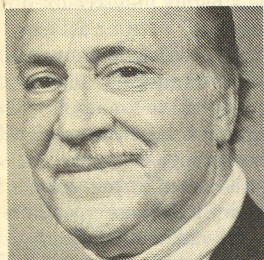
education,

and i

like that.



# Language and Culture Center



Director: Dr. Andrew Hanfman

The *Language and Culture Center* plans and coordinates year-long programs and courses in the area of foreign languages and international studies on a two- to three-year cycle. It also serves as source of information and academic advice for students who have interest in foreign languages and area studies. The Center's director, Dr. Andrew Hanfman, is a full-time Evergreen faculty member in literary and language studies who specializes in Russian-Soviet affairs.

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

In the 1989-90 academic year, three year-long language and culture programs are being offered under the auspices of the Center: "Classical World," "German Culture" and "Japanese Studies."

For students interested only in language studies, Evergreen offers a series of part-time courses. Most of these courses are offered during evening hours. Language components of area programs may also be taken as separate courses, but they are mostly conducted during the day. Students interested in careers in business, journalism, education, anthropology and human services may want to consider such language study. In the 1989-90 academic year, courses in first-year college French, German, Spanish and Japanese will be offered as well as second-year French.

The following list includes the academic programs in this area planned through 1992:

#### 1989-1990

"Classical World," FWS, study abroad to be announced

"German Culture,"

"Japanese Studies," FWS, study abroad to be announced

#### 1990-1991

"Russia/USSR," FWS, summer '91 trip to the Soviet Union

"French Culture," FWS, study abroad to be announced

"Spanish Forms," FWS

#### 1991-1992

"Asian Studies," FWS, studies abroad to be announced

Tentatively, "Italian Studies," FWS, studies abroad to be announced

Tentatively, "Central American Studies," FWS

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

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

Application to participate in a year at the University of Washington should be made through the director of the Language and Culture Center, Dr. Andrew Hanfman. Application must be made before April 1 of the year preceding admission to the University of Washington.

#### KATHLEEN HANNA

One of the biggest hits on campus last spring was a fashion show by Kathleen and two friends who comprised the "socio-political" clothing-design group called "Many Moods." They made the clothing, recruited the models and featured such outrageous fashion that Evergreeners talked for days. A Portland, Oregon, native, Kathleen was attracted to Evergreen by its style of education and the access students have to all kinds of equipment—from computers to printmaking studios. Next year, she plans to study in Europe.

## Student Exchanges with Japanese Universities

Evergreen has reciprocity agreements with two Japanese universities, Miyazaki and Kobe for exchanging two students with each institution, tuition-free, for one calendar year, beginning in May or October, 1989.

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

## The Classical World

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Art Mulka  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Core Program or one year of college emphasizing critical thinking, reading, writing and group discussion  
*Special Expenses:* \$35 for field trip  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes, if language study

This program is a comprehensive study of the Mediterranean, Greek, Roman and early Christian world from circa 2000 B.C. to the sixth century A.D. with special emphasis on the foundations of western civilization. In this era Judaism and Christianity were born; most of our political and legal foundations were laid; early principles of mathematics, science and medicine were established; and our alphabet, language, literary forms, artistic traditions, social customs and central philosophies were formed.

The study includes the Minoan and Mycenaean civilizations; Dorian invasions; Homeric, Classical and Hellenistic Greece; rise and decline of the Roman civilization; and the rise of Christianity within the classical world.

Each quarter we will read six to eight of the great books of antiquity along with modern interpretive works. These will be analyzed according to social, political, historical and literary perspectives. Each quarter will include a correlating study of the art and archaeology of the classical world. Introductory Latin will be offered if there is sufficient enrollment.

Interested students may participate in a summer study tour of classical sites in Greece and Italy that is planned to follow this program. For details see Faculty Member Gordon Beck.

### *Planned equivalencies in quarter hours:*

- 12—Greek and Roman history
  - 12—Greek, Roman and early Christian literature
  - 12—Greek, Roman and early Christian philosophy and religion
  - 12—Classical, Byzantine and early Christian art history; or introductory Latin
- Total: 48 credits**

*Program is preparatory for careers and/or future study in humanities, classics, history, philosophy and art history.*

## Japanese Studies

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* TBA  
*Enrollment:* 24  
*Prerequisites:* Core Program or equivalent  
*Special Expenses:* No  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Courses Allowed:* No

Japan has become a highly industrialized nation while maintaining a strong attachment to her cultural tradition. What were the elements of Japan's cultural tradition and how did they respond to forces of change? How and with what consequences did the new and sometimes disparate elements contribute to conflict and contradiction? An inquiry into these questions will go far toward the delineation of Japanese society and culture.

Fall Quarter, we will explore the significant areas of conflict and contradiction found in modern Japan from various perspectives, drawing on materials ranging from literature to mass media, from sociology to government and politics.

Winter Quarter will be devoted largely to the historical and cultural context of Japan in order to establish the salient features that constitute her cultural tradition and to probe the reasons and processes leading to the conflicts and contradictions.

Spring Quarter, we will turn to the contemporary scene and examine Japan in its microcosmic form of the daily life and lifestyle of the individual. The approach will be largely ethnological and social, and involve areas pertaining to clothing, food, dwelling and cadences of life marked, for example, by ritual and festivals. If circumstances permit, this phase of the program will be conducted in Japan to enable students to have a direct experience with Japanese culture.

Language will be taught throughout the year on a daily basis. Emphasis will be on developing skill in oral expression. The oral-aural approach will be used throughout.

### *Planned equivalencies in quarter hours:*

- 24—beginning or intermediate Japanese
  - 12—Japanese literature in translation
  - 12—social and cultural history of Japan
- Total: 48 credits**

*Program is preparatory for careers and/or further study in the languages, humanities or social sciences.*



## German Culture

*Fall, Winter, Spring / Group Contract*

*Sponsor: Andrew Hanfman*

*Enrollment: 24*

*Prerequisites: Core Program or one year of college*

*Special Expenses: \$35-40 for field trips*

*Part-time Options: Yes*

*Internship Possibilities: No*

*Additional Course Allowed: Only for part-time students*

"German Culture" is an interdisciplinary study of three important periods of German political and cultural history. The contract also has a language component which can be taken separately and is open to outside students on space available basis.

*Fall Quarter:* "The Reformation and Its Aftermath," 16th and 17th centuries. The study centers on the rise of Protestantism, the division of Germany into Catholic and Protestant states, Martin Luther, the poets and artists of the German Renaissance and Baroque. The Thirty Year War and its impact on German history will be examined through some literary works, such as "Simplizissimus" by Grimmelshausen and the poetry of German mystics.

*Winter Quarter:* "Storm and Stress," "German Classicism and Romanticism," and 18th and early 19th centuries will be discussed against the background of the Seven Year War, the rise of Prussia and the French Revolution. German culture during this period is characterized by literature,

philosophy and historiography which aims at establishing a national identity independent of foreign influences. Works by Goethe, Schiller, the German Romantics, philosophers such as Kant, Hegel and Schelling; as well as German Neo-Classical art and architecture, will illustrate these cultural trends.

*Spring Quarter:* "Imperial Germany" and "The Weimar Republic," late 19th and 20th centuries. Beginning with the formation of the German national state and Germany's role during World War I, we will study the Weimar Republic, 1918-1933, and then examine Hitler's Third Reich. The cultural studies will deal with Expressionism in literature, theater, art and film; the Bauhaus movement; socially-oriented writers and dramatists such as Bertolt Brecht; and composers Weill, Berg and Schoenberg.

*Planned equivalencies in quarter hours:*

12—German language

12—German history

12—German literature (in translation)

6—history of German art

6—history of German music

**Total: 48 credits**

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

## The Art of Conversation

*Fall / Group Contract*

*Sponsor: Susan Fiksdal*

*Enrollment: 24*

*Prerequisites: One year of college*

*Special Expenses: \$25 for equipment rental*

*Part-time Options: Yes, for 8 or 12 credits*

*Internship Possibilities: No*

*Additional Course Allowed: Yes*

Have you ever had the feeling your timing was off or that you had stumbled through a conversation? In this group contract we will study conversation from a linguistic perspective. The core elements of our study will be an introduction to linguistics and to conversational analysis. We will examine job, survey, advising, and ethnographic interviews in several cultural settings. Students can expect to learn how to analyze interviews from a number of perspectives and how to build their own skill in interviewing.

*Planned equivalencies in quarter hours:*

4—introduction to linguistics

4—ethnography of communication

4—sociolinguistics

4—conversational analysis

**Total: 16 credits**

*Program is preparatory for careers and/or future study in linguistics, anthropology, social science research, counseling, management or medicine.*



## Management and the Public Interest



*Convener:* Chuck Nisbet

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

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

### Management and the Public Interest

*Fall, Winter, Spring / Coordinated Study*

*Coordinator:* Guy Adams

*Enrollment:* 96 *Faculty:* 4

*Prerequisites:* Microeconomics, principles of accounting

*Special Expenses:* No

*Part-time Options:* No

*Internship Possibilities:* Spring Quarter

*Additional Course Allowed:* No

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

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

The core of the MPI program in the first year consists of organizational psychology, managerial economics, managerial accounting, managerial finance, case studies and the functions of management. Additional courses in statistics, marketing, computing for managers and personnel management 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 a solid preparation for graduate studies in business administration, public administration and law.

Program prerequisites can be met through transfer of credit, summer courses or through concurrent enrollment in these offerings during Fall Quarter.

*Planned equivalencies in quarter hours:*

Will be distributed in accounting, economics, management, managerial economics, managerial finance, organizational behavior, marketing, statistics, case studies in business and public administration.

**Total: 48 credits**

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

## Making a Difference: Doing Social Change

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

During the first years of college, we learn about societal and environmental problems: our homeless, misuses of natural resources, questionable business ethics, and child abuse are some examples. Many of us will choose to devote our futures to solving these kinds of problems.

The good news is that methods exist for making a difference, for being an effective advocate for change. Increasing students' skills and knowledge about the ethics, goals and practices of doing change is the purpose of this program. It is designed for seniors with backgrounds in environmental studies, helping professions, labor/management, education, and the social sciences, who may want to include doing change in their life's work.

"Making a Difference" will combine field experience with seminar learning. In the fall we will learn the techniques of doing change and preparing for field studies. Students are encouraged to negotiate in advance internships where they will specifically conduct field change projects during Winter and Spring Quarters. For example, a student may find a company that is going to introduce a new automated information system or an advocacy group that is working on natural resource improvement and contract to be a participant/observer. Students who do not have internships are welcome in the program also, where they will carry out their own projects.

Among the topics that will be covered:

- personal skills of change agents
- social goals and ethics of planned change
- assessing the capacities of organizations to change
- change theory and techniques
- designs for field experiments
- participant observation
- measurement and evaluation of change

Planned equivalencies in quarter hours:

- 6—theories of social change
- 6—organizational theory
- 6—field methods in research and evaluation
- 6—advocacy techniques
- 24—internship (in human development, environmental studies, management, labor studies, or other fields)

**Total: 48 credits**

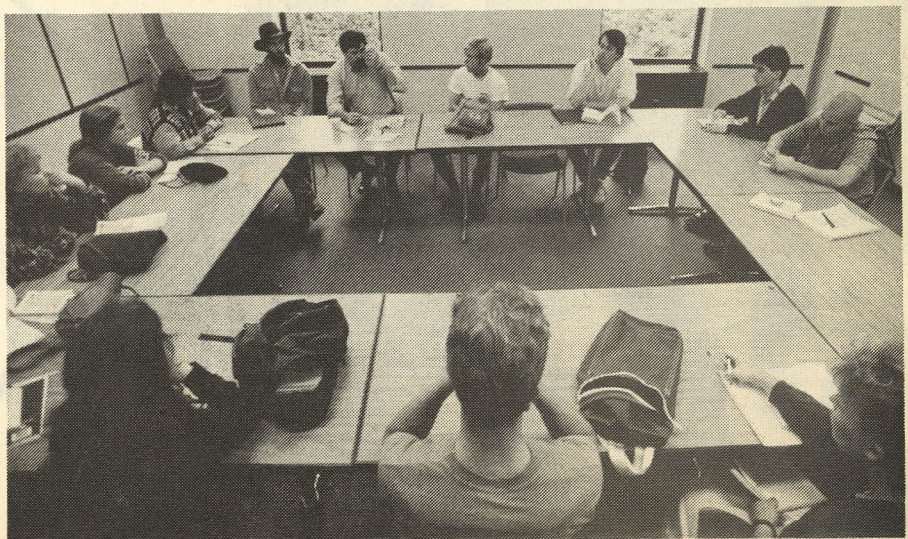
Program is preparatory for careers and/or future study in sociology, human services, management, political economy and environmental studies.

Related offering from other area:

## Tribal Resource Development

Coordinator: Jovana J. Brown  
This group contract will look at the radical changes that have occurred in U.S. government Indian policy since the treaty period, examine the trust relationship that exists between the federal government and the tribes, consider the current policies of self-determination and self-sufficiency, look at state-tribal relationships in regard to natural resource use and investigate the use of tribal resources for economic development in Washington state.

See the *Environmental Studies* specialty area for a complete description.



START →

Evergreen

has opened its doors to diversity. It's not only a philosophy but a commitment!

A commitment that you can hold the

Evergreen Community accountable for - and that truly makes Evergreen unique.

shirt & tie.

Post Script:

EVERGREEN

hair →  
(it's naturally curly)

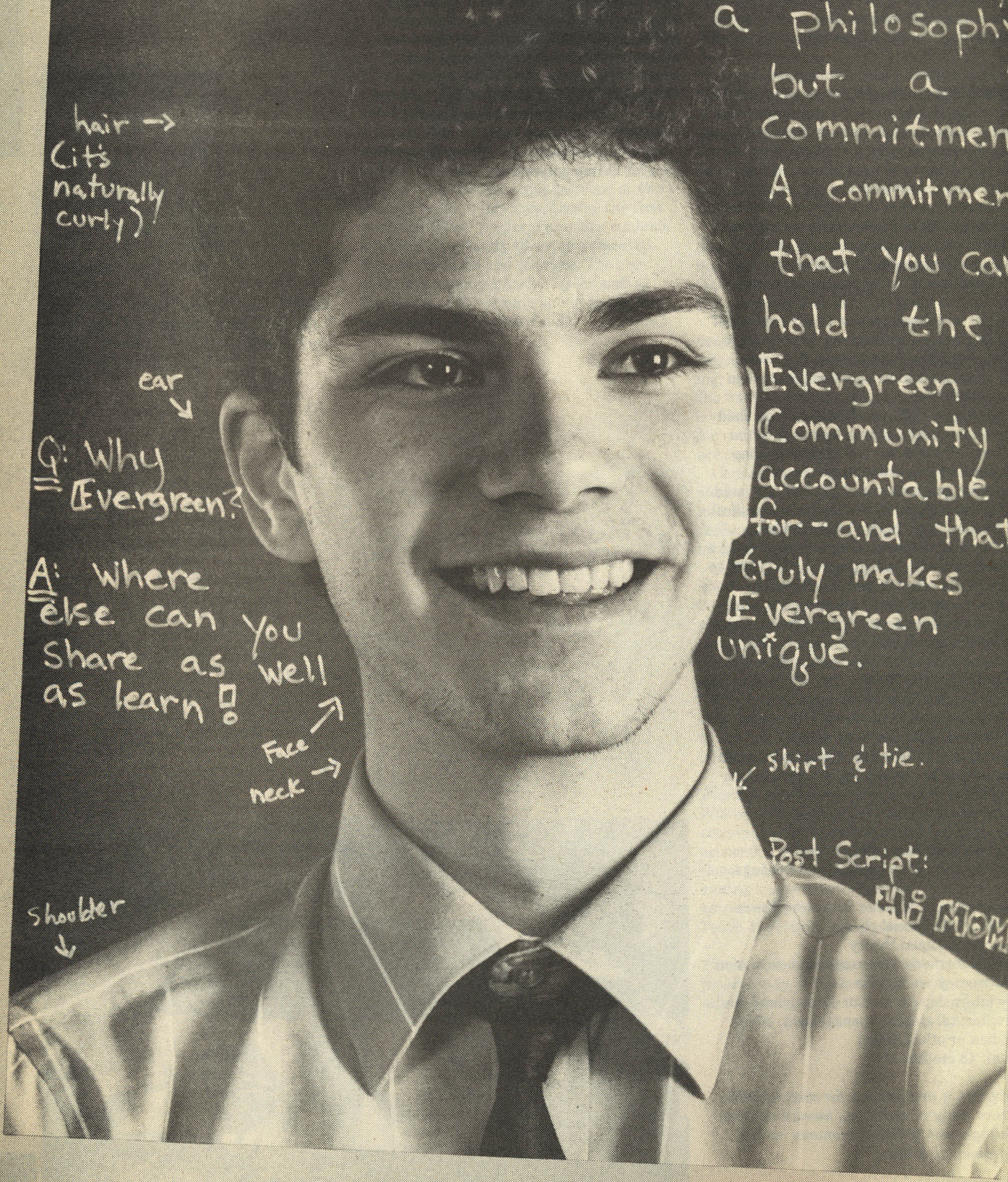
ear ↓

Q: Why Evergreen?

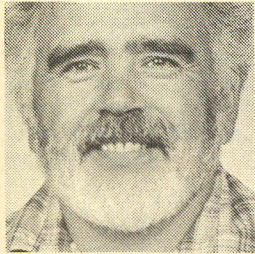
A: Where else can you share as well as learn!

Face →  
neck →

Shoulder ↓



# Native American Studies



*Conveners:* Craig Carlson and David Whitener

*Affiliated Faculty:* Craig Carlson, Rainer Hasenstab, Lovern Root King, Carol Minugh, Mary Nelson, Sid White and David Whitener

*Associated Faculty:* Betsy Diffendal, Betty Kutter and Gail Tremblay

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

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

*Native American Studies* includes at least one major program and several auxiliary programs. In addition, the area collaborates with other specialty areas to design symposium components on topics such as health, science, environmental studies and art.

## Career Pathways in Native American Studies

We tailor the educational experience of each student to his or her particular needs.

There are, therefore, no prescribed "pathways" in *Native American Studies* although there is a general pattern which most students follow.

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

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

## PABLO BELLON

When Pablo and his sister, Maia (see page 3), decided they wanted to go to Evergreen, their parents moved the whole family from California to Olympia, keeping the Native American family close.

"We're individuals," says Pablo, "but we recognize accomplishments aren't made alone. Someone had to raise you. Someone had to nurture you."

Pablo recognizes similar supportive traits in Evergreen's faculty: "They see you as someone with something to share, as well as something to learn." The second-year student also finds the college gives, as well as receives: "It's not just going to class, it's a total experience. It's total involvement."

**Selection:  
Strategies in Choice for the Open Moment**

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Carol Minugh  
*Enrollment:* 72 *Faculty:* 3  
*Prerequisites:* Faculty signature  
*Special Expenses:* Field trips, tapes  
*Part-time Options:* Yes  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

"Selection" 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.

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

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

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

*Planned equivalencies in quarter hours:*  
4—Native American historical perspectives  
4—cross-cultural studies  
4—perspectives of a plural society  
4—philosophy  
4—human resource development  
24—individual project work  
4—cross-cultural communication  
**Total: 48 credits**

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

**Story and Image: Multicultural Perspectives**

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* Mary Nelson  
*Enrollment:* 24  
*Prerequisites:* Successful completion of a Core Program or equivalent; faculty signature; concurrent enrollment for 4 credits required in "Selection: Strategies for Choice in the Open Moment," this is a 12 quarter hour program  
*Special Expenses:* Field trips and art supplies  
*Part-time Options:* See instructor  
*Internship Possibilities:* See instructor  
*Additional Course Allowed:* In the "Selection" program

This group contract will study the cultural contributions of people of color in the United States and their impact on American literature and art. We will explore some of the following questions: How have American people of color expressed themselves in word and image? What are the dominant motifs and symbols and how are these portrayed? How is time, place and environment reflected?

These questions will be explored through readings, lectures, films, field trips and seminars. Students will develop their own perspectives through art workshops and through writing and research projects. "Story and Image" will draw on a vital and rich literary tradition. Some of the readings which will guide our study include the following:

*Native Son* by Wright  
*No No Boy* by Akada  
*Bless Me Ultima* by Anaya  
*Daughters of Copper Woman* by Cameron  
*I Know Why the Caged Bird Sings* by Angelou

*Planned equivalencies in quarter hours:*  
Will be distributed among multicultural literature, art history, sociology, anthropology and history.  
**Total: 32 credits**

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

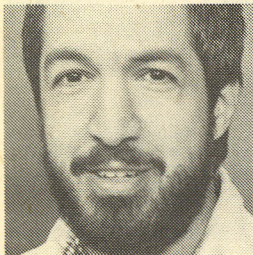
*Related offering from other area:*

**Tribal Resource Development**

*Sponsor:* Jovana J. Brown  
This group contract will look at the radical changes that have occurred in U.S. government Indian policy since the treaty period, examine the trust relationship that exists between the federal government and the tribes, consider the current policies of self-determination and self-sufficiency, look at state-tribal relationships in regard to natural resource use and investigate the use of tribal resources for economic development in Washington state.

See the *Environmental Studies* specialty area for a complete description.

## Political Economy and Social Change



Convener: Alan G. Nasser

*Affiliated Faculty:* Bill Arney, Priscilla Bowerman, Ken Dolbeare, Betty Ruth Estes, Jorge Gilbert, Angela Gilliam, Jeanne Hahn, Peta Henderson, Jerry Lassen, Russell Lidman, Alan Nasser and Matt Smith

*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 particularly on problems related to class, race and sex. 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.

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:* Alan G. Nasser

*Enrollment:* 96 *Faculty:* 4

*Prerequisites:* At least one year of college

*Special Expenses:* No

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

We will examine the nature and the workings of modern capitalism with the American experience as our focus. Special attention will be paid to the way issues and problems of class, race and sex overlap and interact in shaping the development of American capitalism. We will examine the dynamics of concrete institutions, like the economy and the family, and we will evaluate the philosophical, political and social ideologies that underpin them.

The setting of our studies will be international. We will investigate, in particular, the way in which the North and South Americas have shaped each other's historical development.

*Planned equivalencies in quarter hours:*

8—American history

4—the emergence of the international economy

4—Latin America in the Americas:

dependency or cooperation?

8—Principles of Economics

4—the sociology of class, race and sex in the modern world

4—social and political philosophy

**Total: 32 credits**

*Program is preparatory for careers and/or future study in economics, sociology, history, political science and business.*

## Political Economy of the Family

*Fall, Winter / Group Contract*

*Sponsor: Stephanie Coontz*

*Enrollment: 24*

*Prerequisites: Upper-division standing*

*Special Expenses: No*

*Part-time Options: No*

*Internship Possibilities: No*

*Additional Course Allowed: No*

The family is usually thought of as a subject for psychological or sociological inquiry. "Political Economy of the Family" starts from the premise that every mode of production is also a mode of reproduction, creating characteristic kinds of family life as well as work relations. We will examine the history and political economy of American families, paying particular attention to the interaction between the dominant ideal as it has evolved over time and the concrete reality of different ethnic groups and classes, as well as the different experience of family life by gender and age. Reading and writing demands will be heavy and advanced seminar skills are required.

*Planned equivalencies in quarter hours:*

Will be distributed in history, political economy, sociology, economic history and political science.

**Total: 32 credits**

*Program is preparatory for careers and/or future study in history, political science, sociology, law, teaching, management and social change.*

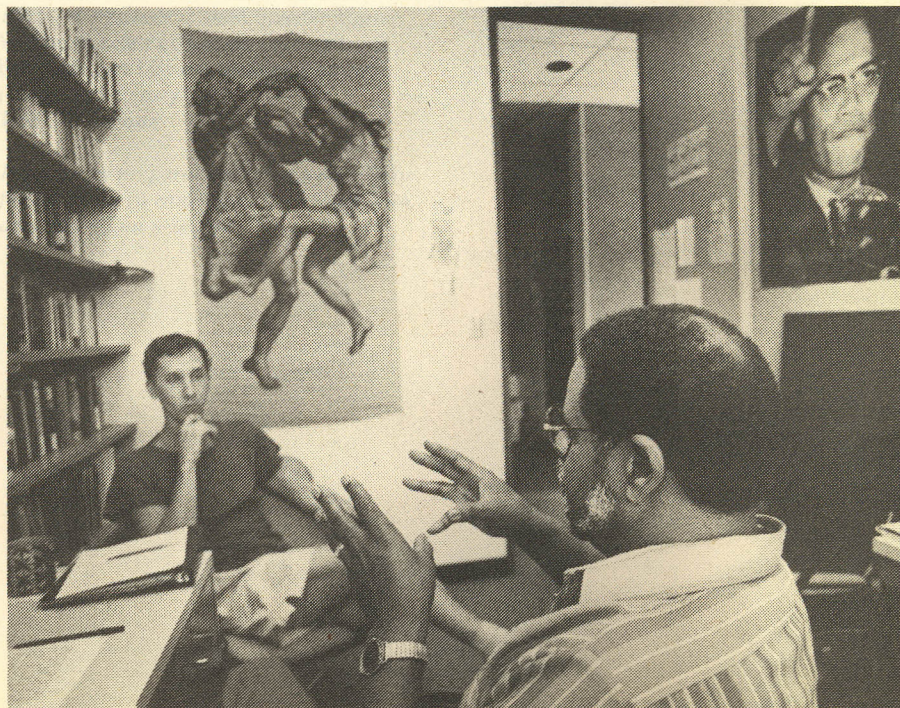
*Related offering from other area:*

## Making a Difference: Doing Social Change

*Coordinator: Paul Mott*

During the first three years of college we learn about societal and environmental problems. Our growing homeless population, misuses of natural environmental resources, questionable business ethics, and child and spouse abuse are some obvious examples. Effective methods do exist for making a difference, for being an effective advocate for change. Increasing students' skills and knowledge about the ethics, goals and practices of doing change is the basic purpose of this program.

See the *Management and Public Interest* specialty area for a complete description.





## Center for the Study of Science and Human Values



Convener: York Wong

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

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

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

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

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

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

### The Human Condition: Time, Place, Values

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* York Wong  
*Enrollment:* 60 *Faculty:* 3  
*Prerequisites:* One year of college  
*Special Expenses:* No  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

Time keys much that we do and think. It fosters ideas about origin, history, person and notions of progress, civilization, purpose. Yet much of nature, community and many individuals are organized by other than linear time—e.g. by place, land, spirituality—thus meanings here call for new reference matrices.

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

Sample topics: science and human values, reflections on natural history, myths of human evolution, indigenous cultures, political economy and work, dreams and metaphors, orality and literacy, literary criticism, folkpopular culture, local knowledge.

*Planned equivalencies in quarter hours:*

8—philosophy of science

8—social sciences

8—humanities

8—cultural studies

8—writing

8—directed research

**Total: 48 credits**

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

*Related offering from other area:*

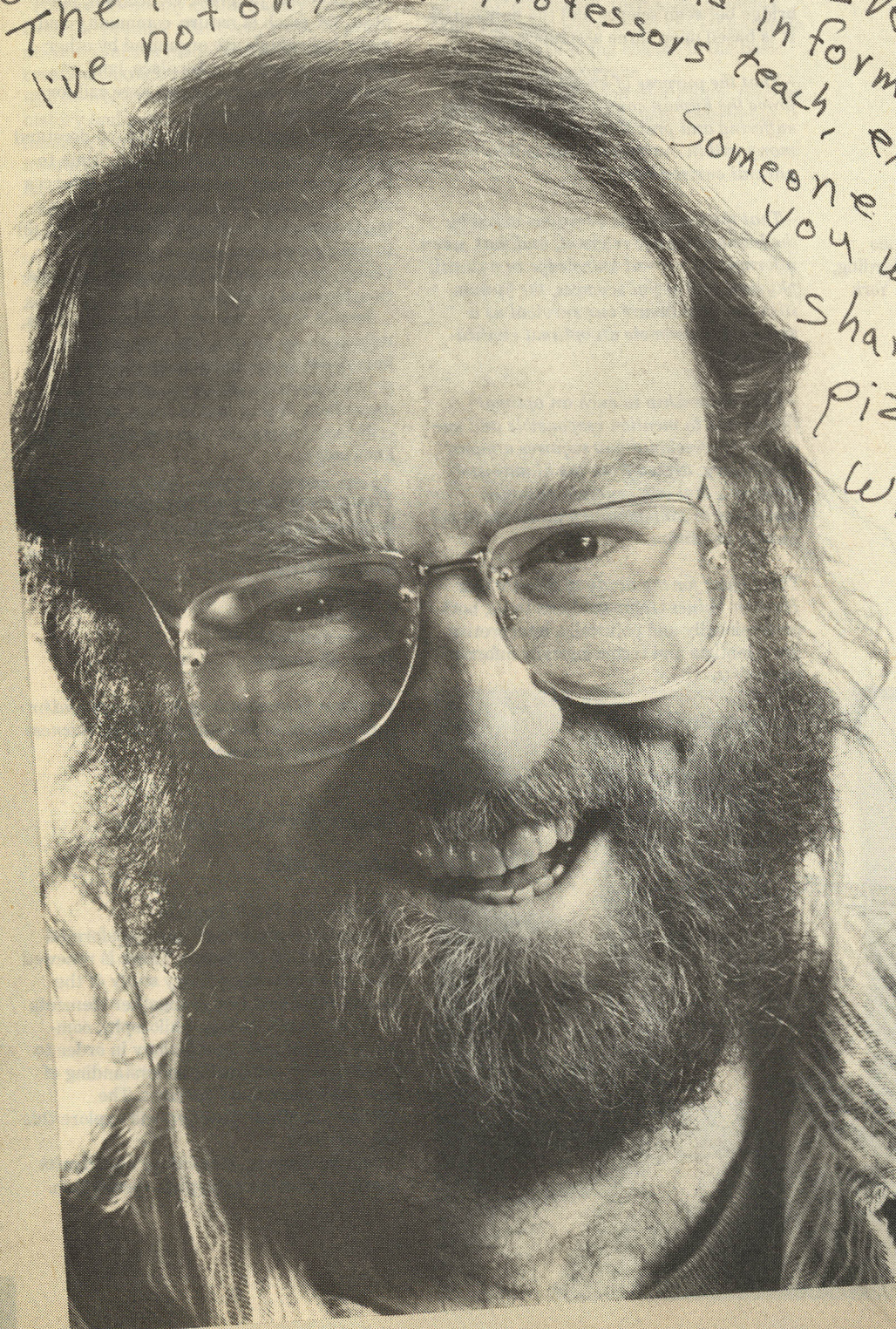
### Science of Mind

*Coordinator:* David Paulson

A "cognitive revolution" has transformed the intellectual landscape. There is renewed interest in interdisciplinary study of the human mind that brings together elements of cognitive psychology, philosophy, computer science and neurobiology in order to create a new systematic understanding of how the human mind operates. The "Science of Mind" program will explore this new territory.

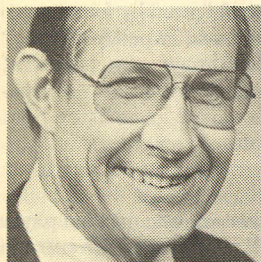
See the *Science, Technology and Health* specialty area for a complete description.

One of the special qualities of Evergreen is the program structure and informality. I've not only had professors teach, explore, and spend the



Someone you would share a pizza with. and advise but as friends, mentors — Student-faculty relationships. the itself to the development of this association.

# Science, Technology and Health



Convener: Byron Youtz

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

**Associated Faculty:** Hazel Jo Reed

## AL FRASER

During his first year at Evergreen, Al played a key role in a project in the "Energy Systems" program. Local governments were involved with the feasibility study, which was funded by the U.S. Department of Energy. Al helped determine how much and what kind of energy the buildings in downtown Olympia and on the state Capitol campus use for their heating and cooling systems.

Al came to Evergreen from a Midwest university with an enrollment of 65,000 students. "What a relief," he says, "going from that many faces to a college of 3,000."

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

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

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

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

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

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

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

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

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

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

## Career Pathways in Science, Technology and Health

### Chemical Systems

This pathway will provide a strong background for professional work or study in chemistry as well as a superior foundation for students going into medicine or quantitative environmental studies. Each year advanced topics in chemical thermodynamics and bonding will be offered. In addition, other topics offered in rotation will include chemical dynamics, molecular structure, biochemistry, environmental chemistry, inorganic chemistry and chemical instrumentation. Laboratory work will place a heavy emphasis on laboratory computation and computer graphics using recently acquired AT&T computer systems. Linear/digital electronics, microprocessors and their applications to scientific measurements will be covered in alternate years.

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

#### *First Year:*

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

#### *Second Year:*

"Matter and Motion"

#### *Third Year and Fourth Year:*

"Organic Chemistry I, II and III" course sequence from "Molecule to Organism"; outside studies and senior thesis Computer Studies

### Computer Studies

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

The pathway is strongly interdisciplinary and includes partnership programs offered on a regular basis with other Specialty Areas and the disciplines of the arts, communication, education, management and business, and the natural sciences. Some of the Computer Studies pathway is accessible on a part-time basis and to students outside the 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 fundamentals of information systems, programming and system design.

#### *Third and Fourth Year:*

Advanced offerings alternate, with one group of topics offered in even years (e.g., 1990-91) and another group in odd years (e.g., 1989-90). The programs in each are:

#### *Even years:*

"Computability, Cognition and the Modeling of Mind"

#### *Odd years:*

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

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

### Energy Studies

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

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

The suggested pathway:

#### *First Year:*

Any Core Program

#### *Second Year:*

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

#### *Third Year and Fourth Year:*

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

## Human Health and Behavior

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

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

Psychological Counseling provides preparation for paraprofessional work in the counseling and mental health fields, and also prepares students for graduate study in psychology, social work and counseling. A strong liberal arts and sciences background is recommended, as is the program, "Psychological Counseling," or Group Contracts. Students preparing for a graduate program are urged to include courses in their curriculum in developmental psychology, personality theory, abnormal psychology, and statistics and research methodology.

Human Services provides preparation for careers in advocacy, case work, administration, planning or counseling in a variety of settings and for graduate work in many human service areas. Additional work taken by students in this branch includes statistics and research methodology, addictions, the "Psychological Counseling" program, additional studies in economics and public policy (particularly as such factors affect health and human services), and appropriate Internships.

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

## Laboratory Biology

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

### First Year:

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

### Second Year:

"Matter and Motion" or "Human Health and Behavior" (the courses, "Principles of Chemistry" and "Principles of Biology," should be taken during either the first or second year) or "Organic Chemistry I, II and III" course sequence

### Third Year:

"Molecule to Organism" or outside studies

### Fourth Year:

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

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

## Mathematics

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

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

A recommended pathway:

### First Year:

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

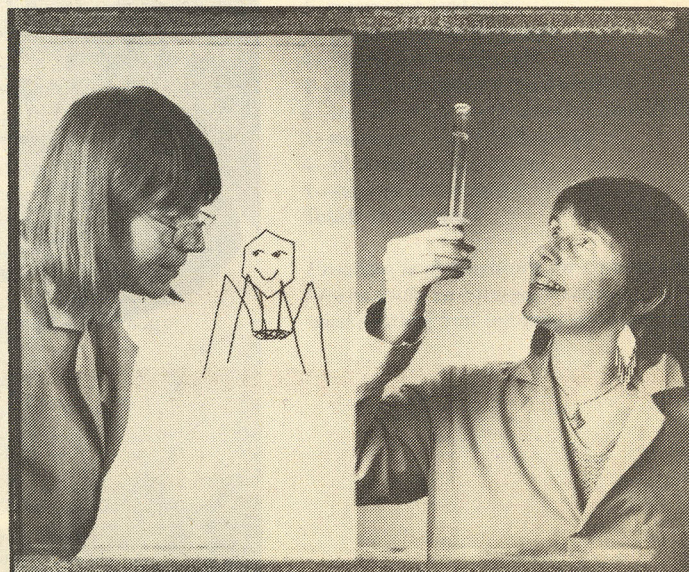
### Second Year:

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

### Third and Fourth Year:

"Mathematical Systems," a full-time program in mathematical structures and advanced calculus; or "Computability, Cognition, and the Modeling of Mind," a full-time program in mathematical structures and advanced calculus; or an advanced Individual Contract.

*Note:* "Computability" will be offered in 1990-91.



## Physical Systems

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

The suggested academic pathway:

### *First Year:*

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

### *Second Year:*

"Matter and Motion"

### *Third or Fourth Year:*

Chemistry emphasis in "Chemical Systems" or physics emphasis in "Physical Systems."

## 3/2 Engineering Partnership with the University of Washington

Evergreen has joined with the University of Washington to offer a cooperative program in engineering. Beginning at Evergreen, students study interdisciplinary liberal arts and complete a full set of engineering prerequisites and then, if recommended by the *Science, Technology and Health* faculty, will be considered for direct transfer and admission on a competitive basis into professional programs (junior and senior years) in the University's School of Engineering. A recommendation by the Evergreen faculty does not guarantee admission into the University's School of Engineering. On completing both parts of the program (three years at Evergreen, two at the University), students receive two degrees, a B.A. from Evergreen and a B.S. in a specific engineering field from the University of Washington.

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

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

### *First Year:*

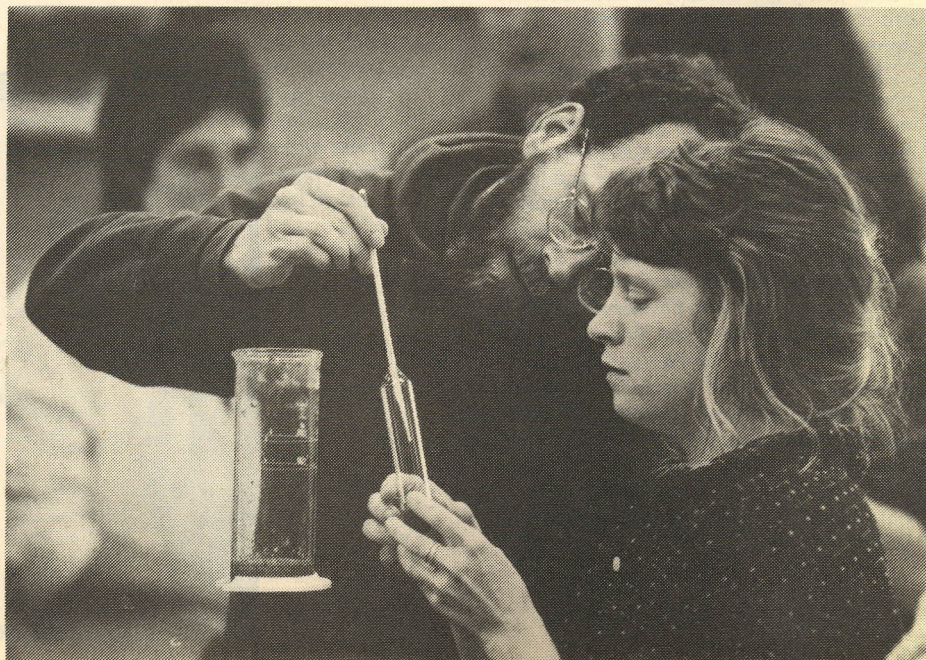
Any Core Program, plus courses if necessary, to meet prerequisites for "Matter and Motion."

### *Second Year:*

"Matter and Motion"

### *Third Year:*

"Physical Systems" (Fall, Winter, Spring) with some options available from "Energy Systems" upon advisement.



## Matter and Motion

*Fall, Winter, Spring / Coordinated Study*

*Coordinator:* Fred Tabbutt

*Enrollment:* 60 *Faculty:* 3

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

*Special Expenses:* Up to \$40 per quarter lab fee

*Part-time Options:* Calculus I, II, III; university Chemistry I, II, III, university Physics I, II, III

*Internship Possibilities:* No

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

This program is designed for students with a keen desire to develop a firm physical science and mathematics background as preparation for advanced work in the physical and biological sciences. In addition to teaching the central concepts and methods of these disciplines, "Matter and Motion" investigates how discovery happens—both inside and outside the sciences.

This program combines material from first-year physics, chemistry and calculus with history, philosophy and literature in an exciting exploration of the nature of inquiry and the basis of scientific discovery. Differential and integral calculus provide a foundation for the study of general chemistry and physics, including mechanics, chemical equilibrium, bonding, modern physics, chemical kinetics and thermodynamics.

There will be special emphasis on laboratory and seminar work. In the laboratory, students will use microcomputers for simulating concepts, running experiments, collecting and processing data, and interfacing with experimental measuring devices. In seminar, students will study issues in ethics, literature and history to see what the sciences can—and cannot—contribute to human affairs.

*Planned equivalencies in quarter hours:*

12—calculus

12—chemistry

12—physics

9—chemistry, physics

3—seminar on science

**Total: 48 credits**

*Program is preparatory for careers and/or future study in engineering, medicine, biology, chemistry, computer science, mathematics and physics.*

## Molecule to Organism

*Fall, Winter, Spring / Coordinated Study*

*Coordinator:* Burton Guttman

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* General chemistry and general biology recommended

*Special Expenses:* Lab fee

*Part-time Options:* Consult faculty

*Internship Possibilities:* No

*Additional Course Allowed:* Possibly

This upper-division program is basically an intensive study of experimental biology. It includes an introduction to organic chemistry which may lead to advanced organic chemistry Spring Quarter. Most of the program, however, is a survey of the major concepts of experimental biology, especially molecular, cellular, genetic and developmental biology.

In the fall, as we develop an understanding of organic chemical structure, we will also look at the other end of the size scale—at general biological structure and organization. Since the program assumes no previous study of biology, although general biology is recommended, we will examine the nature of organisms within an ecological-evolutionary framework and develop a conception of organisms as genetic systems. We will then consider organisms from the chemical level upwards starting with biochemistry, spending much of the year on genetics and molecular and cellular biology. In the spring, we will offer some options for study, most likely immunobiology, nutrition and physiology.

We will take the viewpoint that learning to ask questions is more important than learning a lot of specific answers. The most general questions we can ask are about the nature of science itself, so we will conduct a seminar series that focuses on the philosophy of science, especially of biology. We will ask how we know anything and how the methods of modern biology may yield information we believe.

The program will include intensive lab experiences to develop competence in modern techniques of biochemistry and molecular biology. There will be opportunities to explore, to become deeply involved in experiments, and to spend long hours happily losing track of time amidst stacks of petri plates.

*Planned equivalencies in quarter hours:*

12—organic chemistry

8—biochemistry

10—molecular and cellular biology

5—genetics

4—topics in biology

9—philosophy of science

**Total: 48 credits**

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

## Data to Information

*Fall, Winter, Spring / Coordinated Study*

*Coordinator:* Will Humphreys

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Core Program or equivalent; intermediate algebra; math placement exam required; faculty signature

*Special Expenses:* No

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* Possibly, if math background is extensive

"Data to Information" is for students planning to go on to advanced work in computer science. An integrative seminar and lecture series accompany the core studies of the program every quarter. The seminar deals with such topics as the organization and management of technology, the nature of science and scientific research and ethical issues in computing and technology. Students will work every quarter in mathematics related to computers, assembly language programming, and programming in a high-level language.

*Fall Quarter:* Organization of computers, assembly language programming, programming in a high-level language (probably Pascal), introduction to systems and information theory. Math will include exponentials and logs, order of magnitude calculation, matrices and propositional logic.

*Winter Quarter:* Data structures and computer architecture. Math will include predicate logic, statistical measures, trees and algorithms.

*Spring Quarter:* Operating systems will be included, as well as intermediate-level data structures. Math will include such topics as SPSS<sup>x</sup> statistical methods, computability and recursive function theory.

*Planned equivalencies in quarter hours:*

8—data structures

8—machine organization and computer architecture

4—operating systems

4—programming language

4—quantitative methods

4—logic and discrete mathematics

4—introductory statistics and data analysis

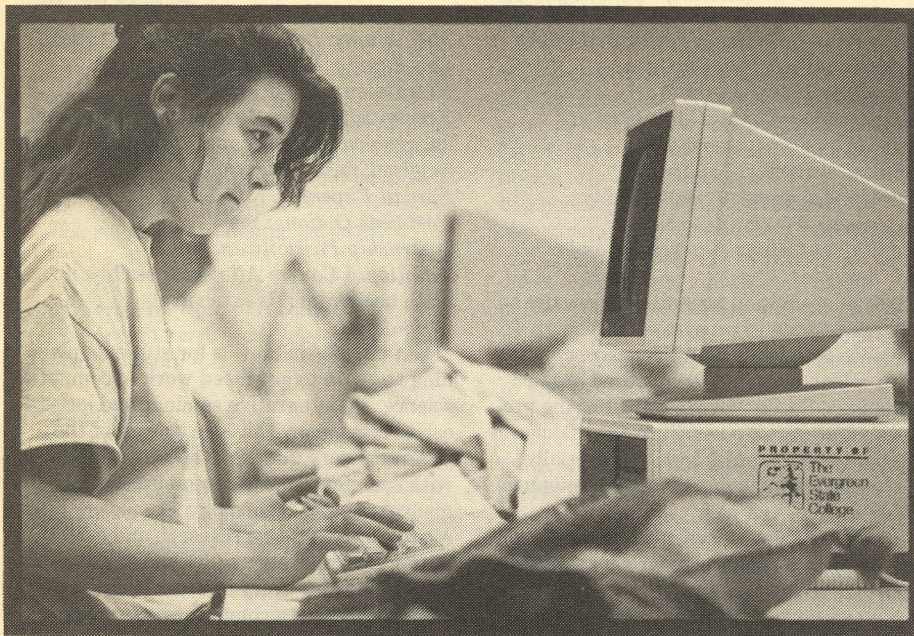
4—management of technology

4—philosophy of science

4—science and ethics

**Total: 48 credits**

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



## Student-Originated Software

*Fall, Winter, Spring / Group Contract*

*Sponsor: Judy Bayard-Cushing*

*Enrollment: 24*

*Prerequisites: "Data to Information" or equivalent*

*Special Expenses: \$40 per quarter for computer supplies*

*Part-time Options: Part-time students only, 4 or 8 quarter hours*

*Internship Possibilities: Yes*

*Additional Course Allowed: Yes, up to 4 quarter hours*

Intended for advanced students in computing, this group contract is conceived to teach students about the software development process and the contextual forces which affect it. Throughout the academic year, students will have the opportunity to work in teams to identify, design and implement a software project. Projects may include: feasibility study, requirements analysis, user interface design, system and program design documents, user manuals and maintenance planning. During the Fall Quarter students will enhance their understanding of the concepts, language and technical tools used to create a useful software product.

Specific topics in design methodology addressed throughout the year will include systems analysis, requirements specification, project and team management, and market research. In Winter and Spring Quarters students will have explicit opportunities to improve development skills both through specific programming assignments and through their project work. Students can opt to complete a development project by working with local businesses or state agencies or by working with a team within the group contract.

All students will attend weekly seminars and lectures. Likely seminar topics include (1) the computing industry, (2) the ideals of individualism in a market context versus the necessity of attending to the common (collective) goals of team or community, (3) the rationalist tradition as it has shaped the disciplines of computer science and management, (4) the nature and practice of design, (5) aesthetics of technology, and (6) computer technology policy.

*Planned equivalencies in quarter hours:*

12—seminar

8—software design methodology

28—computer software development

**Total: 48 credits**

*Program is preparatory for careers and/or future study in computer science, software applications and software systems in a variety of areas.*



## Energy Systems

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Robert Cole  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* "Precalculus Math;" 12 hours college-level science preferred  
*Special expenses:* Above-average textbook costs; drawing supplies; field trips  
*Part-time Options:* Yes, with faculty permission  
*Internship Possibilities:* Yes, Spring Quarter  
*Additional Course Allowed:* Yes, with faculty permission

This program's goals are to develop an understanding of energy-related issues; to achieve some ability to deal with energy policy, economics and politics; to acquire technical ability to deal with passive and active energy systems; and to learn the elements of good design.

Fall Quarter, we will focus on solar science, conservation and conventional energy sources. Through regular reading and a weekly seminar, we will learn to analyze energy and materials flow and apply these methods to over-developed and less-developed regions. We will work on perspective drawing, design and model building. Students are expected to improve their mathematical abilities, either through "Applied Calculus" or more advanced mathematics.

Winter Quarter, we will emphasize renewable energy systems (solar, wind, water, biofuels). Each student will engage in the design and analysis of a passive solar home. We anticipate one or more three-day field trips to renewable energy sites. Students will continue studying mathematics and will engage in a detailed study of thermodynamics.

Spring Quarter, we will study active solar systems, including technical and economic factors. Seminars will continue, but time will be made available for student projects or internships. Group projects will be shared in an Energy Symposium.

*Planned equivalencies in quarter hours:*  
6—energy and society  
6—energy systems, conventional and alternative  
4—energy economics  
4—engineering thermodynamics  
12—applied calculus or advanced math  
2—perspective drawing  
6—solar design: active and passive systems  
8—energy project or internship  
**Total: 48 credits**

*Program is preparatory for careers and/or future study in engineering, energy technology or energy policy.*

## Physical Systems

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* TBA  
*Enrollment:* 24  
*Prerequisites:* One year of calculus and of quantitative physics or engineering  
*Special Expenses:* No  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

This contract will meet the needs of students in the physical sciences, applied mathematics and engineering. It will meet the requirements of the "3/2 Engineering" program with the University of Washington.

*Fall Quarter:* Structure—statics, linear algebra and multivariable calculus; topical discussions of natural and man-made structures. *Winter Quarter:* Dynamics—differential equations, vector calculus; thermodynamics (to be taken in "Energy Systems"), topical discussion of dynamic phenomena. *Spring Quarter:* Quantum and Field—modern physics, partial differential equations; topics in modern physics.

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

*Planned equivalencies in quarter hours:*  
4—engineering statics  
4—classical dynamics  
4—linear algebra  
4—ordinary differential equations  
4—partial differential equations and vector calculus  
4—optics and waves  
4—electromagnetism  
4—quantum and modern physics  
8—special topics in physics  
8—seminar on science, culture and society  
**Total: 48 credits**

*Preparatory for careers and/or future study in physics, engineering, energy-related fields and applied mathematics.*

## Chemical Systems and Environmental Analysis

*Fall, Winter / Group Contract*  
*Sponsor:* TBA  
*Enrollment:* 24  
*Prerequisites:* "Matter and Motion" or "Habitats" or equivalent, especially college chemistry with sizable lab component  
*Special Expenses:* Lab fee up to \$40 per quarter  
*Part-time Options:* 4, 8, 12, 16 credit hours  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

Overall Fall and Winter Quarters, we will cover chemical equilibrium, chemical thermodynamics, chemical kinetics, and quantum chemistry and examine applications of each to environmental modeling and environmental problems. A separate component will develop the instrumentation and techniques used in environmental analysis and apply them to an environmental research project.

*Planned equivalencies in quarter hours:*  
8—physical chemistry  
8—instrumental analysis  
16—laboratory and research project  
**Total: 32 credits**

*Program is preparatory for careers and/or future study in chemistry, physics, environmental analysis and biomedical research.*

## Mathematical Systems

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* Hazel Jo Reed  
*Enrollment:* 24  
*Prerequisites:* One year of college  
*Special Expenses:* No  
*Part-time Options:* Yes, see the following description  
*Internship Possibilities:* No  
*Additional Courses Allowed:* Yes

This contract will study particular mathematical structures—geometric, topological and algebraic—from historical and psychological points of view as well as the purely mathematical. We will consider such questions as: Are such systems discovered or created? Why does a particular culture allow some to flourish and ignore others? What are some of the ramifications of embracing one model instead of another? Why are there so few ranking women mathematicians?

The contract is designed for people intending to pursue studies in mathematics and the sciences, for those who plan to teach in the area and for those who simply want to know more about mathematical thinking.

"Mathematical Systems" is divided into seminars, workshops and coursework. Students may enroll in the seminar-workshop portion, in individual courses or in the entire constellation of activities. If you have questions about the appropriateness of your background for the various segments, consult the instructor.

**Fall Quarter Courses:** "Advanced Calculus I" (a year of calculus is a prerequisite); "Geometry."

**Winter Quarter Courses:** "Advanced Calculus II" ("Advanced Calculus I" is a prerequisite); "Topology" (strong college-level algebra is a prerequisite).

**Spring Quarter Courses:** "Advanced Calculus III" ("Advanced Calculus II" is a prerequisite); "Abstract Algebra" (strong college-level algebra is a prerequisite).

*Planned equivalencies in quarter hours:*

- 4—abstract algebra
- 12—advanced calculus
- 4—geometry
- 4—topology
- 8—history of mathematics
- 8—psychology of mathematics
- 8—individual projects

**Total: 48 credits**

*Program is preparatory for careers and/or future study in mathematics, education and humanities.*

## Science of Mind

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* David Paulsen  
*Enrollment:* 72 *Faculty:* 3  
*Prerequisites:* Junior or senior standing; other students with faculty signature  
*Special Expenses:* \$30 per quarter lab fee  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

A "cognitive revolution" has transformed the intellectual landscape. Interdisciplinary study of the human mind is correlating cognitive psychology, philosophy, computer science and neurobiology, creating a new systematic understanding of how the mind operates.

"Science of Mind" program will consider theories of contemporary cognitive psychology and neurobiology, issues in philosophy of science, of mind and of language, as well as computer models of mental activity. Emphasis will be placed on theories about the nature of reasoning and attention as well as current developments in the use of neural nets for computer simulation. The program will cover basic cellular neurobiology; production of simple and complex behaviors by simple neural networks; and other biological topics, including techniques of experimental cognitive psychology, psychological research design, and statistics with psychological applications, as well as computer simulations.

*Fall and Winter Quarters:* extensive work in statistics and research design, as well as a survey of historical and contemporary research in cognitive psychology, neurobiology and related philosophical fields.

*Spring Quarter:* a research project in experimental cognitive psychology, neurobiology, computer modeling, or library research.

The program is for students in experimental or cognitive psychology, neuroscience, computer science, or philosophy. No special preparation in psychology, biology, philosophy or computer science will be assumed, but the program presupposes that students will move fairly rapidly to intermediate and advanced work.

*Planned equivalencies in quarter hours:*

- 3—cognitive psychology
- 3—experimental psychology
- 3—neurobiology
- 4—philosophy of science
- 4—philosophy of mind
- 6—topics in cognitive science
- 3—introduction to descriptive and inferential statistics
- 3—multivariate statistical techniques
- 3—research design
- 4—data analysis and computer modeling
- 12—research project

**Total: 48 credits**

*Preparatory for careers and/or future study in psychology, computer science, biology, the humanities and philosophy.*

## Human Health and Behavior

*Fall, Winter / Coordinated Study*  
*Coordinator:* Earle McNeil  
*Enrollment:* 96 *Faculty:* 4  
*Prerequisites:* Core Program or one year of college work  
*Special Expenses:* Transportation, food, lodging for possible retreat  
*Part-time Options:* Yes, 12 credits, with faculty permission  
*Additional Course Allowed:* Yes, students with a strong entering background in science and/or psychology are encouraged to substitute a course—i.e. chemistry, college algebra, media production, language or statistics (4 credits per quarter)—which helps meet needs for future work. Details need to be discussed with the faculty.

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

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

*Planned equivalencies in quarter hours:*

Will be distributed among psychology, human biology, nutrition, sociology, anthropology and health.

**Total: 32 credits**

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

## Health and Risk in Modern Society

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Justino Balderrama  
*Enrollment:* 72 *Faculty:* 3  
*Prerequisites:* Core Program or equivalent; recommended for juniors and seniors  
*Special Expenses:* No  
*Part-time Options:* No  
*Internship Possibilities:* Yes, Spring  
*Additional Course Allowed:* No

Can we know the health risks we face as individuals in a modern society, now or in the future? Some risks are known; many are not. But we survive in a culture which proposes that knowledge informs and allows us to respond to complex health problems and dilemmas. Assuming a social systems perspective, this program will study the medical-industrial complex within a capitalistic political economy. We will examine the social, economic and political, as well as the cultural environment which gave rise to American medicine and the current thought on illness, health, healing and risk. We will study major care systems, as well as proposed alternative care systems, as part of a larger system of available resources (e.g., capital, labor and technology). We will be particularly interested in the relation of race, gender, and ethnicity to the provision of health care.

The second major area of emphasis will be research methods. This will include using the library, and studying social science research methods and statistics, as well as alternative views of social research. Spring Quarter we will do independent research on related problems. At the end of the year, students will present their research findings at a symposium on health and health-related issues in modern society. The symposium will be planned and conducted by students in the program.

### *Planned equivalencies in quarter hours:*

*Fall:*  
4—political economy  
4—library research  
4—American history  
4—multicultural health and healing

### *Winter:*

4—literature: fiction and health  
4—social research methods  
4—social statistics  
4—alternative research methods

### *Spring:*

4—contemporary health issues  
12—individual projects

**Total: 48 credits**

*Program is preparatory for careers and/or future study in law, teacher education, social science, health and human services, social work, management and public administration.*

## Psychological Counseling

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* TBA  
*Enrollment:* 48  
*Prerequisites:* Background in psychology; senior standing  
*Special Expenses:* Travel to internship  
*Part-time Options:* No  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Consult faculty

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

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

*Internship component:* Internships will be supervised by a counseling or mental health professional. Internships must involve a six-month, half-time commitment to one agency, repeated face-to-face contact with adolescent or older clients, and counseling experience involving psychological adjustment or development.

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

### *Planned equivalencies in quarter hours:*

8—psychology, introduction to clinical practice  
8—introduction to family therapy and systems analysis  
8—structure, dynamics, development of personality  
8—abnormal psychology  
16—clinical practicum  
**Total: 48 credits**

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

## Helping Relationships

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* Greg Stuewe-Portnoff  
*Enrollment:* 24  
*Prerequisites:* Background in psychology; senior standing  
*Special Expenses:* Lab/conference fee; travel to internship  
*Part-time Options:* No  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* No

This advanced group contract is designed for those who plan to work in a helping profession and who may eventually attend graduate school in psychology, social work or a related area. It will have three major components: (1) the study of material usually prerequisite to graduate work, (2) development of interpersonal skills in one-to-one, small group and large group contexts and (3) intensive personal growth work, since being an effective helper requires that one be relatively unhindered by one's own "stuff."

During three full days per week (one day in the spring), we will explore theories and models of human growth and change, primarily through interactive modes, lecture discussions and seminar discussions. Experiential workshops led by faculty and others will provide only one of several means of skill development and growth. Students will study re-evaluation counseling and participate in a co-counseling relationship throughout the year. After completing crisis intervention training, students will volunteer four to six hours weekly in a helping role.

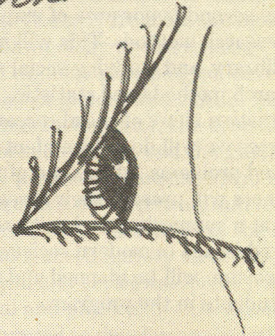
Throughout the year, social activities, frequent opportunities for feedback in all directions and the program retreat, we will create a supportive, nurturing, stimulating and exciting learning community.

### *Planned equivalencies in quarter hours:*

8—personality theory  
8—childhood development  
8—theory and methods of counseling  
4—abnormal psychology  
4—statistics  
8—communications skills  
8—practicum/internship  
**Total: 48 credits**

*Program is preparatory for careers and/or future study in the helping professions.*

EVERGREEN SEMINAR..... IT'S AN INSTITUTION, AND  
WHEN EXECUTED CORRECTLY, AN EXTREMELY SUCCESSFUL  
ONE. I'VE HAD THE PLEASURE OF LEADING SOME  
SEMINARS WITH A NAGGING  
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EVERGREEN HAS EX-  
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& GIVEN ME A  
GREATER AWARENESS  
OF THE VAST  
ALTERNATIVES TO  
THE SOCIETAL  
"NORMS".



## Evergreen-Tacoma



Director: W. J. Hardiman

Serving a student population composed primarily of working adults, The Evergreen State College—Tacoma provides a broad-based liberal arts education in the arts and sciences which recognizes the importance of good communication skills to work effectively in today's society. The Evergreen off-campus program in downtown Tacoma features two-year, upper-division studies leading to a Bachelor of Arts degree. Classes are scheduled at times convenient for working people. Both daytime and evening classes are available. Students wishing to enroll in an off-campus program must have completed 90 quarter hours of transferable college-level work before entering. Detailed information on admission is also available through the Admissions Office in Olympia. Tacoma Community College and Evergreen also offer a two-year, lower-division liberal arts program for freshman and sophomores in the evenings at the same site as the upper-division program. More detailed information can be obtained by contacting Director W. J. Hardiman in Tacoma at (206) 593-5915 or through the main campus in Olympia, (206) 866-6000, ext. 6004.

### FELICITY SCOTT

At first, Felicity didn't believe her younger brother when he continually touted Evergreen as the college to attend. "But over time," she says, "I noticed positive changes in him, and thought Evergreen could do that for me." Felicity had been away from school for ten years when she enrolled with plans to learn a little about everything—to get a liberal arts education.

Determined to excel, she soon realized she was far too critical of her ability as a student. "I was so anxious over a mid-term exam in logic, but I ended up doing quite well," she says. That was the turning point. Four years later, she's gearing up for graduation.

### Global Studies: The Riddle of the Circle

*Fall, Winter, Spring / Coordinated Study*  
Coordinator: W.J. Hardiman  
Enrollment: 120 Faculty: 5 1/2  
Prerequisites: Junior or senior standing  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This year-long advanced interdisciplinary program will examine the cyclic nature of global knowledge, history and hegemony from ancient times to the present. Throughout the year we will be looking at the interplay between cultural continuity and natural and historical cycles. Fall Quarter, the program emphasis will be on natural cycles and their impact upon the development of epistemological systems and on self-perception. Winter Quarter the program emphasis will be on global history and its relationship to notions of cultural, scientific and technological progress. Spring Quarter the emphasis will be on the exploration of the possible human and global destinies that could result from the application of a cyclic world view.

The core texts of the program will be historical and contemporary autobiographical and biographical vignettes that chronicle the lives, decisions and achievements of persons who stand out in the midst of shifting global realities as strong models of truth, power, and ethical wisdom. Faculty with expertise in geography, history, anthropology, humanities and in the social, mathematical and natural sciences will form the core resources.

*Planned equivalencies in quarter hours:*  
Will be distributed among the social sciences, natural sciences, mathematical sciences, history, humanities and advanced research methodology.  
**Total: 48 credits**

*Program is preparatory for careers and/or future study in international studies, teacher education, public policy, humanities and applied social science.*

## Special Forms of Study and Academic Resources

### 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 fewer than two percent. Although most Interns work in businesses, schools, government agencies, or nonprofit organizations in southwest Washington, Internships are also available throughout the state, outside the state, and even in other countries, in both the private and public sectors.

Each Internship must be approved in advance by the Office of Cooperative Education, which is part of Evergreen's Student Advising Center (see page 93). Opportunities to conduct Internships are built into many academic programs. They also are available for upper-division students through Individual 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 Individual 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 for the term of the Internship contract. 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, determines the amount of credit to be awarded for Internship-related learning and performance.

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 sponsor and various written reports.

The Office of Cooperative Education is the central source of current information about Internship program policies and procedures, available Internship positions and Internship sponsors. Co-op staff are available throughout the year to answer questions about the program and to assist students, sponsors and field supervisors with all activities involved in planning, arranging and conducting Internships. You are encouraged to plan for your Internship at least a quarter ahead of time. For more information, call or write the Office of Cooperative Education, The Evergreen State College, Olympia, Washington 98505.

### Part-time Studies

Part-time courses are offered throughout the year at Evergreen. Please check with the Admissions Office, however, if you only want to enroll part-time, as priority goes to full-time students. Up-to-date descriptions of part-time offerings are published quarterly in *The Evergreen Times*.

### Prior Learning from Experience

Prior Learning from Experience is a structured program for adult students who want to examine their pre-college experience for academic and personal relevance, often as a prelude to setting new academic and career objectives. PLE students plan, develop and write an extended paper which discusses the content and significance of their experiential learning, and evaluates that learning in the context of their broader educational goals.

The program offers both a supervised non-credit independent study option and a credit-generating instructional option for writing the paper. The instructional option is "Writing from Experience," a part-time course usually offered in the summer, which grants credit in writing. Qualified papers are then submitted to the PLE Credit Evaluation Committee for assessment of credit for prior learning.

Applications for enrollment in PLE are due early in Spring Quarter. When space is available, applications may also be accepted Fall Quarter. Enrollment is limited. Interested students are encouraged to contact the PLE office early. Most students complete their papers in a two-quarter sequence; a third quarter is required for evaluation.

For application forms and further information about PLE, request the "Learner's Guide to Prior Learning from Experience" from the Admissions, Academic Advising or PLE Offices.

For information on other forms of prior learning credit, see "Credit for Military and Flight Training" and "Credit for Training Sequences," page 26.

### Writing Center

The Writing Center is available to students who would like help with reading, study skills, or writing. Priority is given to assisting students within their academic programs. Diagnostic testing and individual conferences are available to help determine needs. Students can work on reading and writing improvement with self-paced programs, in small groups, or with individualized help from the Writing Center professional staff and student tutors on a first come, first served basis.

## Self-Paced Learning

Since Evergreen opened it has been building a collection of slide-tapes, computer-assisted instruction, video-tapes, programmed texts, and other resources with which you can independently study such diverse areas as science, management, music, mathematics and languages. Credit for self-paced studies can be earned either on an individual contract or, sometimes, in regular academic programs. Self-paced learning resources that do not require computers are housed in the Library. Computer-assisted resources are housed in the Computer Center.

## Library

To complement its extensive resources, the Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but 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 workshops on locating and using printed, filmed, taped and microfiched information, free instruction in the use of media equipment, and courses in library research methods 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 218,000 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches, drafting tables, and 1,645 periodical subscriptions. In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through the computerized database of the Washington Library Network and through on-line database searching. In fact, Evergreen students and faculty borrow more Interlibrary Loan materials than any other college in the Northwest, and the Library circulates much more of its collections proportionately than most colleges—over 190,000 volumes last year.

More details can be found in the *Library Comix* publication, which can be picked up just inside the Library's main doors. You can also call ext. 6250 for more information, or drop in and talk to any Library staff member.

## Computer Services

In Academic Computing, the emphasis is on students and technology. Students are provided with broad opportunities throughout the curriculum, rather than in just a few computer science classes. The use of facilities continues to grow as Evergreen adds microcomputers and networking, and as more academic programs incorporate computing. There is no charge to students for the use of computing facilities. Through Media Loan, students may check out a terminal like a book, take it home, and communicate with the college's mainframe via telephone.

Located in Library 2408, the Computer Center is a place where individual attention comes first. Direct your questions to the Computer Center's student consultants.

There are a growing number of microcomputers in the Computer Center which are used for a variety of applications. Many students use the college's Data General MV10000 "super-mini" computer, which offers several computer languages, including Pascal, COBOL, LISP and BASIC, as well as software like SPSS<sup>x</sup> and DBMS. In 1986, Evergreen received a National Science Foundation grant to create the Microcomputer Laboratory, which now offers 30 AT&T microcomputers, video projection equipment and access to the Data General computer.

The college has received computer equipment grants totaling nearly \$1 million from AT&T. The equipment allows Academic Computing to upgrade the Microcomputer Lab, increase the number of microcomputers and improve computer networking.

Evergreen recently created a MacIntosh laboratory of 18 Max II computer stations; these are networked to share printing and peripheral resources. Complementing Evergreen's mainframe and other micro resources, the Mac Lab provides students with graphics, word processing, imaging, and desktop publishing capabilities for academic projects.

Some equipment for plotting and graphics is also available in the Computer Center, as are manuals, specially-designed reference materials and workshops to help you make the best use of the facilities. The Center also contains a number of PLATO microcomputer workstations for computer-assisted instruction in BASIC and Pascal. Microcomputers designed for natural science applications are located in LAB II, see page 100.

Evergreen has established several microcomputer purchase plans for student use at substantial educational discounts through the college Bookstore. Systems are available from Apple, IMB, AT&T, Zenith and others. We encourage you to consider purchase of a computer for your academic work at Evergreen.

## The Hillaire Student Advising Center

The Mary Ellen Hillaire Student Advising Center (SAC) exists to coordinate academic advising services among faculty, students and the SAC staff. SAC includes the offices of *Academic Advising*; *Career Development*, which provides students with career planning and placement; *Cooperative Education* which is described on page 92; *KEY-Special Services*, which provides personal and academic skills development; the *First Peoples' Coalition*, which works to support students of color (and five student organizations: Umoja for Afro-Americans, MEChA for Chicano/Latinos, the Evergreen Indian Center, the Asian-Pacific Isle Coalition and the Women of Color Coalition); and the Dean of Student Development. Located in the 1460 wing of the Library, the Student Advising Center provides up-to-date information on new programs and program changes, faculty and other academic resources for students. The SAC also offers numerous workshops throughout the year on such themes as writing evaluations, how to compile and maintain Evergreen portfolios, developing study skills, and how to do career and academic planning. See the Academic Advising Office's publication, the *Student Advising Handbook*, for more about the SAC and advising at Evergreen.

## Student Development Programs

While each of the offices listed below provides a specific service to students, they are all linked together by the Office of Student Development, which promotes an overall effort to assist students as they work toward their educational goals. Student Development also works with and within the Student Advising Center to provide students coordinated advising. Career Development, the First Peoples' Coalition and Key-Student Services are located in the Hillaire Student Advising Center, and are offices under Student Development that are devoted to supporting the academic and personal development of students. Unit programs include Student Activities, the Counseling and Health Center, Upward Bound, the Evergreen Childcare Center, the *Cooper Point Journal*, and KAOS (Campus radio station). See the *Student Advising Handbook* for more about the Office of Student Development, or contact the Dean of Student Development in the 1400 wing of the Library, ext. 6034, or the office that is directly related to your area of concern.

## Graduate Study at Evergreen

### Master of Environmental Studies

*Director:* Thomas B. Rainey

The *Graduate Program in Environmental Studies* opened in September, 1984, and has reached its steady state capacity of approximately 60 students. Our first graduates, June, 1986, are now in public and private sector jobs or continuing graduate studies 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 will focus on the relationship between science and policy. Students can expect a balanced curriculum which 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 coursework or work-related experience in both the social and natural sciences 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 8 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 which has policy implications. It may be the written result of an individual or small-group project. Students will enroll in the following core sequence:

**Societal and Environmental Processes**  
(8 quarter hours)

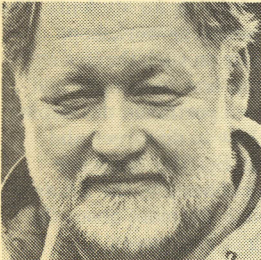
**Population, Energy and Resources**  
(8 quarter hours)

**Quantitative Analysis for Environmental Studies**  
(8 quarter hours)

**Case Studies: Environmental Assessment, Policy and Management**  
(8 quarter hours)

Electives include land resource, 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 Thomas B. Rainey, Director, Graduate Program in Environmental Studies, The Evergreen State College, Olympia, WA 98505; (206) 866-6000, ext 6750.



**MES Director:**  
Thomas B. Rainey



**MPA Director:**  
Priscilla Bowerman



## Master of Public Administration

Director: Priscilla Bowerman

The *Graduate Program in Public Administration* offers a master's degree in public administration (MPA). The program's primary commitment is to challenge and thoroughly prepare students to seek democratic, equitable and practical solutions to the problems which face state and local governments in the Pacific Northwest.

The program 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, of addressing the ethical dimension of administration and policy, and of attending to the roles and issues of race and gender in the workplace and in public policy.

Elective courses allow students to broaden their 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 a group- or individually-authored research effort, usually with current practical impact for public agencies. The topic, form and content of any project will vary with the students' interests, opportunities and development, but every project represents the culmination of work in the program and provides a document which demonstrates his/her knowledge and ability.

The MPA curriculum is:

### Core Programs

**The Political and Economic Context of Public Administration**  
(8 quarter hours)

**Managing Human Resources**  
(8 quarter hours)

**Research Methods for the Public Sector**  
(8 quarter hours)

**Fiscal Policy**  
(8 quarter hours)

**Public Policy and Its Administrative Implications**  
(8 quarter hours)

**Application Project in Public Policy and Administration**  
(8 quarter hours)

**Electives**  
(12 quarter hours; typically, three 4 quarter hour courses)

Inquiries about the MPA program should be addressed to Priscilla (Pris) Bowerman, Director, Graduate Program in Public Administration, Seminar Building 3127, The Evergreen State College, Olympia, WA 98505; (206) 866-6000, ext. 6706

## Graduate Program Procedures

### Admissions

The application deadline for early admission is March 15. After that date, applications will be considered as they are completed. Individuals interested in receiving a catalog or in applying for admission to the program, should contact the Admissions Office, The Evergreen State College, Olympia, Washington 98505.

Admission is competitive. Admission decisions are based on a thorough review of the following (see 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

Financial aid is available in the forms of fellowships, assistantships, scholarships, work-study assistance and guaranteed student loans. The Financial Aid application must be completed before any financial aid decision can be made. Financial Aid Forms (FAFs) should be mailed to the College Scholarship service by March 1. Later applicants who qualify for financial aid will compete for the remaining monies. Certain forms of financial aid are available to full-time students; aid to part-time students, however, is more limited. In some cases, the MPA or MES Programs can assist a student in obtaining part-time public sector employment. Information on financial aid is available from the MPA Program, the MES Program and the Financial Aid Office at Evergreen.

# Campus Life

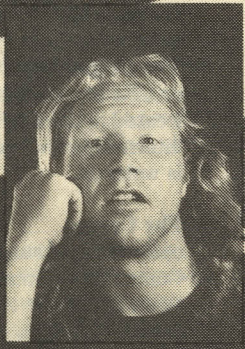


## **JAN HARRIS**

Jan squeezed a lot into his Evergreen education from studying math and science in programs like "Energy Systems," to helping build a huge sculpture on campus, to talking with the Dali Lama during a year of study in Nepal, to learning how to build a small hydroelectric dam.

"I'm interested in mountaineering and appropriate Third World aid," he says. "If you're a motivated student, you can go a lot further than you can at a conventional college. Everything I've done at Evergreen has prepared me for what I'm interested in doing."

I CAME TO EVERGREEN IN HOPES OF SOLVING THIS EQUATION. AFTER 3 YEARS OF GRUELING RESEARCH UTILIZING THE CRÈME DE LA CRÈME OF EVERGREEN FACULTY AND FACILITIES I HAVE DETERMINED THAT I WILL HAVE TO CONTINUE WITH GRADUATE LEVEL STUDIES IF I HOPE TO FULLY UNDERSTAND AND MASTER THIS AGE OLD PROBLEM. EVERGREEN IS CURRENTLY DOING SOME STATE OF THE ART RESEARCH IN THIS AREA. I COULD NEVER HAVE GONE AS FAR AS I HAVE AT A CONVENTION (SQUARE PEG, SQUARE HOLE TYPE) UNIVERSITY. THOSE OF US FAMILIAR WITH THE MULTI-DIMENSIONAL COMPLEXITIES OF THIS SEEMINGLY SIMPLE PROBLEM ARE THOROUGHLY APPRECIATIVE OF THE UNIQUE OPPORTUNITIES AVAILABLE HERE AT T.E.S.C.



As the state's newest college, Evergreen is able to offer its students access to modern equipment and facilities. A wide array of student services and activities are also available. What follows is a listing of many of these resources, with brief descriptions where needed.

**Admissions,**  
see page 24.

**Academic Advising**  
see page 93.

**Bookstore,**  
The place for textbooks and supplies, the Bookstore also offers general reading and reference books, recreation wear, film processing, and ticket sales. CAB second floor.

**Branch Bookstore,**  
located in the Community Center at Housing, provides for late night needs such as books and magazines, snacks and groceries, and school supplies.

**Bus and Van Service**  
between campus and the Olympia, Lacey, Tumwater areas is provided Monday through Saturday by Intercity Transit (IT). Buses leave from the Library loop and campus housing every 30 minutes on weekdays and every hour during evenings and on Saturdays. Evergreen's Van Service runs additional, limited routes to downtown Olympia from 9 p.m. to midnight. In addition to marked stops, you may flag down an Evergreen van anywhere on the route there's a safe place to pull over.

**Career Development,**  
see Student Advising Center, page 93.

**Child Care,**  
is provided by the Evergreen Childcare Center, which usually has a waiting list. Contact the Center as soon as possible in person or by calling ext. 6061. Also, see Student Development, page 93.

**Computer Services,**  
See page 93.

**Cooperative Education,**  
see page 92.

**The Cooper Point Journal,**  
or CPJ, is a student-run weekly newspaper located in the CAB. A limited number of internships are available and participation is welcome.

**The Corner,**  
operated by a student collective in the Community Center at Housing, offers nutritious, low-cost evening meals often accompanied by live entertainment.

**Counseling Services,**  
see Student Development, page 93.

**Events,**  
Highlighting campus events is the Evergreen Expressions performing arts series, which presents a wide variety of artists in dance, music, theater and performance art. Student drama, dance and art exhibits, and a variety of films, speakers, symposia and workshops occur throughout the year. Two major annual events are Super Saturday, which celebrates the end of the school year in June, and the Tribute to Japan festival in January.

**Financial Aid,**  
see page 27.

**The First Peoples' Coalition,**  
see Student Advising Center, page 93.

**Food Services**  
has two locations for your convenience. *The Greenery*, located on the first floor of the CAB, offers a large salad bar, Mexican food, homemade pastries and soup, pizzas made from scratch, an international food bar and more. *The Deli* on the floor above has sandwiches, espresso, ice cream, and a full line of beverages. Payment for meals may be cash or on a scrip ticket basis. Scrip tickets are convenient and save 10 percent on food purchases. You may purchase your \$50 books of scrip for \$45 in the Cafeteria office or the Cashiers Office.

**Gardening,**  
see Organic Farm, page 55.

**Handicapped Access,**  
see Physically Challenged Access.

**Health Services/Women's Clinic,**  
see Student Development, page 93.

**Information Center,**  
operated by students and volunteers, has information on times and places of campus events; phone numbers, maps, bus schedules and class schedules; and a listing of student addresses and phone numbers. Also, the Student Communications Center in the CAB keeps students abreast of campus governance and decision making.

**KAOS FM Radio Station**  
airs shows created by interns, and student and community volunteers who staff it. Tune into 89.3 FM.

**KEY-Special Services,**  
see Student Advising Center, page 93.

**Legal Aid**  
for students in need of legal advice is available through the student organization, Evergreen Legal Counseling Services.

### Leisure Education Pathways to Wellness

The Leisure Education program offers non-credit workshops for children and adults in Physical Wellness, Outdoor Pursuits and Enrichment activities. Workshops, offered on a quarterly basis, last from one day to ten weeks, depending upon the offering. Workshops include aerobics, weight training, racquetball, yoga, meditation, massage, children's American Red Cross swim lessons, adult aquatic instruction, fencing karate, Ki and Aikido, Tai Chi Ch'uan, ballet, jazz dance, scuba diving, basic sailing, whitewater rafting, sailing cruises, bicycle maintenance, rock climbing, mountaineering, printmaking, photography, drawing, watercolor, weaving, spinning and dyeing, financial planning, grantwriting, importing, writing and personal growth workshops. Costs range from \$4 to \$225. An average workshop price is \$30. Registration occurs on a quarterly basis. To obtain a brochure, call 866-6000, ext. 6530.

### Library,

see page 93.

### Mail Services

delivers student mail six days a week and a self-serve postal unit is provided in the CAB. If you're a new student moving into Housing on campus, you can send your belongings ahead of your arrival to Mail Services, The Evergreen State College, Olympia, Washington 98505.

### Off-Campus Housing

Housing is one place to start looking for information on rental apartments and houses in the area. Although not a part of Evergreen's housing system, Adult Student Housing (ASH) is within walking distance of campus and offers 170 units of one-, two- and three-bedroom apartments.

### Physically Challenged Access

is provided by the Affirmative Action Office in Library 3506. The office coordinates services for students with mobility and sensory impairments, and learning or other disabilities. The Disabled Student Group in Library 3229 promotes awareness of the disabled with social and educational programs.

Campus areas modified for greater access include a science lab, photo darkroom, TV studio control room, post office, racquetball court, showers and swimming pool lift. In addition, Interlibrary Loan in Evergreen's Library provides blind, visually impaired and physically challenged students with books on tape and taping services from the Washington Regional Library for the Blind and Physically Handicapped in Seattle.

Special services for physically and sensory challenged students are determined on an individual basis to insure access to academic programs and campus facilities.



For information on special parking, auxiliary aids and support services, contact Affirmative Action, ext. 6364 on campus or (206) 866-6834 for direct Voice/TDD.

### Recreation and Athletics

offers a strong health and wellness component through its sports clubs as well as intramural activities in soccer, basketball, softball, volleyball, tennis, cross-country, track and field, ultimate frisbee, crew, climbing, river running, sailing and skiing. Evergreen fields intercollegiate teams in men's and women's soccer, swimming and diving. During the winter, the popular Ski School makes twice-weekly trips to the Cascades.

### Registration and Records,

see pages 31-33.

### Security

is staffed by officers trained in law enforcement to interact with all members of the campus community in a positive way. While charged with enforcing campus regulations, and state and local laws, Security works to resolve problems by using Evergreen's Social Contract. Security is open 24 hours a day, seven days a week. Although the college is not responsible for the loss of personal property from campus buildings, Security provides cards for listing personal valuables and, for a small fee, will register and license bicycles. Security keeps property information on file in case of loss or theft.

### Student Activities,

Student fees (\$74 per quarter paid with tuition) fund more than 30 student organizations. Some of the services and organizations include Asian Pacific Isle Coalition; Bike Shop; Bus System; *The Cooper Point Journal*, student newspaper; Environmental Resource Center; Evergreen Childcare

Center; Evergreen Info. Political Center; Evergreen Indian Center; Graduate Student Association; Information Desk; Innerplace; KAOS FM, community radio station; Lesbian/Gay Resource Center; Maarava; MEChA; Organic Farm; Parent's Resource Center; Peace Center; Recreational sports; Recycling Center; Recycling Center; S&A Board Coordinator; *Slightly West*, student literary magazine; Student Art Gallery; Student Communication Center; Students with Challenges; UMOJA; WashPIRG; Wilderness Center; Women of Color Coalition; Womens Center and Women's Health Clinic. Also see Student Development, page 93.

### Veterans Affairs,

assists veterans and other eligible persons with information and all VA-related applications to insure them maximum use of educational entitlements. The Office of Veterans Affairs also provides counseling, advocacy and referral for veteran students.

### The Washington State Institute for Public Policy

engages Washington's college and university faculty in public policy research on important statewide issues. The Institute 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.

### Women's Clinic,

see Student Development, page 93.

### Writing Center

see Special Forms of Study and Academic Resources, page 92.

## The Physical Campus



**Arts and Sciences Laboratory Building** provides a learning environment and facilities to support the arts and sciences. There's space and equipment for large groups and small groups to carry out research, and individual students to pursue special projects.

**Lab I** houses a lab supply store, a number of teaching and research labs, electron microscope, advanced microscopy lab, and several instrument labs which feature spectrophotometers, chromatographs, ultra-centrifuges, scintillation counters and other equipment. The entrance to Lab I contains a vivarium of exotic plants.

**The Arts Annex** houses a ceramic studio; a large area for sculpture, shop work, casting, welding, spray painting and sheet metal work; and newly remodeled and expanded painting and design studios.

**Lab II** houses the Computer Applications Lab as well as large, open studio spaces; weaving, printmaking, neon, batik, jewelry-making, drawing and design facilities; and general laboratory science space. The Computer Applications Lab provides students in the science laboratory curriculum with language instruction, experiment and instrument interfacing, high resolution color graphics, simulations, complex calculations, scientific software development, local networking, linear and digital electronics, and microprocessor applications. Acquisitions were made possible by donations from the Intel, AT&T, Microsoft, the M.J. Murdock Charitable Trust, Conrac and Polaroid Corporations, and the National Science Foundation.

**Library**  
See Library and Computer Services on page 93.

**Communications Laboratory** provides a comprehensive instructional, performance and production facility for audio and video communications, film, theater, music, dance and two-dimensional design. The structure houses the 200-seat Recital Hall and the black box Experimental Theater; faculty and staff offices; and recording studios and rehearsal halls for orchestra, chorus, dance and band. The building is state-of-the-art throughout, including facilities for electronic music, filmmaking and previewing.

**The Lecture Hall** contains five auditoriums with capacities for 75 to 320 people. Each hall is equipped to varying degrees for media presentations such as 16mm feature-length movies, 35mm slide shows, video recording and playback, and overhead or rear-screen projections. Some program lecture sessions meet in the Lecture Halls and campus events are often scheduled in the facility.

**Seminar Building** provides seminar rooms, faculty and staff offices, and headquarters for Graphics, Security, Counseling Services, Health Services and the Women's Clinic, and the Washington State Institute for Public Policy.



**The CAB,** or College Activities Building is the hub of student activity at Evergreen. The CAB houses the Information Center, The Bookstore, The Greenery Food Service and Deli; the Student Activities Administrative Offices, and a postal facility. Various student organizations and activities originate from the CAB: Environmental Resource Center; Wilderness Center; KAOS, Evergreen's community radio station; the *Cooper Point Journal*, the student newspaper; the student-run van service; the student art gallery and the Student Communication Center. A variety of lounge and conference areas serve as areas to socialize or continue important classroom discussions.

**Campus Housing** is provided on-campus for about 800 students in 11 residence halls and 19 duplexes. Housing units accommodate from one to six students. All units contain kitchens or share a community kitchen. Units are available on a priority basis, following completion of an application and receipt of deposit. Forms and more information can be obtained directly from Housing, The Evergreen State College, Olympia, Washington 98505.

**The Campus Recreation Center** is one of the best-equipped facilities in the Pacific Northwest. It sports an 11-lane swimming pool complete with a separate diving well, competition timing system and power lift for the handicapped; sun deck; two sauna baths; showers and locker rooms; multipurpose dance room; martial arts, exercise and weight training rooms, and five racquetball courts.

The Recreation Equipment Center is where you can rent sailboats, kayaks, canoes, Nordic skis, backpacking equipment and, for day use, volleyballs, nets and softball equipment.

A new addition to be completed in 1989 will feature a multipurpose gymnasium with seating for 3,100, a Wellness Lab, two studios, two classrooms, three conference rooms and improved locker rooms.

East of the Rec Center are five full-size playfields for field hockey, flag football, rugby, soccer and softball. Also in place are four lighted tennis courts, a rock-climbing wall, a quarter-mile running track, and a covered recreation pavilion for basketball, tennis and indoor soccer. Only a 20-minute walk or short drive away, you'll find the boating facility on Evergreen's 3,300 feet of undisturbed saltwater shoreline.

**The Organic Farm** is 13 acres of bustling agricultural activity located on the west edge of campus. Evergreen is one of only a few colleges nationwide that has regular offerings in small-scale agriculture. You can raise crops through academic programs such as "Ecological Agriculture," or an individual plot in the Farm's community garden. The multipurpose organic farmhouse provides a getaway meeting place for many academic programs and other campus groups. Take Driftwood Road west and go south on Lewis Road to reach the Farm by car, or walk the quarter-mile footpath from central campus. Don't miss the annual Harvest Fair held on the Farm every fall, or the fresh flowers and produce sold on campus from spring through fall. Also see page 55.

**The Seawulff and Malheur Bird Observatory,** see page 55 for information about these facilities which complement Evergreen's environmental studies.

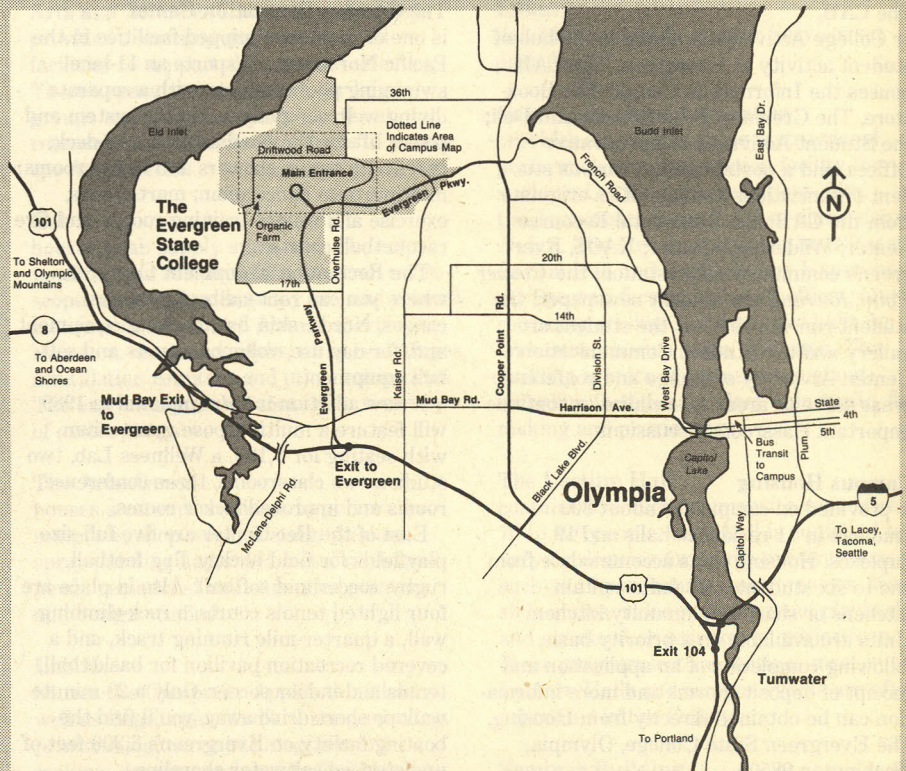


## Campus and Vicinity

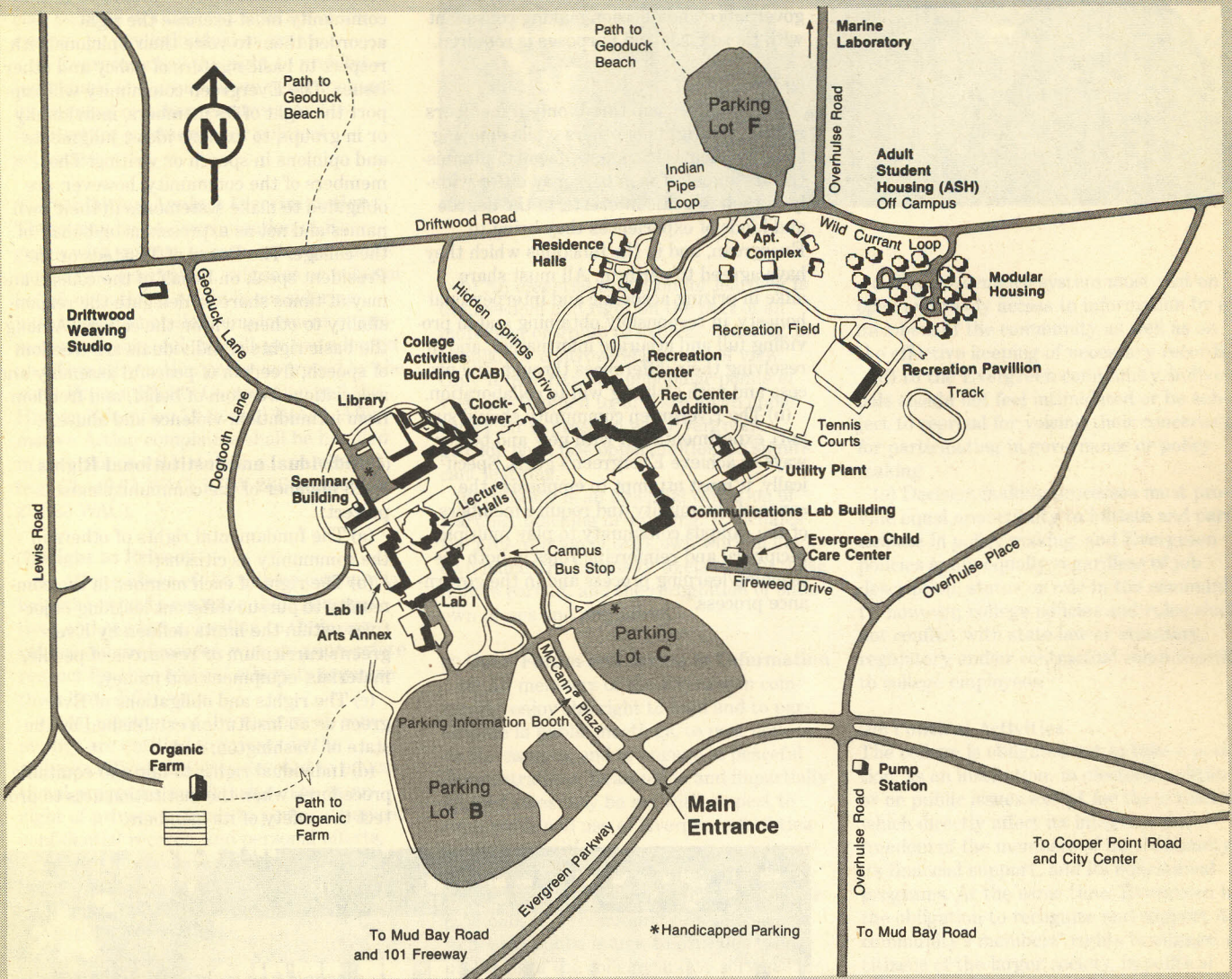
The Evergreen State College and Olympia are an hour's drive away from the Seattle-Tacoma airport, and also are served by the Greyhound and Trailways bus companies. Evergreen and the State Capital are only a scenic drive from most Washington cities and major points of interest.

## How to get here

Whether you are coming from the north or south, you can reach the campus by taking Interstate 5 into Olympia and then turning onto Highway 101 at Exit 104. Follow 101 west for three miles to The Evergreen State College exit, and go another two miles on the Evergreen Parkway to the campus entrance.







## WAC 174-120-020 The Social Contract: College Philosophy

### (1) General

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 these goals and purposes is required.

### (2) Purpose

(a) 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.

(b) 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.

### (3) 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 right 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 speak 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.

### (4) Individual and Institutional Rights

Each member of the community must protect:

(a) The fundamental rights of others in the community as citizens;

(b) The right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money;

(c) The rights and obligations of Evergreen as an institution established by the state of Washington; and

(d) Individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.



## (5) Society and the College

(a) 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.

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

(c) 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.

## (6) 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).

## (7) Right to Privacy

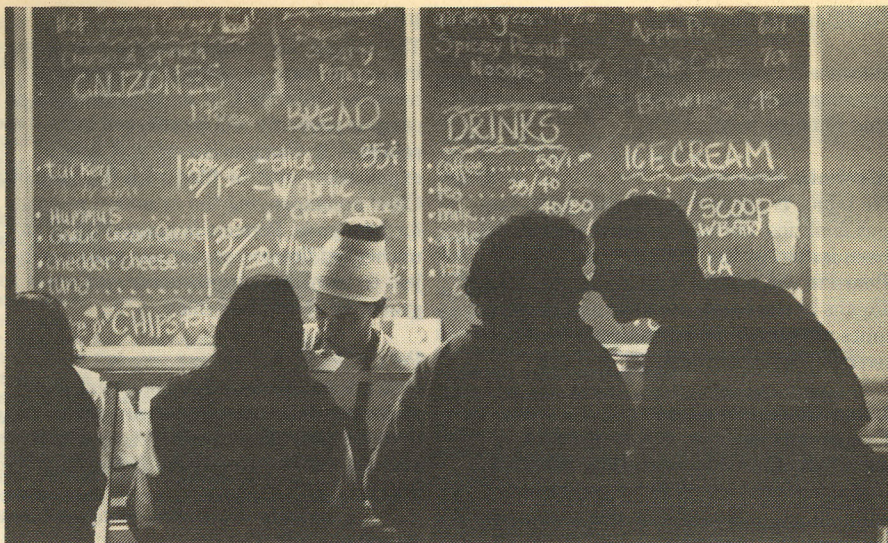
(a) All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.

(b) 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.

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

## (8) Intellectual Freedom and Honesty

(a) 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.



(b) 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 are given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

(c) 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.

## (9) Open Forum and Access to Information

(a) 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.

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

(c) 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.

(d) 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.

(e) 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.

## (10) 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's 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.

The Social Contract is currently under revision and may change by 1989-90.

## Facilities/Use Regulations

Because Evergreen is state-owned, there are responsibilities to the state and county that must be met.

### Alcoholic Beverages

No liquor is allowed on campus, or in campus facilities, unless a banquet permit has been issued by the State Liquor Control Board in accordance with state regulations. Rooms in the residence halls and modular units are homes, and drinking is legally permissible for students 21 or older.

### Using College Premises

Evergreen's facilities may be used for activities other than education, provided that users meet eligibility requirements, suitable space is available, and adequate preparations are made.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 214.

Evergreen students, faculty and staff who want to schedule a special event or outside speaker must contact the Production Clearance Coordinator, CAB 305.

Reservations for space and/or facilities are made through the Space and Scheduling Office, Seminar Building, room 4109.

Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited at on-campus events or meetings without written permission from the Production Clearance Coordinator or Conference Services.

Special event or outside speakers that are sponsored by S&A funded organizations are scheduled through the Student Activities office. Evergreen students, faculty and staff who want to schedule a special event must go through the Space and Scheduling Office, Seminar Building, room 4109.

All private and student vendors must schedule tables through Student Activities office. Student vendors are provided with tables and the fee is \$2. Private vendors, and alumni will have to provide their own table and the fee is \$15. Non-student vendors will be limited to two tables per table and three days per quarter.

## Firearms

The college discourages anyone from bringing any firearm or weapon on to campus, however, firearms that must be brought on campus property will be checked in and retained by Campus Security. A special explanation must be filed with the Security Chief accompanying the retention request for handguns. Persons in possession of an unchecked firearm on campus will be subject to immediate expulsion from Evergreen, or to criminal charges.

## Pets

Pets are not allowed on campus unless under physical control by their owner. At no time are pets allowed in buildings. Stray animals will be turned over to the Humane Society.

## Bicycles

Bicycles should be locked in parking blocks provided at various locations around campus. They should not be placed in, or alongside, buildings, and should not be locked to railings. Bicycle registration/licenses that aid in recovery of lost or stolen bicycles are available at the Campus Security office for a small fee.

## Smoking

Smoking is only allowed in "Smoking Permitted Areas," which are limited to the following:

*Enclosed office space, as long as door is closed, designated lounges in the Communications Building and LAB II Building, CAB 104, alcove adjacent to CAB 110, CAB third floor east end balcony, Library basement, custodial locker room, designated lounges on first and second floors of Library, Library third floor south balcony, and Emergency Communication Center wing in the Seminar Building.*

The intent of the Smoking Policy, established in 1986, is to protect the health and welfare of the non-smoker in public facilities where she or he must be present or pass through in order to perform work or carry on personal activities. Therefore, designated smoking permitted areas are primarily restricted to spaces where non-smokers are not required to be present or pass through. This means that smoking is not permitted in college vans; elevators; hallways; corridors; stairways; classrooms; teaching labs; lecture halls; studios; production rooms; computer centers; Library service areas; all social, business, food and service areas of the college; shared open work areas; meeting rooms; open and closed reception areas; undesignated lobbies and waiting areas; all storage, mechanical, construction and repair spaces; and all other spaces not identified as smoking permitted areas. Members of the campus community are expected to respect this policy by their actions and accept shared responsibility for its enforcement.

## Parking Regulations

Motor vehicles must display valid parking permits, available at the prices below:

|             | Per Day | Quarter | Year |
|-------------|---------|---------|------|
| Parking     |         |         |      |
| Automobiles | .75     | \$22    | \$54 |
| Motorcycles | .75     | 11      | 27   |

Daily permits can be purchased at the information booth on the front entrance road to campus. Parking is permitted in designated areas only. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver. The college cannot assume responsibility for any vandalism or theft to vehicles while parked on campus.

## Affirmative Action

The Board of Trustees of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, national origin, sex, marital status, religion, sexual preference, age, disability or veteran status. The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs.

To implement this commitment, Evergreen has developed an Affirmative Action Policy, which is published in the Washington Administrative Code under WAC 174-109, (available in the Library and Affirmative Action Office).

Persons who wish legal or statistical information on Affirmative Action, or who believe they have been discriminated against at Evergreen, are urged to contact the Affirmative Action Officer, ext. 6368, or V/TDD, (206) 866-6834.

## Student Conduct Code

Current copies of this document, which describes students' rights and responsibilities, are available through the office of the Vice President for Student Affairs.

# Trustees, Administration and Faculty

## Board of Trustees

September 1988  
**David K.Y. Tang**, Chairman, Seattle  
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**Charles Pailthrop**, Academic Dean  
**Matthew E. Smith**, Academic Dean  
**Sarah A. Pedersen**, Dean of Library Services  
**Arnaldo Rodriguez**, Dean of Enrollment Services  
**Ernest L. Thomas**, Dean of Student Development

## Faculty

This is a listing of Evergreen's faculty as of 1988-89. A more extensive detailing of Evergreen faculty members' areas of expertise can be found in the *Student Advising Handbook*, available at the Student Advising Center

### Humanities-Art

**Richard W. Alexander**, English and Literature, 1970; Assistant Academic Dean, 1980-82;  
B.A., English, Emory University, 1956; M.A., English, Tulane University, 1961; Ph.D., English, University of Illinois, 1966.  
**Nancy Allen**, Literature and Languages, 1971;  
B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.  
**Susan M. Aurand**, Art, 1974;  
B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.  
**Gordon Beck**, Art History and Cinema, 1971;  
A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.  
**Andrew Buchman**, Music, 1986  
B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music History, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.  
**Craig B. Carlson**, Communications, 1973;  
B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.  
**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.  
**Adeniyi Coker**, Theater, 1988;  
B.A., Dramatic Arts, University of Ife, Nigeria, West Africa, 1983; M.F.A., Theatre Directing, Brooklyn College, 1987.  
**Doranne Crable**, Expressive Arts: Performance Art, Literature, Writing, Acting, Movement 1981;  
B.A., English, University of Michigan, 1967; M.A., American Literature, Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., English, Wayne State University, 1977.  
**Thad B. Curtz**, Literature, 1972;  
B.A., Philosophy-Literature, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.  
**Argentina Daley**, American Studies, 1988;  
B.A., Comparative Literature, University of Washington, 1971; M.A. English, University of Washington, 1973; Ph.D., University of Washington, 1988.  
**Leo Daugherty**, Literature and Linguistics, 1972;  
Academic Dean, 1975-76;  
A.B., English-Art, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970; Postdoctoral year in Linguistics, Harvard University, 1970-71.  
**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.

**Marilyn J. Frasca**, Art, 1972;  
B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.  
**Angela Gilliam**, Anthropology, 1988;  
B.A., Latin American Studies, University of California at Los Angeles, 1958; M.S., Ethnology and Anthropology, National School of Anthropology and History, Mexico City; Ph.D., Union Graduate School, 1975.  
**Jorge Gilbert**, Sociology, 1988;  
M.A., Licenciado en Sociologia, Universidad de Chile, 1971; M.A., Sociology, University of Toronto, 1975; Ph.D., Sociology, University of Toronto, 1980.  
**Ellen R. Grant**, Coordinator of Media Services, 1987;  
A.B., Political Science, Occidental College, 1972; J.D., Washington School of Law, 1976.  
**Bob Hall**, Expressive Arts;  
B.S. Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.  
**Patrick Hall**, Librarianship, 1988;  
B.A. and M.A.R., Religious Studies/Education/Anthropology, Canisius College, 1976; M.L.S., Library Science, University of Washington, 1983.  
**Andrew M. Hanfman**, Senior Member of the Faculty, 1983; Language Studies; Russian-Soviet Area Studies, 1972; Ph.D., Modern Languages-Comparative Literature, University of Turin, 1937.  
**W. Joye Hardiman**, Literature and Theater, 1975;  
B.A., Literature, State University of New York at Buffalo, 1968; M.A., Literature, State University of New York at Buffalo, 1968-70; Ph.D., Literature and Education, The Union Graduate School, 1986.  
**Patrick J. Hill**, Philosophy, 1983; Provost and Academic Vice President, 1983-Present;  
A.B. Philosophy, Queens College, 1963; A.M. Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.  
**Willard Humphreys**, Philosophy, 1970; Academic Dean 1976-80;  
A.B., Mathematics, Allegheny College, 1961; M.A., History-Philosophy of Science, Indiana University, 1963; M.A., Philosophy, Yale University, 1965; Ph.D., Philosophy, Yale University, 1966.  
**Margaret I. Hunt**, Dance, 1976;  
B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.  
**Bernard Johansen**, Dance, 1972.  
**Kazuhiro Kawasaki**, Art History, 1976;  
B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.  
**Ernestine Kimbro**, Librarianship, 1987;  
B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.  
**Mark A. Levensky**, Philosophy, 1972;  
B.A., Philosophy, University of Iowa, 1959; A.M., Philosophy, University of Michigan, 1961; Ph.D., Philosophy, University of Michigan, 1966.  
**Jean Mandenberg**, Fine Arts, 1978;  
B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.  
**David Marr**, American Studies and English, 1971; Academic Dean, 1984-87;  
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.  
**Ingram Marshall**, Electronic Music and Composition, 1985 (visiting);  
B.A., Music, Lake Forest College, 1964; M.A., Electronic Music, Columbia University, 1966; M.F.A., Music Composition, California Institute of the Arts, 1971.  
**S. R. Martin, Jr.**, English and American Studies, 1970; Academic Dean, 1973-76;  
A.B., English, University of California at Berkeley, 1957; M.A., English, San Francisco State College, 1961; Ph.D., American Studies, Washington State University, 1974.  
**Patricia Matheny-White**, Librarianship, 1978;  
B.A., Music, Macalester College, 1967; M.A., Library Science, University of Denver, 1968.  
**Charles J. McCann**, English, 1963; 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.  
**Carol Minugh**, Native American Studies, 1988;  
A.A., General Education, Grays Harbor Community College, 1973; B.A., Liberal Arts, The Evergreen State College, 1974; M.S., Education Administration, Washington State University, 1975; D.Ed., Higher Education Administration, Pennsylvania State University, 1981.

**Frank Motley**, *Librarianship*, 1978; B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.  
**Alan Nasser**, *Philosophy*, 1975; A.B. Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.  
**Mary F. Nelson**, *Art, Anthropology, Minority Studies*, 1972; B.F.A., Art Education, Washington State University, 1966; M.A., Art Anthropology, University of Idaho, 1968.  
**Sandra L. Nisbet**, *Drama*, 1988; B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.  
**Charles N. Pailthorp**, *Philosophy*, 1971; *Academic Dean*, 1988-; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.  
**David Paulsen**, *Philosophy*, 1978; B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.  
**David L. Powell**, *Literature*, 1972; B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.  
**Sarah Rideout**, *Librarianship*, 1987  
B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.  
**Terry A. Setter**, *Music and Audio*, 1983; B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.  
**Sandra M. Simon**, *English*, 1973; B.A., Psychology, University of California at Los Angeles, 1954; M.A., English, University of California at Los Angeles, 1963.  
**Leon R. Sinclair**, *Literature*, 1971; B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.  
**Paul J. Sparks**, *Art and Photography*, 1972; B.A., Art, San Francisco State College, 1968; M.A. Art-Photography, San Francisco State College, 1971.  
**Charles B. Teske**, *Literature*, 1970; *Academic Dean*, 1970-75; B.A., English, Lafayette College, 1954; M.A., English, Yale University, 1955; Ph.D., English, Yale University, 1962.  
**Gail Tremblay**, *Creative Writing*, 1980; B.A., Drama, University of New Hampshire, 1967; M.F.A., English (poetry), University of Oregon, 1969.  
**Setsumi Tsutsumi**, *Japanese Language/Culture*, 1985; B.A., Psychology; Teaching license in English and Guidance and Counseling, 1965; M.A., English, 1978; Ph.D., Comparative Literature, 1985.  
**Sidney D. White**, *Art*, 1970; B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.  
**Ainara D. Wilder**, *Theater and Drama*, 1972; B.S., Speech, General Science, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.  
**William C. Winden**, *Music*, 1972; *Assistant Academic Dean*, 1976-78; B.A., Art, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.

## Natural Sciences

**Clyde Barlow**, *Chemistry*, 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.  
**Michael W. Beug**, *Chemistry*, 1972; B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.  
**Richard B. Brian**, *Mathematics*, 1970; B.S., Physics, Grove City College, 1953; M.A., Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.  
**Paul R. Butler**, *Geology*, 1986; A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.  
**Richard A. Cellarius**, *Plant Biology, Biophysics, Environmental Policy*, 1972; B.A., Physics, Reed College, 1958; Ph.D., Life Sciences, Rockefeller University, 1965.  
**Robert Cole**, *Physics*, 1981; B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

**John O. Aikin Cushing**, *Computer Science*, 1976; *Director of Computer Services*, 1976-1984; B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.  
**Judith E. Bayard Cushing**, *Computer Science*, 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969.  
**George E. Dimitroff**, *Mathematics*, 1973; B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.  
**Larry L. Eickstaedt**, *Biology*, 1970; *Academic Advisor*, 1978-81, 1986-88; B.S., Biology, Buena Vista College, 1961; M.S., Zoology, State University of Iowa, 1964; Ph.D., Biology, Stanford University, 1969.  
**Betty R. Estes**, *History of Science*, 1971; B.S., Mathematics, University of Oklahoma, 1957; M.A., Mathematics, University of Pennsylvania, 1960.  
**John Robert Filmer**, *Marine Studies*, 1972; B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.  
**Thomas Grissom**, *Physics*, 1985; B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.  
**Burton S. Guttman**, *Biology*, 1972; B.S., Interdisciplinary Science, University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.  
**Steven G. Herman**, *Biology*, 1971; B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.  
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**Jeffrey J. Kelly**, *Chemistry and Biochemistry*, 1972; *Director of Laboratory Computing*, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.  
**Robert H. Knapp, Jr.**, *Physics*, 1972; *Assistant Academic Dean*, 1976-79; B.A., Physics, Harvard University, 1965; D. Phil., Theoretical Physics, Oxford University, England, 1968.  
**Elizabeth M. Kutter**, *Biophysics*, 1972; B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.  
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**Patricia Labine**, *Ecological Agriculture*, 1981; B.A., Zoology, Mount Holyoke College, 1961; Ph.D., Biology, Stanford University, 1966.  
**Kaye V. Ladd**, *Inorganic Chemistry*, 1975; B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University, 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.  
**Albert C. Leisenring**, *Mathematics*, 1972; B.A., Mathematics, Yale University, 1960; Ph.D., Mathematics, The University of London, 1967.  
**Carrie Margolin**, *Psychology*, 1988; B.A., Hofstra University, 1976; Ph.D., Dartmouth College, 1981.  
**John Marvin**, *Mathematics*, 1988; B.A., Mathematics, University of Montana, 1954; M.A., and A.B.D., Mathematics, Johns Hopkins University, 1961.  
**Donald V. Middendorf**, *Physics, Physiology*, 1987 (visiting); 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.  
**Janet Ott**, *Biology*, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.

**Willie L. Parson**, *Microbiology*, 1971; *Academic Dean*, 1974-78; B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.  
**John H. Perkins**, *Biology, History of Technology and Environment*, 1980; *Academic Dean*, 1980-86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.  
**Hazel J. Reed**, *Mathematics*, 1977; B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.  
**Niels A. Skov**, *Management*, 1972; B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Ph.D., Physical Oceanography, Oregon State University, 1968.  
**Robert R. Sluss**, *Biology*, 1970; B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University, 1955; Ph.D., Entomology, University of California at Berkeley, 1966.  
**Oscar H. Soule**, *Biology*, 1971; *Director of Graduate Program in Environmental and Energy Studies*, 1981-86; *Associate Academic Dean*, 1972-73; *Academic Advisor*, 1983; B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.  
**James Stroh**, *Geology*, 1975; B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.  
**Masao Sugiyama**, *Mathematics*, 1988; B.A., Eastern Washington University, 1963; M.S., Western Washington University, 1967; Ph.D., Washington State University, 1975.  
**Frederick D. Tabbutt**, *Chemistry*, 1970 B.S., Chemistry, Haverford College, 1953; M.A., Chemistry, Harvard University, 1955; Ph.D., Physical Chemistry, Harvard University, 1958.  
**Peter B. Taylor**, *Oceanography*, 1971; B.S., Biochemistry, Cornell University, 1955; M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.  
**Alfred M. Wiedemann**, *Biology*, 1970; B.S., Crop Science, Utah State University, 1960; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.  
**Byron L. Youtz**, *Physics*, 1970; *Academic Dean*, 1973-74; *Vice President and Provost*, 1978-83; B.S., Physics, California Institute of Technology, 1948; Ph.D., Physics, University of California at Berkeley, 1953.

## Social Sciences

**Guy B. Adams**, *Public Administration*, 1978; *Director of Graduate Program in Public Administration*, 1980-81; B.A., History, Temple University, 1970; M.A., Public Administration, University of New Mexico, 1973; D.P.A., George Washington University, 1977.  
**Bill Aldridge**, *Education-Social Psychology*, 1970; B.A., Mathematics, Oregon State University, 1959; M.Ed., Guidance, Oregon State University, 1964; D.Ed., Educational Administration, University of Oregon, 1967.  
**William Ray Arney**, *Sociology*, 1981; B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.  
**Justino Balderrama**, *Health and Human Services*, 1984; B.A., Sociology, California State University, 1962; M.S.W., Social Work, San Jose State University, 1975.  
**Peter G. Bohmer**, *Economics*, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.  
**Priscilla V. Bowerman**, *Economics*, 1973; *Director of Graduate Program in Public Administration*, 1986-89; A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M.Phil., Yale University, 1971.  
**Jovana J. Brown**, *Library and Information Studies*, 1974; *Dean of Library Services*, 1974-81; A.B., Political Science, University of California Riverside, 1959; M.L.S., University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library and Information Studies, University of California at Berkeley, 1971.  
**William H. Brown**, *Geography*, 1974; B.A., Geography, Antioch College, 1956; M.A., Geography, University of California at Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.

- Bill Bruner**, *Economics*, 1981; B.A., Economics and Mathematics, Western Washington University, 1967.
- Stephanie Coontz**, *History and Women's Studies*, 1974; B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.
- Beryl L. Crowe**, *Political Science*, 1970; A.B., Political Science, San Francisco State College, 1959; M.A., Political Science, University of California at Berkeley, 1961.
- Diana C. Cushing**, *Psychology*, 1978; B.S., Occupational Therapy, University of Buffalo, 1959; Ph.D., Clinical Psychology, State University of New York at Buffalo, 1971.
- Virginia Darney**, *Literature and Women's Studies*, 1978; A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College, University of London, 1972; Ph.D., American Studies, Emory University, 1982.
- Helen F. Darrow**, *Teacher Education*, 1986; B.S., Elementary Education, Wilson College, 1943; M.A., Education, University of California at Los Angeles, 1948; Ed.D., Curriculum Development, Columbia University, 1956.
- Lyn De Danaan** (formerly Lynn D. Patterson), *Anthropology*, 1971; *Academic Dean*, 1973-76; B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968; Ph.D., Cultural Anthropology, The Union Graduate School, 1984.
- Elizabeth Diffendal**, *Applied Social Science*, 1975; *Academic Dean*, 1981-85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California at Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Graduate School, 1986.
- Carolyn E. Dobbs**, *Urban Planning*, 1971; *Academic Dean*, 1987-89; 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.
- Donald Finkel**, *Psychology*, 1976; B.A., Philosophy, Yale University, 1965; M.A., Developmental Psychology, Harvard University, 1967; Ph.D., Developmental Psychology, Harvard University, 1971.
- Thomas H. Foote, *Education-Journalism*, 1972; B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Western Oregon State College, 1967; Ph.D., Education, Oregon State University, 1970.
- Russell R. Fox**, *Community Planning*, 1972; *Academic Advisor*, 1981-83; B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.
- Margaret H. Griboskov**, *Journalism and Education*, 1973; Ph.D., Education, University of Oregon, 1973.
- Jeanne E. Hahn**, *Political Science*, 1972; *Assistant Academic Dean*, 1978-80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; A.B.D., Political Science, Chicago, 1968.
- Phillip R. Harding**, *Architecture*, 1971; B., Architecture, University of Oregon, 1963; M., Architecture, University of California at Berkeley, 1970.
- Lucia Harrison**, *Public Administration*, 1981; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.
- Rainer G. Hasenstab**, *Environmental Design*, 1974; B., Architecture, University of California at Berkeley, 1965; M., Architecture, University of California at Berkeley, 1970.
- Peta M. Henderson**, *Anthropology*, 1974; B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.
- David Hitchens**, *History*, 1970; B.A., History, University of Wyoming, 1961; M.A., History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.
- Taylor E. Hubbard**, *Library Science*, 1986; B.A., History and Business, University of Vermont, 1966; M.A., History, San Francisco State University, 1968; M.L.S., University of California at Los Angeles, 1969.
- Ryo Imamura**, *Psychology*, 1988; B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1978; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.
- Virginia Ingersoll**, *Communications*, 1975; B.A., Journalism-Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.
- Winifred Ingram**, *Psychology*, 1972; *Emerita*, 1981; B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951; Fellow of the Mary Ingraham Bunting Institute of Radcliffe College, 1971-72.
- Richard M. Jones**, *Psychology*, 1970; A.B., Psychology, Stanford University, 1950; Ph.D., Clinical Psychology, Harvard University, 1956.
- Lovern Root King**, *Social Sciences*, 1977; B.A., English, Seattle Pacific College, 1972; M.C., Communications, University of Washington, 1976; Ed.D., Policy, Governance and Administration, University of Washington, 1984.
- Jaime C. Kooser**, *Environmental Studies*, 1985; B.A., Geography, Northwestern University, 1975; M.A., Geography, University of California at Berkeley, 1976; Ph.D., Geography, University of California at Berkeley, 1980.
- Lowell Kuehn**, *Sociology and Public Administration*, 1975; *Acting Director, Washington State Institute for Public Policy*, 1984-85; *Director of Graduate Program in Public Administration*, 1983-84; B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.
- Eric H. Larson**, *Anthropology*, 1971; B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.
- Gerald Lassen**, *Public Administration*, 1980; B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.
- Daniel B. Leahy**, *Public Administration*, 1985; *Director of Labor Center*, 1987; B.A., Economics, Seattle University, 1965; M.P.A., NYU Graduate School, 1970.
- Russell Lidman**, *Economics*, 1974; *Director of Graduate Program in Public Administration*, 1981-83; *Director, Washington State Institute for Public Policy*, 1985-Present; B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Princeton University, 1968; M.S., Economics, University of Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at Madison, 1972.
- Earle W. McNeil**, *Sociology*, 1971; *Academic Advisor*, 1983-86; B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.
- Maxine L. Mimms**, *Social Services*, 1972; B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, Union Graduate School-West, 1977.
- Paul Mott**, *Sociology*, 1984; B.S., Political Science, Purdue University, 1952; M.A., Political Science, University of Michigan, 1955; Ph.D., Sociology, University of Michigan, 1960.
- Arthur Mulka**, *Public Administration and Management*, 1979; B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1965; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.
- Ralph W. Murphy**, *Environmental Science*, 1984; B.A., Political Science and Economics, University of Washington, 1971; M.A. Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.
- Charles T. Nisbet**, *Economics*, 1971; B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.
- Dean Olson**, *Management*, 1988; B.A., International Business, University of Washington, 1964; M.A., International Business, University of Washington, 1965; Ph.D., Business Finance, University of Washington, 1968.
- Mark Papworth**, *Anthropology*, 1972; B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.
- John L. Parker**, *Education*, 1986; A.B., American Civilization, Brandeis University, 1958; M.A.T., Social Science Curriculum, Harvard University, 1960; Ed.D., Curriculum and Supervision, Harvard University, 1968.
- Yvonne Peterson**, *Northwest Native American Studies*, 1984; B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.
- Rita Pougiales**, *Education*, 1979; *Academic Dean*, 1985-88; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977, Ph.D., Education and Anthropology, University of Oregon, 1981.
- Brian Price**, *Political Economy and Social Change*, 1987 (visiting); B.A., American and English Literature, University of East Anglia (England), 1977; M.A., History and American Studies, Purdue University, 1980; Ph.D., Economic and Labor History, Purdue University, 1987.
- Thomas B. Rainey**, *History, Political Economy and Russian Studies*, 1972; A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.
- Gilbert G. Salcedo**, *History*, 1972; B.A., U.S. History, San Jose College, 1970.
- Barbara L. Smith**, *Political Science*, 1978; *Academic Dean*, 1978-Present; B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.
- Matthew E. Smith**, *Political Science*, 1973; *Academic Dean*, 1987-88; B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.
- Camilla Stivers**, *Public Administration*, 1987; B.A., Wellesley College, 1960; M.A., John Hopkins University, 1967; M.P.A., Health Administration, University of California at Los Angeles, 1979; Ph.D., Public Administration, Virginia Polytech Institute and State University, 1987.
- Gregory Stuewe-Portnoff**, *Psychology*, 1971; B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psychology, Brooklyn College, 1964; Ph.D., Social Psychology, City University of New York, 1976.
- Terry Tafaya**, *Psychology*, 1985; B.A., English, Psychology, University of South Florida, 1973; M.Ed., Higher Education, University of Washington, 1974; M.C., Communications, University of Washington, 1975; Ph.D., Educational Psychology, University of Washington, 1985.
- Nancy Taylor**, *History-Education*, 1971; A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.
- Kirk Thompson**, *Psychology and Political Science*, 1971; B.A., History, Stanford University, 1956; M.A., Political Science, Stanford University, 1958; Ph.D., Political Science, University of California at Berkeley, 1965; Postdoctoral studies, Psychology, C.G. Jung Institute, 1975-77.
- Sherry L. Walton**, *Education*, 1987; B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in reading, research and evaluation methodology, University of Colorado, 1980.
- Gregory Weeks**, *Economics*, 1981; B.S., Economics, Iowa State College, 1969; M.S., Economics, Pittsburgh State College, 1972; Ph.D., Economics, Washington State University, 1978.
- David W. Whitener**, *Native American Studies*, 1978; B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.
- Leslie Wong**, *Psychology*, 1988; B.A., Psychology, Gonzaga University, 1972; M.S., Experimental Psychology, Eastern Washington University, 1974; Ph.D., Education Psychology, Washington State University, 1986.
- York Wong**, *Management and Computer Sciences*, 1975; *Director of Computer Services*, 1973-75; *Assistant Academic Dean*, 1979-81; B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.

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# Academic Index

What follows is a listing of the academic subjects that will be offered at Evergreen during the 1989-90 year. Listed under each subject are the Coordinated Study Programs and Group Contracts in which it will be taught. Listed in italics are Specialty Areas which will include the subject in most or all of their offerings. Check with Academic Advising to see what subjects are covered by Individual Contracts and Internships. Part-time courses are published quarterly in the *Evergreen Times*.

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#### **Affirmative Action Policy**

The Equal Opportunity Policy of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, marital status, sexual preference, Vietnam era or disabled veteran status, or the presence of any sensory, physical or mental disability unless based upon a bona fide occupational qualification.

#### **Disclaimer**

Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.  
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#### **The Evergreen State College Production Team:**

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# Uniform Undergraduate Application for Admission to Four-Year Colleges and Universities in the State of Washington

I am applying to the campus in:  
 Olympia  
 Tacoma (upper division students only)

**Section I** PLEASE TYPE OR PRINT

**Beginning Freshman**     **Transfer**    PLEASE ATTACH THE APPROPRIATE APPLICATION FEE: **See Below**

|   |  |   |  |  |  |
|---|--|---|--|--|--|
| 1a. Application to (Name of College or University)<br><b>The Evergreen State College, Olympia, WA 98505</b>   |  |   |  | 1b. For admission to (check one term)<br><input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> January Interim    19____ Year<br><input type="checkbox"/> Winter <input type="checkbox"/> Summer <input type="checkbox"/> Summer only |  |
| 2a. Have you ever applied for admission to the institution to which you are now applying?<br><input type="checkbox"/> No <input type="checkbox"/> Yes    Year _____ term _____  |  | 2b. Have you previously attended this institution?<br><input type="checkbox"/> No <input type="checkbox"/> Yes    Year _____  |  | <input type="checkbox"/> Days <input type="checkbox"/> Extension<br><input type="checkbox"/> Evenings <input type="checkbox"/> Correspondence  |  |
| 3. Name as you wish it to appear on your record<br><input type="checkbox"/> Male    Last    First    Middle<br><input type="checkbox"/> Female  |  |   | 4. Former Name (if previous academic records under another name)   | 5. Social Security Number<br>/ /   |  |
| 6a. <b>Mailing Address (until)</b><br>mo. yr.    Number and Street    City    County    State    Zip  |  |   | 6b. Phone (include area code)<br>( )   |  |  |
| 7a. Permanent Address if different<br>Number and Street    City    County    State    Zip   |  |   | 7b. Phone (include area code)<br>( )   |  |  |
| 8. Birthdate<br>Birthplace  | 9. Washington Resident?<br><input type="checkbox"/> Yes<br><input type="checkbox"/> No | Length of latest period lived in Washington (must be answered)<br>From ____/____/____ to ____/____/____<br>mo. yr.    mo. yr. |  | 10a. Country of Citizenship  | 10b. Type of visa or classification      |
| 11a. Are you a military veteran?<br><input type="checkbox"/> Yes <input type="checkbox"/> No  | 11b. Months of Active Duty?  | 11c. Separation Date  | 11d. Are you the child of a deceased veteran?<br><input type="checkbox"/> Yes <input type="checkbox"/> No  | 12. Religious preference (optional)  |  |
| 13. (Optional) Do you have a physical or learning disability? <input type="checkbox"/> Yes <input type="checkbox"/> No    If yes, please describe. _____  |  |   |  |  |  |
| This information is being requested solely for the purpose of offering appropriate accommodations to disabled students, in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973. Your response is voluntary and will be kept confidential. Failure to provide the information will not subject you to any adverse treatment. |  |   |  |  |  |
| 14. Ethnic origin (optional)<br><input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Hispanic<br><input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> White Non-Hispanic<br><input type="checkbox"/> Black Non-Hispanic <input type="checkbox"/> Other  |  |   | 15a. High School attending or last attended  |  |  |
| 15b. Location of high school<br>City    State   |  | Date of graduation  | 15c. If you do not intend to graduate from high school, indicate highest grade completed and last year attended<br>Grade _____ Year _____ G.E.D. test taken? _____ When? _____ |  |  |
| 16. List all colleges/universities in order of attendance (no exceptions). If still enrolled in a college, indicate leaving date: (mo.) (yr.)   |  |   |  |  |  |
| Institution   | City   | State   | Dates attended   |  | Degree or diplomas completed or expected |
| 1. _____  | _____  | _____   | From ____/____/____ to ____/____/____<br>mo. yr.    mo. yr.  |  | _____                                    |
| 2. _____  | _____  | _____   | From ____/____/____ to ____/____/____<br>mo. yr.    mo. yr.  |  | _____                                    |
| 3. _____  | _____  | _____   | From ____/____/____ to ____/____/____<br>mo. yr.    mo. yr.  |  | _____                                    |
| 4. _____  | _____  | _____   | From ____/____/____ to ____/____/____<br>mo. yr.    mo. yr.  |  | _____                                    |
| 17. Indicate your educational objective at the college to which you are applying<br><input type="checkbox"/> First Bachelor's degree <input type="checkbox"/> Second Bachelor's degree <input type="checkbox"/> Courses for personal enrichment <input type="checkbox"/> Certification <input type="checkbox"/> Other (specify) _____                   |  |   |  |  |  |
| 18a. Intended major area of study   |  |   | 18b. If undecided, what subject area or career interests you?  |  |  |
| 19a. Name of father or legal guardian    Living? <input type="checkbox"/> Yes <input type="checkbox"/> No   |  |   | 20a. Name of mother or legal guardian    Living? <input type="checkbox"/> Yes <input type="checkbox"/> No  |  |  |
| 19b. Address (Number and Street)    (City)    (State)    (Zip)  |  |   | 20b. Address if different from father's  |  |  |
| 19c. Telephone number<br>( )  |  |   | 20c. Telephone number<br>( )   |  |  |
| 19d. Colleges attended by father    Degrees   |  |   | 20d. Colleges attended by mother    Degrees  |  |  |

(over)

88-89

**Please Attach a non-refundable \$25.00 Check or Money Order**

21a. **APPLICANTS MUST COMPLETE:** if enrolled in high school, list all courses completed or to be completed during your senior year. Indicate number of years completed or to be completed.

|                          | Total Years Completed | Additional Years To Be Completed | (Please indicate total number of years to be completed in each subject through grade 12.) |
|--------------------------|-----------------------|----------------------------------|---|
| English                  | _____                 | _____                            | Comp/Lit _____ Other _____  |
| Math                     | _____                 | _____                            | Alg 1 _____ Geom _____ Alg 2/Trig _____   |
| Science                  | _____                 | _____                            | Bio _____ Chem _____ Physics _____  |
| Social Science           | _____                 | _____                            | _____   |
| Foreign Language         | _____                 | _____                            | Span _____ Fr _____ Ger _____ Other _____   |
| Fine and Performing Arts | _____                 | _____                            | _____   |

21b. If enrolled in high school or college, list all courses to be completed during the current academic year.

22. List your significant school and community activities and awards (**attach additional page if needed**).

23. Describe any special circumstances which you believe should be considered in connection with this application (**attach additional page if needed**).

24. Do you plan to apply for college residence hall accommodations?

Yes  No

**If you plan to apply for college residence hall accommodations, you must contact the Housing Office of the specified college or university.**

25. Do you plan to apply for financial aid from this institution?

Yes  No

**If you plan to apply for financial aid from this institution, you must contact the Financial Aid Office of the specified college or university.**

26. I understand failure to submit complete official transcripts from all schools, colleges, or universities attended may result in the denial of this application or my subsequent dismissal from this institution. I certify that to the best of my knowledge, all statements I have made in this application are complete and true. Permission is hereby given to release appropriate test score and academic records requested by said university or college.

NAME OF APPLICANT (print)

SIGNATURE OF APPLICANT

DATE

**BEGINNING FRESHMEN MUST** complete Section I and leave this application with your high school counselor or principal, who will complete Section II and forward it to the Office of Admissions of the institution you have named.

**TRANSFER APPLICANTS NEED NOT** complete Section II but should forward the application to the appropriate Office of Admissions and have the registrar of each college or university previously attended send an official transcript to the Office of Admissions. Some Washington colleges and universities require transfer applicants to submit a high school transcript and test scores. Check the admissions information section of undergraduate catalogs for this requirement.

### Section II

**(Beginning freshman only)**

To be completed by high school official

Please complete the following, enclose an official transcript and forward to the institution to which the candidate is applying. Washington high schools may substitute the Washington Pre-College Test Guidance Report if the student has not completed the first term of grade 12. In case the applicant will need special consideration, a transcript should be included with the WPCT Guidance Report.

This will certify that the student named above  was  will be graduated \_\_\_\_\_ month \_\_\_\_\_ year  or was not graduated

He/she has a grade point average of \_\_\_\_\_ and ranks \_\_\_\_\_ in a class of \_\_\_\_\_ Class average \_\_\_\_\_

Class rank and grade-point average above are based on grades earned through the \_\_\_\_\_ th semester/trimester.

College Admission Testing Data (**Report standard scores only. Do not list percentiles.**)

1. WPCT Date taken \_\_\_\_\_ VC \_\_\_\_\_ QC \_\_\_\_\_ V \_\_\_\_\_ M \_\_\_\_\_

2. SAT Date taken \_\_\_\_\_ V \_\_\_\_\_ M \_\_\_\_\_ TSWE \_\_\_\_\_

3. ACT Date taken \_\_\_\_\_ Engl. \_\_\_\_\_ Math \_\_\_\_\_ Soc. St. \_\_\_\_\_ Nat. Sc. \_\_\_\_\_ Comp. \_\_\_\_\_

4. PSAT-NMSQT Date taken \_\_\_\_\_ V \_\_\_\_\_ M \_\_\_\_\_ Selection Index \_\_\_\_\_

Comments: This space may be used to list special circumstances that may be of assistance to admission officers in considering the student (**attach additional page if needed**).

Name of high school

Signature of high school official

Date

Address of high school

Title

( )

ETS/ACT School Code Number

WPC School Code Number

High school telephone

"Washington four-year colleges and universities subscribe to the principles and laws of the state of Washington and the federal government, including applicable executive orders pertaining to civil rights. These institutions are committed to the policy that all persons shall have equal access to programs and facilities without regard to age, color, creed, marital status, national or ethnic origin, physical handicap, race, religion, or sex."

## Campus Profile (1987-88)

|                               |             |
|-------------------------------|-------------|
| <b>Faculty</b>                | <b>150</b>  |
| Ph.D. or Terminal degree      | 74%         |
| Percent female                | 33%         |
| Percent male                  | 67%         |
| Faculty of color—total        | 12%         |
| <i>Olympia Campus</i>         | 9%          |
| <i>Tacoma Campus</i>          | 50%         |
| <i>Vancouver Campus</i>       | 33%         |
| Average student/faculty ratio | 20/1        |
| <b>Staff</b>                  | <b>368</b>  |
| <b>Enrollment</b>             | <b>3055</b> |
| Graduate                      | 5% 154      |
| Undergraduate                 | 95% 2901    |
| <i>Olympia Campus</i>         | 2816        |
| <i>Tacoma Campus</i>          | 108         |
| <i>Vancouver Campus</i>       | 131         |
| Female                        | 1657        |
| Male                          | 1398        |
| Full-time                     | 86%         |
| Part-time                     | 14%         |

|                           |      |
|---------------------------|------|
| 18-24 age group           | 54%  |
| 25-29 age group           | 14%  |
| 30-39 age group           | 21%  |
| 40+ age group             | 11%  |
| Students living on campus | 1200 |
| Students of color—total   | 9%   |
| <i>Asian</i>              | 3%   |
| <i>Black</i>              | 3%   |
| <i>Mexican/Latino</i>     | 2%   |
| <i>Native American</i>    | 1%   |
| <i>Olympia Campus</i>     | 7%   |
| Tacoma Enrollment         | 108  |
| <i>Male</i>               | 41%  |
| <i>Female</i>             | 59%  |
| <i>Students of color</i>  | 55%  |
| Vancouver Enrollment      | 131  |
| <i>Male</i>               | 36%  |
| <i>Female</i>             | 64%  |
| <i>Students of color</i>  | 9%   |

|                                |             |
|--------------------------------|-------------|
| <b>Entering Class</b>          | <b>1310</b> |
| Applicants, degree-seeking     | 2705        |
| Admitted                       | 70% 1899    |
| Enrolled                       | 65% 1225    |
| Nondegree-seeking enrollment   | 85          |
| Washington                     | 1089        |
| Region (OR, ID, MT, AK, HI)    | 88          |
| California                     | 30          |
| Other states                   | 81          |
| Other countries                | 22          |
| <b>Financial aid</b>           |             |
| Students receiving aid         | 55%         |
| Average award                  | \$5500      |
| <b>Placement</b>               |             |
| 1985-86 classes                | 90%         |
| Employed                       | 69%         |
| Graduate school                | 12%         |
| Travel, homemaking, etc.       | 9%          |
| <b>Graduating class (1987)</b> | <b>840</b>  |

## Academic Calendar

| 1989-90     | Fall                           | Winter                           | Spring                 | Summer                      | First Session               | Second Session |
|-------------|--------------------------------|----------------------------------|------------------------|-----------------------------|-----------------------------|----------------|
| Begins      | Sept. 25                       | Jan. 2                           | March 26               | June 25                     | June 25                     | July 30        |
| Ends        | Dec. 16                        | March 17                         | June 9                 | Aug. 31                     | July 28                     | Aug. 31        |
| Evaluations | Dec. 11-16                     | March 12-17                      | June 4-9               |                             | July 25-28                  | Aug. 29-31     |
| Vacations   | Fall                           | Winter                           | Spring                 | Summer                      | First Session               | Second Session |
|             | Thanksgiving<br>Nov. 19-26     | Martin Luther<br>King Day<br>TBA | Memorial Day<br>May 28 | Independence<br>Day, July 4 | Independence<br>Day, July 4 | —              |
|             | Winter Break<br>Dec. 17-Jan. 2 | President's Day<br>TBA           |                        |                             |                             |                |
|             |                                | Spring Break<br>March 18-25      |                        |                             |                             |                |

## Contacting Evergreen

Dial 866-6000, then ask for the office or extension listed below. Inquiries about admission should be directed to: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, or (206) 866-6824. General information may be obtained through the Office of Information Services, ext. 6128. Direct all correspondence to the appropriate office at The Evergreen State College, Olympia, Washington 98505.

Academic Advising ..... ext. 6312  
 Academic Deans ..... ext. 6870  
 Admissions ..... see above  
 Community and Alumni Relations .ext. 6192  
 Controller/Business Office..... ext. 6450  
 Development ..... ext. 6565  
 Financial Aid ..... ext. 6205  
 Hillaire Student Advising Center .ext. 6560  
 Housing ..... ext. 6132  
 Information ..... ext. 6128  
 President's Office ..... ext. 6100

Recreation Center..... ext. 6530  
 Registration and Records ..... ext. 6180  
 Student Accounts ..... ext. 6447  
 Tacoma Campus ..... (206) 593-5915  
 Vancouver Campus ..... (206) 699-0269  
 Vice Presidents:  
 Academic Affairs ..... ext. 6400  
 College Advancement ..... ext. 6551  
 Finance and Administration ... ext. 6500  
 Student Affairs ..... ext. 6296



Admissions Office  
The Evergreen State College  
Olympia, Washington 98505

(206) 868-6324



LIBRARY

Special Fourth Class Book Rate