



The Evergreen State College



When YOU READ THIS CATALOG

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

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{Welcome TO EVERGREEN

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



Evergreen's distinctive system may seem strange if you are familiar with colleges and universities that are divided into departments, that offer structured courses of study and classes that explore discrete bodies of knowledge. But there are three things you should always keep in mind:

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

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

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

This catalog will help you understand more about Evergreen's approach to education, while providing details about specific programs offered during the 1998-99 academic year.

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

A handwritten signature in cursive script that reads "Jane L. Jervis". The signature is written in dark ink and is positioned above the printed name.

Jane L. Jervis, President

{ We

BELIEVE:

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

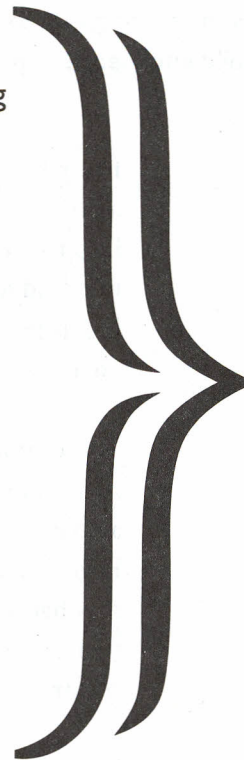
Collaborative or shared learning is better than learning in isolation and in competition with others.

Teaching across differences is critical to learning.

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

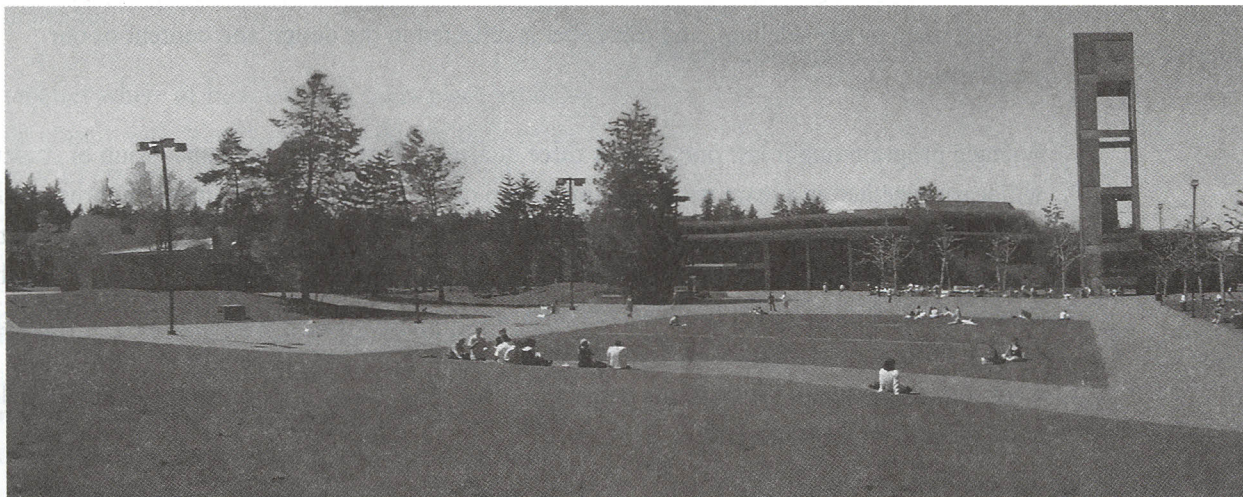
Active learning — applying what's learned to projects and activities — is better than passively receiving knowledge.

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



IF YOU ARE THINKING ABOUT ATTENDING EVERGREEN

and want to understand how these beliefs manifest themselves throughout campus, we suggest you read the essay on pages 4 and 5 then turn to pages 6 through 17 to see what students, faculty and staff have to say about the college.



{ Evergreen }

is about learning; it is about creating a community that works together to build knowledge, experience and insight.

Everything we do is designed to foster **COLLABORATIVE LEARNING** — among students, among faculty and between students and faculty. Our faculty is dedicated to teaching, to helping students learn to think critically, solve real-life problems and make the connections that lead to greater understanding. Evergreen students are expected to be active participants in this process, to help shape their own education and to contribute to the learning that goes on around them.

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

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

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

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

The faculty members often plan activities of all kinds — writing workshops, labs, lectures and field trips — depending on what they feel offer the best ways to learn. Most Evergreen programs, however, emphasize **SEMINARS**, small groups (typically 23-25 students and one faculty member) in which students learn to reflect on their learning, present their ideas and positions and consider the ideas and positions of classmates.

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

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

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

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

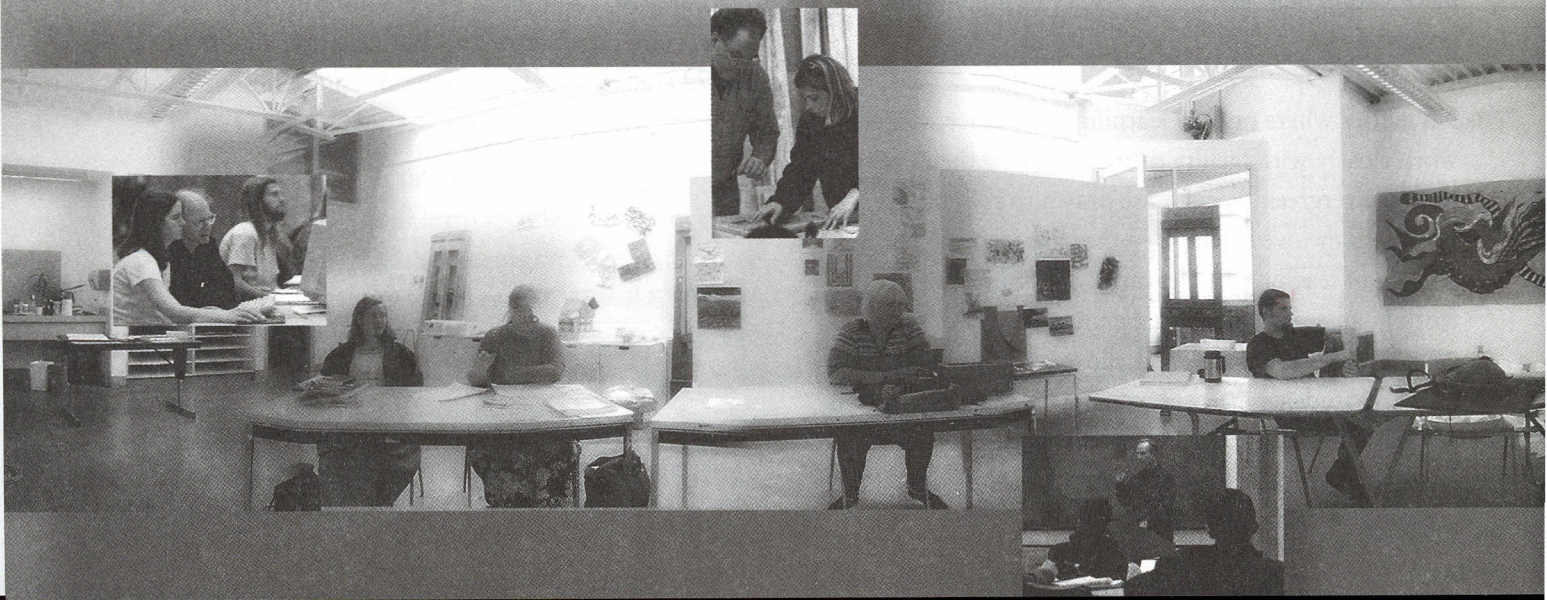
Faculty members teach students, learn with them, and evaluate their achievements, but they won't plan their entire education for them. Working with faculty advisors and the Academic Planning and Experiential Learning staff, Evergreen **STUDENTS DESIGN THEIR OWN ACADEMIC PATHWAYS**. Whether they are preparing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



“I’ve enjoyed every class and all of the teachers have been excellent. All of them pushed me to new levels, pushed me to do things that I would not have tried on my own but that I found out I was good at. The Evergreen framework allows faculty to do so much more — and that allows me to do more.”

LLYWELYN GRAEME, third-year student from Seattle, Washington interested in international management

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



“Evergreen allows, no, demands, an intellectual intimacy with my students. Being a good teacher here requires that attention be paid fully and honestly to what’s going on at every turn. I am a guide, a mentor, a raconteur, an interdisciplinary mystagogue but also a co-learner. I learn something from every student and my relationship with a student doesn’t end with the quarter.”

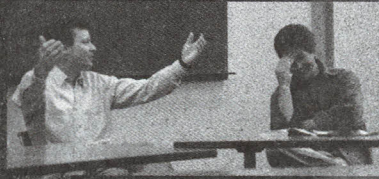


LLYN DE DANAAN,
Ph.D., faculty member

NAOMI ISHISAKA, fourth-year student from Seattle, Washington interested in cultural studies and journalism

“I’ve had some of the most inspirational faculty here. I’ve been impressed with their breadth of knowledge and expertise and the way they are willing to question institutions. It really makes students feel that they can challenge, question and critique not only the college but the institutions that surround them.”





SONNY KRISHNAMURTI, third-year transfer student from Georgia studying cultural anthropology and comparative religion

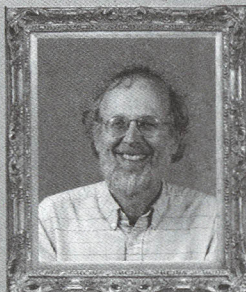
“I really appreciate that the college acknowledges that it has a long way to go with enhancing cultural diversity, but that it is working at it. A lot of work is being done by the faculty and by First Peoples organizations and student groups. The college provides a lot of opportunities to enhance and respect our diversity.”

Teaching across differences is critical to learning.



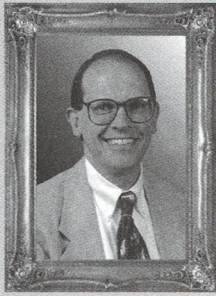
“Seminar is fabulous. All my life I’ve wanted to discuss things I wanted to understand better, things I wanted a different viewpoint on. I love people who are different from me. We don’t have conflict per se; it’s very respectful. At most places, having strong opinions isn’t welcome, but here it is.”

GALE CECIL, third-year transfer student from Olympia, Washington interested in folk art and photography



THAD CURTZ,
Ph.D., faculty member

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

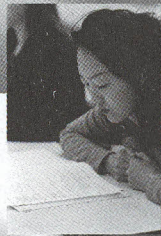
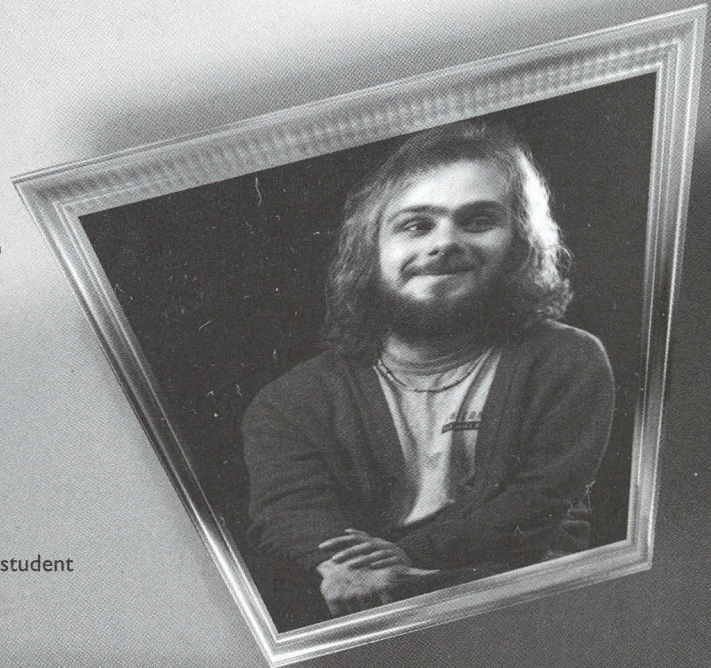


ARNALDO RODRIGUEZ,
dean of Enrollment Services

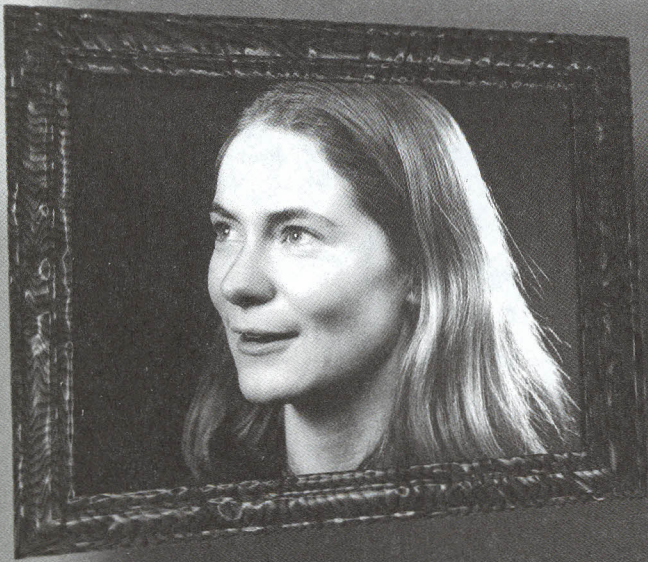
“Because faculty members work intensively with a small group of students, they are able to write in-depth performance evaluations about how well the student has achieved the goals and objectives of the program. This system encourages cooperation among students instead of competition — and students learn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

“To go into a seminar and get everybody’s input was amazing. Everybody read the same thing and came out with all these different ideas. I got so engaged with my classmates. The classmates I had last quarter I’m still in touch with and we are always doing things together. We had spent so many emotional moments together that it was difficult for us to separate.”

JOHN DUNDON, third-year transfer student
from New York interested in literature

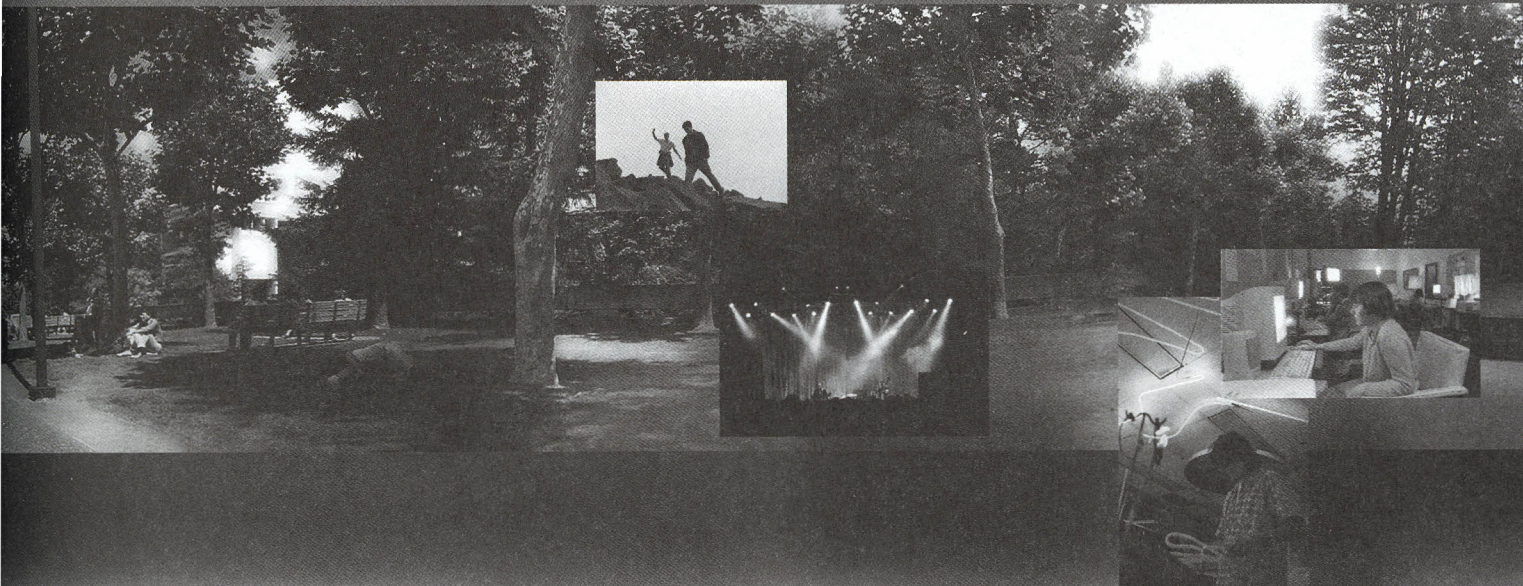


Collaborative or shared learning is better than learning in isolation and in competition with others.



“Real learning happens when you are responsible for evaluating yourself. In other schools, oftentimes the goal is to turn your learning into a product, such as a grade or a major, and you can begin competing with other students. Here, the goal is learning how to learn and discovering what your knowledge means to you and your community.”

JANELLE BARTOW, fourth-year student from Oregon interested in comparative religion and healing

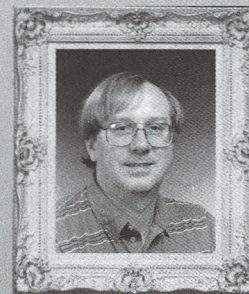




MEGHAN DORAN, second-year transfer student from Wenatchee, Washington interested in cultural anthropology and performance art

“I was going to another university and I was dissatisfied with how separate everything had to be. I could see how what we were reading in German literature connected with my psychology class. I wanted to share the connections I was making. I wanted a place where learning was more connected — because that’s the way life is.”

“Some of the most interesting scientific research is not bound to a discipline. It requires you to assemble an interdisciplinary, collaborative team. Dividing lines can obscure rather than enlighten. You can’t look at the human body at one level and understand it. You have to know how the molecules work, how the cells work, how the body works, how the mind works and how they all interact.”



JAMES NEITZEL,
Ph.D., faculty member



KATHY SHEFFIELD, fourth-year student from California interested in social theory and cultural studies

“I wanted to attend school where there was an integration of disciplines, where you didn’t study one subject as though it existed in and of itself. I didn’t want to take subjects that didn’t admit there were other influences. Evergreen lets you find places where you can make connections.”

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

TAMALITSA, second-year student from Shelton, Washington interested in teaching



“To be able to design my own program as a second-year student shocked me at first. I don’t think any other institution would have even heard of the Twana language, let alone allowed me to study it independently. With the individual work, I’ve really grown within myself and I’ve been able to share that directly with my community.”



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



VIRGINIA DARNEY,
Ph.D., faculty member and academic dean

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

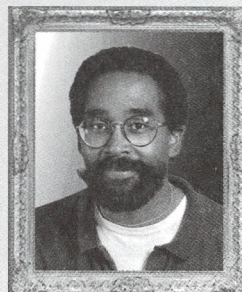
“Evergreen is not about trying to brainwash you. I was starving for this kind of learning and now I’m finding the relative meaning of educating myself. I am the one who has to accomplish this and no one else. Evergreen offers an excellent program, but you have to work with it to discover what you want to do.”



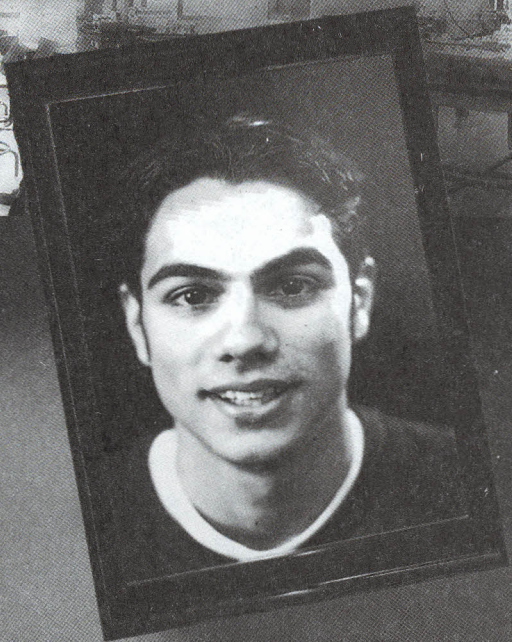
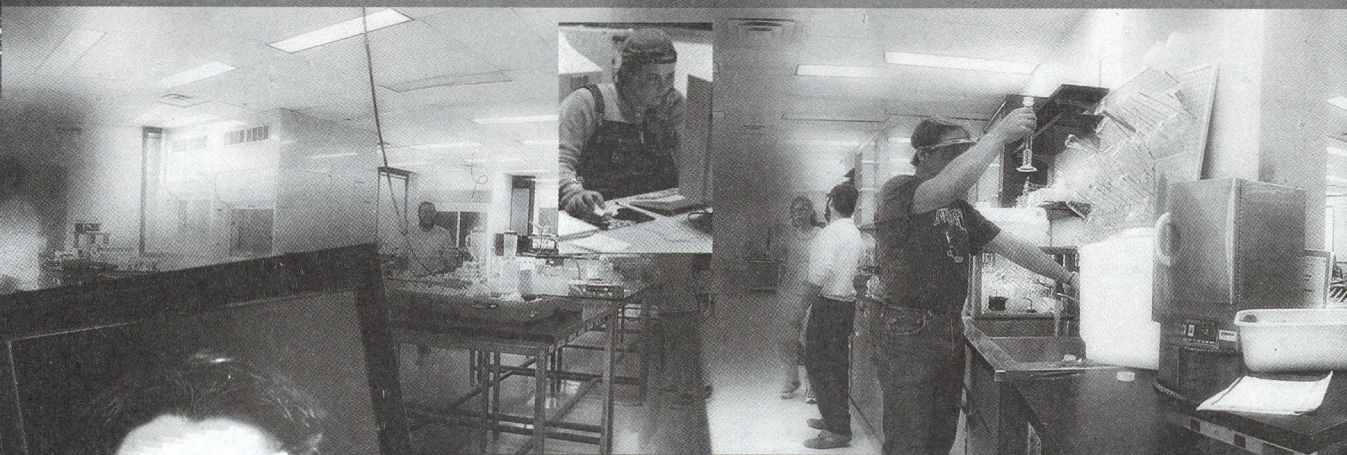
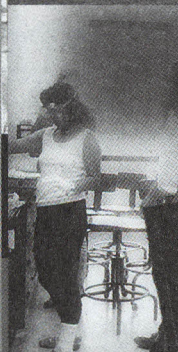
YOLANDA CRUZ, third-year transfer student from Mexico interested in writing and communications



"There is a dynamic between analyzing something and doing something. The perspective of the researcher and the thinker is important, but the perspective of the person who has experienced things is also important. The struggle here is to break down this barrier, to reach for fundamental ideas and concepts through thoughtful hands-on work. When it's done at its best, the two weave together seamlessly."



LEE LYTTLE,
faculty member and librarian

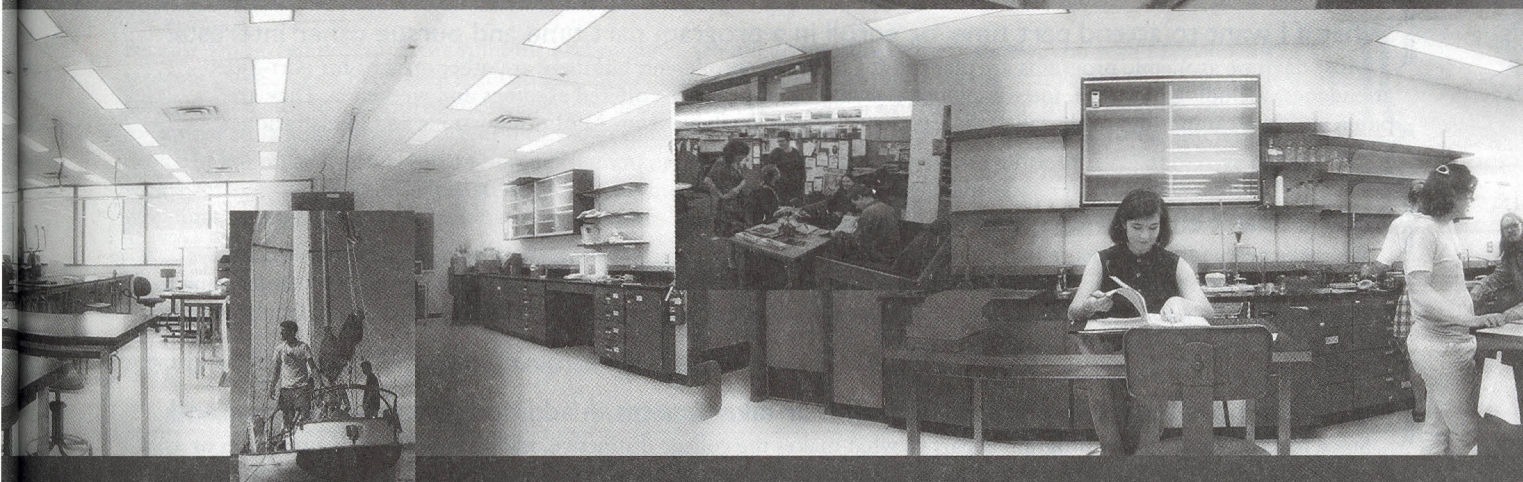


"An internship at a veterinary hospital allowed me to apply classroom knowledge in a real-world setting, to see how chemistry affects physiology which affects microbiology. As a student medical assistant at the health center, I'm working with people and being exposed to elements you don't learn in class."

VIVEK RAMAN, fourth-year student from Gig Harbor, Washington interested in medical sciences

“Evergreen has given me a chance to tailor my studies to my life’s work. Every quarter I’ve taken programs that have integrated my community volunteer work and my job. My studies have enhanced my work and helped me to view it in a bigger context. I’ve been able to reflect on what I’m doing, why I’m doing it and what kind of difference it makes.”

JILL ROSE, fourth-year student from Oregon interested in community studies and social work



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

Answers To Some Frequently Asked Questions

{ What degrees does Evergreen offer?

The Bachelor of Arts, Bachelor of Science, Master in Teaching, Master of Public Administration and Master of Environmental Studies degrees. The Bachelor of Arts is awarded in Liberal Arts rather than any specific discipline. Evergreen students don't major in a single subject area, but they can design academic pathways that allow them to concentrate on areas such as: biology, communications, computer science, energy systems, environmental studies, health and human services, humanities, language studies, management and business, marine studies, mathematics, Native American studies, performing arts, physical science, politics and economics, pre-law, pre-medicine and visual arts.

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

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

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

Advisors in the Academic Planning and Experiential Learning (APEL) office, the faculty members in your current program or faculty in other areas that interest you — all are excellent sources of information. Conversations with these individuals and careful reading of the Catalog can help you make curriculum decisions. The section entitled Matching Evergreen's Programs to Your Field of Interest, beginning on page 40, is a great place to start. The Academic Fair is another great source of information (see pages 35, 105).

{ Are all 1998-99 programs listed in this Catalog, or are others added later?

One of the greatest strengths of Evergreen's academic programs is that they are replanned each year — ensuring a fresh approach and up-to-date information on issues relevant to today's world. Most full-time programs listed in this Catalog were planned more than a year before the 1998-99 academic year. While every effort is made to present accurate information, it's inevitable that some programs and faculty will be revised, revamped, added or deleted. Information about changes is available at the APEL office.

{ What if I want to attend part time, or enroll in a program part time and pursue other interests?

Most daytime academic programs are planned for full-time enrollment, but there are other options for part-time attendance, including half-time, interdisciplinary, team-taught programs offered evenings and weekends. They are publicized in a campus quarterly called the *Evergreen Times*, available from APEL, Admissions and Registration and Records.

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

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

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

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

{ Where can I learn more about programs, contracts, internships and other opportunities?

Check with the APEL office in the Student Advising Center, first floor, Library Building. More detailed program descriptions, including weekly schedules, are available there, as well as information about program and faculty changes. APEL also offers workshops to help you plan your educational career at Evergreen.

Seeking Diversity, Sustaining Community

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

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

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

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

Graduates Making Important Contributions

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

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

A Week in the Life of an Evergreen Student

Because Evergreen programs are full time and centered around an interdisciplinary theme, you won't register for separate classes as an Evergreen student. But that doesn't mean you won't have a busy and varied schedule. Each week you will take part in an assortment of activities designed to build familiarity with each of the disciplines you will need to explore fully your program's central theme or question. In addition to lectures and seminars, you might have a choice of lab times if you are in a science program, or you might gather after class to work on a collaborative project with a small group of your fellow students. From time to time, your program might undertake special activities like a weeklong field trip. Unscheduled time is your time to study, play, socialize and work if you have a job.



A typical weekly schedule for a full-time program might look like this:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
9:30 a.m.-11 a.m. All-program lecture or film		9 a.m.-11 a.m. Seminar	9:30 a.m.-11 a.m. Workshop	9 a.m.-5 p.m. Individually scheduled lab times	Field Trip three times per quarter
1 p.m.-3 p.m. Small Group Work		1 p.m.-5 p.m.* College Governance times no classes scheduled	1 p.m.-5 p.m. Lab		
3 p.m.-5 p.m.* College Governance times no classes scheduled					

* Some students participate in college governance activities, which take place on Monday and Wednesday afternoons. If you are interested in becoming involved, contact the Office of the Vice President for Student Affairs, Library 3236, ext. 6296.

Student Support Services and Activities

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

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

Evergreen's commitment to you means more than just making all this available. It also means we're committed to helping you succeed and make the most of your academic career, your social development and your physical well-being. Sound advice, genuine support, good information and easily accessible resources for both work and play are invaluable tools for students entering and making their way through the Evergreen community of learners. We encourage you to take full advantage of these services. For further information, see Campus Services and Resources, beginning on page 111.



Academic Planning and Experiential Learning (APEL)

Kitty Parker, Director LIB 1401, ext. 6312

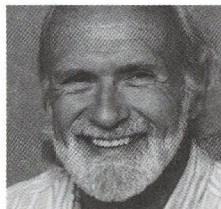
APEL provides academic advising and information. Check out our bulletin boards for schedules and new programs, our workshop schedule for help with internships, self-evaluations and study abroad. See a counselor on a drop-in basis or by appointment — whichever best suits your schedule. We have evening appointments for students who work days and Saturday workshops once each quarter. We can help you set up an internship or plan your academic pathway. Stop by and see us!



Access Services for Students with Disabilities

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

Access Services offers support services on an individual basis to students who self-identify as having a disability. Its mission is to ensure students with disabilities equal access to all Evergreen programs and activities. Staff will be happy to meet with you to answer any questions and discuss specific accommodation issues. Contact Access Services as soon as possible after you have been accepted to Evergreen. E-mail: pickeril@elwha.evergreen.edu.



Recreation, Wellness and Athletics

Pete Steilberg, Director CRC 210, ext. 6770

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



Career Development Center

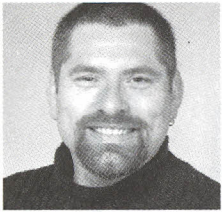
Wendy Freeman, Director LIB 1407, ext. 6193

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

Health and Counseling Center

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

The Health Center is here to meet the primary health needs of currently enrolled, full-time Evergreen students who have paid a mandatory fee of \$35 (subject to change). Students with health concerns will be evaluated and treated appropriately. If necessary, referrals will be made. Clinicians diagnose and treat common medical problems and manage stable chronic illness. The practitioners write prescriptions or dispense from the small, on-site pharmacy. The Counseling Center provides professional psychological counseling and peer counseling for mental health issues, as well as workshops and therapy groups. The college's alcohol and drug education program and support services for students in recovery are also located in the center. Referrals are made to community therapists and other offices when appropriate.

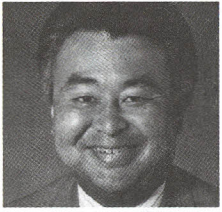


First Peoples' Advising Services

Ricardo Leyva-Puebla, Director

LIB 1415, ext. 6467

If you are a student of color, you bring important life experience to Evergreen's learning environment. You may also face new and unique challenges and opportunities. The staff of First Peoples' Advising Services (FPAS) hospitably welcomes you. Situated in the Student Advising Center, FPAS offers students of color comprehensive social, personal and academic advising, referrals and access to our facilities. We also encourage students interested in leadership development programs to stop by our office to inquire how they can participate.

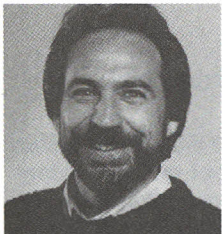


Campus Housing

Mike Segawa, Director

Building A, Room 301, ext. 6132

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

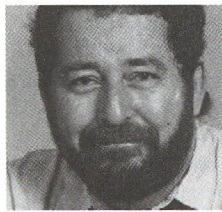


KEY Student Services

Bob Cillo, Director

LIB 1407, ext. 6464

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

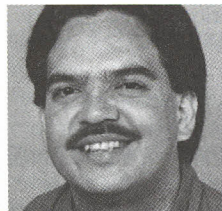


Learning Resource Center, Writing Center

Tom Maddox, Director

LIB 3407, ext. 6625

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



Student Activities

Tom Mercado, Director

CAB 320, ext. 6220

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



Student and Academic Support Services (SASS)

Shannon Ellis, Dean

LIB 1414, ext. 6034

Advice on Evergreen policies and procedures is available in this office. This office also offers mediation services, coordinates new student programs and provides referrals to campus and community resources.



Student Affairs

Art Costantino, Vice President

LIB 3236, ext. 6296

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

Evergreen's Social Contract

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

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

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



The Social Contract — A Guide for Civility and Individual Freedom

THE SOCIAL CONTRACT

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

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

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

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

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

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

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

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

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

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

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

Student Conduct Code/Grievance and Appeals

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

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

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

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

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

Evergreen does not stand in loco parentis for its members.

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

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

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

OPEN FORUM AND ACCESS TO INFORMATION: All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities.

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

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

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

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

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

Admission

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

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

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



Application Deadlines

FALL 1998:

Applications will be accepted from September 2, 1997 through March 2, 1998. All application materials must be received in the Admissions Office by 5 p.m. on March 2, 1998. The target date for notification of admission is April 1, 1998.

WINTER 1999:

Applications will be accepted from April 1, 1998 through October 1, 1998. All application materials must be received in the Admissions Office by 5 p.m. on October 1, 1998. The target date for notification of admission is November 2, 1998.

SPRING 1999:

Applications will be accepted from June 1, 1998 through December 1, 1998. All application materials must be received in the Admissions Office by 5 p.m. on December 1, 1998. The target date for notification of admission is January 4, 1999.

Criteria for First-Year Students

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

Grade-point average (GPA) from high school (minimum 2.0 cumulative);

Test scores in the Scholastic Aptitude Test (SAT) or American College Testing (ACT);

Good standing of college work completed after high school graduation.

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

Washington residents may be given admissions priority.

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

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

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

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

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

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

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

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

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

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

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

HOME-SCHOOLED APPLICANTS:

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

HIGH SCHOOL STUDENTS WHO HAVE EARNED COLLEGE CREDIT OR WHO ARE CURRENTLY PARTICIPATING IN WASHINGTON'S RUNNING START PROGRAM:

These students are considered under the first-year criteria for admission purposes, regardless of the number of credits earned. However, Running Start participants who have earned an Associate of Arts degree prior to the application deadline, as reflected on their official transcripts, will be considered for admission under the transfer students' criteria.

Criteria for Transfer Students

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

GPA (minimum 2.0 cumulative);

Good standing at the last institution attended; and

Satisfactory completion of a variety of courses in the liberal arts and the sciences.

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

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

Washington residents may be given admissions priority.

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

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

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

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

Other Criteria

General Education Development Tests

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

Returning Students

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

First-Year Students 25 or Older

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

International Students

The college will consider applications from international students who have met the minimum entrance requirements for universities in their native country and who can provide evidence of proficiency in English. International students transferring from a college or university must show satisfactory completion of courses at a minimum achievement level of C+ or 75 percent or equivalent. Applicants must score at least 525 on the Test of English as a Foreign Language. Applicants must also show evidence of having at least \$17,350 (U.S.) to pay normal expenses for one year's enrollment at Evergreen. Interested international students should request, in writing, specific information about the application processes from the Admissions Office by February 1. All application materials for international students must be received in the Admissions Office by April 15.

To Apply for Admission

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

All applicants must submit:

The Washington Uniform Undergraduate Application;

\$35 nonrefundable application fee (check or money order only).

First-year students entering directly from high school must also supply an official high school transcript and official precollege test scores from the SAT or ACT. To meet our fall quarter deadline, you must take the SAT on or before the January 24, 1998 testing session or the ACT on or before the February 7, 1998 testing session.

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

Students not coming directly from high school who have accumulated fewer than 40 transferable quarter credits (see Transfer of Credit, page 27) must also submit an official high school transcript showing date of graduation, official test scores from the SAT or ACT and official transcripts from each college or vocational institute attended prior to high school graduation and after high school, regardless of credit earned or nature of the program.

Transcripts must reflect **all** course work completed prior to the application deadline. If transcripts are not available, verification must be sent directly from the institution, or the overseeing state agency if the institution no longer exists.

Note: If you are not sure whether the credits you have earned will be accepted as transfer credits, we encourage you to submit **all** the materials required for both first-year and transfer applicants.

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

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

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

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

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

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

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

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

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

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

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

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

Late Applications

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



CHRISTINE LICHT
Senior Admissions Officer



ILEANA DORN
Admissions Counselor, Coordinator
of High School Relations



RACHELLE SHARPE
Admissions Counselor

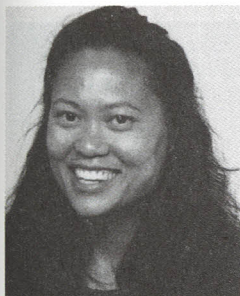
Notification and Deposit

Once the college notifies you of your eligibility, you will be asked to send a nonrefundable tuition deposit of \$50 by a stated deadline to assure your place at the college for the quarter of admission. However, admission and deposit do not guarantee your enrollment in a particular program, contract or course. Offers of admission cannot be deferred or transferred from one quarter to another. Applicants should contact the Admissions Office for more information.

Eligibility for Admission

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

The most important factor in the admissions process is academic achievement, demonstrated by the nature and distribution of academic course work, grade point average or narrative evaluation of progress and scores from ACT or SAT (when required). Applicants who believe their academic records do not reflect their potential for academic achievement may submit additional materials they believe will strengthen their applications. Such materials could include personal statements, letters of recommendation and essays. Submissions should be limited to one page and should clearly address the applicant's academic history and educational goals. Artwork, videos and audio recordings will not be considered.



DIANE KAHAUMIA
Coordinator
First Peoples' Recruitment

Transfer of Credit

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

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

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

Other Sources of Transfer Credit

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



CLARISSA LEONG
Admissions Counselor
First Peoples' Recruitment

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

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

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

Applicants should contact the Admissions Office for more information.

Community College Transfer

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

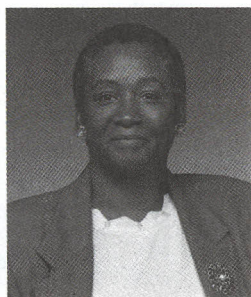
Upside Down Program

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

Working with a faculty committee, you earn 90 credits at Evergreen in interdisciplinary study designed to assure a level of general education comparable to other bachelor's degree recipients. Upon successful completion of 90 Evergreen credits, 90 transfer credits will be posted and you will be recommended for a bachelor's degree. Noncompletion of the recommended 90 Evergreen credits results in a course-by-course evaluation of your course work, which usually produces fewer than 90 transfer credits.

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

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



WANDA CURTIS

Educational Outreach Coordinator
for Part-Time Studies

Attention Housing and Scholarship Applicants

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

Scholarship information is available from the dean of Enrollment Services after November 4, 1997. Application deadline for these scholarships is February 2, 1998.

You are encouraged to prepare scholarship applications concurrently with your application for admission.

Retention of Records

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

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

Special Students and Auditors

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

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

Summer Quarter

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

Full-time students who wish to continue their studies into fall quarter can do so only if they have been admitted to the college through the application process described in the To Apply for Admission section on page 26. However, if you are interested in Part-Time Studies, please review the preceding section titled Special Students and Auditors.

For more information about admission, call (360) 866-6000, ext. 6170 or send E-mail to admissions@elwha.evergreen.edu.

Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial aid application packets are generally available by mid-December. Because funds are limited, it is recommended you submit your 1998-99 Federal Application for Federal Student Aid (FAFSA) to the processor by February 15, 1998 to receive full consideration for all available campus-based financial aid. Evergreen also requires that you read and complete additional paperwork by March 15, 1998. For more information, please contact the Office of Financial Aid.

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

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

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

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

Emergency Loan Program

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

Scholarships

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

Scholarship information is available from the dean of Enrollment Services after November 4, 1997. Application deadline for these scholarships is February 2, 1998. Scholarship information will also be available on Evergreen's Web site at <http://www.evergreen.edu>.

You are encouraged to prepare your scholarship application(s) concurrently with your application for admission. Be sure to specifically request scholarship information, as it will not be sent to you automatically with information about financial aid.

For more information about financial aid, call (360) 866-6000, ext. 6205 or send E-mail to admissions@elwha.evergreen.edu.



MARLA SKELLEY
Director of Financial Aid



LAURA GRABHORN
Financial Aid Counselor

Tuition and Fees

Residency Status for Tuition and Fees

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

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

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

Billing and Payment Procedures

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

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

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

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

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

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

Estimated Expenses

These estimates are for a single undergraduate student who lives on or off campus and attends full time during the 1998-99 nine-month academic year.

	Resident	Non-resident
Tuition and Fees	\$2,637	\$9,330
Books and supplies	762	762
Housing and meals	4,806	4,806
Personal needs	1,839	1,839
In-state travel	1,026	1,026
Total	\$11,070	\$17,763

Note: Full-time undergraduate tuition figures do not include the quarterly health fee, which is mandatory for students attending the Olympia campus.

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 Friday of the first week 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 of Housing charges must be made to the Housing Office.

For those students whose tuition is paid by financial aid, any refund will be made to the financial aid program, not to the student. Appeals of tuition and fee charges must be made to the Office of Registration and Records. Appeals of any financial policy or other charges must be made to the Controller's Office.

1998-99 Estimated Tuition and Fees

Rates are set by the Washington State Legislature and are subject to change without notice.

Enrollment status	Quarter credit hours	Washington resident tuition*	Nonresident tuition*
Full-time undergraduate	10-16	\$879 per quarter	\$3,110 per quarter
Part-time undergraduate	9 or fewer	\$87.90 per credit; 2 credits minimum	\$311 per credit; 2 credits minimum
Full-time graduate	16 MIT; 10 MPA, MES †	\$1,405 per quarter	\$4,265 per quarter
Part-time graduate	9 or fewer	\$140.50 per credit; 2 credits minimum	\$426.50 per credit; 2 credits minimum

For other fees, see the Miscellaneous Fees chart below.

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

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

Miscellaneous Fees

Mandatory health fee (quarterly)§	\$ 35
WashPIRG (quarterly, waivable)†	\$4
Housing/administrative fee	
<i>Rental contract</i>	\$45
<i>Unit lease</i>	\$75
Transcript	\$10
<i>Extra copies ordered at same time</i>	\$5
ID card replacement	\$5
Returned check	\$15
Application fee (nonrefundable)	\$35
Admission deposit (nonrefundable)	\$50
Late-registration fee	\$15
Reinstatement/late-registration fee	\$50
Graduation fee	\$25
Specialized facility use fee (varies)*	\$5-\$150
Leisure Education (varies)	\$5-\$100

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

§ Students may also purchase health insurance for themselves and dependents. Information about the plans is available from Student Accounts. All payments and questions regarding specifics of the plans may be directed to the insurance agent at (800) 767-0700.

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

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

Registration and Academic Regulations

Registration

New and Continuing Student Enrollment Process

If you are a new or continuing student, registration information will be mailed to you each quarter. If you are registering for fall quarter of next year, you should select your academic program(s) in mid-May.

If you are a new student, you will be asked to participate in an academic advising session. The college will inform you about these activities in your registration packet.

Entrance into a program is based on your registration priority. Registration appointments are determined by class standing and included in your registration packet.

Some programs require a faculty interview or audition for entry. You will need a six-digit signature code to register by phone over EARS, Evergreen's Automatic Registration System. Instructions are included in your registration packet. Early registration will increase your chances of getting into the program of your choice.

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

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

Address Changes

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

To Drop or Change a Program

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

Withdrawal

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

Leave of Absence

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

Veteran Students

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

Enrollment Status

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

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

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

Academic Credit

General Policies

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

Partial Credit Options

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

Credit Limit

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

Evaluation

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

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, two evaluations are written about your academic accomplishments, one by your faculty member and one by you. For more about this unique way of grading, see page 5.

Amending Faculty Evaluations of Students

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

Academic Honesty

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

Record Keeping

Transcript and Portfolio

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

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

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

The entire body of information is mailed when a transcript is requested, although graduate students who also attended Evergreen as undergraduates may request transcripts of only their graduate work. Please allow two weeks for processing between your request (and payment of the \$10 fee) and mailing of the transcript. Evergreen reserves the right to withhold transcripts from students who are in debt to the institution. If you need more information on this issue, contact the Office of Registration and Records.

You maintain your own portfolio, which should include official descriptions of all your programs and contracts, copies of faculty evaluations and your own self-evaluations, particularly those not in the transcript. You should also include examples of your best work and any other pertinent information.

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

Confidentiality of Records

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

Academic Standing Policy

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

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

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

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

Graduation Requirements

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

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

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

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

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

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

Selecting Your Program of Study

At Evergreen, you will have the privilege of planning a personalized education. You will be able to shape your learning to your interests, your passions and your career goals. Making the most out of this tremendous opportunity can be challenging, but fortunately, there are many services available to help you — whether you are creating a four-year academic plan or selecting a program for a single quarter. Here are some tips for making sound educational choices:

Develop an academic plan

Every student is encouraged to develop an individualized academic plan — a personal declaration of educational goals, intentions and achievements. It is not a form you must fill out or a list of requirements you must have approved by some authority. It originates from and serves you.

If you have specific ideas about your educational path, you may impose some requirements on yourself or you may determine that you must complete specific prerequisites to prepare for more advanced work. Your plan may be specific in some areas and very general in others. It is also likely to change over time.

To create your plan, you will need to think about your previous experience, your strengths and weaknesses, your interests and your goals. You may also have to do some research, like studying the academic pathways recommended for students interested in specific areas of study or investigating specific career options. It may be useful to think about and plan your educational journey as a sequence of steps:

EXPLORATION — Discovery for the sake of academic curiosity.

LEARNING GOALS — Understanding your academic purpose and intentions.

BREADTH — Exploring different subject areas, methods of learning and ways of knowing.

DEPTH — Focusing on a line of inquiry to develop a deeper level of knowledge and insight.

INTEGRATION — Making sense of your studies as a package.

TRANSLATION — Describing the sum of your education to others.

TRANSITION — Applying your learning to your life and career.

Discuss your choices and goals

Don't be afraid to ask for help. Evergreen's extensive, flexible and visible network of advising resources is designed to help students make informed decisions. You will not be assigned an advisor, and advising is not mandatory, but advisors can help provide perspective and tools to aid you in your planning. You can:

TALK TO FACULTY: Faculty are an integral part of the advising system. They typically work closely with students in their programs or doing individual study. Many continue as advisors after the program or contract ends. Advising is a regular component of the quarterly evaluation conferences between faculty and students, and faculty members also serve as advisors through the Office of Academic Planning and Experiential Learning (APEL).

CONTACT APEL: APEL provides a wide range of advising services. Five full-time advisors and a coordinator of international programs and services are available to meet by appointment or on a drop-in basis. They also lead workshops and visit programs to provide advice. APEL publishes the Catalog update and posts information about curriculum changes and program schedules.

VISIT OTHER OFFICES: Several college offices may be able to provide you with information and advice that are critical to the success of your planning efforts. See the Student and Academic Support Services section on page 20 for more information.

DO IT YOURSELF: There's nothing wrong with self-advising. Self-directed students may happily devise their own plans. For these students, updated curriculum information is readily available from APEL in several formats. APEL also offers worksheets for students interested in developing an academic plan on their own.

Study this Catalog

First-year students should carefully consider the Core and all-level programs described on pages 44-54. Other programs are listed by Planning Groups. InterArea programs co-taught by faculty from different Planning Groups will be crosslisted. Please review the How to Read a Program Listing section on page 43. If a specific subject interests you, look it up in the Matching Evergreen's Programs to Your Field of Interest section, which begins on page 40.

Attend the quarterly Academic Fair

The faculty will be assembled all in one place so you can talk to them directly about program content, style and requirements. Ask them anything. If one program's not right for you, they might suggest an alternative. Academic Fairs are held quarterly; see the Academic Calendar on page 120 for dates.

Select a program

If you have created a clear academic plan, consulted advisors, read this catalog closely and attended the Academic Fair, you should have no difficulty choosing a program that's right for you. Once you have selected a program (and a couple of alternates just in case), all you have to do is register, pay your tuition on time and get ready for class!

Special Features of the Curriculum

Individual Study/Internships

As students progress in their education, some may decide to take advantage of Evergreen's individual study options — Individual Learning Contracts and Internships. Most students who pursue these options do so during their last two years of undergraduate study.

Individual Learning Contracts are student-generated projects in which the student works with a faculty sponsor to complete advanced academic work. The faculty provides guidance and feedback, but the idea for the project, the design and structure of the course of study and the student's goals all originate from the student. Successful execution requires motivation, imagination and initiative.

Examples of recent Individual Learning Contract work include producing a CD of original music, researching and recreating 17th century costumes and writing a senior thesis on welfare policies. Assistance with Individual Learning Contracts is available from faculty and the Office of Academic Planning and Experiential Learning.

Internships provide students with opportunities to apply classroom-based knowledge in a hands-on learning environment while also serving the community. Students may conduct Internships as part of an academic program that incorporates Internships as one mode of study or they may plan an internship individually with support from a faculty sponsor.

Internships for academic credit require a three-way partnership among the student, the faculty sponsor and the field supervisor. An Internship Learning Contract documents the role of each member of the partnership. Evergreen students have conducted internships in every conceivable setting: city, state, county and federal government, art studios, research labs, museums, farms, TV stations, service agencies, hospitals and schools.

Academic Planning and Experiential Learning (APEL) is the central source of current information about internships. APEL provides listings and referrals for internship opportunities locally, nationally and internationally. APEL staff members assist students, sponsors and internship host supervisors in planning, arranging and conducting internships.

More information about these two study options is contained in the Student Advising Handbook available from APEL or by attending APEL workshops.

Part-Time Studies

Team-teaching, interdisciplinary work, seminars, narrative evaluations and other hallmarks of an Evergreen education are also available to working adults through the college's half-time programs. Students in these programs earn eight credits per quarter toward a bachelor's degree while attending class on the evenings and weekends — even if they have not been formally admitted to Evergreen.

Offered by Part-Time Studies, these interdisciplinary programs ask students to examine a central theme, problem or question from several perspectives. Most programs run for three quarters, exploring the central theme from different angles throughout the academic year. But the faculty design each quarter so it can stand alone — allowing students to enter winter and spring quarters if space is available.

Along with its half-time, eight-credit programs, Part-Time Studies offers a variety of courses — two- to six-credit classes with a single disciplinary focus. Many of these courses, like the half-time programs, begin at 6 p.m. or later and there are several offerings on Saturdays. Courses offered at other times are typically introductory courses designed to supplement the curriculum for full-time students. Full-time students are generally discouraged from substituting several courses for a full-time group contract.

Working adults can expect to find both intermediate and advanced programs and courses in five curricular pathways — Business and Management; Environmental Studies; Human Services and Psychology; Labor, Government and Politics; and Literature and History. Programs in each area give students experience in communicating, collaborating, understanding a diversity of viewpoints, and applying theory to practice.

Students who are new to college study, or are returning after a number of years away, should consider taking the Cornerstone Seminar. This course, offered each quarter, gives students a foundation in human development theory and a way to plan their academic career to meet their goals. Part-Time Studies also offers writing courses and at least one interdisciplinary eight-credit program designed for returning students.

Students who wish to enroll on a part-time basis before being admitted to the college may register as *special students* for a maximum of eight credits per quarter. Special students receive credit by going through the regular evaluation process, and once they have been admitted, the credits they have accumulated will apply toward their bachelor's degree. A student must be admitted to the college to be awarded a degree.

It is important that special students realize that they will not be able to register at the same time as students who have completed the admissions process, and that enrollment is on a first-come, first-served, space-available basis. Special students may register for half-time interdisciplinary programs at an Academic Fair (see page 120 for dates) and for two-, four- and six-credit courses only on the first day of class. Students who are interested in pursuing a degree and want to increase their chances of getting into specific programs and courses should apply for admission consideration at the earliest possible date (see page 24 for admission information).

Descriptions of Part-Time Studies offerings are contained in the *Evergreen Times*, a quarterly publication mailed to residents in a five-county area. The *Summer Times* also contains courses available to working adults during summer session. Both are published on the Evergreen Web site at <http://www-evergreen.edu>.

For more information about Part-Time Studies, contact Wanda Curtis, educational outreach coordinator for Part-Time Studies, by calling (360) 866-6000, ext. 6164. She can supply copies of the *Evergreen Times* and help special students with academic advising and registration information. She also works with special students to help them gain admission to the college.

Prior Learning From Experience (PLE)

Evergreen recognizes that adult students returning to college have acquired knowledge from their life and work experiences. If students want to document this knowledge and receive academic credit, PLE provides one appropriate pathway.

Documenting your knowledge means describing what you have learned within a theoretical framework, not simply detailing a job description.

Because a substantial written document is required, you should first enroll in courses and programs to improve your research and writing skills. Next, you should enroll in Writing from Life, taught by PLE Coordinator Kate Crowe, to prepare you for writing your document. Preparation of the document generally takes students up to one academic year. Once submitted, your document will be evaluated by a faculty team and credit equivalencies will be noted. You must pay for this credit just as if you had enrolled in a course.

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

For more information, call PLE coordinator Kate Crowe at ext. 6415 or see the Evergreen web site at <http://www.evergreen.edu>.

Longhouse Education and Cultural Center

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

The Evans Chair

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

International Studies and Opportunities to Study Abroad

At Evergreen, we envision international studies as involving interdisciplinary academic work on a theme, question or problem. This work may include study abroad in a full-time academic program, consortium program, individual contract study or internship.

Programs with a study abroad component are often found in the Culture, Text and Language Planning Group and usually offer one or more options each year in which students and faculty travel abroad spring or summer quarter. Programs that include language study typically travel to Spain, Latin America, France or Russia. Field School to Chile is a regular offering in which students conduct political and culture research.

Every other year, the Environmental Studies Planning Group offers the Tropical Rainforests program with field work in Costa Rica (the next is planned for 1999-2000). Other programs with an emphasis on sustainability, community development, agriculture, natural history and conservation provide opportunities for projects and internships in the Third World.

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

Evergreen participates in the following consortium programs for international study:

- Augsburg College, The Center for Global Education; interdisciplinary programs in Mexico, Central America and Southern Africa.

- Butler University, The Institute for Study Abroad; university programs in English speaking countries and in Costa Rica.

- Interweave; Russian culture and environmental science programs.

- The School for International Training; over 50 worldwide programs with a focus on cultural diversity and experience-based learning.

- The State of Washington Cooperative Development Studies Program in Ecuador.

- The University of Washington Jackson School of International Studies, Seattle, Wash.

Advanced-level students may also choose to study abroad through individual or internship contracts. Such work requires previous experience in both the method of study and the subject matter to be studied, and students must negotiate an agreement with an appropriate faculty or staff sponsor.

For more information, contact Chris Ciancetta, International Programs and Services coordinator, in the APEL Office, located in Library 1401.

Programs in the 1998-99 curriculum with a strong international focus include:

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Advanced Ecology and Conservation Biology	69
Imagining Movement: Art in a Social Context	79



Condensed Curriculum 1998-99

These two pages feature the titles of programs planned during the spring of 1997 for the 1998-99 academic year. This listing allows you to scan all of the college's academic offerings while determining your pathway through the curriculum. All of Evergreen's programs are organized within Planning Groups, which are topical groupings of academic offerings planned by a group of faculty with similar interests. Within each Planning Group, you will find all-level programs, intermediate programs with a prerequisite of one year of college and no other specific requirements, and advanced programs geared toward junior- and senior-level students and offering upper-division credits. As you plan your educational pathway, you may decide to work for a number of quarters within one Planning Group, or you may move from area to area to broaden your education. Either pattern is appropriate, depending on your academic goals.

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

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Ordinary People, Extraordinary Lives:				
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Images in Context	49	F	W	S
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Matching Evergreen's Programs to Your Field of Interest

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

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How to Read a Program Description

Because Evergreen's curriculum is so distinct, the college describes its academic offerings in unusual detail. Until you are familiar with them, the complex descriptions in this Catalog can be intimidating, but Evergreen believes this is the best way to make sure students understand their options. Below is a sample of a typical program description. The annotations will help you interpret all the information packed into each of the listings that follow.

Quarter(s) } Lists the quarters during which program will run.

Faculty } Lists members of the faculty team scheduled to teach the coordinated study program or the faculty member scheduled to lead the group contract.

Enrollment } Describes the number of students who may enroll. Core programs typically allow 23 student per faculty; all level programs typically allow 24; intermediate and advanced programs and group contracts typically allow 25.

Prerequisite } Lists conditions you must meet to be eligible to take this program. These might include studies you should already have completed, the academic standing expected of you or both. This portion might state other entry requirements, such as faculty review of student portfolio.

Program Description } This condensed description explains the theme or question at the heart of the program and how participants will approach it. The content of each description varies, but you will usually find examples of books to be read, activities planned and the disciplines and modes of study that participants will use. For more information, make an appointment with a faculty member, ask for a copy of the syllabus, stop by the program's table at the Academic Fair or talk to an adviser at Academic Planning and Experiential Learning.

Program is preparatory . . . } Indicates how this program might be particularly useful in preparing for future studies or careers.

Horizon:
Where Land Meets Sky
Winter, Spring/Coordinated Study
Faculty: Llyn De Danaan, Marilyn Frasca
Enrollment: 50
Prerequisites: Junior and senior standing and at least one quarter at Evergreen.
Faculty Signature: No
Special Expenses: \$150 for art supplies; \$500 for field trip expenses.
Internship Possibilities: No
Travel Component: One overnight field trip plus possible two- to three-week field trip during spring quarter.

This is a two-quarter study of sky, land and the place where the two meet. The study is anthropological, historical and artistic. Together we will read texts that describe the way in which people of many cultures have used the horizon line to create place, time, season and a romance between the celestial and the terrestrial in art, poetry and the imagination. We will understand how the horizon line creates points along which constellations, planets, the sun and the moon appear to rise and set and how buildings and stones have marked these points and now image-makers have celebrated them.

During spring quarter we hope to study on site in Northern New Mexico where we will give attention to Anasazi cultures as a part of our group research. Faculty will provide workshops in cultural anthropology, research methodology, drawing and journal writing.

Credit awarded in cultural anthropology, anthropology of pre-historic Southwest United States, drawing, art history and research methods.

Total: 12 or 16 credits winter quarter and 16 credits spring quarter. Students may enroll in a four-credit course winter quarter.

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

Program Type
Describes the type of program:
• **Coordinated Study** — Working with a faculty team, students use multiple disciplines to explore a central question or theme.
• **Group Contract** — One or two faculty members work with a group of students, typically advanced-level students, to examine a specific topic.

Faculty Signature
Indicates whether you must obtain a signature code from a faculty member before registering. May also specify how and when to obtain a signature code.

Special Expenses
Indicates expenses you should anticipate beyond books and normal supplies.

Internship allowed
States whether an internship possibility is an optional or required component of the program.

Travel Component
Indicates whether program participants will take field trips or study abroad.

Credit awarded in . . .
At the end of each program, faculty will register the credits you earn as "credit equivalencies" that correspond to traditional disciplines and subjects. This tells potential employers and graduate schools reviewing your transcript what subject areas you have studied. This section explains the kind of credit equivalencies you can expect if you successfully complete the program.

Total Credits
Number of quarter hours that will be credited at the end of each quarter if you successfully complete this program. This part also states whether you may take part of the program and under what circumstances. You may, for example, be allowed to take a program for 12 credits while you are also enrolled in a related four-credit module. Part-time options may require permission of faculty.

Programs for First-Year Students



First-year students have several options: Core programs, all-level programs and some intermediate programs.

Core programs are designed to give first- or second-year college students a solid foundation of knowledge and skills in preparation for advanced studies. Core programs will introduce you to the central mode of study at Evergreen — coordinated studies — in which faculty members from different academic disciplines use their knowledge to help you explore a central theme or problem. This interdisciplinary approach means you will study an issue or a topic as a whole, rather than as a collection of unrelated fragments. Core programs reveal the full breadth of the issues that will concern you — the connection of artistic expression to social condition, for example, or the relationship of biological facts to individual psychology.

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

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

All-level programs will enroll up to 25 percent first-year students. Like Core programs, they are broadly interdisciplinary coordinated studies. They combine seminars, individual conferences with faculty members, lectures, field trips, laboratories — depending on the content and goals of the program. As their name suggests, all-level programs will also enroll sophomores, juniors and seniors.

There are several things you should consider if an all-level program appeals to you. The strength of your academic work in high school is one indication of readiness for an all-level program. Already having a good background in one of the main areas of inquiry is another. You should have strong writing skills, and a strong, sustained interest in the topic is crucial. You should weight the advantages of in-depth study of an all-level theme that interests you against the advantages of a Core program's emphasis on foundations for college work. In an all-level program you should anticipate that faculty will provide less guidance about basic skills and that their expectations about what you already know how to do and what you can learn on your own will be higher. If you are interested in working with a wide mix of students (age, experience, stages in learning), this would be a good option for you.

Some programs designed for sophomore-level students will admit a particularly well-qualified first-year student. Consult the faculty if you are interested in an intermediate program.

Aesthetics: Music as Discourse

Spring/Group Contract
Faculty: Charles Pailthorp
Enrollment: 24

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No
Special Expenses: No
Internship Possibilities: No
Travel Component: None

This group contract will combine listening to music of a particular time and place with study of concurrent developments in the aesthetics of music, both theory and practice. Together the group will investigate music that developed during three periods of rapid and profound change in Western sensibilities — perhaps *Ars Nova* during the emergence of relatively widespread literacy in the 13th and 14th centuries, then Romanticism in music during the political and economic upheavals of the late 18th and early 19th centuries, concluding with the attack on tonality in the unsettling first decades of the 20th century.

In addition, each student will carry out her or his own study of how musical activity was transformed during a period of broader change, defending a point of view on how music both responded to and contributed to larger cultural developments. Results of these projects will be presented to the group.

Credit awarded in music aesthetics, music history and cultural studies.

Total: 16 credits. Student may enroll in a four-credit course with faculty signature.

Program is preparatory for further studies in the humanities, cultural studies and music.

This program is also listed under Culture, Text and Language.

Astronomy and Cosmologies

Spring/Coordinated Study
Faculty: E. J. Zita, TBA
Enrollment: 50

Prerequisites: Facility with algebra and trigonometry. This all-level program will accept up to 25 percent first-year students.
Faculty Signature: No
Special Expenses: \$350 for field trip to New Mexico.

Internship Possibilities: No
Travel Component: Extended spring field trip to New Mexico.

Learn beginning-to-intermediate astronomy through lectures, interactive workshops and observation. Use naked eyes, binoculars and large and small scopes. Observing opportunities are available on large telescopes on campus and via the Internet at professional sites. Credit is available for student research projects.

In Cosmologies we will study how people across cultures and throughout history have understood, modeled and ordered their universe. We will study creation stories and world views, especially of ancient peoples on this continent.

Archeoastronomy investigations may include an extended field trip to New Mexico to study astronomical sites, structures and meanings. Collaboration with Llyn DeDanaan and Marilyn Frasca's Horizons program may be possible.

Credit awarded in astronomy, physical science and/or philosophy of science.

Total: 8 or 12 credits. Advanced students are strongly encouraged to take astrophysics concurrently in Physical Systems. Beginning students are strongly encouraged to take Science Stories in fall and winter.

Program is preparatory for careers and future studies in astronomy, physical sciences or history/philosophy of science.

This program is also listed under Scientific Inquiry.

Biology in the 21st Century

Fall, Winter/Coordinated Study
Faculty: Linda Kahan, David Milne, TBA
Enrollment: 69

Prerequisites: None
Faculty Signature: No
Special Expenses: \$20 for lab equipment.
Internship Possibilities: No
Travel Component: None

Six billion people on the planet now, 50 billion projected by the end of the 21st century — what will be the results of this population explosion? What are the consequences of lifespan extension? Of so many more elderly people? How hard will it be to secure clean water and safe food? How many animal and plant species now living will go extinct by 2100?

What are the prospects for a continuing and expanding worldwide AIDS epidemic? For the evolution and spread of other dangerous epidemic diseases? For the emergence of totally antibiotic resistant pathogens?

Human clones? Genetically engineered crops? Genetic cures for hereditary conditions and cancer? How will the results of the human genome project be used and by whom?

Will the wiring of the brain be deciphered and where might it lead? Memory enhancement? Rejuvenation for aging brains? More effective educational methods based on science of the brain? More effective psychoactive chemicals used more widely for behavior manipulation?

These are a sample of the biology-engendered questions that will challenge us in the 21st century. How big are the problems? How many people will they affect? How will they consume available resources? What are the implications for the way we will live? What are the ethical and moral implications of potential solutions? These and similar questions will be explored through readings, seminars, labs, mathematical exercises, writing, projects and films. We will familiarize ourselves with a range of possible problems and explore solutions that minimize adverse consequences.

This program is appropriate for any entering students, regardless of their career aspirations. Students will anticipate and investigate problems that will surely affect their lives in the future, no matter what they do or where they live. They will hone skills in reading critically, writing effectively and using basic mathematics.

Credit awarded in biology, English, basic math, philosophy and futuristics.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in biology, science writing (fiction or non-fiction), education, public service or any of the social sciences.

Child Welfare

Spring/Group Contract
 Faculty: Justino Balderrama
 Enrollment: 23
 Prerequisites: None
 Faculty Signature: No
 Special Expenses: No
 Internship Possibilities: No
 Travel Component: None

This Core program is an introduction to social work and child services. The first five weeks of the quarter focus on an interdisciplinary literature review of the intellectual models that inform our understanding of childhood and youth. We explore contributions from the disciplines of philosophy, history, social psychology, social work, anthropology and literature. The second five weeks of the quarter are devoted to providing an up-to-date comprehensive social work and human services view of child welfare policies and practices in the United States.

We will emphasize competency/skill development in the areas of: oral and written communication, group dynamics (seminar participation), library research methods, self-directed learning strategy, collaborative learning strategy, critical thinking approaches, problem-solving design and volunteer community service.

Credit awarded in writing composition, library research method, critical analysis, group dynamics, social work and human services, social science, cultural studies, contemporary literature and community service.

Total: 16 credits.

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

Concepts of Computing

Spring/Group Contract
 Faculty: Sheryl Shulman
 Enrollment: 25
 Prerequisites: None. This all-level program will accept up to 25 percent first-year students.
 Faculty Signature: No
 Special Expenses: No
 Internship Possibilities: No
 Travel Component: None

This spring offering will examine the fundamentals of computing and the use of computing in several application areas. Students will study concepts of computer science along with ideas behind application software that make computers effective tools. There will be hands-on lab work as well as examination of the models, methods and abstract concepts behind the software and hardware. Topics may include simple graphics and modeling, the World Wide Web, computer organization and some aspects of mathematics and logic.

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

Credit awarded in computer science and statistics.

Total: 16 credits.

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

This program is also listed under Scientific Inquiry.

Enduring Stories

Fall, Winter, Spring/Coordinated Study
 Faculty: Rita Pougiales, Nancy Taylor, Andrew Buchman, TBA
 Enrollment: 92
 Prerequisites: None
 Faculty Signature: No
 Special Expenses: \$60 for overnight retreat.
 Internship Possibilities: No
 Travel Component: \$60 for overnight retreat.

Stories are the scaffolding of our lives. Through stories we tell our history, profess our values and give meaning to our lives. We "make" our lives understandable through stories. Behind stories and storytelling is a strong individual and cultural impulse to understand and make sense of life. There are some stories, so central to the life of a people and culture, that have endured over a long time. It is these stories we want to pay particular attention to, not only for their literary qualities but for what they reveal about our lives.

In this program we will study stories as well as the impulse for storytelling. By focusing on the impulse behind stories we open up many questions: How do stories help us make our lives whole and connected? How do stories affect how we experience our lives? Where does the impulse to tell stories reside in the lives of individuals and communities?

We will focus our attention on stories from the Mediterranean, particularly from the eastern Mediterranean. This is a vast, culturally and politically complex area of the world, rich in distinct histories, religions, traditions and stories. The traditional story of Western civilization begins with an idealization of classical Greek society. We will explore this traditional story while also expanding our understanding by looking more broadly at stories from other eastern Mediterranean cultures, particularly stories from Jewish and Islamic traditions.

Fall quarter we will study the single most enduring story from this area — the story of God. We will look at the central stories of God in the Judaic, Christian and Islamic traditions using as original texts the Torah, the Gospels and the Koran. We will read stories about God written subsequent to these texts to understand the enduring elements of the story, as well as relevant historical and anthropological material to see how this story plays out in people's lives.

Winter quarter we will turn to other great enduring stories. We will read early, classical texts from different cultures in the eastern Mediterranean. For each original text we will read subsequent stories rewritten to fit the historical period in which they were told.

Our stories will culminate in American immigrant stories in which more contemporary authors retell and live these enduring stories. We will draw on published as well as oral accounts passed on in families. We consider these to be the enduring stories of the members of our program, carrying within them cultural and historical elements important to us today.

We will focus strongly on improving academic skills: Students will learn to read critically, to participate effectively in seminars, to do library and field research and to work collaboratively on small-group projects. Students will write essays and short stories; they will also collect stories and do an oral history project focused on immigrants.

This program has a strong interdisciplinary base. It will draw from traditional disciplines, anthropology, comparative religion, classics, history and literature, and from more recent ones, cultural studies, media studies and literary criticism.

Credit awarded in literature, comparative religion, anthropology, history, classics and literary criticism.

Total: 16 credits each quarter.

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

Fictional Sociology

**Fall, Winter, Spring/Coordinated Study
Faculty: Sara Rideout, Bill Arney, Charles Pailthorp**

Enrollment: 72

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

We will begin this program by suggesting that various kinds of therapy and social theory in the late 20th century have succeeded not by reducing suffering but by enlarging suffering's scope. In pursuing this suggestion, we will look closely at how we construct knowledge about people, institutions and social phenomena — marriage, family, school, sexuality, crime, child development, gender, etc. We will devote our initial studies to the range and penetration into people's lives of the Therapeutic mentality.

In this program, we will address the Therapeutic by searching for truth and social justice through particularistic or fictional responses. We intend to invent a discipline called "fictional sociology." We will enlist C. Wright Mills's view that the sociological imagination should fuse the public and private and Foucault's work on discipline and the social body, but our aim will be particularistic critiques of the Therapeutic from the arts and humanities.

Beyond their reading of theory texts, students will focus on modern satire from the 18th century to the present, a body of work that constitutes a distinctively untherapeutic response and which reveals, instead, how base, violent, and selfish impulses tend to take on respectable social forms. The literary and visual background for our work is rich in historical and contemporary models, from Fielding, Swift and Hogarth to more recent writers and photographers who use satiric techniques, among which irony is the major literary trope. In general, our reading of visual and discursive satires will become the background for creating a late 20th century aesthetic that tries to interrupt the wash of standardized, mass-produced images that constitute our reality. Our critique of scientific and popular culture will focus on the idea that social forms lend themselves to representation through the affective knowledges of imaging/art and literature.

Students will be asked to integrate their knowledge of literature and their theoretical work with skills in writing, story-telling, photography or digital imaging. Throughout the two quarters, students will publicly present their work. Our goal will be to interrupt the usual course of our contemporary enthusiasms while resisting the therapeutic turn. Like Foucault, we will attempt to "fiction" a present that, in the tradition of satire, shocks one's audience rather than suggesting humanitarian reforms.

This program is intended for advanced students who know they are lost intellectuals, or for photographers looking for a narrative framework, or for creative writers who are tired of sincerity and appealing for sympathy, or science students in search of culture, or sociology buffs who have caught a whiff of possibilities.

Credit awarded in cultural studies, literature, social theory and creative writing or imaging or photography.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in writing, social science and humanities.

This program is also listed under Culture, Text and Language.

Field School to Chile

Spring/Group Contract

Faculty: Jorge Gilbert

Enrollment: 24

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: Yes, must have background in Latin American studies. Interviews will be set up by faculty. Transfer students may call Jorge at (360) 866-6000, ext. 6740 or E-mail him at gilbertj@elwha.evergreen.edu. Students must apply before February 1, 1999.

Decisions will be made by February 15, 1999.

Special Expenses: Approximately \$2,300 for four weeks and \$2,700 for eight weeks in Chile (see below for list of included expenses).

Internship Possibilities: No

Travel Component: Four or eight weeks in Chile.

This program's interdisciplinary curriculum will allow participants to study, research and experience political, cultural, artistic, economic, environmental and agricultural concerns currently affecting Chile and South America.

This field school will provide practical opportunities to evaluate the neo-liberal model being applied in Chile at the recommendation of the International Monetary Fund and other international organizations. Workshops, conferences and discussions with political and community leaders and grassroots organizations will explore the direct impact this polemic model is having on the various social sectors of the country.

Participants will be immersed in the socio-political and economic reality of a country struggling to overcome underdevelopment. Students are expected to learn about the social, artistic, folkloric and intellectual life of Chile and the different expressions they assume according to class structure.

Background of Chile: One of the oldest democracies in Latin America — democracy was abruptly interrupted by a military coup d'état between 1973 and 1990 — Chile is rapidly trying to insert itself into a new international world order under the leadership of an elected civilian government. The national economy is proudly exhibited by international organizations as one of the most effective and successful in the Third World. Chilean exports reach all markets around the world and investments in Chile's economy have grown significantly. Programs and projects at all levels are being developed by governmental, private, international and non-governmental organizations. For these reasons the country is changing very fast, not only economically but culturally and politically.

Though many Chileans are of European extraction, indigenous traditions are strong in several parts of the country. The desert north, once part of the Inca Empire, preserves important archaeological remains, while Aymara Indians still farm Andean valleys and terraces. South of the heartland are Mapuche Indian communities whose symbolic importance in Chilean life greatly exceeds their political and economic significance. Until the end of the 19th century, the Mapuche

maintained an effective and heroic resistance to the southward advance of Chilean rule. Chile's tremendous geographic diversity, and surprising cultural variety, have made it an important destination in its own right.

Logistics: The first weeks of the quarter will introduce students to the culture, politics and geography of the country. Also, working groups will form to undertake research projects that reflect the interests of the participants. Once in Chile, the group will travel around the country visiting governmental, nongovernmental, private and church development projects in urban and rural areas. Trips to the Andes, rural, urban and mining sectors, the National Congress in the Port of Valparaíso, and meetings with governmental authorities, political leaders and grassroots organizations will be held. Students will have the opportunity to interact with a wide range of the Chilean population to learn and evaluate the effects of economic and cultural changes. Classes, conferences and workshops about this and other topics will be available at University of Chile and other educational and research institutions.

Requirements: Students are expected to keep a journal and to work in a group research project (individual projects may be approved after discussion with the faculty). To conduct research, students can travel around the country, consult with people, visit libraries and universities. Students must submit research proposals to the faculty no later than week three of spring quarter.

Knowledge of Spanish is not a requirement, but it is highly recommended that students gain familiarity with this language. Though most program activities will be enhanced by knowledge of Spanish, lectures and workshops will be in English.

Students may stay in Chile for four or eight weeks. Those who return earlier can complete their work at TESC using material gathered in Chile.

Field School Cost: The base price of this field school is approximately \$2,700 for those staying for eight weeks, and \$2,300 for four-week stays. The field school includes: airfare (round trip Seattle to Santiago to Seattle); tuition and fees in Chile; room and board in the city of Santiago; on-site orientation; program-related expenses; and transportation in the country. The field school costs do not include TESC tuition and fees. Participants must pay a \$150 deposit (refundable in certain circumstances) by February 16, 1999.

Credit awarded in Latin American studies, cultural studies, conversational Spanish and individual study.

Total: 16 credits.

Program is preparatory for careers and future studies in social sciences, international studies, television production, art, folklore and education.

This program is also listed under Culture, Text and Language.

Forests: Natural and Human Communities in the Pacific Northwest

Fall, Winter, Spring/Coordinated Study

Faculty: Brian Price, Gabe Tucker, Dean Olson

Enrollment: 69

Prerequisites: None

Faculty Signature: No

Special Expenses: Approximately \$250 to \$300 for field trips and retreat expenses.

Internship Possibilities: No

Travel Component: Two overnight, in-state field trips and a week-long field trip to Andrews Experimental Forest near Eugene, Oregon during spring quarter.

In fall we will examine the ecological development of the flora and fauna of the Pacific Northwest from the Ice Age to the present while comparing Native American uses of nature with those of early white settlers. At the same time, we will begin basic work in botany, natural history (the campus forests will be our practical laboratory all year), political economy and statistics so we can understand the workings of nature, the nature of human work and the interactions of the two.

In winter we will examine human impacts on forests from the mid-19th century to the present, looking at the development of industrial forestry and the rise and decline of natural-resource-based communities and businesses. We will continue our explorations in botany, natural history, political economy and statistics, deepening our understanding of rapid, widespread human impacts on the natural world.

In winter, students in small groups will begin planning research projects that will occupy most of their time in spring quarter. Our intention is that students be prepared to begin their research work confidently in the first week of spring quarter.

Our spring classroom time will be devoted to studying the present and future of Pacific Northwest forests and forest communities and businesses in light of the transition to a service-based economy, the development of alternative materials and the rise of environmentalism and tourism. We will ask whether sustainable forestry is possible.

Students should expect overnight field trips, day-long field trips, retreats, lectures, workshops, seminars, lab work and long hours of intense and difficult work.

Credit awarded in anthropology, botany, community studies, ecology, economics, environmental science, Native American studies, natural history, natural resources policy, forestry, political economy and statistics.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in social sciences, environmental studies, humanities, expressive arts and scientific inquiry.

Foundations of Performing Arts

Fall, Winter, Spring/Coordinated Study
Faculty: Rose Jang, Bud Johansen, TBA
Enrollment: 69

Prerequisites: None

Faculty Signature: No

Special Expenses: Admission fees for three performance events each quarter.

Internship Possibilities: No

Travel Component: None

Throughout Western art history, theater, music and dance have constantly played the important role of marking, highlighting or even foretelling the turning points of social, political and cultural development. By studying performing arts in various historical contexts, we are able to gradually trace and grasp the fundamental questions about the evolution of human civilization. By looking at the most current artistic happenings in our environment, we are able to come to a better understanding and acceptance of the most common joys, fears, worries, concerns and desires we share as part of this complex contemporary world. Within this yearlong program, we will explore stages and changes of Western history by examining various phases and faces of performing arts, paying special attention to the mutual, reciprocal dynamics between performing arts and society as well as the interlocking relationship between individual disciplines within the performing arts: theater, music and dance.

At the same time, although different forms and styles of performing arts closely reflect the unique and distinct characteristics of different historical and social contexts, all performing arts share universal vocabulary and essential qualities that defy historical and cultural boundaries. What is the true essence of performing arts? What is the universal language that performances all over the world share? To answer those questions, our attention will not be restricted by the Western perspectives; on the contrary, we will broaden our analysis to explore non-Western cultures and study their unique performance traditions. Their differences from and similarities with the Western traditions in performing arts will help us establish a broader scope of understanding and appreciation of the spirit and aesthetics of performing arts on its purest and most human level. In this way, we can start to unravel the mysterious and all-encompassing question concerning the foundations of performing arts.

Each quarter, the program will center on a special theme connected with the others in a clear sequence of exploration. Fall quarter will pose those essential questions about performing arts and look for answers within the Western artistic tradition through various different historical and social phases. Winter quarter will take students into a more global context within which they will study performances of other cultures through selective sampling. Spring quarter will be driven by student-oriented, faculty-guided projects to combine the learning of the previous quarters. The program emphasizes the balance between theory and practice. Students will receive theoretical information through lecture, seminar and film viewing. They will also participate in music, theater or dance workshops throughout the year to get practical experiences of the performing arts. Guest artists will provide special presentations and workshops to enrich the program material. All students will be encouraged to attend outside performances to hone their critical skills in arts appreciation.

Credit awarded in theater, music, dance and cultural studies.

Total: 16 credits each quarter. Students may enroll in a four-credit course with faculty signature.

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

Images in Context

Fall, Winter, Spring/Coordinated Study
Faculty: Caryn Cline, Hiro Kawasaki, Alice Nelson

Enrollment: 72

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: Approximately \$200 for field trips, film festival and museum entrance fees and possible retreat.

Internship Possibilities: No

Travel Component: Possible retreat.

Images in Context, a three-quarter program, examines artistic images in painting, literature, photography and film within their social and historical contexts. It emphasizes the ways a historical moment impacts the images produced and the stories told within it.

Fall quarter we will look at a period during which these media interacted most dynamically: Western European modernism from the 1880s to the 1920s. During this era, painting and photography were freed from the dictates of representation while literature and film reconceptualized space and time. Then we will examine modernism outside Europe, assessing the impact of history, politics and social change on representation. Texts may include Mexican murals, Afro-Cuban poetry and Japanese Western-style painting.

Winter and spring quarters will consider the postwar "cinema of new possibilities." In Japan, film was the best medium for simultaneously expressing the existential anxiety and sense of liberation following the war. In Cuba, film captured exciting possibilities and burning social issues of a post-revolutionary society. In the United States, filmmakers faced McCarthy-era repression while challenging the studio system and its production code.

In the spring, we will ask what follows modernism. Are we experiencing a paradigm shift as post-industrial societies evolve into information societies? What happens to art in the age of information technology and digital reproduction? In the era of global dissemination of U.S. popular culture? Spring projects will explore these questions.

An important aspect of our work will be developing critical reading and writing skills. We will also acquire or improve our visual literacy skills by examining the ways "seeing" is culturally conditioned. We will hone our skills as readers, writers and seers through workshops, group and individual exercises. Students will also make class presentations.

Credit awarded in film history and interpretation, literature history and interpretation, visual art history and interpretation and expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the humanities and expressive arts, cultural studies, art history, media studies and literature.

This program is also listed under Culture, Text and Language and Expressive Arts.

Introduction to Environmental Studies: Oceans

Fall, Winter/Coordinated Study
 Faculty: Tom Womeldorf, Erik Thuesen
 Enrollment: 48
 Prerequisites: None. This all-level program will accept up to 25 percent first-year students.
 Faculty Signature: No
 Special Expenses: \$60 for overnight, in-state field trip.
 Internship Possibilities: No
 Travel Component: Overnight, in-state field trip.

This program will introduce the foundations of environmental studies through an examination of ocean life and human reliance on oceans as a source of natural resources. In the process, students will be introduced to general biology, marine biology, microeconomics and fisheries economics.

Fall quarter will introduce general biology and economics, the natural history of the marine world, and how oceans have shaped humans through time. Students will learn general biology skills through laboratory and field exercises with an emphasis on marine life.

The central focus of winter quarter will be independent research projects on economically important marine organisms. Each student will complete a library research project focusing on one marine organism. The research will consider the organism's ecological/biological characteristics and the economic aspects that make it a resource, and suggest policy guidelines consistent with future sustainable use of the resource. Library research skills will be emphasized. Lectures will focus on marine biology and fisheries economics.

Credit awarded in environmental studies, general biology, marine biology, microeconomics and fisheries economics.

Total: 16 credits each quarter.

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

This program is also listed under Environmental Studies.

Lecture Series: Science Stories

Fall, Winter/Course
 Faculty: E. J. Zita, TBA
 Enrollment: 100
 Prerequisites: None. This all-level program will accept up to 25 percent first-year students.
 Faculty Signature: No
 Special Expenses: No
 Internship Possibilities: No
 Travel Component: None

People have always used stories to convey their understandings of the world. Among the important stories we tell to make sense of things are stories that come from science. Ancient to modern understandings of dis/order in the universe, interactions between bodies and other natural phenomena shape and reflect our views of ourselves and our place in the world. We will explore stories of scientific understanding throughout history and across cultures, and see how the nature of science continues to evolve. Fields include physics, chemistry, biology, environmental science, mathematics, computer science and more. Topics range from quantum theory, cosmology, chaos and molecular biology to genetic engineering, ecology, artificial intelligence and beyond.

Presentations will be made by guest lecturers from the faculty and from outside the college. Selected readings will provide background material on diverse topics. Credit will be based on attendance and on successful completion of two short exams given each quarter. This lecture series is open to all members of the community.

Credit awarded in introduction to science or history/philosophy of science.

Total: 2 credits each quarter. Advanced students are encouraged to take Physical Systems concurrently. Beginning students are encouraged to take Astronomy and Cosmologies in spring.

Program is preparatory for careers and future studies in physical, natural or computer sciences, environmental studies, history/philosophy of science or social sciences.

This program is also listed under Scientific Inquiry.

Love/Violence

Fall, Winter/Coordinated Study
 Faculty: York Wong, Justino Balderrama
 Enrollment: 48
 Prerequisites: None. This all-level program accepts up to 25 percent first-year students.
 Faculty Signature: No
 Special Expenses: No
 Internship Possibilities: Yes, winter quarter with faculty signature.
 Travel Component: None

This coordinated, interdisciplinary program inquires into a central characteristic in the human condition: The ways we think and act, our relationships with each other, institutions in and among societies are grounded in love and violence. These two concepts, rich in meaning and cultural-historical implication, are inseparable even if they trigger psychological disruptions that challenge a person's perceptions and expectations. For that reason, love and violence are the creative forces expressed in arts and literature, and behind all social, political and philosophical systems. In this study, we will use all these cultural constructs to probe at the core of love and violence and how they have taken shape in America.

Texts may include: *Blood Meridian*, Cormac McCarthy; *Eichmann In Jerusalem*, Hannah Arendt; *reel to reel*, bell hooks; and more. Films include *Reservoir Dogs*, *Fargo*, *Birth of a Nation* and more. Mass media and popular entertainment will also come under our scrutiny. Students are expected to respond to these critical word/sound/image texts in writing and seminar participation. Additionally, students will carry out independent research that illuminates the nature of love and violence in America.

Credit awarded in the relevant areas of American studies, literature, cultural studies, popular culture, political economy, social psychology, sociology, writing, research, social work and human services.

Total: 16 credits each quarter. Students may enroll in a four-credit course with faculty signature.

Program is preparatory for careers and future studies in American studies, literature, cultural studies, political economy, social psychology, social work and human services.

This program is also listed under Culture, Text and Language.

Making Modern America: 1820-1970

Fall, Winter, Spring/Coordinated Study
Faculty: David Hitchens, Jerry Lassen, TBA
Enrollment: 69
Prerequisites: None
Faculty Signature: No
Special Expenses: No
Internship Possibilities: No
Travel Component: None

As Andrew Jackson prepared to make his bid for the presidency, the new American nation pulsed with energy and zeal. Thinkers argued the nation was poised to finish its true mission: the creation of the world's first perfect society. Balanced between the assumed decadence of the "Old World" and the "savagery" of the Frontier, the fledgling state seemed to occupy an ideal position: it could escape the extremes on both sides and finish off the business of building a republic that could deliver on the promises inherent in its Declaration of Independence. Each citizen would be able to travel as far and as fast down the road toward health, wealth and comfort as his talents would take him. No thought was given to the fact that citizenship was defined in a manner that excluded women and non-whites from participation in the economic, political and social processes.

Beginning in the 1820s, however, the nation bubbled and roiled with reformist zeal as the "Woman Question," penal reform, dietary issues and a growing disaffection with slavery sparked mass movements and culminated in the Civil War. The Reconstruction Period that followed the Civil War was also a period of unprecedented economic growth that sparked more reformist movements: the Agrarian Revolt, populism, progressivism, Prohibition, and imperial designs on overseas possessions. After Woodrow Wilson was elected president in 1912, the nation became embroiled in the international crises of the 20th century while still attending to the unfinished business of incorporating former slaves and women into their newly won roles as citizens. What lay ahead were two world wars, great prosperity, the Great Depression and major changes in the fabric of American society — leading to John F. Kennedy's 1960 Presidential Campaign, which promised a "New Frontier."

Making Modern America will explore three pivotal periods in the history of the nation: Fall quarter will examine the period 1820-1865; winter quarter will focus on 1865-1912; and spring will study 1912-1960. We will carefully read the major American thinkers and authors in history, literature, society, philosophy, and economics and incorporate materials from the not-so-famous such as mill girls from Lowell, Massachusetts, diaries kept by women on the Oregon Trail and other materials that will help us align the "official" history of the nation with its daily life and practice. We will honestly confront issues of race, gender, and class as they emerged in the context of their times and study how they have formed who and what we are as a society today.

Students will be taught how to write clear expository prose; how to think beyond the obvious meaning; how to read and understand demanding texts; how to do research in primary and secondary source materials; how to articulate ideas in verbal discourse; and how to synthesize lucid, effective positions from a variety of sources. Fall and winter quarters will require students to perform weekly writing assignments and spring will feature a formal research project capped with a scholarly essay about that research. In addition, each quarter will end with a public symposium on topics relevant to the work for the term. For example, fall quarter will end with a symposium on the Civil War and Reconstruction; winter will focus on progressivism and its impact; while spring will end with creative performances of student-generated material.

In addition, the common reading list will require a **minimum** of 500 pages of reading each week and readings will be accelerated winter and spring quarters as student capacity for work increases.

Credit awarded in American history, American literature, philosophy, political economy and cultural studies.

Total: 16 credits each quarter. Students may enroll in a four-credit course with faculty signature.

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

Metapatterns

Fall, Winter/Coordinated Study
Faculty: Ariel Goldberger, Don Bantz, Sally Cloninger
Enrollment: 69
Prerequisites: None
Faculty Signature: No
Special Expenses: Approximately \$175 for art supplies, overnight field trip and theater tickets.
Internship Possibilities: No
Travel Component: Overnight field trip.

In Metapatterns we are interested in creating a learning community whose goal is to collaboratively investigate multiple methods of inquiry into the nature of the self, the other, dialogue and community. In this two-quarter study of the "patterns that connect," we will try to bring together in new ways material from a number of different disciplines, including cultural studies, media arts, interpersonal communications, performance, theater, installation art, visual sociology, social science research methods and psychology. In addition to lectures, seminars, screenings and field trips, we intend to organize this coordinated study into five-week increments focused on a set of interlocking and conceptual themes. To support this process the faculty will offer a series of three workshops [Methods of Inquiry and Collaborative Research I, II and III] that will promote skill building in communications, social research, performance and video. Each five-week period will be structured around new skills offered in three workshops and concludes with group presentations that reflect on the current conceptual themes.

In the first five weeks we will focus on **Personal History**, exploring autobiography and the written narrative, looking at the creation of personal spaces, making self portraits, experimenting with storytelling, studying family histories and inventing alteregos. In the second five weeks we will explore **Dialogue** with attention paid to interpersonal communication, the presentation of self, ideas about the dialectic, the notion of encounters, the creation of dramatic scenes, the study of the self in dialogue with space and objects and the possibilities of cyberspace dialogue. In the third five weeks we will study the concept of **The Other** with attention paid to the politics of both dialogue and representation as well as an examination of a range of social and cultural issues including difference, fear, borders, exploration and the exotic. Again, each five-week period will conclude with group presentations that reflect on the current conceptual theme and are based on new skills offered in the three workshops.

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One of the overarching purposes of the program is to search for metapatterns that create community. To this end, students will be asked to design and produce collaborative multimedia pieces (i.e., employing multiple modes of inquiry not exclusively produced with digital technology) in the final five weeks of the program. These pieces will be concerned with the fourth and final conceptual theme, **Community**.

Texts may include: *I and Thou*, Martin Buber; *The Quark and the Jaguar*, Murray Gell-Mann; *The Tao of Conversation*, Michael Kahn; *Putting Myself in the Picture*, Jo Spence; *The Blue Donkey Fables*, Suniti Namjoshi; *Metapatterns: Across, Time and Mind*, Tyler Volk; and *The Temple of My Familiar*, Alice Walker.

Credit awarded in cultural studies, media arts, interpersonal communication, performance theater, installation art, visual sociology, social sciences, research methods and psychology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the arts, humanities and social sciences.

Natural Histories: Botany, Biography, Community

Fall, Winter, Spring/Coordinated Study

Faculty: Frederica Bowcutt, Sam Schragger, Matthew Smith

Enrollment: 72

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: Approximately \$200 for overnight field trips.

Internship Possibilities: Yes, spring quarter.

Travel Component: Fall and spring quarter overnight field trips.

This program uses the naturalist approach to explore patterns of people's lived experience of place, especially in our part of the West. Natural histories are accounts of the lives of humans and other organisms, described in concrete detail and situated in a particular time and place. They take the form of species accounts, life histories and the stories of a place. We will study stories people tell about themselves, their communities and nature. We will examine how collective practices have shaped and been shaped by local landscapes and institutions. We will assess current social and environmental conflicts in light of prospects for a sustainable future, based on what we can know about the conditions that nurture the well-being of persons and places.

During the fall, students will undertake a study centered on one piece of land, inventorying the plant species, documenting changes over time and recording oral history of people who've lived there. In winter, the research will involve conversation with practitioners of crafts that can help ground communities in place. Developing library research skills will also be a significant focus in winter. In spring, students will do field projects. Natural Histories will pay close attention to cultural dimensions of inhabitation, including Native American outlooks, bioregionalism, gender, class and religious consciousness. Readings will span community studies, environmental studies, literature (novels, essays, poetry) and social thought.

This program offers students (1) training in ethnographic and ecological (particularly botanical) research methods; (2) emphasis on writing in journal and documentary forms; (3) a foundation in social theory and communitarian philosophy with concern for morally responsible action. The work will be intellectually challenging and time demanding. We welcome first-year students who are ready for intensive engagement in their studies. Natural Histories is ideal for upper-division students who want to specialize in humanistic or ecosystemic inquiry while studying both as an integrated whole.

Credit awarded in social theory, community and cultural studies, botany, literature, oral history and environmental history.

Total: 16 credits each quarter. Students may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in teaching, natural resource management, community planning, social work, history, environmental policy and the humanities.

This program is also listed under Culture, Text and Language and Environmental Studies.

Ordinary People, Extraordinary Lives: Making Meaning, Making a Difference

Fall, Winter, Spring/Coordinated Study
Faculty: Priscilla Bowerman, Lucia Harrison
Enrollment: 46
Prerequisites: None
Faculty Signature: No
Special Expenses: \$200 for art supplies.
Internship Possibilities: No
Travel Component: None

This program is designed for students interested in the arts, religion, community service and or activism. Many people today feel that social, economic, cultural and political problems are too big or complex to comprehend. They feel powerless to involve themselves. Yet they are dissatisfied with isolated self-expression or individual material gain. They want to be part of an effort to improve the quality of life for everyone but are unsure of how to proceed.

A myriad of causes, issues and ideologies demand their allegiance. They face competing definitions of freedom, justice, rights, authority, conscience and social change. They are confused by the ethical choices they face as members of institutions with whose policies or practices they disagree. Or they struggle with questions of how to serve, not patronize, others or with questions about the roles for artists as nonconformists in society.

This program is founded on the premise that there are multiple ways individuals can address social, political and economic problems, including artistic expression, religious or political activism and community service. We will explore the lives and work of individuals (artists, writers and activists) who have responded to the issues of their times. After examining key concepts, the program will be organized around historical events: the Great Depression, the Holocaust, the American civil rights movement and the women's movement. Typically, we will spend a few weeks learning about the period and the work of a visual artist, a fiction writer, a religious thinker or activist and a social or political activist. In the course of these studies we will explore the purpose of the work, whether the person worked alone or with others, his/her motivation, obstacles faced and the personal meaning and social significance of the work.

This program also includes instruction in particular skills. In fall we will focus on critical reading and thinking, expository writing and image analysis; in winter, on narrative writing and film analysis; in spring, on library research. Also, all students will participate in art and community service activities so they can explore their interest and strengths in these forms of making meaning.

Credit awarded in history, writing, art, social sciences and literature.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in history, art, social sciences and literature.

Not By Bread Alone: A Look at the Elements of Life

Fall, Winter, Spring/Coordinated Study
Faculty: Jim Neitzel, Janet Ott, TBA
Enrollment: 69
Prerequisites: None
Faculty Signature: No
Special Expenses: \$200 for weeklong field trip to production and processing sites.
Internship Possibilities: No
Travel Component: Weeklong field trip to production and processing sites.

An important intersection between the environment, the individual and society is the food and water we consume. In *Not By Bread Alone*, we will examine the variety of ways humans have used to feed themselves in various times and places. To do so, we will use literature inspired by food and the role of food in history. We will also examine current concerns about food value, safety and the modification of foods by technology. Finally, we will examine some diverse visions of what our future food may be like and where it will come from. For example, what changes in the world's food might be produced by reductions in biodiversity or by applications of biotechnology to agricultural crops?

Models drawn from chemistry and biology will provide vital perspectives on the study of interactions between organisms and their food stuffs. We will study the processes involved in food preparation, preservation, analysis, digestion and metabolism, including the important roles of water in life. We will use hands-on laboratories to examine some of these interactions. We will study the chemistry and biology relevant to understanding the structure, function and reactions of biological molecules and natural products, including the sources and uses of energy in food and biological systems. These models also provide insights into the constraints imposed by the environment on food supply. After an introduction to biology, we will develop a deeper understanding of the relationships between biology and chemistry in physiology and nutrition. Microbiology will also be introduced, as microbes are important both as significant agents in food processing as well as causes of food borne diseases. An important tool in the literature on food safety and nutrition is the use of statistical methods. To allow us to use these tools we will build quantitative skills, using computer programs when appropriate.

There will be a strong emphasis on communication in writing and oral presentations, as well as on the ability to gather information using modern library tools.

Many people's choices of what to eat are based on historical, religious and economic considerations, in addition to the limitations presented by the environment. A further level of complexity is added by the role of taste and aesthetics in how we prepare food. Our seminar readings and films will focus on how these interactions have resulted in distinct solutions to human diets in a variety of cultures and time periods. An important group research project will be an analysis of one of these distinctive dietary solutions.

The work in this program will consist of lectures, laboratories, skill building workshops and individual and small-group research projects. There will be field trips to food production and processing locations.

Credit awarded in general chemistry, biology, statistics, writing, history and literature.

Total: 16 credits each quarter.

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

Politics and Ideologies From The Americas

Fall, Winter/Group Contract

Faculty: Jorge Gilbert

Enrollment: 23

Prerequisites: None

Faculty Signature: No

Special Expenses: \$10 for program materials and \$150 for overnight field trip.

Internship Possibilities: No

Travel Component: In-state, two- to three-day overnight field trip.

Rich and industrialized nations from the North assert that capitalism brought progress and welfare to many nations. On the other hand, people from Africa, Asia, Latin America and the Caribbean argue that capitalism was based on primitive accumulation rooted in the primitive violence, pillage and genocide of the inhabitants of the Third World. Accordingly, they claim that rich nations exist today because their ancestors plundered other nations for many centuries.

First Europe and then the U.S.A., after they expropriated the Third World of their right to life, have created and imposed structures and laws that allowed them to decide the destiny of these continents. These conditions have permitted the historical oppressors to behave like creditors and judges who dictate sentences forcing Third World countries to continue funneling their wealth toward the developed economies, according to this interpretation. Through these mechanisms, Africa, Asia, Latin America and the Caribbean were converted into secondary chapters of the European history, many in the Third World argue. Besides the rules of European capitalist markets, their culture, religion and identity were imposed upon them. Peoples from these continents were forced to be ashamed of themselves because they were Indians or Blacks, to renegade their cultures and to accept living under eternal conditions of exile in their own lands.

This group contract will study the above processes in the Americas from pre-Columbian times until today from a multidisciplinary approach that includes history, politics, economics, religion, culture, folklore, literature, theater, media, art, etc. Within this context, the process of underdevelopment, which characterizes the region today, will be historically analyzed and evaluated in light of the formation and expansion of the capitalist system in Europe first and the United States later. This program will utilize Latin American approaches and interpretations, as opposed to Eurocentric studies and models from Europe and the U.S.A.

This group contract will also include a social research methods component to study the subjects described here. Projects, including video production, cultural journalism, folklore, theater, alternative media and Spanish language will be developed by students working in small groups. During the winter quarter the program will offer interested students a chance to prepare for spring quarter travel to Chile. Participation in research projects and production of several short documentaries about relevant topics studied in this program will be the focus of the Field School to Chile, a separate program (see page 59).

Credit awarded in social sciences, communications, Latin American studies, political economy, arts, television production and writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in social sciences, international studies, environmental studies and television production.

Russia

Fall, Winter, Spring/Coordinated Study

Faculty: Patricia A. Krafcik, Thomas B.

Rainey

Enrollment: 48

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This program explores Russia from the ninth century to the present. Fall quarter covers Russian history, literature and culture from their beginnings to the end of the 18th century; winter quarter focuses on the 19th century; and spring quarter concentrates on the 20th century, including the Soviet and post-Soviet eras. Readings may include chronicles, epics, saints' lives, historical texts, folklore, tales and the literature of Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Herzen, Gorky, Blok, Zamiatin, Mayakovsky, Esenin, Akhmatova, Solzhenitsyn, Pasternak, Ginzberg, Yevtushenko, Petrushevskaya, Tolstaya and Rasputin.

Intensive elementary Russian may be offered during summer, 1998. Less-intensive elementary and intermediate Russian will be offered as modules during fall, winter and spring quarters 1998-99. Students may register for the modules apart from the Russia program. All students are encouraged to enroll in a language class appropriate for their level; however, the Russia program will also be open to students who do not wish to take language classes. The Russian language classes will be open to qualified students outside the program if space is available, but students who intend to enroll full time in the Russia program will be given first preference.

Students enroll each quarter for 12 credits. To earn full credit, a student must regularly attend weekly lectures, participate in weekly book seminars, complete required readings and submit assignments in a timely manner. Russian language modules provide an additional four credits and related modular workshops may also be offered for four credits on subjects such as Russian cultural history, an individual author such as Chekhov and Russian and Soviet film.

Given sufficient interest, the faculty will arrange, or direct students to, study programs in Russia during summer 1999.

Credit awarded in Russian history, Russian literature and Russian culture.

Total: 12 credits each quarter. Students may enroll in a four-credit course each quarter.

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

This program is also listed under Culture, Text and Language.

Culture, Text and Language

AFFILIATED FACULTY:

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

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

"This college has collected scholars who, insofar as they inquire in their fields of interest, will by their presence here together form a living link between our present society and the past, a source of power with which to help us all meet the future. Students will work as colleagues with faculty and others, and together these people will TRY (that word is emphasized because it involves all of the college's people in continual change) to create a place whose graduates can as adults be undogmatic citizens and uncomplacently confident individuals in a changing world."

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

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

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

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

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

Aesthetics: Music as Discourse

Spring/Group Contract
Faculty: Charles Pailthorp

Enrollment: 24

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No
Special Expenses: No
Internship Possibilities: No
Travel Component: None

This group contract will combine listening to music of a particular time and place with study of concurrent developments in the aesthetics of music, both theory and practice. Together the group will investigate music that developed during three periods of rapid and profound change in Western sensibilities — perhaps *Ars Nova* during the emergence of relatively widespread literacy in the 13th and 14th centuries, then Romanticism in music during the political and economic upheavals of the late 18th and early 19th centuries, concluding with the attack on tonality in the unsettling first decades of the 20th century.

In addition, each student will carry out her or his own study of how musical activity was transformed during a period of broader change, defending a point of view on how music both responded to and contributed to larger cultural developments. Results of these projects will be presented to the group.

Credit awarded in music aesthetics, music history and cultural studies.

Total: 16 credits. Students may enroll in a four-credit course with faculty signature.

Program is preparatory for further studies in the humanities, cultural studies and music.

This program is also listed under First-Year Programs.

American Fictions

Fall, Winter, Spring/Group Contract
Faculty: David Marr and Tom Grissom

Enrollment: 50

Prerequisites: Junior standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

In *American Fictions*, the students and faculty will read, discuss and write about some of the best novels and short stories written by Americans in the last 150 years. We will read selections from such authors as: Nathaniel Hawthorne, Herman Melville, Mark Twain, Henry James, Stephen Crane, Sherwood Anderson, F. Scott Fitzgerald, William Faulkner, John Steinbeck, Katherine Anne Porter, Saul Bellow, Bernard Malamud, Eudora Welty, John Cheever, Flannery O'Connor, John Updike, Ralph Ellison, James Baldwin, Donald Barthelme, Cynthia Ozick, Joyce Carol Oates, Don DeLillo, Toni Morrison and Cormac McCarthy. We will also read fiction by contemporary authors who are not yet as well known.

We will read and discuss these works of fiction in historical context. To do this we will read biographies of American authors, study the history of American thought and social institutions and, for a comparative perspective, read selected works of French and Russian authors who either influenced or were influenced by American writers of fiction. We will also examine perspectives of other commentators on these works by reading literary criticism and reviews.

For each author we take up in *American Fictions*, our starting point will be the fiction itself: our experience of reading it and the craft of analyzing it. As students of fictional technique, we will ask, "How does the author do *that*?" We will pursue this question not in the spirit of an autopsy but in ways that take us into the artist's perspective on his or her art, society and experience. Our aim is to learn how prose fiction comes into being and speaks to us in the many ways that it does.

Most writers of fiction hope their work will be honored by this kind of intelligent, informed, passionate appreciation. Most of them also would like to see some cash for their efforts. Yet it has always been extremely hard to make a living as a writer of fiction in America. Why has this been so? What does this fact say about American society? About the vocation of writing in this country? Pursuing such questions should help us uncover the writer's role in our society and clarify the purpose of fiction in our lives.

Credit awarded in American novel and short story and American intellectual history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies, including graduate study, in humanities, teaching, journalism and law.

Black Literary Beacons: Essayists

Winter/Group Contract

Faculty: S. R. (Rudy) Martin, Jr.

Enrollment: 25

Prerequisites: Junior and senior standing; at least two quarters of expository writing.

Faculty Signature: No

Special Expenses: \$25 for costs of films and performances.

Internship Possibilities: No

Travel Component: None

This advanced study in African American literature will focus on major essayists, likely W. E. B. DuBois, James Baldwin, bell hooks and Henry Louis Gates, Jr. The aim will be to give students an in-depth introduction to the works and lives of major African American writers. In addition to expanding students' background in Black writing generally, the studies will also aim to clarify the significance of the writers under consideration and demonstrate their influences on other American writing. While the foci of these studies will be limited to a few authors/works, students will have opportunities to do research into the works and lives of other African American writers. This program will require lots of reading, serious research, careful writing and at least one public presentation.

Credit awarded in African American literature, history and expository writing.

Total: 16 credits.

Program is preparatory for careers and future studies in arts, teaching, research, and politics.

Celebration: Myth, Ritual and Culture, Quebec-Haiti

Fall, Winter/Coordinated Study

Faculty: Tom Foote, Marianne Bailey

Enrollment: 50

Prerequisites: Prior study in French and/or Spanish language and successful completion of Core program or one year of college.

Faculty Signature: No

Special Expenses: Students who study out of state in a different culture are expected to pay for travel and living expenses.

Internship Possibilities: Yes, winter quarter with faculty signature.

Travel Component: Students may choose to study out of the state in a different culture during winter quarter.

This two-quarter coordinated studies program will draw from literature, music, film and folklore as well as myth, religion, psychology and French language studies.

We will explore the roles of myth and ritual in the creation and survival of cultures. We believe that in folklore, in the music, tales and celebrations of a people, the essential underlying structures of culture can be found. Myth, we believe, can reveal not only a culture's primordial moments, its origins and ancestors, but also a culture's desired future, its projected ideal.

We will study the importance of performance; in performance the separation of actor and spectator, past and present, is transcended. The telling and retelling of folktales reinforces cultural continuity and demands individual virtuosity.

Our study centers on three culture groups: the French-Canadians of Quebec and northern New England, the Cajuns of Louisiana and the Haitians of the Caribbean basin. These cultures are unified through their experience of French Colonialism and its impact on their language and cultural identities. All these cultures are rich accretions, cultures that celebrate the diversity of their origins. They provide us with living, vital examples of the process of syncretism, the meshing of disparate elements and emergence of a vital new entity. The integrating of the French cultural experience of rural southwest Louisiana with the structural form of southern hillbilly music yields the curious cultural phenomenon of Cajun music. In Haiti, the worshipping of African gods under the camouflage of Catholicism resulted in voodoo, a rich and intricate new religion. When Cajuns warn, "*Lache pas la patate*," they mean more than "Don't drop the potato." They invoke the rich tradition, and the responsibility of each Cajun to find self-identity in the repository of cultural traditions. When Cajuns say, "*Laisse le bontemps rouler*," they invoke the cyclical re-entry into Celebration; into those periods of time outside of time, of mythic time, when creativity and power well up and meet present needs.

The meaning and origins of carnival, Mardi Gras, for example, exemplify this celebration. Students will practice image and textual analysis, using such models as R. Barthes and M. Elaide. In this program, we will study cultural richness and diversity using the French experience as focal point. We will study the Acadian exodus to new England and Louisiana, life in Quebec, the Caribbean, et cetera, paying particular attention to the music, the stories and folklore that both unite and separate us. The practical component of our work will concern learning folkloric field observation techniques and ethnography in preparation for field study.

Options for Study

This program consists of three distinct but related parts. In the fall, all students in the program will study the literature, poetry, folklore and stories of Quebec and Haiti with Tom and Marianne. Upon completion of fall quarter, students who are interested in developing independent projects in cultural awareness and who wish to study the Louisiana and the Cajun experience and perhaps to undertake ethnographic field research will branch off with Tom. Some students may prefer to carry out their research by traveling to another culture while others may opt to stay in the immediate area and tap into a local cultural subset. Those students interested in literature and cultural syncretism of the Caribbean may pursue this course of study with Marianne Bailey and Evelia Romano de Thuesen.

Integrated into this program will be four quarter hours of French language study to prepare students for possible fieldwork in French speaking cultures or for continued work in Francophone literature.

Credit awarded in folklore, literature, French, history and religion.

Total: 16 credits each quarter. Students may enroll in a four-credit course each quarter with faculty signature.

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

Contested Realities: Power and Representation in Nations and Communities

Fall, Winter, Spring/Coordinated Study

Faculty: Therese Saliba, Anne Fischel, Larry Mosqueda

Enrollment: 75

Prerequisites: Sophomore standing and above; critical reading and writing skills as demonstrated in the application process.

Faculty Signature: Yes. Faculty will assess student's training in media, political economy and writing. Students must submit a one-page writing sample and supporting material at least one week prior to the Academic Fair, May 13, 1998.

Special Expenses: \$100 or more for research, video and film production.

Internship Possibilities: Yes, with faculty signature.

Travel Component: None

This program will examine the contested terrain of "reality" — who defines it, which views are dominant and how we can redefine reality by making alternative images. We will examine how narratives of collective identity are constructed through literature, film, history, the mass media and other representational forms. While paying critical attention to mainstream media and alternative representations, we will explore the development of national and community identity, the power relations underlying representations of these identities and the forms of conflict they create. Finally, we will learn skills in video production, oral history and political analysis with the goal of working with community groups struggling to represent their own sense of identity, history and reality.

Our approach will be international, national and local, developing case studies of local communities and national movements. The study of Jewish, Arab, Latin American and United States nationalisms exposes the ways narratives of identity construct and manipulate representations of gender, class and ethnicity. By analyzing the Israeli-Palestinian conflict, the Lebanese War and U.S.-Latin American conflict and tensions, we can understand how power relations are deployed to construct contested realities. We will also look at "contested realities" within social movements, as, for instance, in struggles over gender relations within Arab and Jewish societies. Finally, we will look at class, labor and ethnic struggles within Washington state, exploring how social movements have historically been represented and how those forms of representation shape community identity and experience today.

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Some major goals of this program will be developing critical skills in viewing and reading mainstream media and developing the skills necessary to make images that challenge dominant forms of representation. We will look closely at films and other media forms that support dominant versions of reality, as well as films, literature, histories and analytical texts that resist these "master narratives." We are interested in documentary and experimental forms of representation that question accepted notions of reality and singular historical perspectives, and that are actively constructing alternative versions of history and collective identity.

Central to our work will be a focus on community activism. Students will engage in long-term collaborative projects within communities that enable those communities to participate in producing their own representations. These projects may take the form of a documentary or experimental video, an oral history, a research report, a community-based project or another appropriate form of representation.

Credit awarded in cultural studies*, community research*, video production, media studies, comparative literature, political economy and oral history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in video production, community organization and graduate work in political economy, media studies, gender studies and cultural studies.

This program is also listed under Expressive Arts and Social Science.

Fictional Sociology

Fall, Winter, Spring/Coordinated Study
Faculty: Sara Rideout, Bill Arney, Charles Pailthorp

Enrollment: 72

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

We will begin this program by suggesting that various kinds of therapy and social theory in the late 20th century have succeeded not by reducing suffering but by enlarging suffering's scope. In pursuing this suggestion, we will look closely at how we construct knowledge about people, institutions and social phenomena — marriage, family, school, sexuality, crime, child development, gender, etc. We will devote our initial studies to the range and penetration into people's lives of the Therapeutic mentality.

In this program, we will address the Therapeutic by searching for truth and social justice through particularistic or fictional responses. We intend to invent a discipline called "fictional sociology." We will enlist C. Wright Mills's view that the sociological imagination should fuse the public and private and Foucault's work on discipline and the social body, but our aim will be particularistic critiques of the Therapeutic from the arts and humanities.

Beyond their reading of theory texts, students will focus on modern satire from the 18th century to the present, a body of work that constitutes a distinctively untherapeutic response and which reveals, instead, how base, violent, and selfish impulses tend to take on respectable social forms. The literary and visual background for our work is rich in historical and contemporary models, from Fielding, Swift and Hogarth to more recent writers and photographers who use satiric techniques, among which irony is the major literary trope. In general, our reading of visual and discursive satires will become the background for creating a late 20th century aesthetic that tries to interrupt the wash of standardized, mass-produced images that constitute our reality. Our critique of scientific and popular culture will focus on the idea that social forms lend themselves to representation through the affective knowledges of imaging/art and literature.

Students will be asked to integrate their knowledge of literature and their theoretical work with skills in writing, story-telling, photography, or digital imaging. Throughout the two quarters, students will publicly present their work. Our goal will be to interrupt the usual course of our contemporary enthusiasms while resisting the therapeutic turn. Like Foucault, we will attempt to "fiction" a present that, in the tradition of satire, shocks one's audience rather than suggesting humanitarian reforms.

This program is intended for advanced students who know they are lost intellectuals, or for photographers looking for a narrative framework, or for creative writers who are tired of sincerity and appealing for sympathy, or science students in search of culture, or sociology buffs who have caught a whiff of possibilities.

Credit awarded in cultural studies, literature, social theory and creative writing or imaging or photography.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in writing, social science and humanities.

This program is also listed under First-Year Programs.

Field School to Chile

Spring/Group Contract

Faculty: Jorge Gilbert

Enrollment: 24

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: Yes, must have background in Latin American studies. Interviews will be set up by faculty. Transfer students may call Jorge at (360) 866-6000, ext. 6740 or E-mail him at gilbertj@elwha.evergreen.edu. Students must apply before February 1, 1999.

Decisions will be made by February 15, 1999.

Special Expenses: Approximately \$2,300 for four weeks and \$2,700 for eight weeks in Chile (see below for list of included expenses).

Internship Possibilities: No

Travel Component: Four or eight weeks in Chile.

This program's interdisciplinary curriculum will allow participants to study, research and experience political, cultural, artistic, economic, environmental and agricultural concerns currently affecting Chile and South America.

This field school will provide practical opportunities to evaluate the neo-liberal model being applied in Chile at the recommendation of the International Monetary Fund and other international organizations. Workshops, conferences and discussions with political and community leaders and grassroots organizations will explore the direct impact this polemic model is having on the various social sectors of the country.

Participants will be immersed in the socio-political and economic reality of a country struggling to overcome underdevelopment. Students are expected to learn about the social, artistic, folkloric and intellectual life of Chile and the different expressions they assume according to class structure.

Background of Chile: One of the oldest democracies in Latin America — democracy was abruptly interrupted by a military coup d'état between 1973 and 1990 — Chile is rapidly trying to insert itself into a new international world order under the leadership of an elected civilian government. The national economy is proudly exhibited by international organizations as one of the most effective and successful in the Third World. Chilean exports reach all markets around the world and investments in Chile's economy have grown significantly. Programs and projects at all levels are being developed by governmental, private, international and non-governmental organizations. For these reasons the country is changing very fast, not only economically but culturally and politically.

Though many Chileans are of European extraction, indigenous traditions are strong in several parts of the country. The desert north, once part of the Inca Empire, preserves important archaeological remains, while Aymara Indians still farm Andean valleys and terraces. South of the heartland are Mapuche Indian communities whose symbolic importance in Chilean life greatly exceeds their political and economic significance. Until the end of the 19th century, the Mapuche

maintained an effective and heroic resistance to the southward advance of Chilean rule. Chile's tremendous geographic diversity, and surprising cultural variety, have made it an important destination in its own right.

Logistics: The first weeks of the quarter will introduce students to the culture, politics and geography of the country. Also, working groups will form to undertake research projects that reflect the interests of the participants. Once in Chile, the group will travel around the country visiting governmental, nongovernmental, private and church development projects in urban and rural areas. Trips to the Andes, rural, urban and mining sectors, the National Congress in the Port of Valparaíso, and meetings with governmental authorities, political leaders and grassroots organizations will be held. Students will have the opportunity to interact with a wide range of the Chilean population to learn and evaluate the effects of economic and cultural changes. Classes, conferences and workshops about this and other topics will be available at University of Chile and other educational and research institutions.

Requirements: Students are expected to keep a journal and to work in a group research project (individual projects may be approved after discussion with the faculty). To conduct research, students can travel around the country, consult with people, visit libraries and universities. Students must submit research proposals to the faculty no later than week three of spring quarter.

Knowledge of Spanish is not a requirement, but it is highly recommended that students gain familiarity with this language. Though most program activities will be enhanced by knowledge of Spanish, lectures and workshops will be in English.

Students may stay in Chile for four or eight weeks. Those who return earlier can complete their work at Evergreen using material gathered in Chile.

Field School Cost: The base price of this field school is approximately \$2,700 for those staying for eight weeks, and \$2,300 for four-week stays. The field school includes: airfare (round trip Seattle to Santiago); tuition and fees in Chile; room and board in the city of Santiago; on-site orientation; program-related expenses; and transportation in the country. The field school costs do not include Evergreen tuition and fees. Participants must pay a \$150 deposit (refundable in certain circumstances) by February 16, 1999.

Credit awarded in Latin American studies, cultural studies, conversational Spanish and individual study.

Total: 16 credits.

Program is preparatory for careers and future studies in social sciences, international studies, television production, art, folklore and education.

This program is also listed under Culture, Text and Language.

Great British and Irish Moderns: Poetry and Fiction

Fall/Group Contract

Faculty: Charles McCann

Enrollment: 25

Prerequisites: Intermediate-level Evergreen humanities program or sophomore-level literature for transfer students.

Faculty Signature: Yes, with interview to assess reading and writing abilities at the academic fair, May 13, 1998.

Special Expenses: No

Internship Possibilities: No

Travel Component: None

We will read seven of the principal figures of the modern period in England and Ireland: the collected poetry of Yeats, Eliot and the "English" Auden; and three books each by Conrad, Lawrence and Joyce. Each student will read a different seventh figure in independent study. During poetry seminars each student will deliver one 10- to 15-minute oral presentation per week. Evaluations will focus on the presentations, the student's general contributions to seminar discussion, a paper resulting from independent study and an examination on the novels.

Credit awarded in the English novel, poetry and independent study (all upper-division credit).

Total: 16 credits.

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

Hispanic Forms in Life and Art

Fall, Winter, Spring/Coordinated Study

Faculty: Nancy Allen, José Gómez

Enrollment: 50

Prerequisites: Core program or equivalent; some study of history or literature.

Faculty Signature: No

Special Expenses: Approximately \$3,500 for optional spring quarter trip to Spain or Latin America.

Internship Possibilities: Yes, spring quarter only.

Travel Component: Optional spring quarter trip to Spain or Latin America.

Hispanic Forms explores the inextricable cultural, historical and linguistic links between Spain and Latin America. During fall and winter quarters, students will be involved in intensive Spanish language classes and seminars conducted in English on the history and literature of Spain and Latin America. Spring quarter, all program work will be done in Spanish, and students will have the opportunity to study in Spain or Ecuador, or to do internships in Olympia-area Latino communities.

The program is organized around points of contact between Spain and Latin America, beginning with the Spanish Conquest. During the first half of fall quarter, we will analyze the perspectives from which indigenous people and Spaniards viewed their contact, and the ideas and cultural practices of both groups during the Conquest and the colonial period. For the rest of the quarter, we will return to the medieval period in Spain to gain an understanding of cultural interactions among Christians, Muslims and Jews, and of the ideas and institutions growing out of the Christian "Reconquest" of the peninsula. We will attempt to relate the Reconquest world view and the rise of the Inquisition to the subsequent conquest of the Americas.

Winter quarter, we will turn to more "modern" times, with particular attention to Spaniards' and Latin Americans' struggles for indigenous identity: collective and individual notions of "self" and "nation." As Spain's empire had declined in the 17th century and Spanish American viceroalties moved beyond independence from Spain and into the 20th century, questions arose. The novelists we will read ask: What does it mean to be Spanish in a post-imperial age? How might Latin America, with national identities no longer based on being a colony of Spain, understand its place in the world? How might Latin America determine its own history while struggling with capitalism and modernity, with dictatorships and revolution, and with remaining tensions among indigenous, mestizo and mulatto communities? Readings may include *Don Quixote*, Miguel de Cervantes; and novels by Gabriel Garcia Marquez, Luisa Valenzuela and others.

Spring quarter, students may opt to study abroad. In Spain, students will attend language school and explore various questions related to that country's present-day view of America and its own colonial/imperial past. In Ecuador, students will live with Ecuadorian families, attend language school and examine indigenous survivors of that past.

Some students will choose to do internships in the Olympia area, thereby creating an opportunity for practical interaction with local Latino communities. The group on campus will hold all its seminars in Spanish. First, we will examine the cultural and social impact of the Spanish Civil War. Then we will return to the Americas and explore U. S. Latino and border identities as expressed in literature.

Credit awarded in Spanish language, history and literature of medieval Spain, history and literature of colonial Spanish America, contemporary Latin American literature and culture, research and writing and additional equivalencies depending on the country of travel and student projects or internships completed during spring quarter.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in languages, history, literature, writing and international studies.

Horizon:

Where Land Meets Sky

Winter, Spring/Coordinated Study

Faculty: Llyn De Danaan, Marilyn Frasca

Enrollment: 50

Prerequisites: Junior and senior standing and at least one quarter at Evergreen.

Faculty Signature: No

Special Expenses: \$150 for art supplies; \$500 for field trip expenses.

Internship Possibilities: No

Travel Component: One overnight field trip plus possible two- to three-week field trip during spring quarter.

This is a two-quarter study of sky, land and the place where the two meet. The study is anthropological, historical and artistic. Together we will read texts that describe the way in which people of many cultures have used the horizon line to create place, time, season and a romance between the celestial and the terrestrial in art, poetry and the imagination. We will understand how the horizon line creates points along which constellations, planets, the sun and the moon appear to rise and set and how buildings and stones have marked these points and now image-makers have celebrated them.

During spring quarter we hope to study on site in Northern New Mexico where we will give attention to Anasazi cultures as a part of our group research. Faculty will provide workshops in cultural anthropology, research methodology, drawing and journal writing.

Credit awarded in cultural anthropology, anthropology of prehistoric Southwest United States, drawing, art history and research methods.

Total: 12 or 16 credits winter quarter and 16 credits spring quarter. Students may enroll in a four-credit course winter quarter.

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

This program is also listed under Expressive Arts.

Images in Context

Fall, Winter, Spring/Coordinated Study
Faculty: Caryn Cline, Hiro Kawasaki, Alice Nelson

Enrollment: 72

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: Approximately \$200 for field trips, film festival and museum entrance fees and possible retreat.

Internship Possibilities: No

Travel Component: Possible retreat.

Images in Context is a three-quarter program that examines artistic images in painting, literature, photography and film within their social and historical contexts. This program will emphasize the ways a given historical moment impacts the images produced and the stories told within it.

Fall quarter we will look at these artistic media at one historical moment when their interactions were most dynamic: Western European Modernism from the 1880s to the 1920s. During this period, painting and photography were freed from the dictates of representation while literature and film reconceptualize space and time. In the second half of the quarter we will examine modernism outside of Europe, assessing the impact of history, politics and social change on representation. Our texts may include Mexican murals, Afro-Cuban poetry and Japanese Western-style painting of the early 20th century.

Winter and spring quarters we will consider a particular visual art form at a particular time: specifically, the postwar "cinema of new possibilities" in Japan, Cuba and the United States. In Japan, film was the best medium for simultaneously expressing the existential anxiety and sense of liberation following the defeat and devastation of the war. In Cuba, film captured the exciting possibilities and burning social issues of a post-revolutionary society. In the United States, filmmakers faced McCarthy-era repression while challenging the hegemony of the studio system and its production code.

In the spring, we will ask what follows modernism. Are we currently experiencing a paradigm shift as post-industrial societies transform themselves into information societies? What happens to art in the age of information technology and digital reproduction? In the era of globalized dissemination of United States popular culture? Spring projects will be organized around these questions.

An important aspect of our work together will be the development of our critical reading and writing skills. We will also acquire or improve our visual literacy skills by examining the ways in which "seeing" is culturally conditioned. We will hone our skills as readers, writers and seers in workshops and through group and individual exercises. Throughout the three quarters there will be weeks set aside for student presentations.

Credit awarded in film history and interpretation, literature history and interpretation, visual art history and interpretation and expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the humanities and expressive arts, cultural studies, art history, media studies and literature.

This program is also listed under First-Year Programs and Expressive Arts.

Interpreting English Literature: The Bible, Donne and Milton

Fall/Group Contract

Faculty: Pete Sinclair, Kirk Thompson

Enrollment: 50

Prerequisites: Sophomore standing; basic college-level competency in reading and essay writing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

In English intellectual history, the practice of interpreting difficult texts written in the vernacular (English, as opposed to Latin) began, flourished and possibly reached its zenith in the late 16th and early 17th centuries. The greatest and most often interpreted text was the Bible, in the translation authorized by King James I and published in 1611. This Bible decisively shaped the language, thought, feeling and writing of English-speaking people. It shaped not just our phrases but our images of person, God, community, time, love, hope, fear and salvation.

Two of the English Bible's closest and most creative readers were John Donne and John Milton, masters whose prose and poetry is also worthy of close reading and careful interpretation.

The first purpose of these studies is to learn to interpret difficult passages in important texts, exemplified by the King James Bible and works by Donne and Milton. The second purpose is to learn how authors carry forth and transform what they read.

Credit awarded in English: The Bible as literature; 17th century English literature. In post-modern jargon: Influence, misprision and intertextuality.

Total: 16 credits. Students may enroll in a four-credit course with faculty signature.

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

Japan Today

Fall, Winter/Group Contract

Faculty: Harumi Moruzzi

Enrollment: 25

Prerequisites: Core program or equivalent.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

"It is not very often that Westerners get to see the Japanese just as they are. The difficulty we have when we look at Japan — the layers-of-the-onion problem — can be so frustrating that we tend to raise our own screen of assumptions and expectations, or we content ourselves with images of the Japanese as they would like to be seen," wrote Patrick Smith in his "Letter from Japan" for *The New Yorker* five years ago. Granted that the "layers-of-the-onion problem" is not necessarily confined to the problem of understanding Japan or Japanese people — indeed, most of the problem of knowledge may be rooted in the nature of multifaceted or multilayered reality as well as in the nature of our ultimately subjective perceptions — Smith's pronouncement probably strikes many people as particularly applicable to our knowledge concerning Japan, its culture and its people.

Japan Today is a full-time interdisciplinary program devoted to understanding Japan, its culture and its people as they are. This program combines study of the Japanese language with study of Japan through books, films, seminars and workshops. In fall quarter, we will examine postwar Japan. We will emphasize international relations and contemporary society and culture, particularly its popular culture. Winter quarter we will study classical Japan up to the end of World War II. Special emphasis will be placed on the significance of historical legacies in contemporary Japanese society and culture.

Credit awarded in Japanese language, film studies, Japanese history and culture, Japanese literature and Japanese society.

Total: 16 credits each quarter.

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

Latin American Short Story

Fall/Group Contract

Faculty: Evelia Romano de Thuesen

Enrollment: 25

Prerequisites: At least one year of Latin American studies and two years of college-level Spanish or equivalent.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This course will consist of a panoramic study of the development of the short story in Latin America. We will explore the literary movement and its principal authors through readings of the most representative examples. Our topics will progress in chronological order up to the last 20 years. All readings, lectures and seminars will be in Spanish, and throughout the quarter we will be reviewing advanced aspects of Spanish grammar, syntax and vocabulary with particular emphasis on writing and reading skills.

Credit awarded in Spanish, Latin American literature and literary theory.

Total: 12 or 16 credits. Students may enroll in a four-credit course.

Program is preparatory for careers and future studies in Latin American studies and literature.

Love/Violence

Fall, Winter/Coordinated Study

Faculty: York Wong, Justino Balderrama

Enrollment: 48

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: Yes, winter quarter with faculty signature.

Travel Component: None

This coordinated, interdisciplinary program inquires into a central characteristic in the human condition: The ways we think and act, our relationships with each other, institutions in and among societies are grounded in love and violence. These two concepts, rich in meaning and cultural-historical implication, are inseparable even if they trigger psychological disruptions that challenge a person's perceptions and expectations. For that reason, love and violence are the creative forces expressed in arts and literature, and behind all social, political and philosophical systems. In this study, we will use all these cultural constructs to probe at the core of love and violence and how they have taken shape in America.

Texts may include: *Blood Meridian*, Cormac McCarthy; *Eichmann In Jerusalem*, Hannah Arendt; *reel to real*, bell hooks; and more. Films include *Reservoir Dogs*, *Fargo*, *Birth of a Nation* and more. Mass media and popular entertainment will also come under our scrutiny. Students are expected to respond to these critical word/sound/image texts in writing and seminar participation. Additionally, students will carry out independent research that illuminates the nature of love and violence in America.

Credit awarded in the relevant areas of American studies, literature, cultural studies, popular culture, political economy, social psychology, sociology, writing, research, social work and human services.

Total: 16 credits each quarter. Students may enroll in a four-credit course with faculty signature.

Program is preparatory for careers and future studies in American studies, literature, cultural studies, political economy, social psychology, social work and human services.

This program is also listed under First-Year Programs.

May I Have This Dance?

Fall, Winter/Coordinated Study
Faculty: Stephanie Kozick, Meg Hunt
Enrollment: 50
Prerequisites: Core program or equivalent and sophomore standing.
Faculty Signature: No
Special Expenses: No
Internship Possibilities: No
Travel Component: None

Our title has two meanings. It could mean the standard social invitation, but it could also mean: Can I take and own a particular behavior as an expression of my own emotions, feelings, needs? We will inquire about these multiple meanings through the disciplines of psychology and dance.

We will use the metaphors of the stage — onstage, offstage — and of the dance — movement through time and space between people — as a way of looking at life and art. We will look at human development as it involves the “dance” of self and society. We will do dance and movement in a studio space regularly. No previous experience in dance is necessary.

Students who want more concentrated work in human development/psychology can obtain it in a workshop component of this program. Others may take a course outside the program, with faculty approval.

Credit awarded in performance theory*, dance aesthetics*, dance/movement, human development*, psychology and cultural studies.

Total: 16 credits each quarter. Students may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in dance, human development, psychology and performing arts.

This program is also listed under Expressive Arts.

Mexico's National Character

Winter/Group Contract
Faculty: Gilbert G. Salcedo
Enrollment: 25
Prerequisites: Junior standing.
Faculty Signature: No
Special Expenses: No
Internship Possibilities: No
Travel Component: None

Mexico in its own eyes and in the eyes of others is the theme of this group contract. The emphasis is on the long, often violently dramatic emergence within Mexico's people of a national character, a national temperament and an awareness of Mexico as a distinct nation, not only politically independent but morally legitimate in its own sense of origins. This emergence has been a protracted birth marked by bloody yet transient victories, pride in past glory, a touching but intransigent faith in imported utopianism, recurrent failure in the face of intractable barriers to self-realization and unquenched conviction in a flawed destiny. It was Mexico's tragic destiny to break with its roots in founding cultures, both aboriginal and European, and to awaken to a problematic ethnic legacy as a nation of complex regional subcultures: aboriginal Mexican, Asian, African and European.

With this in mind we will consider broad patterns in the Mexican historical experience, beginning with the feudal centuries following the Spanish Conquest and continuing through the 19th century era of Independence and civil wars; the defeat by the United States; the triumphant popular war against the French; the deceptively peaceful Porfirio Diaz dictatorship; the Revolutionary Crusade of 1910 to 1940; and finally the materialism and disillusioned abandonment of moral idealism that marked the half-century after the Revolution. We will examine the mixture of detachment and sympathy with which Mexicans themselves have viewed their own society, as well as the peculiar ambivalence toward Mexico among Spaniards, French, English, Americans and others as revealed in travel accounts, memoirs, novels, short stories, biographies, autobiographies and the historical records.

This group contract will emphasize the application of concepts in psychohistory and metahistory in examining the influence of race, cultural myth, religion, language, history and geography in determining the cultural identity of Mexico. We will strive toward a realistic assessment of both Mexico's historic path and its present capacity to resolve the traditional tendency toward renewal of civil conflict and find a practical, though perhaps only temporary, solution to ancient social and political dilemmas stemming from a national character forged in the distant past.

Credit awarded in history, psychohistory, literature, writing and biography.

Total: 16 credits. Students may enroll in a four-credit course with faculty signature.

Program is preparatory for careers and future studies in education, history, literature, psychology politics and biography.

Natural Histories: Botany, Biography, Community

Fall, Winter, Spring/Coordinated Study
Faculty: Frederica Bowcutt, Sam Schragger, Matthew Smith
Enrollment: 72

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.
Faculty Signature: No
Special Expenses: Approximately \$200 for fall- and spring-quarter overnight field trips.
Internship Possibilities: Yes, spring quarter.
Travel Component: Overnight field trips.

This program uses the naturalist approach to explore patterns of people's lived experience of place, especially in our region. Natural histories are accounts of the lives of humans and other organisms, described in detail and situated in a time and place. They take the form of species accounts, life histories and the stories of a place. We will study stories people tell about themselves, their communities and nature. We will examine how collective practices shape and are shaped by local landscapes and institutions. We will assess current social and environmental conflicts in light of prospects for a sustainable future.

During the fall, students will study a piece of land, inventorying plant species, documenting changes and recording oral history of people who've lived there. In winter, the research will involve conversation with practitioners of crafts that can help ground communities in place. Library research skills will be a significant focus in winter. In spring, students will do field projects. Natural Histories will pay close attention to cultural dimensions of inhabitation, including Native American outlooks, bioregionalism, gender, class and religious consciousness. Readings will span community studies, environmental studies, literature and social thought.

This program offers students (1) training in ethnographic and ecological research methods; (2) experience writing in journal and documentary forms; (3) a foundation in social theory and communitarian philosophy with concern for morally responsible action. Work will be challenging and time demanding. We welcome first-year students who are ready for intensive engagement in their studies. Natural Histories is ideal for upper-division students who want to specialize in humanistic or ecosystemic inquiry while studying both as an integrated whole.

Credit awarded in social theory, community and cultural studies, botany, literature, oral history and environmental history.

Total: 16 credits each quarter. Students may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in teaching, natural resource management, community planning, social work, history, environmental policy and the humanities.

This program is also listed under First-Year Programs and Environmental Studies.

* indicates upper-division credit

Odyssey

Winter, Spring /Group Contract

Faculty: Mark Levensky, Pete Sinclair

Enrollment: 50

Prerequisites: Junior and senior standing.

This program is for people who are literate, self-directed, responsible, energetic, resourceful, imaginative and adventurous.

Faculty Signature: No

Special Expenses: Expenses for seven- to eight-weeks of independent travel away from Olympia and back.

Internship Possibilities: No

Travel Component: Yes, seven- to eight-week odyssey.

The Odyssey program is a two-quarter, interdisciplinary, advanced group contract for people who want to read, write about and discuss Homer's *Odyssey* with others, and who want to plan, undertake and complete an individual, self-directed odyssey of their own. During winter quarter, each person will read and write about Homer's *Odyssey*, will participate in two book seminars a week on Homer's *Odyssey* and will do independent, self-directed research, writing and speaking on Homer, Odysseus, Troy, oral traditions, Penelope, Mediterranean geography and ancient Greek Gods, Goddesses, men, justice, women, poetry, royal families, art, children, weapons, cities and villages, work, sex, sailing ships and/or other topics that strike the person's interests. Each person also will participate in one workshop a week on planning, undertaking and completing an individual odyssey to a distant location. During the first week of spring quarter, each person will participate in program meetings of farewell, and then will begin and complete his or her seven- to eight-week, individual, self-directed odyssey. Each person's odyssey will begin at the person's Puget Sound area home, will be to a destination at least 300 miles from the person's Puget Sound area home and include the person's return to his or her Puget Sound area home and each person will travel to his or her destination and return by foot, skate board, roller blade, ski, dog sled, bicycle, horse, wheelchair, boat and/or bus, and each person will travel without a human companion. During the ninth week of the program, each person will make, in one form or another, an account of his or her odyssey, and then, during the ninth week of the quarter, each person will present his or her account to the program. This program is for people who are literate, self-directed, responsible, energetic, resourceful, imaginative and adventurous.

Credit awarded in studies in literature and philosophy and independent field project.

Total: 16 credits each quarter.

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

Other Minds, Other Bodies: From Sappho to Jupiter

Fall/Group Contract

Faculty: Mark Levensky, Marilyn Frasca

Enrollment: 50

Prerequisites: Junior or senior standing and successful completion of at least one full quarter at Evergreen.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Other Minds, Other Bodies: From Sappho to Jupiter is a one-quarter, full-time program for students who want to conceive, design, research, work on, complete and present an individual or small-group project, in any medium, on the nature of an other mind and/or an other body, and who want to do this work in the company of others. The program faculty will support student individual and small-group project work by offering weekly individual conferences with students; by offering a weekly, all-program intensive journal workshop, book seminar and critique workshop; and if appropriate opportunities arise, by leading field trips and welcoming guests.

Credit awarded depends on the nature of each individual's final project.

Total: 16 credits.

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

Russia

Fall, Winter, Spring/Coordinated Study

Faculty: Patricia A. Krafcik, Thomas B.

Rainey

Enrollment: 48

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This program explores Russia from the ninth century to the present. Fall quarter covers Russian history, literature, and culture from their beginnings to the end of the 18th century; winter quarter focuses on the 19th century; and spring quarter concentrates on the 20th century, including the Soviet and post-Soviet eras. Readings may include chronicles, epics, saints' lives, historical texts, folklore, tales and the literature of Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, Herzen, Gorky, Blok, Zamiatin, Mayakovsky, Esenin, Akhmatova, Solzhenitsyn, Pasternak, Ginzberg, Yevtushenko, Petrushevskaya, Tolstaya and Rasputin.

Intensive elementary Russian may be offered during summer 1998. Less-intensive elementary and intermediate Russian will be offered as modules during fall, winter and spring quarters 1998-99. Students may register for the modules apart from the Russia program. All students are encouraged to enroll in a language class appropriate for their level; however, the Russia program will also be open to students who do not wish to take language classes. The Russian language classes will be open to qualified students outside the program if space is available, but students who intend to enroll full time in the Russia program will be given first preference.

Students enroll each quarter for 12 credits. To earn full credit, a student must regularly attend weekly lectures, participate in weekly book seminars, complete required readings and submit assignments in a timely manner. Russian language modules provide an additional four credits and related modular workshops may also be offered for four credits on subjects such as Russian cultural history, an individual author such as Chekhov and Russian and Soviet film.

Given sufficient interest, the faculty will arrange, or direct students to, study programs in Russia during summer 1999.

Credit awarded in Russian history, Russian literature and Russian culture.

Total: 12 credits each quarter. Students may enroll in a four-credit course each quarter.

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

This program is also listed under First-Year Programs.

Take a Look! A Study in Perception

Spring/Group Contract

Faculty: Bob Haft, Tom Foote

Enrollment: 50

Prerequisites: Sophomore standing.

Faculty Signature: No

Special Expenses: \$60 for drawing supplies and museum fees.

Internship Possibilities: No

Travel Component: None

Take A Look! is a one-quarter group contract for intermediate and advanced students interested in perception in general and visual perception in particular. We proceed from the premise that most people are taught at an early age to curb their perceptual abilities; that is, they learn to look without learning to see. Our goal is to restructure that concept. Students in the program will undertake exercises in systematic observation that will teach them to become more fully cognizant of their environment. They will document these exercises in their field journal, paying particular attention to how their perception of, and relationship to, their environment is changing as they move through the process.

To achieve these goals we will undertake a number of activities. Through a series of readings, workshops, lectures, films and field trips, students will be exposed to topics as far-ranging as figure drawing and sociolinguistics, birdwatching and geology. Students will be required to keep a journal chronicling activities and observations about the program and about personal progress with perceptual skills.

Students will work in teams and over the course of the program conduct field observations that they will document in their journals. At the end of the quarter, teams of students will give presentations based on their field work to the entire program.

Credit awarded in drawing, journal writing, field research and studies in visual perception.

Total: 16 credits.

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

This program is also listed under Expressive Arts.

The French-Latin American Connection: Arts and Literature

Winter, Spring/Group Contract

Faculty: Evelia Romano, Marianne Bailey

Enrollment: 50

Prerequisites: Sophomore standing; previous course work in literature; at least one quarter college-level French language or Spanish language or equivalent.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Since the beginning of the 19th century, the resonance of French culture, aesthetics and philosophies has been strongly heard in Latin American artistic contexts. French poetic and narrative models still influence contemporary Latin American writers. However, during the past several decades we have witnessed the transformation of that unilateral dynamic of influence into a more mutual exchange that has allowed French thinkers like Foucault to find their theories predicted and motivated by Latin American artists. French thinking has been enriched and modified from the 1930s onward through the development of Latin American artists' identity and voice. A good example of this exchange is how the "marvelous real" movement defined by the Cuban writer Carpentier, and best represented by Gabriel García Márquez, became one of the primary models of contemporary French and French Caribbean narrative.

Did Latin America adopt or adapt the French trends? How did processes of cultural syncretism impact the arts? How have the connections between France and the cultures of Latin America evolved during the past century? Which parallels can be established between the 19th and 20th centuries' *fins de siècle*? We will proceed chronologically by analyzing examples from literature and the plastic arts along with studies of their informing theories and philosophies.

Students will choose between a French language module and a Spanish language module that will be taught within the program. The language modules will maintain thematic relationships with program content, while emphasizing the development of the four basic language skills: listening comprehension, speaking, reading and writing.

Credit awarded in Latin American intellectual history, French intellectual history, art history, French and Francophone literature, Latin American literature, Spanish language and French language.

Total: 16 credits each quarter. Students may enroll in a four-credit course with faculty signature.

Program is preparatory for careers and future studies in Latin American studies, literature, French and Francophone studies and art history.

The Meaning of History

Fall/Group Contract

Faculty: Gilbert G. Salcedo

Enrollment: 25

Prerequisites: Junior standing and one year of history studies.

Faculty Signature: Yes, with interview conducted by telephone and at the Academic Fair, May 13, 1998. Transfer students should submit a writing sample and short academic résumé to the faculty prior to the Fair.

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This is a group contract in the philosophy of history and the history of ideas. Its concern is not with history but with the patterns of history. Its aim is to survey the great theories of interpretation in the European tradition concerning the origin, structure and meaning of time, causation and events; to examine the significance of the individual in history; to determine whether there is progress or cyclic recurrence in history, or if there is a purpose in history that transcends the fortunes and misfortunes of a particular generation; and to reflect on the theme of the rise and fall of nations that has preoccupied historical thinkers in the 19th and 20th centuries.

We will not be directly concerned with the history of great events, such as the barbarian invasions of the ancient world, the fall of Rome, the Protestant Reformation, the French Revolution or the First World War, but with the insights they provide concerning historical destiny. In other words, events themselves will be of less concern than their mythic, metaphysical or metahistorical meaning. In this connection we will read both religious and secular views on historical causation and the roots of vast trends in historical development such as the liberation of the individual from traditional sources of authority; the advent of rationalism, materialism and egalitarianism; the emergence of the nation-state; the disappearance of religious faith; the birth of mass movements; and the beginning and end of civilizations.

In addition to studying modern critical assessments of explanatory theory, we will strive toward philosophical insight which accounts for the fate of the individual in relation to the destiny of civilization in order to meaningfully place ourselves within the context of the historical moment.

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Readings may include *The City of God*, St. Augustine; *The Muqaddimah*, Ibn Khaldun; *Discourse on Universal History*, Bossuet; *The New Science*, Vico; *On Sovereignty*, De Maistre; *The Tragedy of Man*, Madach; *On Heroes, Hero-Worship, and the Heroic in History*, Carlyle; *Reflections on History*, Burckhardt; *Reason in History*, Hegel; *Pattern and Meaning in History*, Dilthey; *The Decline of the West*, Spengler; *The Revolt of the Masses*, Ortega; and *The Idea of History*, Collingwood.

This group contract is intended for third-year and fourth-year students in humanities and social science. It will be structured around lecture, reading, discussion, writing and short student presentations. Students in this group contract should have a strong background in historical studies and be prepared for a rigorous exchange of ideas in seminar.

Credit awarded in philosophy, history of ideas, literature and writing.

Total: 16 credits. Students may enroll in a four-credit course with faculty signature.

Program is preparatory for careers and future studies in history, philosophy, education and law.

Victim Rhetoric: Chained, Choice, Change

Fall, Winter, Spring/Group Contract
Faculty: Virginia Hill, Charles Nisbet
Enrollment: 50
Prerequisites: Sophomore standing.
Faculty Signature: No
Special Expenses: No
Internship Possibilities: Yes, spring quarter.
Travel Component: None

Are citizens who suffer from injustice and inequality victims of our political-economic system, our institutions or our public policies? Or could people be victims of their own irresponsibility, failed creatures who lack the strength to be successful in life's enterprises? Or might they just be victims of circumstance, pawns in some senseless, random, yet hostile cosmic game? Legions of politicians, pundits and scholars line up behind a range of viewpoints in this debate, usually trying to portray others as villainous or at least woefully ignorant. All the while, ordinary people struggle to make their way through circumstances of poverty, family disintegration and addiction.

During fall quarter, this program examines the debates that contain a range of rhetoric mounted by key players within the arenas of welfare reform, family values, gambling and political campaigning. A fall quarter module on survey research methodology teaches the skills necessary to undertake the winter quarter research project. In winter, students conduct their own surveys on some aspect of fall quarter's social issues. Then in spring quarter, students participate in internships where they see the real world process and outcome of the rhetorical skirmishes they studied.

Probable seminar readings include: *The Way We Really Are: Coming to Terms With America's Changing Families*, Stephanie Coontz; *Life Without Father: Compelling New Evidence That Fatherhood and Marriage are Indispensable for the Good of Children and Society*, David Popenoe; *The Luck Business: The Devastating Consequences and Broken Promises of America's Gambling Explosion*, Robert Goodman; *Keeping Women and Children Last*, Ruth Sidel; *Ashes to Ashes: America's Hundred-Year Cigarette War, the Public Health and the Unabashed Triumph of Philip Morris*, Richard Kluger; *All's Fair: Love, War and Running for President*, Mary Matalin and James Carville.

Credit awarded in American studies, contemporary American issues, social science research methods and public policy analysis.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in law, public policy, human services and campaign management.

Victorian Studies: British Culture and Society 1837-1901

Fall, Winter, Spring/Group Contract
Faculty: David Powell
Enrollment: 25
Prerequisites: Junior or senior standing.
Faculty Signature: Yes
Special Expenses: Extensive and expensive required book list; \$50 in duplicating costs; students must provide multiple copies of their work for workshop discussion.
Internship Possibilities: No
Travel Component: No

The years during which Queen Victoria was the titular head of the British Isles and Empire were exciting, challenging and fertile almost beyond belief. There were vast changes in society, mode of life, faith and meaning, art and music, politics, emancipation, manufacture and commerce, philosophy and value, living and work, population and demographics, science and technology, literacy and learning. Along with change came conflicts and crises, as prosperity, unrivaled material success, and vast world power were shadowed by slums and impoverished workers (including children), challenges to world markets, political upheaval, and the sounds of war. Like the United States a century later, England was the model of prosperity, growth and power for the 19th century; it was a culture moving from the zenith of greatness to the beginnings of decline, both internal and external.

Victorian England was not only a culture of change and crisis, it was also a culture of creativity; there was a veritable explosion of activity in poetry, science, history, architecture, essays, art and fiction. Because of technological advances in papermaking and printing, the sound of huge presses running around the clock were common, and the era of mass readership with books, journals, papers and magazines to serve them ushered in the world of modern communication.

The documents that we will read, consider and study pose central human questions about the consequences of prosperity and power and propose a far more central role for literature and art than in any previous culture. Many students of culture see in these artifacts the foundations of our modern world; most see one of those rare times when we have a rich vein of documents of unusually high artistic merit, so that our historical needs and our love of great writing can be jointly served.

The unusually extensive reading list will include: Thomas Carlyle, Sartor Resartus essays; *Jane Eyre*, Charlotte Brontë; *Wuthering Heights*, Emily Brontë; *Shirley*, Charlotte Brontë; John Ruskin, selected writings on art and society; Charles Darwin, selected writings on biology and science; *The Rubáiyát of Omar Khayyám*, Edward Fitzgerald; *The Mill on the Floss*, *Middlemarch*, "George Eliot" (Mary Ann Evans); *Alice in Wonderland*, *Through the Looking Glass*, "Lewis Carroll" (Charles Dodgson); *Barchester Towers*, Anthony Trollope; *Mary Barton*, Elizabeth Gaskell; *The Tenant of Wildfell Hall*, Anne Brontë; *Essays in Criticism*, Matthew Arnold; *Sybil*, Benjamin Disraeli; *The Jungle Book*, Rudyard Kipling; *The Well at the World's End*, essays, Robert Louis Stevenson; *Pygmalion*, essays, George Bernard Shaw; *The Way of All Flesh*, Samuel Butler; *The Heart of Darkness*, Joseph Conrad; *The Idylls of the King*, Alfred, Lord Tennyson; *Studies in the History of the Renaissance*, essays, Walter Pater; essays by Mill, Macaulay, Wallace and others; poems by Browning, Arnold, Rossetti, Swinburne, Yeats and others; and the *1851 Crystal Palace Exhibition Illustrated Catalog*.

Activities will include: large amounts of reading, study, thought; weekly seminars, lectures, presentations; independent study of an author, critical or cultural movement; spring quarter focus on student presentations/papers; quarterly exams/essays. Pre-reading during the summer is strongly advised.

Students wishing to apply for this program should submit their best essay to David by the May 13, 1998 Academic Fair. David will post a program membership on his door by May 18, in time for registration.

Credit awarded in British literature, social and cultural history and the student's area of independent study.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in humanities, teaching and the professions.

Weird and Wondrous

Fall, Winter/Coordinated Study
Faculty: Jean Mandenberg, Thad Curtz, Sarah Williams

Enrollment: 75

Prerequisites: Junior and senior standing.

This program will accept seven first-year students and seven second-year students who are ambitious and hard-working.

Faculty Signature: No

Special Expenses: Up to \$150 per quarter for studio supplies, depending on your projects.

Internship Possibilities: No

Travel Component: None

Some things are weird. Some fill us with wonder. In our world, it sometimes seems that it's much rarer to be filled with wonder than to call things weird. In this program we will be both creating and thinking together about some special situations in which experiences are simultaneously weird and wonderful. The program's activities will include studying, discussing and writing about literature, art and theory from psychology, philosophy and other social sciences. We'll also spend a considerable amount of our time creating collaborative projects about the program's themes, sharing them with one another and reflecting on them.

Activities will include lectures, seminars, case studies, studio work, experiential exercises and a film series. Throughout, we'll be using the issue of the weird and wondrous as a way to explore some enduring questions about convention and creativity in the arts, the interactions between language and experience, crosscultural illuminations and misunderstandings, normal and extraordinary experience, pity, disgust, the uncanny and the sublime.

We'll be reading books like *Mr. Wilson's Cabinet of Wonders*, Weschler; *Alice in Wonderland*, Carroll; *Slowness*, Kundera; and *Black Sun*, Kristeva; we'll see films like *City of Lost Children*, *Smoke*, *32 Short Films About Glenn Gould* and *Trobian Cricket*.

We plan to work slowly and thoughtfully. We hope to increase our own capacities for wonder as well as developing, together, some categories for understanding this special kind of experience and its relations to other aspects of our lives and our historical situation.

Credit awarded in art theory, cultural anthropology, literature and studio art.

Total: 12 or 16 credits each quarter. Students may enroll for a four-credit course each quarter.

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

This program is also listed under Expressive Arts.

When Words Lose Their Meaning: An Essay Writing Community

Fall, Winter/Group Contract

Faculty: Don Finkel, Craig Carlson

Enrollment: 50

Prerequisites: Sophomore standing and a mastery of the fundamentals of expository writing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This program is intended for students with a serious desire to write nonfiction works who are looking for the opportunity to spend six months devoted to sustained writing as part of a community of writers.

The program's title alludes to a famous passage in Thucydides describing the impact the Greek civil wars had on language: "Words had to change their ordinary meaning and take that which was now given them." *When Words Lose Their Meaning* is also the title of a fascinating book by James Boyd White.

White assumes that "whenever we speak or write we define ourselves and another and a relation between us." Using language is indispensable to our lives, because we are "perpetually telling [our] story to [ourselves] and others, trying to shape things so that the next step fits with what has gone before." Yet if we live at a time when the culture is rapidly changing, when words have lost their ordinary meanings, this process becomes problematic. "How can such a process be coherent when there is no stable self, no stable culture to rely on?"

White's answer to this question is that we must create a "ground of judgment on which we can rely" and that we do so when we speak and write. He examines a series of classic books to show how each author's use of language reconstitutes both character and community. "Each of these texts," he says, "teaches us how it should be 'read,'" and each in turn "teaches us much about what kind of life we can and ought to have, who we can and ought to be."

In this program we will study each of the texts White examines: works by Homer, Thucydides, Plato, Jonathan Swift, Samuel Johnson, Jane Austen, Edmund Burke, as well as several key American political documents. We will also read White's analysis of each text as a means to develop our own interpretations. But most important, we will constitute ourselves as a community of essay writers and attempt to create "a ground of judgment on which we can rely" by writing to each other, reading each other's essays and writing back in response.

Credit awarded in essay writing, non-fiction writing, and advanced studies in humanities.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in humanities, law, journalism, writing and community studies.

Environmental Studies

AFFILIATED FACULTY:

Michael W. Beug
Frederica Bowcutt
Jovana J. Brown
William H. Brown
Paul R. Butler
Richard A. Cellarius
Gerardo Chin-Leo
Robert Cole
Russell R. Fox
Martha Henderson
Steven G. Herman
Patricia Labine
John T. Longino
Lee Lyttle
David H. Milne
Carol Minugh
Linda Moon Stumpff
Ralph W. Murphy
Nalini Nadkarni
Lin Nelson
Dean Olson
Peter Pearman
John H. Perkins
Brian Price
Matthew E. Smith
Oscar H. Soule
Kenneth Tabbutt
Peter B. Taylor
Erik Thuesen
Gabriel F. Tucker
Alfred M. Wiedemann
Thomas Womeldorff

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

(I) *Human Communities and the Environment* — addresses environmental policy, ethics, and human relations with, and ways of thinking about, the natural world. Includes community studies, political economy, geography, environmental economics, environmental health, history and planning.

(II) *Natural History* — focuses on observation, identification, and interpretation of flora and fauna using scientific field methods as a primary approach to learning how the natural world works. Includes ecology, ornithology, mammalogy, herpetology, entomology, botany and mycology, with exploration of issues in biodiversity.

(III) *Environmental Sciences* — deal primarily with the study of the underlying mechanisms and structures of natural systems, both living and non-living. Environmental sciences often involve significant laboratory and field work. They include chemistry, biology, geology, hydrology, oceanography, climatology, physiological ecology, evolutionary biology, forest ecology, biogeochemistry, marine biology and oceanography.

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

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

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

In your planning it is important to realize that program titles and content change from year to year. Every year we offer one or two introduction to environmental studies programs intended for second-year and transfer students and open to well-prepared first-year students. Every year a marine environments program is offered. There are also geology programs every year. Ecological agriculture is offered on an alternate year basis, rotating with Community Development or Working in Development. The Temperate Rainforest and Tropical Rainforest programs are offered on an alternate basis with programs focused on the Pacific Northwest. Ornithology is another program that happens every other year. Each year one or more one-time programs are offered so it is important to seek help in selecting the optimum sequence of offerings that meets your needs.

Advanced Ecology and Conservation Biology

Winter, Spring/Coordinated Study

Faculty: Peter B. Pearman, Steve Herman

Enrollment: 40 undergraduate students; 10 graduate students.

Prerequisites: Field natural history or ecology or other quantitative science and math at the precalculus level.

Faculty Signature: No

Special Expenses: \$100 per quarter for field equipment in addition to books; weekly field trips; optional \$450-\$550 for Mexico field trip winter quarter and \$100 field station fee.

Internship Possibilities: No

Travel Component: Five-day in-state field trip fall quarter; optional two-week trip to Mexico.

Ecology has been called the physics of intractable systems. It is the scientific discipline that investigates interactions among organisms as well as between organisms and inanimate surroundings. Ecological information finds application in conservation biology, an 'emergency science' developed to provide planners, wildlife managers, politicians and the public with biological information that will contribute to the conservation and maintenance of Earth's biological diversity and ecological and evolutionary processes. This program will examine both these fields in depth. We will analyze ecological concepts in detail, including competition, predation, population dynamics, pollination, herbivory, dispersal, food webs and adaptation. Once we have developed our concepts and tools, we will explore the ecological basis of conservation by covering the studies that have developed the ideas of edge effects, minimum viable population sizes, habitat fragmentation and extinction deficits (among others). Students will investigate ways to understand ecological systems and phenomena by experimenting with ecological models, by taking field data and analyzing it, by analyzing the data of others and by reading and discussing influential studies and essays. Students will conduct a project on a living ecological system by raising populations of plants or small animals and will 'adopt' a mathematical model.

Evaluation will be based not on mathematical prowess but on participation, effort, enthusiasm and evidence of improved critical thinking and writing skills as shown on exams and in written work and oral contribution. There will be a five-day field trip at the beginning of fall quarter and an optional two-week field trip to Mexico during winter quarter. Short field trips will be held weekly.

Credit awarded in ecology*, conservation biology*, applied mathematics*, statistics* and Latin American studies.

Total: 16 credits each quarter. Graduate students may take lecture series and seminar as a four-credit option each quarter. Undergraduate students may enroll in four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in conservation, wildlife management, ecology and evolution.

Applied Geology: Hazards and Resources

Winter/Coordinated Study

Faculty: Paul Ray Butler, Kenneth Tabbutt

Enrollment: 40 undergraduate students; 12 graduate students

Prerequisites: Introduction to Geology or one course in physical geology; graduate standing for graduate credit.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Applied geology focuses on a broad spectrum of possible interactions between people and the physical environment. The Pacific Northwest is situated in a geologically active area, as evidenced by the 1980 eruption of Mt. St. Helens, widespread flooding of the late '80s and '90s, and concern about a large magnitude earthquake. In addition to these obvious hazards, many other more subtle interactions are important here and around the world. The technological advances of the 20th century have made human populations significant agents of landscape modification. These populations also require a resource base that is rapidly being depleted. This coordinated study program affords both graduate students and advanced undergraduates an opportunity to investigate the relationship between humans and the natural world, focusing primarily of geologic hazards and mineral resources. In addition to regular lectures, discussions and problem sets, field trips will be an important component of the class.

Credit awarded in applied geology-hazards* and applied geology-resources*.

Total: 8 or 16 credits. Graduate students can enroll for 4 or 8 credits.

Program is preparatory for careers and future studies in earth sciences.

Biodiversity and Global Change

Fall/Coordinated Study

Faculty: John T. Longino, Gerardo Chin-Leo

Enrollment: 50

Prerequisites: Junior and senior standing; at least one year of college study in biology or equivalent.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

The major characteristics of the biosphere and their role in determining the distribution and diversity of life will be examined through a study of biogeochemistry, evolution and ecology. Topics in biogeochemistry will include: the origin of the Earth, cycling of bioreactive elements (carbon, nitrogen, phosphorus), the hydrologic cycle and global climate change. Topics in evolutionary biology and ecology will include: the description of biodiversity at the level of genes, populations, species, communities and ecosystems; local and global patterns of species richness; and the destruction of tropical ecosystems.

Credit awarded in biogeochemistry*, evolution* and ecology*.

Total: 16 credits.

Program is preparatory for careers and future studies in biology, zoology and environmental science.

Environmental Analysis: Applications of Chemistry, Geology and Biology to a Local Environment

Fall, Winter, Spring/Coordinated Study
Faculty: Jeff Kelly, Clyde Barlow, Jim Stroh
Enrollment: 45

Prerequisites: College algebra, college chemistry and physical geology strongly recommended.

Faculty Signature: No

Special Expenses: \$50 for overnight field trip to Eastern Washington.

Internship Possibilities: No

Travel Component: Overnight field trip to Eastern Washington.

This program will engage students in the study of various problems of environmental pollution using both theoretical and experimental methods. Topics in geology and chemistry will be developed that are appropriate to problems of aquatic and terrestrial pollution. The program will connect themes dealing with geology, hydrology and chemistry. Methods of analytical chemistry and instrumental analysis will be applied in an advanced laboratory. Students will participate in research on real problems of environmental significance and engage in reading and discussions related to environmental policy and resource management.

During fall quarter the program will address topics in geohydrology, biogeochemical cycles, analytical chemistry and aquatic chemistry. Students will participate in a class project involving analytical chemical techniques, geographic information systems, and quantitative data analysis methods. Physical geology will be offered to those students without the prerequisite as a lower-division four-credit course.

During winter quarter the focus of the class will shift toward instrumental methods for environmental analysis and the physical chemical basis for geochemical processes and their analysis. Small-group projects will be developed that will carry through spring quarter. Computers will be used extensively for data analysis, simulation and control of analytical instrumentation.

Credit awarded in instrumentation*, environmental geology*, geohydrology*, analytical chemistry* and physical chemistry*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in geology, chemistry, environmental analysis and environmental fieldwork.

This program is also listed under Scientific Inquiry.

Environmental Change and Community: Regional Policy and Politics

Spring/Coordinated Study

Faculty: Lin Nelson, Jovana Brown
Enrollment: 25 undergraduate students; 18 graduate students

Prerequisites: Graduate standing or junior and senior standing; Introduction to Environmental Studies, Political Economy or equivalent program.

Faculty Signature: No

Special Expenses: Approximately \$50 for possible field trip.

Internship Possibilities: Yes, four credits only (undergraduates).

Travel Component: Possible field trip.

This coordinated study will involve an examination of communities in the Northwest facing substantial and interrelated changes in environmental, public health and economic conditions. We will be analyzing the emergence of relevant public policy, especially at the intersection of natural resources, environmental health and community sustainability. As changes occur in forestry, fishing and farming, communities, including tribal communities face many serious challenges. Likewise, communities dependent on the industrial sector face many hazards ranging from toxic exposure to labor dislocation. Much of our work will involve selected regional case studies, such as the following: tribal communities addressing off-reservation salmon habitat (involving both water quantity and quality); urban neighborhoods dealing with pollution sites; the destabilization and rebounding of timber towns; communities of color facing inequitable environmental health risk and economic instability; and the emergence of eco-tourism and other regional strategies. Environmental justice, tribal sovereignty, sustainability and public interest science are concepts central to our analysis; linkages between environmental, labor, tribal sovereignty and social justice advocates will be explored. Our work will encompass both theory and practice. For undergraduates, this is a full-time program, including an independent research project.

Credit awarded in natural resource policy*, environmental studies*, environmental health policy*, community development*, political ecology* and environmental organizations*.

Total: 16 credits. Graduate students may enroll for 4 credits.

Program is preparatory for careers and future studies in public policy, community development, environmental health, natural resources and environmental sustainability.

Evolution and the Herpetofauna

Fall/Group Contract

Faculty: Peter B. Pearman

Enrollment: 20

Prerequisites: Junior or senior standing. Biology or natural history or other lower-division biological science, some college math.

Faculty Signature: Yes. Students must submit a letter of interest, list of relevant academic and/or work experience and one letter of recommendation from someone familiar with the applicant's work in organismal biology or field work. Applications are due April 29, 1998. Signature code will be provided at the Academic Fair, May 13, 1998.

Special Expenses: Approximately \$550 for two- to three-week field trip to the desert Southwest.

Internship Possibilities: No

Travel Component: Two- to three-week field trip to the desert Southwest.

Participants in this contract will examine a number of phenomena in both the fields of evolution and herpetology. We will cover the evolutionary history of the reptiles and amphibians, patterns of their biological diversity, life history strategies, ecology, reproduction, behavior and conservation. Weekly lectures will present major themes in evolutionary ecology that are applicable to the study of the reptiles and amphibians. Participants will engage in field sampling to collect data for analysis and will analyze the data of others as well. Seminal papers in herpetology and evolution will be addressed in weekly seminars. Participants will write two short review papers utilizing the primary scientific literature on a topic agreed on with the faculty. There will be numerous short field trips and a two- to three-week field trip to deserts in the southern United States to examine various herpetological communities. Evaluation will be based on participation, effort, enthusiasm and evidence of improved critical thinking skills as shown in written work and oral contributions.

This contract will prepare students for careers in wildlife management and for further study in herpetology, evolution and ecology. Upper-division credit will be awarded in herpetology, evolution and statistics. The contract is for students with a background in biology, natural history or other natural science. In addition to books, field expenses will run approximately \$550 (including field trip costs; a six volt miner's headlamp is required; contact instructor). Participants should have access to camping equipment and appropriate outdoor gear.

Credit awarded in herpetology*, evolution* and statistics*.

Total: 16 credits.

Program is preparatory for careers and future studies in wildlife management, herpetology, evolution and ecology.

Geography of the Pacific Northwest

Fall/Group Contract

Faculty: Martha Henderson

Enrollment: 25

Prerequisites: Graduate standing or junior and senior standing; one year regional studies such as community development or geographic information systems; general understanding of natural history or geology and interest in field work. Graduate students can take four credits.

Faculty Signature: Yes

Special Expenses: Up to \$200 for overnight field trips.

Internship Possibilities: No

Travel Component: Four-day Washington field trip and a ten-day trip to Washington, Idaho and Oregon.

This program will explore the physical and social geography of the Pacific Northwest, a region that includes the states of Washington, Oregon and Idaho. The program will begin with an introduction to regional science, physical and ecological processes, and themes and interpretations of society and culture from a geographic perspective. We will also examine forms of communication and representation utilized by geographers, including mapping and geographic information systems, spatial data analysis and writing. Field methods and reporting will also be emphasized. We will explore the Pacific Northwest from a variety of perspectives including American Indian, colonial expansion, agricultural and resource development, urbanization and ex-urbanization. Our focus will include cultural landscapes, specific and special places and events, and social constructions of nature. Specific attention will be paid to identifying environmental and social conditions of subregions, including the Puget Sound, Cascade Mountains, Columbia River Basin, Rocky Mountains and High Desert of Oregon and Idaho. Finally, we will explore how the region defines itself versus how the region is defined by external forces such as U.S. federal land policies and export trade with Pacific Rim countries.

The learning environment will include lecture, seminar and field trips. Evaluation will be based on student progress in defining the Pacific Northwest as a region, technical skill ability and writing experience. Map skills, essay writing and field methods will be evaluated.

Credit awarded in geography*.

Total: 16 credits. 4 credits for graduate students.

Program is preparatory for additional work in Pacific Northwest studies, environmental studies and geographic information systems.

Introduction to Environmental Modeling

Spring/Group Contract

Faculty: Robert Cole

Enrollment: 25

Prerequisites: Reasonable facility with second-year algebra or readiness to take calculus.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This program will investigate introductory mathematical models of environmental and ecological systems. We will explore several dynamical systems in an effort to discover relationships between constituent parts and to develop critical insights into issues of ecological and social sustainability. Topics will include population dynamics including harvesting models in fisheries and forestry, predator-prey interaction models, epidemic models and the dynamics of infectious diseases, and the diffusion of pollutants in the environment.

In workshops we will develop many of the mathematical tools and computer skills necessary to understand the models we'll investigate. Students should be ready to take calculus, which will be offered as a modular part of this program. No prior background in computing or biology is assumed.

Credit awarded in calculus I, environmental modeling and project work.

Total: 4, 12 or 16 credits. Students may enroll in the Calculus I component (four-credits); students who have completed Calculus I may enroll in another four-credit course.

Program is preparatory for careers and future studies in environmental sciences, medicine and physical and biological science.

This program is also listed under Scientific Inquiry.

Introduction to Environmental Studies: Land

Fall, Winter/Coordinated Study

Faculty: Ralph Murphy, Oscar Soule, TBA

Enrollment: 50

Prerequisites: One year of college. This program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: \$100 for possible overnight, in-state field trips.

Internship Possibilities: No

Travel Component: Possible overnight, in-state field trips.

Understanding the principles of ecology, political economy and public policy are essential to doing good work in the environmental arena. Work in this program will help us think about how we might best understand and create appropriate conditions for sustaining both human and natural communities. We will take a terrestrial ecosystem approach to understand the ecological, social and political challenges posed by human utilization and impact on land resources. Ecology, public policy, social values and ethics, biology, economics and natural history are all considered and integrated in our approach.

Because this is an introductory program, emphasis is given to developing a sound understanding of key concepts and methods used in environmental studies at the advanced level. The program uses lectures, labs and workshops, field trips, seminars, field assignments and research projects throughout both quarters. Case studies of land use and natural resources are developed in depth during the two quarters. Students are expected to do field work and library research on their own and in group projects.

In the spring quarter, students will select from a variety of courses, contracts, internships and programs offered by the faculty teaching this program and Introduction to Environmental Studies: Oceans.

Credit awarded in environmental studies, ecology, political economy and public policy.

Total: 16 credits each quarter.

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

Introduction to Environmental Studies: Oceans

Fall, Winter/Coordinated Study
Faculty: Tom Womeldorff, Erik Thuesen
Enrollment: 48
Prerequisites: None. This all-level program will accept up to 25 percent first-year students.
Faculty Signature: No
Special Expenses: \$60 for overnight, in-state field trip.
Internship Possibilities: No
Travel Component: Overnight, in-state field trip.

This program will introduce the foundations of environmental studies through an examination of ocean life and human reliance on oceans as a source of natural resources. In the process, students will be introduced to general biology, marine biology, microeconomics and fisheries economics.

Fall quarter will introduce general biology and economics, the natural history of the marine world and how oceans have shaped humans through time. Students will learn general biology skills through laboratory and field exercises with an emphasis on marine life.

The central focus of winter quarter will be independent research projects on economically important marine organisms. Each student will complete a library research project focusing on one marine organism. The research will consider the organism's ecological/biological characteristics and the economic aspects that make it a resource, and suggest policy guidelines consistent with future sustainable use of the resource. Library research skills will be emphasized. Lectures will focus on marine biology and fisheries economics.

Credit awarded in environmental studies, general biology, marine biology, microeconomics and fisheries economics.

Total: 16 credits each quarter.

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

This program is also listed under First-Year Programs.

Introduction To Geology

Fall/Coordinated Study
Faculty: Paul Ray Butler, Kenneth Tabbutt
Enrollment: 50
Prerequisites: Sophomore standing.
Faculty Signature: No
Special Expenses: \$75 for five-day, in-state field trip.
Internship Possibilities: No
Travel Component: Five-day, in-state field trip.

Geology is the study of the origin and structure of the Earth and the processes that have formed it over time. These processes are intimately connected to physical, chemical and biological events that have occurred during the 4.6 billion years of our planet's history. This program investigates the nature of these connections and thus provides students an opportunity to explore and integrate topics in chemistry, physics and evolutionary biology with an in-depth study of physical and historical geology.

Physical geology concentrates on geologic processes and Earth materials. Historical geology focuses on the changes in Earth environments over time, especially the evolution of life. Plate tectonics is the unifying theme for building this geologic framework. In addition, topics in chemistry, physics and biology will be introduced as they apply to our study of geology. Our goal is to provide students with a firm scientific basis for future work in all aspects of environmental studies.

Credit awarded in introduction to physical geology, historical geology, geochemistry and geophysics.

Total: 16 credits. Students may enroll in a four-credit course with faculty signature.

Program is preparatory for careers and future studies in earth science and environmental studies.

Introduction To Natural Science

Fall, Winter/Coordinated Study
Faculty: Michael W. Beug, Robert Cole, Jude VanBuren
Enrollment: 75
Prerequisites: Sophomore standing and high school algebra; well-prepared first-year students allowed after interview with faculty.
Faculty Signature: No
Special Expenses: \$120 for possible retreat.
Internship Possibilities: No
Travel Component: Possible four-day retreat during winter quarter.

This program is designed to develop an integrated understanding of chemistry, biology and mathematics. We will learn sciences and mathematics via textual study in biology and chemistry while attempting to understand the scientific implications of regional and global environmental problems.

We recognize science as one of the most powerful cultural forces in modern society. The world of the 21st century will be largely shaped by the scientific and technological advances of the past, which hold the possibility of long, fulfilling lives for the world's people, alongside the possibility of worldwide ecological disaster due to overpopulation, pollution and habitat destruction. Which possibility becomes reality will depend on widespread education and understanding of scientific issues, as well as complex social and economic issues; yet the people who must make the critical decisions are increasingly ignorant of science and apathetic about the issues. A major theme of the program will be to address these problems of science in modern society through a weekly seminar and lecture series. We will explore issues through reading, discussion and writing.

Each week students in the program will spend four hours in chemistry lecture and workshop, four hours in biology lecture and workshop, four hours in special topics lecture and seminar, two hours in math lecture/workshop, three hours in math lab and three hours in chemistry/biology lab.

The chemistry will focus on general chemistry and will be designed for students whose only previous chemistry was in high school. The biology is general college biology. The mathematics will focus first on algebra and precalculus math skills and then move to statistics and modeling. The math labs will introduce students to the use of computers, first via Excel and later via computer modeling. In special topics lectures and seminars we will examine our ecological footprint, examine major global environmental issues and then move on to environmental health issues.

The program is designed for scientific inquiry and environmental studies students about to take their first year of college science. Students with a strong math background who have already completed precalculus math should be looking at a program like Matter and Motion. Students who simply want to see what science is like will find this program exceptionally demanding and should consult with the faculty before the program begins.

Students should expect an exciting and challenging year, averaging 18 hours per week in lecture, seminar, workshops and laboratory. Homework will be significant. At the end of the winter quarter students should expect to be well-prepared in general chemistry, general biology and mathematics with science prerequisites (except physics) needed for junior and senior offerings in both the Scientific Inquiry and Environmental Studies areas. Students desiring to study physics should consider the calculus-based Matter and Motion program, which includes physics but not biology.

Credit awarded in general chemistry, general biology, algebra or precalculus mathematics, statistics, modeling and environmental issues.

Total: 16 credits each quarter. Students who have completed chemistry or biology may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in laboratory and field biology, chemistry, environmental/earth/marine science, health sciences and education.

This program is also listed under Scientific Inquiry.

Invertebrate Zoology and Evolution

Spring/Group Contract
Faculty: Erik V. Thuesen
Enrollment: 25

Prerequisites: General biology or Introduction to Environmental Studies.

Faculty Signature: No

Special Expenses: \$60 for overnight field trips.

Internship Possibilities: No

Travel Component: Overnight field trips.

This course will examine all the invertebrate phyla with particular regard to functional morphology, phylogeny and ecology. The evolution of invertebrates will be an underlying theme throughout the course, and students will study the science of evolution through seminar readings and oral presentations. Evergreen's proximity to various marine, freshwater and terrestrial habitats provides excellent opportunities to study many diverse groups of local organisms, and emphasis will be placed on learning the regional invertebrate fauna. Fundamental laboratory and field techniques in zoology will be learned, and students will be required to complete a research project utilizing the available microscopy facilities (light and SEM). A strong time commitment to work both in the field and in the lab is expected.

Credit awarded in invertebrate zoology*, invertebrate zoology field methods*, invertebrate zoology lab*, microscopy and evolution.

Total: 16 credits.

Program is preparatory for careers and future studies in zoology, life sciences and marine science.

Landscape Processes: Shaping the American West

Spring/Coordinated Study

Faculty: Paul Ray Butler, Kenneth Tabbutt
Enrollment: 50

Prerequisites: Introduction to geology or a class in physical geology and good quantitative skills (calculus not required).

Faculty Signature: Yes, submit letter of application. Interview will be conducted.

Special Expenses: Depends on which, if any, field-trip options are selected. Grand Canyon River trip approximately \$1,500; Death Valley trip approximately \$250.

Internship Possibilities: No

Travel Component: Grand Canyon River trip; Death Valley trip; or Washington trip.

Process geomorphology (the processes that make and modify physical landscapes) is often considered a subfield of geology. In reality, this discipline is based on applications of a host of other overlapping physical and biological sciences, including physics, chemistry, hydrology, soil science, geography, meteorology, climatology and biology, among others. This class will combine text discussion and lab exercises with the opportunity for separate field studies at selected sites in the Grand Canyon and Death Valley to gain an understanding of the evolution of the Earth's surface.

NOTE: Students planning to take this program should contact the faculty no later than December 1, 1998 to obtain application criteria and to identify preferences in field-study locations.

Credit awarded in process geomorphology*, geology and related field studies.

Total: 8, 12 or 16 credits. Students may enroll in a four-credit course.

Program is preparatory for careers and future studies in the earth sciences.

Marine Life: Marine Organisms and Their Environments

Winter, Spring/Group Contract
Faculty: Dave Milne, TBA
Enrollment: 50

Prerequisites: Junior and senior standing; at least two quarters of college chemistry and two of biology with labs; an ability to work easily with numbers and equations; experience using a personal computer.

Faculty Signature: No
Special Expenses: \$80 (\$40 per quarter) for overnight field trips.

Internship Possibilities: No.
Travel Component: Field trips.

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

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

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

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

Total: 16 credits each quarter. Students may enroll in a four-credit course with faculty signature.

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

Natural Histories: Botany, Geography, Community

Fall, Winter, Spring/Coordinated Study
Faculty: Frederica Bowcutt, Sam Schragger, Matthew Smith
Enrollment: 72

Prerequisites: None. This all-level program accepts up to 25 percent first-year students.

Faculty Signature: No
Special Expenses: Approximately \$200 for fall- and spring-quarter overnight field trips.
Internship Possibilities: Yes, spring quarter.
Travel Component: Overnight field trips.

This program uses the naturalist approach to explore patterns of people's lived experience of place, especially in our region. Natural histories are accounts of the lives of humans and other organisms, described in detail and situated in a time and place. They take the form of species accounts, life histories and the stories of a place. We will study stories people tell about themselves, their communities and nature. We will examine how collective practices shape and are shaped by local landscapes and institutions. We will assess current social and environmental conflicts in light of prospects for a sustainable future.

During the fall, students will study a piece of land, inventorying plant species, documenting changes and recording oral history of people who've lived there. In winter, the research will involve conversation with practitioners of crafts that can help ground communities in place. Library research skills will be a significant focus in winter. In spring, students will do field projects. Natural Histories will pay close attention to cultural dimensions of inhabitation, including Native American outlooks, bioregionalism, gender, class and religious consciousness. Readings will span community studies, environmental studies, literature and social thought.

This program offers students (1) training in ethnographic and ecological research methods; (2) experience writing in journal and documentary forms; (3) a foundation in social theory and communitarian philosophy with concern for morally responsible action. Work will be challenging and time demanding. We welcome first-year students who are ready for intensive engagement in their studies. Natural Histories is ideal for upper-division students who want to specialize in humanistic or ecosystemic inquiry while studying both as an integrated whole.

Credit awarded in social theory, community and cultural studies, botany, literature, oral history and environmental history.

Total: 16 credits each quarter. Students may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in teaching, natural resource management, community planning, social work, history, environmental policy and the humanities.

This program is also listed under First-Year Programs and Culture, Text and Language.

Practice of Sustainable Agriculture

Spring, Summer, Fall/Course
Faculty: Pat Moore
Enrollment: 20

Prerequisites: Junior standing; students must have good writing skills.

Faculty Signature: Yes, students must submit a letter of application including a description of college courses taken, related work experience, plus letters of recommendation to the faculty by March 3, 1999. Interviews will be conducted at the Academic Fair on March 10, 1999.

Special Expenses: \$80 for tools and field trip.
Internship Possibilities: Yes
Travel Component: Three-day, in-state field trip.

This program will provide upper-division students with direct experience in the practices of sustainable agriculture. There will be weekly lectures, occasional field trips and an emphasis on practical skill development in intensive food production at the Organic Farm. Students can expect instruction in soils, plant propagation, greenhouse management, composting, green manures, the use of animal manures, equipment operation, small farm economics, pest control, livestock management, weed control strategies, irrigation system design and management, basic horticulture, machinery maintenance, vegetable and small fruit culture, marketing, orchard systems and more.

Continuing students wishing to apply for this program must schedule an interview to assess motivation, maturity, communication skills and background in environmental studies between February 8 and 22, 1999. Prior to March 3, 1999, transfer students must mail a description of college courses taken and related work experience, plus letters of recommendation to: Pat Moore, The Evergreen State College, Organic Farm, Lab I, Olympia, WA 98505. He will then conduct a phone interview; be sure to send him a phone number where you can be reached.

Credit awarded in horticulture, soils, pest management and sustainable agriculture.

Total: 8 credits each quarter.

Program is preparatory for careers and future studies in agriculture, state, county and city planning and natural resource management.

Seeing the Forest and the Trees

Fall, Winter, Spring/Coordinated Study
Faculty: Nalini Nadkarni, Martha Henderson,
Judy Cushing
Enrollment: 50

Prerequisites: Junior and senior standing. Students must have one of the following prerequisites with preference given for two or more. Three quarters of whole-organism biology (e.g., natural history, ecology); two quarters of social science and one quarter of regional studies (e.g., geography, GIS, community studies); three quarters of computer science (any computer science program).
Faculty Signature: Yes. Prior to the Academic Fair on May 13, 1998 students must submit a one-page letter to a faculty member that states relevant course work and work experience.
Special Expenses: \$150 for field trips to the Olympic Peninsula and Eastern Washington.
Internship Possibilities: No
Travel Component: Overnight, in-state field trips.

Trees and forests are dynamic, three-dimensional, living entities that interact in complex ways with the physical environment and with human societies. Understanding forests and human interactions with them requires us to gather and interpret quantitative, qualitative and symbolic information.

Our upper-division program will emphasize forest ecosystems of the Pacific Northwest, with a focus on forests of The Evergreen State College campus. We will focus on the relationships between forests and humans. Lectures, workshops, seminars and small-group research projects will help us develop skills in the contributing disciplines of forest ecology, geography and database and computer science to: 1) explore ways of visually representing trees and forests; 2) assess factors that describe and affect tree architecture and forest structure; and 3) measure and interpret the relationships between trees, forests and humans within local and regional perspectives.

We will do readings and writing exercises to compare United States/Pacific Northwest-based concepts of forests with those of other cultures through study of regional geographies around the world. Students will work in teams to map, describe and understand a forested area of the Evergreen campus, collect data using tools developed at other field research stations and prepare representations of these forests for presentations. Throughout the program, we will visit other Pacific Northwest forests to place our findings within a broad geographical and ecological perspective.

Credit awarded in forest ecology, social and regional geography, computer imagery and databases and visual arts.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in forestry, community development, geography and computer sciences.

This program is also listed under Scientific Inquiry.

Sustainable Development: Learning From the Past, Creating the Future

Fall/Group Contract
Faculty: Pat Labine
Enrollment: 25

Prerequisites: Junior and senior standing; previous academic work in environmental studies and/or political economy.

Faculty Signature: No
Special Expenses: No
Internship Possibilities: No
Travel Component: None

This is an upper-division program for students interested in working for development, either at home or abroad. The program will have both a theoretical and practical focus. In lectures and seminars, we will explore the meanings and history of "development," examine the forces that shape relationships between the North and South and the rich and poor, and consider prospects for sustainability and progressive change in the 21st century. We will make extensive use of case studies material, as well as fiction and nonfiction narratives. Case studies will reflect faculty interest in rural development, agricultural improvement and grassroots social change movements.

Workshops will develop skills to help students function with sensitivity in culturally diverse settings and to assist in self-directed community development. Student work will involve critical reading, expository writing and collaborative research projects.

Credit awarded in sustainable development, colonial and neo-colonial history, agriculture and rural development, participatory research methods, group skills and group dynamics.

Total: 16 credits. Students may enroll in a four-credit language course with faculty signature.

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

Tribal: Reservation Based/Community Determined

Fall, Winter, Spring/Coordinated Study
Faculty: Paul Tamburro, TBA
Enrollment: 50

Prerequisites: Consult coordinator
Faculty Signature: Yes
Special Expenses: No
Internship Possibilities: Yes
Travel Component: None

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

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

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

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

For program information, contact Paul Tamburro, program director, The Evergreen State College, LAB I, Olympia, WA 98505.

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

Total: 12 or 16 credits each quarter. Students may enroll in a four-credit course with faculty signature.

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

This program is also listed under Native American Studies.

Expressive Arts

AFFILIATED FACULTY:

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

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

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

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

Students will not be admitted to entry-level programs in visual arts, media or theater or advanced group contracts in the Expressive Arts if they have not completed at least one year of full-time, interdisciplinary work in a coordinated studies program outside of the arts. Exceptions may be made for some transfer students whose academic record demonstrates broad training in the humanities, social sciences or sciences.

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

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

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

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

Portfolio for Visual Arts: The following items should be included in the portfolio students submit when seeking entrance into an advanced program in the visual arts: (1) At least six examples from a body of work that examines a particular theme or topic. The theme may be explored using a single medium or through the use of several different two-dimensional and three-dimensional media.

Slides, photographs and actual pieces may be included; (2) Students who have worked in a variety of media should include examples from each, demonstrating the range of diverse skills that have developed; (3) Several examples of written work such as assigned papers, creative writing and/or self-evaluations. These materials should be contained in an easily portable portfolio. They should be arranged in a coherent sequence based on one of the following factors: chronology, medium, theme or the sequences of programs in which the work was completed. Students should contact the relevant faculty or the Academic Planning and Experiential Learning Office for information concerning the times and locations for submission of portfolios.

Contested Realities: Power and Representation in Nations and Communities

Fall, Winter, Spring/Coordinated Study
Faculty: Therese Saliba, Anne Fischel, Larry Mosqueda

Enrollment: 75

Prerequisites: Sophomore standing and above; critical reading and writing skills.

Faculty Signature: Yes. Faculty will assess student's training in media, political economy and writing. Students must submit a one-page writing sample and supporting material one week before the Academic Fair, May 13, 1998. Special Expenses: \$100 or more for research, video and film production.

Internship Possibilities: With faculty signature.
Travel Component: None

This program will examine the contested terrain of "reality" — who defines it, which views are dominant and how we can redefine it by making alternative images. We will examine how narratives of collective identity are constructed. While paying attention to mainstream media and alternative representations, we will explore the development of national and community identity, the power relations underlying representations of these identities and the forms of conflict they create. Finally, we will learn skills in video production, oral history and political analysis with the goal of working with community groups struggling to represent their own sense of identity, history and reality.

Our approach will be international, national and local, developing case studies of local communities and national movements. The study of nationalism exposes how narratives of identity construct and manipulate representations of gender, class and ethnicity. Analyzing international conflict helps us understand how power relations are used to construct contested realities. We will also look at contested realities in social movements. Finally, we will look at class, labor and ethnic struggles.

We will examine media that support dominant versions of reality as well as films, literature, histories and analytical texts that resist "master narratives." We are interested in documentary and experimental forms of representation that are actively constructing alternative histories and collective identities.

Students will engage in collaborative projects that enable communities to participate in producing their own representations.

Credit awarded in cultural studies*, community research*, video production, media studies, comparative literature, political economy and oral history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in video production, community organization and graduate work in political economy, media studies, gender studies and cultural studies.

This program is also listed with a lengthier description under Culture, Text and Language and Social Science.

Envisioning Home: Finding Your Place Through Art and Music

Fall, Winter, Spring/Coordinated Study
Faculty: Sean Williams, Joe Feddersen
Enrollment: 50

Prerequisites: Junior and senior standing; Foundations of Performing Arts or Foundations of Visual Arts or equivalent.

Faculty Signature: No

Special Expenses: \$100 per quarter for art supplies and \$150-200 for field trip.

Internship Possibilities: No

Travel Component: In-state field trips and possible one-week field trip out-of-state.

This yearlong program will explore the ways artists and musicians develop a sense of place. It is about creating our own sense of home through the production of art and music, and is also about making art and music reflect our relationship to the land in which we live, the Pacific Northwest. We will draw from a range of local and international resources, reading literature in translation from several different cultures and consulting with local artists, scientists, tribal elders and musicians.

While the linkages between ethnobotany and ethnomusicology, South American literature and Irish poetry, or printmaking and forestry might seem distant, they mesh elegantly when one focuses on human needs of self-expression. We expect students to have good ability in at least one art form, whether graphic or musical. We also expect they will exhibit bravery in exploring arts they have neglected; if you've never picked up a musical instrument, now is your chance. If you play the piano beautifully but can barely make a stick figure, it is time to let go of limitations.

Our studies will focus on building skills fall quarter, with workshops on drawing, printmaking, photography and music. In winter quarter students will continue enhancing their artistic and musical skills while starting to build their own musical instruments and create their own prints, drawings and photographs. During spring quarter, students will produce a joint gallery show and musical performance to showcase their work for the public. Weekly meetings will include lectures, hands-on workshops, presentations by visiting artists, films and seminars based on both texts and works of art or music.

Full-time students will enroll in one of two workshops: Indonesian music with Sean Williams or visual arts with Joe Feddersen.

Program goals include a richly developed understanding of the variety of expressive arts and a sense of how we can examine our place in the world as artists and musicians.

Credit awarded in writing, research, studio arts*, world music*, ethnobotany and literature.

Total: 12 or 16 credits each quarter. Students who enroll for 12 credits may sign up for a part-time course, preferably in art or music.

Program is preparatory for careers and future studies in art and music.

Foundations of Visual Arts

Fall, Winter/Coordinated Study

Faculty: Bob Haft, TBA

Enrollment: 50

Prerequisites: One year of a coordinated studies program.

Faculty Signature: Yes, a written application will be available in April from the Academic Planning and Experiential Learning Office or the LAB II program secretaries.

Special Expenses: \$200 for art supplies, film and photography supplies.

Internship Possibilities: No

Travel Component: None

Foundations of Visual Arts is a yearlong group contract that offers an introduction to the making of both two-dimensional and three-dimensional art forms in conjunction with a study of aesthetics and the history of art. Students will also be expected to take the four-credit Art History course.

Fall quarter, students will learn what it means to do studio work. We will deal with various two-dimensional media that include (but aren't limited to) charcoal, pencil, conte crayon and photography. Students will learn to draw both by following a series of exercises and by working with live models. They will also learn the basics of the 35mm camera and black-and-white photography. Through weekly design assignments, we will explore design, composition and aesthetics. Critique sessions following the assignments will allow students to share their work with the entire program and get constructive feedback. Along with the hands-on portion of the program, we will see films and read novels and nonfiction writings that complement the studio work and deal with both the lives and working methodologies of artists. This part of the program will also continue during winter and spring.

Winter quarter we will continue to build on what we learned in the fall with the study of drawing and some design assignments. In addition, we will add several new elements: the study of painting, more in-depth work in photography, the study of color and the notion of theme work. Students will be expected to produce a portfolio of their thematic work by the end of the quarter and present it to the program.

Credit awarded in drawing, painting, photography, design and art history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in art, art education and humanities.

Foundations of Visual Arts: Sculpture

Spring/Group Contract

Faculty: TBA

Enrollment: 25

Prerequisites: Fall and winter quarters of Foundations of Visual Arts.

Faculty Signature: Yes

Special Expenses: Approximately \$100 for art supplies and materials.

Internship Possibilities: No

Travel Component: None

Spring quarter of FOVA will introduce students to the technical, design, historical and aesthetic considerations of contemporary sculpture. Emphasis will be on experimentation with form and materials, imaginative applications of ideas and development of personal imagery. All students will also be expected to take the four-credit Art History course.

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

Total: 16 credits.

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

Horizon: Where Land Meets Sky

Winter, Spring/Coordinated Study

Faculty: Llyn De Danaan, Marilyn Frasca

Enrollment: 50

Prerequisites: Junior and senior standing and at least one quarter at Evergreen.

Faculty Signature: No

Special Expenses: \$150 for art supplies and \$500 field trip expenses.

Internship Possibilities: No

Travel Component: One overnight field trip plus possible two- to three-week field trip during spring quarter.

This is a two-quarter study of sky, land and the place where the two meet. The study is anthropological, historical and artistic. Together we will read texts that describe the way in which people of many cultures have used the horizon line to create place, time, season and a romance between the celestial and the terrestrial in art, poetry and the imagination. We will understand how the horizon line creates points along which constellations, planets, the sun and the moon appear to rise and set and how buildings and stones have marked these points and now image-makers have celebrated them.

During spring quarter we hope to study on site in northern New Mexico where we will give attention to Anasazi cultures as a part of our group research. Faculty will provide workshops in cultural anthropology, research methodology, drawing and journal writing.

Credit awarded in cultural anthropology, anthropology of pre-historic Southwest United States, drawing, art history and research methods.

Total: 12 or 16 credits winter quarter and 16 credits spring quarter. Students may enroll in a four-credit course winter quarter.

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

This program is also listed under Culture, Text and Language.

Images in Context

Fall, Winter, Spring/Coordinated Study
Faculty: Caryn Cline, Hiro Kawasaki, Alice Nelson

Enrollment: 72

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: Approximately \$200 for field trips, film festival and museum entrance fees and possible retreat.

Internship Possibilities: No

Travel Component: Possible retreat.

Images in Context, a three-quarter program, examines artistic images in painting, literature, photography and film within their social and historical contexts. It emphasizes the ways a historical moment impacts the images produced and the stories told within it.

Fall quarter we will look at a period during which these media interacted most dynamically: Western European modernism from the 1880s to the 1920s. During this era, painting and photography were freed from the dictates of representation while literature and film reconceptualized space and time. Then we will examine modernism outside Europe, assessing the impact of history, politics and social change on representation. Texts may include Mexican murals, Afro-Cuban poetry and Japanese Western-style painting.

Winter and spring quarters will consider the postwar "cinema of new possibilities." In Japan, film was the best medium for simultaneously expressing the existential anxiety and sense of liberation following the war. In Cuba, film captured exciting possibilities and burning social issues of a post-revolutionary society. In the United States, filmmakers faced McCarthy-era repression while challenging the studio system and its production code.

In the spring, we will ask what follows modernism. Are we experiencing a paradigm shift as post-industrial societies evolve into information societies? What happens to art in the age of information technology and digital reproduction? In the era of global dissemination of U.S. popular culture? Spring projects will explore these questions.

An important aspect of our work will be developing critical reading and writing skills. We will also acquire or improve our visual literacy skills by examining the ways "seeing" is culturally conditioned. We will hone our skills as readers, writers and seers through workshops, group and individual exercises. Students will also make class presentations.

Credit awarded in film history and interpretation, literature history and interpretation, visual art history and interpretation and expository writing.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in the humanities and expressive arts, cultural studies, art history, media studies and literature.

This program is also listed under First-Year Programs and Culture, Text and Language.

Imagining Movement: Art in a Social Context

Fall, Winter, Spring/Coordinated Study
Faculty: Ratna Roy, Gail Tremblay, Ruth Hayes

Enrollment: 75

Prerequisites: Core program.

Faculty Signature: No

Special Expenses: \$50 per quarter for performance tickets and \$2,000 to \$2,400 for optional travel to Mexico.

Internship Possibilities: No

Travel Component: Optional winter-quarter travel to Mexico for 15-17 students.

In this program, students will study movement as an element in the creation of visual and media and performing arts with particular attention to the way time functions as an element in the design of dance performance, animated film and mixed media or installation work. Students will study interrelationships between these areas and also pick an area of concentration in which to build skills. There will be an emphasis on new genres and the blending of different art forms to create complex multifaceted works that break the boundaries of traditional disciplines. We are particularly interested in students who wish to engage in designing work that combines moving image, moving object and the human body in motion. Students will also be expected to explore ways they can use movement to create a visual language that will deepen viewer's understanding of the human condition. Students will explore the role of culture and intercultural collaboration as a framework for creative work. In addition, a group of students in the program who choose to focus on making mixed media and installation work will also have the option of going to Mexico during the last half of winter quarter to do installation and mixed media work with artists there. The cost of the trip will be around \$2,000-2,400. Students who wish to participate will be required to pay a deposit early in fall quarter, and at least 15 students will have to sign up. Although it is not required, students wishing to travel to Mexico are encouraged to enroll in a Spanish module during fall quarter.

During fall quarter, students will work on campus to learn how to build installation and mixed media art that incorporates elements of movement and sound into the built environment as part of object design. Students will also explore information about the theory and practice of animation and dance with an eye to creating complex collaborative work in subsequent quarters. We will discuss art practice in Latin America with a particular focus on contemporary art history and theory in Mexico. People interested in traveling to Mexico will be asked to explore their own values about art production in relation to those expressed in other cultures.

During winter quarter, students will do collaborative creative work based on skills and ideas developed fall quarter in preparation for travel and the creation of collabora-

tive art with established and emerging artists in Mexico City and the state of Veracruz. During travel, students will not only build installations with artists in galleries in Mexico, they will also visit museums, archeological sites and architectural sites and learn about the history of Mexican art and culture in a social and political context. In spring, students will return to campus to work with students in the program, and hopefully with visiting artists from Mexico on a collaborative installation in our galleries and on a collaborative piece with students in Orissi Dance and Animation.

While exploring a discourse of history, theory and critical analysis of the experimental animation art form, students will acquire the technology, language and skills of this fine arts practice. Mechanization and the technological process resulted in several new visual and social movements. Analysis of emerging animation works from these movements reveal changes in our experience of technology and in our understanding of space, time, speed, direction and form. Through focused explorations we will deconstruct how these stories were told, who they were told to, what they say about race, gender, ethnicity, class, sexual orientation, labor, imperialism and censorship, along with their social functions and political significance. Instruction will be provided in techniques of experimental animation from cut-out or 3-D stop motion animation to digital imagemaking. Design, technology and production labs will provide exposure to the aesthetics, theory, history, literature, graphics, technology and craft of the animated art form.

Students will also study the history of dance as a means for social change in a global context. Those who opt for the dance workshops will immerse themselves in the study of the science and art of Orissi classical dance from India in the fall. An ancient science/art, Orissi incorporates pure rhythm and storytelling in its repertoire. Students will learn the elaborate dance language developed for communication in South Asia, a land of many languages. In the winter, students will document the scientific aspects of the dance language by working collaboratively with animation students. Then, in the spring, they will use the dance language to create a statement art piece that will be produced as a multimedia project. The Orissi workshop will also cover the language, philosophy and mythology of South Asia.

Credit awarded in mixed media and installation art, art history, film history, film theory and practice, studio design project, 2-D or 3-D, dance history, South Asian studies, Eastern philosophy and Orissi dance.

Total: 12 or 16 credits each quarter. Students may enroll in Orissi Dance or another four-credit course each quarter.

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

Light

Fall, Winter/Coordinated Study

Faculty: Dharshi Bopegedera, Susan Aurand

Enrollment: 44

Prerequisites: All students must have completed at least one year of college-level work. All students must have high-school-level algebra. In addition, students must have either one quarter of college-level studio art or one quarter of college-level chemistry or physics. Students with science experience need not have prior art experience and vice versa.

Faculty Signature: No

Special Expenses: Approximately \$150-\$200 for art supplies and protective lab clothing such as lab coat, goggles and gloves.

Internship Possibilities: No

Travel Component: None

This program is a two-quarter interdisciplinary study of light. We will explore light in art, art history, science and mythology. All students will do studio work in drawing and/or painting and study how artists have thought about and expressed light in their work. All students will also explore the interaction of light with matter in the classroom as well as in the laboratory. This integrated program is designed for students who are willing to explore both art and science. Our weekly schedule will include studio and science labs, specific skill workshops, lectures and seminars.

During fall quarter, we will focus on skill building in art and lab science and on library research methods. During winter quarter, each student will have the opportunity to design an interdisciplinary individual or group project exploring a topic related to the theme of light.

Credit awarded in introductory science with laboratory, drawing and/or painting and art history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in science, art, art history and humanities.

This program is also listed under Scientific Inquiry.

May I Have This Dance?

Fall, Winter/Coordinated Study

Faculty: Stephanie Kozick, Meg Hunt

Enrollment: 50

Prerequisites: Core program or equivalent and sophomore standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Our title has two meanings. It could mean the standard social invitation, but it could also mean: Can I take and own a particular behavior as an expression of my own emotions, feelings, needs? We will inquire about these multiple meanings through the disciplines of psychology and dance.

We will use the metaphors of the stage — on stage, off stage — and of the dance — movement through time and space between people — as a way of looking at life and art. We will look at human development as it involves the “dance” of self and society. We will do dance and movement in a studio space regularly. No previous experience in dance is necessary.

Students who want more concentrated work in human development/psychology can obtain it in a workshop component of this program. Others may take a course outside the program with faculty approval.

Credit awarded in performance theory*, dance aesthetics*, dance/movement, human development*, psychology and cultural studies.

Total: 16 credits each quarter. Students may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in dance, human development, psychology and performing arts.

This program is also listed under Culture, Text and Language.

Mediaworks: Experiments With Light and Sound

Fall, Winter, Spring/Coordinated Study

Faculty: Laurie Meeker, TBA

Enrollment: 40

Prerequisites: Junior or senior standing; Core or coordinated studies program. Transfer students must complete at least one quarter of coordinated studies.

Faculty Signature: Yes, written application required (see procedure in description).

Special Expenses: \$100-\$300 per quarter for film stock, processing and other production supplies.

Internship Possibilities: Yes, spring quarter only.

Travel Component: None

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

In the 1998-99 version of Mediaworks, we will conduct a series of *experiments with light and sound*. Documentary filmmaker Laurie Meeker will collaborate with an experimental video artist to explore a variety of filmic modes and communication strategies, including autobiography, documentary and experimental film/video. Installation and performance with a moving image component may also be explored. A focus on experimentation will emphasize film and/or video as material, drawing attention to the specific artistic properties of each medium. An exploration of autobiography and documentary theory and practice will demonstrate the necessity of understanding the politics of representation. Students should expect major periods of study devoted to reading film theory and learning to analyze visual material. This growing body of knowledge will be applied to student work, both individual and collaborative. Students will be instructed in pre-production design, cinematography, video production, sound recording for film and video and post-production techniques. Although the development of competent technical skills will be emphasized, the overall focus of the program will be on experimentation and the development of a critical and political viewpoint with regard to one's own imagemaking.

Students will spend fall and winter quarters acquiring specific critical and technical skills, exploring the design process as it applies to the moving image, executing experiments in visual imagemaking and screening and evaluating films and video tapes. Seminars will focus on both visual and written texts that explore the history and theory of documentary, experimental and animated forms of imagemaking. Students are expected to have competent research skills and will be writing research papers as well as critical essays analyzing visual material. Students should expect to work collaboratively as well as individually and to design projects consistent with the stated themes of the program. During spring quarter, students will work on a complete film or videotape, or may pursue an internship in media production. Considerable attention will be given to the process — as well as the product — of media production, with frequent screenings of work in progress and emphasis on group discussion and critique.

Application Procedure: Junior or senior standing required. Students may pick up an application (available in April 1998) from the Communication Building program secretary or from Academic Planning and Experiential Learning. Application deadline: 5 p.m. on May 14, 1998 (the day following the Academic Fair). Because this has been a popular program, we ask that you respect faculty commitments to current academic programs; faculty will not be available for interviews prior to the Academic Fair. The final list of students accepted into Mediaworks will be posted on Laurie Meeker's office door on Monday, May 18. Signature Code numbers or PINs will be assigned on the basis of that list and available in the program office. Transfer students will be expected to complete at least one quarter of coordinated studies (at Ever-green or elsewhere) before applying to this program.

Credit awarded in film/video production, film theory, audio production, documentary history and theory, experimental film/video history and theory, feminist film theory and independent projects in film and video.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in media, visual arts and communications.

Multimedia: History, Aesthetics, Techniques

Fall, Winter/Group Contract

Faculty: Terry Setter

Enrollment: 25

Prerequisites: One year study in Expressive Arts.

Faculty Signature: Yes, students must submit an audio cassette of musical work they have done and fill out a questionnaire available at the Academic Fair, May 13, 1998 and from the faculty. These need to be handed in by 4 p.m. on May 15, 1998. See the questionnaire for further details.

Special Expenses: \$50 for materials.

Internship Possibilities: No

Travel Component: None

This program is designed to introduce students to the history, aesthetics and practice of multimedia arts. The program will be a survey of the genre with instruction in various media skills. Lectures will focus on recent trends and historic developments. Class meetings will be divided into lectures and seminars on the various program materials and workshops on techniques. Readings on related materials will be assigned, as will multimedia design projects. Members of the program will be create original works each quarter and publicly present them at the end of winter quarter.

Students will be required to take a related module (Audio Recording, Photography, Animation, Electronic Music, etc.) to complete their 16-credit course of study. Regional media events will be attended by program members during both quarters. Critical response to the works we study and create will be an integral part of the program. Work with computers will be done by all students but you do not need previous computer experience to take the class.

Credit awarded in electronic music, media history, computer-based multimedia technology and multimedia production techniques.

Total: 12 credits each quarter. Students may enroll in a four-credit course each quarter.

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

People of the Triangle

Spring/Coordinated Study

Faculty: Terry Setter, Ariel Goldberger

Enrollment: 50

Prerequisites: One year of coordinated studies.

Faculty Signature: No

Special Expenses: \$40 for program retreat and supplies.

Internship Possibilities: No

Travel Component: In-state travel to program retreat.

This intermediate-level coordinated studies program will look at the artistic expression of communities targeted for extermination and made to wear triangular badges by the Nazis. We will study the performing arts of the Rom (Gypsies), European Jews, gay, lesbian and transgendered people, political activists and others. We will also study the cultural, ethnic and sociopolitical milieu in which these communities existed before World War II.

As part of the work for the quarter, students will create innovative responses to program materials that will be presented in a performative mode at the end of the program. Participants will also be responsible for weekly research presentations.

Credit awarded in theater history, music history and cultural studies.

Total: 16 credits.

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

Rites of Spring: Dance Critique and Performance

Spring/Group Contract

Faculty: Bud Johansen

Enrollment: 25

Prerequisites: Previous dance experience and Foundations of Performing Arts or equivalent.

Faculty Signature: No

Special Expenses: Approximately \$80 for dance attire, leotards, tights and shoes.

Internship Possibilities: No

Travel Component: None

All dancers interested in exploring 20th century dance styles and developing pieces to perform, come join us to do our Rites of Spring. This group contract will focus on dance performance, with extensive analysis of works of past performances viewed on video and developing choreography with performances at the end of the quarter.

Students will meet twice weekly to seminar, critique and analyze "The Rites of Spring" and other works of The Ballet Russe Diaghlev Company and works by George Balanchine, Martha Graham and other 20th century choreographers. Dancers and choreographers will work in groups to create dances that will be jointly critiqued in a weekly meeting. Everyone in the group will also be responsible for various areas of the production, such as costumes, publicity and promotion, stage work and other related areas, so experience in dance technique will be augmented with skills in technical theater. The performance will focus on choreography and dance, so students will use limited technical resources.

Students can expect to gain knowledge and skills will be developed in dance history, criticism, choreography, performance and technical theater.

Credit awarded in dance critique, dance performance and dance history.

Total: 12 or 16 credits. Students may enroll for a four-credit course.

Program is preparatory for careers and future studies in performing arts and dance.

Take a Look! A Study in Perception

Spring/Group Contract
Faculty: Bob Haft and Tom Foote
Enrollment: 50
Prerequisites: Sophomore standing.
Faculty Signature: No
Special Expenses: \$60 for drawing supplies and museum fees.
Internship Possibilities: No
Travel Component: None
Take A Look! is a one-quarter group contract for intermediate and advanced students interested in perception in general and visual perception in particular. We proceed from the premise that most people are taught at an early age to curb their perceptual abilities; that is, they learn to look without learning to see. Our goal is to restructure that concept. Students in the program will undertake exercises in systematic observation that will teach them to become more fully cognizant of their environment. They will document these exercises in their field journal, paying particular attention to how their perception of, and relationship to, their environment changes as they move through the process.

To achieve these goals we will undertake a number of activities. Through a series of readings, workshops, lectures, films and field trips, students will be exposed to topics ranging from figure drawing and sociolinguistics, birdwatching and geology. Students will be required to keep a journal chronicling activities and observations about the program and about personal progress with perceptual skills.

Over the course of the program, students will work in teams and conduct field observations that they will document in their journals. At the end of the quarter, teams of students will give a presentation to the entire program based on their field work

Credit awarded in drawing, journal writing, field research and studies in visual perception.

Total: 16 credits.

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

This program is also listed under Culture, Text and Language.

The Empty Stage: A Theater Intensive

Fall, Winter, Spring/Group Contract
Faculty: TBA
Enrollment: 25
Prerequisites: One year of coordinated studies.
Faculty Signature: No
Special Expenses: \$210 for theater tickets, makeup, costumes and field trips.
Internship Possibilities: No
Travel Component: Field trips to Seattle, Washington, Portland and Ashland, Oregon.
This theater intensive program will prepare participants to undertake more-advanced, interdisciplinary and experimental studies of theater. Students will explore practical and theoretical aspects of contemporary professional theater in this country, focusing on the Euro-American theatrical tradition. Theater will be studied as a laboratory of the human experience, a mirror of society and an art that reflects social and political contexts. The program will address the poetics of the stage and the politics of representation. Expect to spend a minimum of 40 hours per week in class, in rehearsal or backstage.

Studies will cover dramatic literature whose origins range from Ancient Greece to contemporary America and Europe. We will read and research plays written by playwrights of different national, cultural and ethnic origins; focusing on American and European theater. We will include dramaturgical research and readings on the history and theory of theater to place the plays in cultural and political context. When possible, we establish connections between the theater, different currents of thought and art movements. Spring quarter, we will explore 20th century dramatic theory and the politics of representation. Students will develop collaborative skills, a theatrical vocabulary, critical skills and writing skills.

Participants will attend skill-building workshops that include acting, dramaturgy, movement, stage-combat, design (scenic, costume and lighting), scenic crafts, writing, collaboration and technical theater. Guest artist workshops will provide different outlooks on particular topics. Video or film documenting theater work will be shown and discussed. To familiarize participants with all aspects of the theatrical collaboration, all will be required to gain experience on stage, backstage and in scenic and costume shops.

Onstage work will include an informal reading in the fall, a staged reading in winter and a faculty-directed public production at the end of the program. We will travel to productions at the Oregon Shakespeare Festival and in Seattle and Portland.

Students wishing to pursue intermediate, experimental and contract work in theater are strongly encouraged to take this program.

Credit awarded in theater, theater history, theater theory, acting and design for the stage.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in theater, performing arts, liberal arts.

Weird and Wondrous

Fall, Winter/Coordinated Study
Faculty: Jean Mandeborg, Thad Curtz, Sarah Williams
Enrollment: 75
Prerequisites: Junior and senior standing.
This program will accept seven first-year students and seven second-year students who are ambitious and hard-working.
Faculty Signature: No
Special Expenses: Up to \$150 per quarter for studio supplies, depending on your projects.
Internship Possibilities: No
Travel Component: None

Some things are weird. Some fill us with wonder. In our world, it sometimes seems that it's much rarer to be filled with wonder than to call things weird. In this program we will be both creating and thinking together about some special situations in which experiences are simultaneously weird and wonderful. The program's activities will include studying, discussing and writing about literature, art and theory from psychology, philosophy and other social sciences. We'll also spend a considerable amount of our time creating collaborative projects about the program's themes, sharing them with one another and reflecting on them.

Activities will include lectures, seminars, case studies, studio work, experiential exercises and a film series. Throughout, we'll be using the issue of the weird and wondrous as a way to explore some enduring questions about convention and creativity in the arts, the interactions between language and experience, crosscultural illuminations and misunderstandings, normal and extraordinary experience, pity, disgust, the uncanny and the sublime.

We'll be reading books like *Mr. Wilson's Cabinet of Wonders*, Weschler; *Alice in Wonderland*, Carroll; *Slowness*, Kundera; and *Black Sun*, Kristeva. We'll see films like *City of Lost Children*, *Smoke*, *32 Short Films About Glenn Gould* and *Trobriand Cricket*.

We plan to work slowly and thoughtfully. We hope to increase our own capacities for wonder as well as develop, together, some categories for understanding this special kind of experience and its relations to other aspects of our lives and our historical situation.

Credit awarded in art theory, cultural anthropology, literature and studio art.

Total: 12 or 16 credits each quarter. Students may enroll in a four-credit course each quarter.

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

This program is also listed under Culture, Text and Language.

Scientific Inquiry

AFFILIATED FACULTY:

Clyde Barlow
Dharshi Bopagedera
John Aikin Cushing
Judy Bayard Cushing
George E. Dimitroff
Burton S. Guttman
Linda B. Kahan
Jeffrey J. Kelly
Robert H. Knapp, Jr.
Elizabeth M. Kutter
Albert C. Leisenring
John Marvin
Donald V. Middendorf
Frank Motley
James Neitzel
Janet Ott
David Paulsen
Sheryl Shulman
James Stroh
Frederick D. Tabbutt
Jude Van Buren
E.J. Zita

Science and technology play an important role in modern America. It is essential that citizens be scientifically informed in order to make responsible decisions, and that scientists be broadly trained in the liberal arts to contribute responsibly to social issues.

The Scientific Inquiry area aims to teach students to think like scientists; that is, to collect and evaluate data, to employ theory, to do quantitative modeling and to use appropriate instruments and technology. This approach is embodied in the study of different scientific domains, including the physical sciences, mathematics, computing and laboratory biology. These subjects are studied in several ways: for their own sake, for their applications in terms of the philosophical issues they raise, and for their place in society.

Programs offered by faculty from this area will be useful to those interested in careers or future work in science, those interested in applying science in selected technical areas, as well as those interested in understanding more about science by doing science as part of their general liberal arts education. Students from this area go on to graduate study in a variety of scientific or related areas, enroll in medical school and work in careers requiring scientific, mathematical or computing background. High-quality introductory and advanced study provides students with a foundation (in theory and practice) that can enable them to be part of the conversation in these fields, as informed listeners able to effectively communicate the process and results of scientific inquiry in speech and writing.

Astronomy and Cosmologies

Spring/Coordinated Study

Faculty: E. J. Zita, TBA

Enrollment: 50

Prerequisites: Facility with algebra and trigonometry. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: \$350 for field trip to New Mexico.

Internship Possibilities: No

Travel Component: Extended spring field trip to New Mexico.

Learn beginning-to-intermediate astronomy through lectures, interactive workshops and observation. Use naked eyes, binoculars and large and small scopes. Observing opportunities are available on large telescopes on campus and via the Internet at professional sites. Credit is available for student research projects.

In Cosmologies we will study how people across cultures and throughout history have understood, modeled and ordered their universe. We will study creation stories and world views, especially of ancient peoples on this continent.

Archeoastronomy investigations may include an extended field trip to New Mexico to study astronomical sites, structures and meanings. Collaboration with Llyn DeDanaan and Marilyn Frasca's Horizons program may be possible.

Credit awarded in astronomy, physical science and/or philosophy of science.

Total: 8 or 12 credits. Advanced students are strongly encouraged to take astrophysics concurrently in Physical Systems. Beginning students are strongly encouraged to take Science Stories in fall and winter.

Program is preparatory for careers and future studies in astronomy, physical sciences or history/philosophy of science.

This program is also listed under First-Year Programs.

Chemical Instrumentation Laboratory

Spring/Group Contract

Faculty: Dharshi Bopegedera

Enrollment: 20

Prerequisites: At least two quarters of college-level general chemistry or high school Advanced Placement chemistry required.

Knowledge of organic nomenclature is desirable but not required.

Faculty Signature: Yes

Special Expenses: Approximately \$50 for lab coat, goggles and gloves.

Internship Possibilities: No

Travel Component: None

This group contract is designed to provide hands-on experience with analytical grade chemical instrumentation. We will explore several spectroscopy techniques including UV/Visible, infra-red (IR), nuclear magnetic resonance (NMR) and mass spectroscopy (MS). Students will become competent in using UV/Visible, IR, NMR and mass spectrometers in the laboratory, while learning the theory of these techniques in the classroom. Analysis of spectra to obtain structural information of molecules will be emphasized in group-oriented workshops. The complementary structural information provided by each technique will be investigated by probing one unknown species using a variety of spectroscopic methods. Students will also learn how to present spectroscopic data in the form of technical reports.

Spectroscopic techniques are heavily used in chemical industry and hence competence in a variety of these techniques is highly desired by potential employers.

Credit awarded in chemical instrumentation laboratory*, technical writing* and spectroscopy*.

Total: 4 or 16 credits. Students may enroll for four-credits in the Spectroscopy component of the program.

Program is preparatory for careers and future studies in chemistry, physics and laboratory science.

Computability and Cognition: The Scope and Limits of Formal Systems

Fall, Winter, Spring/Coordinated Study

Faculty: David Paulsen, Al Leisenring

Enrollment: 50

Prerequisites: One year of college; permission of faculty based on successful completion of take-home entrance exam obtained from the faculty or at the Academic Planning and Experiential Learning Office.

Faculty Signature: Yes

Special Expenses: No

Internship Possibilities: Yes

Travel Component: None

By Reasoning I mean Computation

— Thomas Hobbes

A variety of beliefs surround the nature of human cognition. For some, like Hobbes, thinking consists of nothing but the manipulation of symbols according to certain rules. For others, thinking is characterized not by a system of rules, but by a network of associations. This program will explore the strength and limits of a variety of computational models of human cognition. We will study the mathematics of formal systems, topics in philosophy and linguistics and recent work in artificial intelligence, as well as various topics in formal computer science.

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

In addition to these activities in which the student is working within a formal system, we will focus on the limitations of formal systems and in particular examine one of the great intellectual achievements of the 20th century — Gödel's incompleteness theorem, which states that every axiom system for arithmetic is necessarily incomplete or inconsistent. This result and others like it establish inescapable limits to the power of formal systems in general, and to computer programs in particular.

The seminar will examine a variety of issues in cognitive science. Readings during the first half of the year will focus on the intellectual foundations of contemporary debates about the nature of cognition, with particular focus on traditional philosophical debates about the nature of mind and their implications for artificial intelligence. The second half of the year will concentrate on contemporary discussions about the nature of consciousness in the context of artificial intelligence. One primary focus of the seminar will be on the current debate between those who favor computational models of the mind that are based on symbol manipulation and those who favor systems that model neural networks.

Students will study several programming languages representing different paradigms, including Prolog for Logic Programming and C/C++ with emphasis on artificial intelligence as well as a functional programming language.

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

Credit awarded in mathematical or symbolic logic*, philosophy, computer programming*, discrete mathematics*, formal language theory*, theory of computability* and cognitive science*.

Total: 16 credits each quarter. Students may enroll in a four-credit course with faculty signature.

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

Concepts of Computing

Spring/Group Contract

Faculty: Sheryl Shulman

Enrollment: 25

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This spring quarter offering will examine the fundamentals of computing and the use of computing in several application areas. Students will study concepts of computer science along with ideas behind application software that make computers effective tools. There will be hands-on lab work as well as examination of the models, methods and abstract concepts behind the software and hardware. Topics may include simple graphics and modeling, the World Wide Web, computer organization and some aspects of mathematics and logic.

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

Credit awarded in computer science and statistics.

Total: 16 credits.

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

This program is also listed under First-Year Programs.

Data to Information

Fall, Winter, Spring/Coordinated Study

Faculty: George Dimitroff, TBA

Enrollment: 50

Prerequisites: Sophomore standing and proficiency in high school algebra.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

Interested in what goes on behind the scenes of your Macintosh, PC, word processor, the Internet, your school's information system or the computers that simulate biological molecules and send astronauts into space? Why do some machines run faster than others? What is an operating system and why do I want one?

Data to Information is an entry-level program directed toward answering these kinds of questions. It is a program for students interested in doing substantive work in computer science. We will do quite a bit of programming, and we will spend 25 percent of our time studying the mathematics that people need before they can understand answers to the questions posed above. Much of what we do is not programming, but a lot of what we will do uses programming in the learning process. You don't need to know a programming language before entering this program, but the more familiar you are with using computers (word processors, spreadsheets, etc.), the easier this program will be for you. There is also a book seminar component in which we will explore issues of the development of computers and technology and the impact of computers on society.

Fall quarter topics: a programming language, discrete mathematics, digital logic and machine design. Winter quarter topics: data structures and algorithms, discrete mathematics 2 and computer architecture. Spring quarter topics: data structures and algorithms 2, discrete mathematics 3 and operating systems. Our work in winter and spring quarters will build on the previous quarters' work.

Credit will be awarded in programming, digital logic, computer architecture, operating systems, data structures and algorithms, discrete mathematics and seminar.

Total: 16 credits each quarter. Students may enroll in a four-credit course with faculty signature.

This program is preparatory for careers and future study in computer science, science and mathematics.

Environmental Analysis: Applications of Chemistry, Geology and Biology to a Local Environment

Fall, Winter, Spring/Coordinated Study
Faculty: Jeff Kelly, Clyde Barlow, Jim Stroh
Enrollment: 45

Prerequisites: College algebra, college chemistry and physical geology strongly recommended.

Faculty Signature: No

Special Expenses: \$50 for overnight field trip to Eastern Washington.

Internship Possibilities: No

Travel Component: Overnight, in-state field trip.

This program will engage students in the study of various problems of environmental pollution using both theoretical and experimental methods. Topics in geology and chemistry will be developed that are appropriate to problems of aquatic and terrestrial pollution. The program will connect themes dealing with geology, hydrology and chemistry. Methods of analytical chemistry and instrumental analysis will be applied in an advanced laboratory. Students will participate in research on real problems of environmental significance and engage in reading and discussions related to environmental policy and resource management.

During fall quarter the program will address topics in geohydrology, biogeochemical cycles, analytical chemistry and aquatic chemistry. Students will participate in a class project involving analytical chemical techniques, geographic information systems and quantitative data analysis methods. Physical geology will be offered to those students without the prerequisite as lower-division four-credit course.

During winter quarter the focus of the class will shift toward instrumental methods for environmental analysis and the physical chemical basis for geochemical processes and their analysis. Small-group projects will be developed that will carry through spring quarter. Computers will be used extensively for data analysis, simulation and control of analytical instrumentation.

Credit awarded in instrumentation*, environmental geology*, geohydrology*, analytical chemistry* and physical chemistry*.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in geology, chemistry, environmental analysis and environmental fieldwork.

This program is also listed under Environmental Studies.

Evolutionary Biology

Spring/Group Contract

Faculty: Linda Kahan

Enrollment: 25

Prerequisites: Junior and senior standing; good reading, writing skills; one course of college-level biology or any Evergreen program which offers the equivalent.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

"Nothing in biology makes sense except in the light of evolution."

—T. Dobzhansky

This program will study several of the most interesting aspects of evolutionary biology, including the evidence for the theory of evolution and important theoretical issues such as adaptationism, rates of evolution and the role of extinction. We will read Darwin's *The Origin of Species* as well as a number of more modern books. The class will be conducted entirely on a seminar basis. One seminar will be devoted to discussion of assigned chapters of a standard text and two others to the discussion of other reading. There will be substantial weekly writing assignments. Each student will also complete an individual research project which will involve reading a series of papers from the primary research literature, writing a review paper, and presenting the topic to the class orally in the 10th week. All work must be completed and submitted on time for credit to be earned. No partial credit will be awarded.

Credit awarded in evolutionary biology*, philosophy of biology* and independent research in evolutionary biology*.

Total: 16 credits. Students may enroll for 8 or 12 credits with faculty signature.

Program is preparatory for careers and future studies in any field of biology or applied biology and science education.

Health and Human Development

Fall, Winter, Spring/Coordinated Study
Faculty: Elizabeth Diffendal, Janice Kido, Elizabeth Kutter, Sherry Walton
Enrollment: 96

Prerequisites: One year of college work.

Faculty Signature: No

Special Expenses: \$40 for fall quarter retreat.

Internship Possibilities: Spring quarter only.

Travel Component: None

"Attitudes about health reflect the basic world view and values of a culture, such as how we relate to nature, other people, time, being, society versus community, children versus elders, and independence versus dependence."

— Joseph Hartog, M.D. and
Elizabeth Ann Hartog, M.A.

In Health and Human Development we will investigate biological, cultural, spiritual and social forces that influence healthy human development so that we may develop strong foundations for further work in the areas of health, human services, anthropology and education. Program material will be presented on the basis of two important assumptions. First, health and development are mutually influenced by biological and social forces. Second, culture defines and influences our understanding and facilitation of health.

Drawing particularly from human biology, anthropology, communication and human development theories, the program will examine the interactions of culture, mind, body and spirit in the facilitation of healthy human development. Emphasis will be on physical and cognitive development, perception, interpersonal and intercultural communication, mind-body interactions and the influences of nutrition, environment, gender, culture and world view on human health.

An early fall-quarter retreat will enable students begin forming a learning community. In fall and winter quarters, through workshops, lectures, seminars, guest presentations, group and individual projects, students will develop skills and knowledge to support their selection of a spring quarter project or internship in an area of interest. The program will encourage development in reading, writing, self-awareness, social imagination, research and communication, as well as strategies to facilitate students' own good health.

Credit awarded in human biology, human development, cultural anthropology, theories of human learning, approaches to health, interpersonal and intercultural communication, nutrition and composition.

Total: 16 credits each quarter. Students with strong background in science or those pursuing language study may substitute a four-credit course, (i.e., chemistry, college algebra, statistics, language) with faculty signature.

Program is preparatory for careers and future studies in the health professions, human services and education.

This program also listed under Social Science.

Introduction to Environmental Modeling

Spring/Group Contract

Faculty: Robert Cole

Enrollment: 25

Prerequisites: Reasonable facility with second-year algebra or readiness to take calculus.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This program will investigate introductory mathematical models of environmental and ecological systems. We will explore several dynamical systems in an effort to discover relationships between constituent parts, and to develop critical insights into issues of ecological and social sustainability. Topics will include population dynamics including harvesting models in fisheries and forestry, predator-prey interaction models, epidemic models and the dynamics of infectious diseases, and the diffusion of pollutants in the environment.

In workshops we will develop many of the mathematical tools and computer skills necessary to understand the models we'll investigate. Students should be ready to take calculus, which will be offered as a modular part of this program. No prior background in computing or biology is assumed.

Credit awarded in calculus I, environmental modeling and project work.

Total: 4, 12 or 16 credits. Students may enroll in the Calculus I component (four-credits); students who have completed Calculus I may enroll in another four-credit course.

Program is preparatory for careers and future studies in environmental sciences, medicine and physical/biological science.

This program is also listed under Environmental Studies.

Introduction To Natural Science

Fall, Winter/Coordinated Study

Faculty: Michael W. Beug, Robert Cole, Jude VanBuren

Enrollment: 75

Prerequisites: Sophomore standing and high school algebra; well-prepared first-year students allowed after interview with faculty.

Faculty Signature: No

Special Expenses: \$120 for possible retreat.

Internship Possibilities: No

Travel Component: Possible four-day retreat during winter quarter.

This program is designed to develop an integrated understanding of chemistry, biology and mathematics. We will learn sciences and mathematics via textual study in biology and chemistry while attempting to understand the scientific implications of regional and global environmental problems.

We recognize science as one of the most powerful cultural forces in modern society. The world of the 21st century will be largely shaped by the scientific and technological advances of the past, which hold the possibility of long, fulfilling lives for the world's people alongside the possibility of worldwide ecological disaster due to overpopulation, pollution and habitat destruction. Which possibility becomes reality will depend on widespread education and understanding of scientific issues, as well as complex social and economic issues. Yet the people who must make the critical decisions are increasingly ignorant of science and apathetic about the issues. A major theme of the program will be to address these problems of science in modern society through a weekly seminar and lecture series. We will explore issues through reading, discussion and writing.

Each week students in the program will spend four hours in chemistry lecture and workshop, four hours in biology lecture and workshop, four hours in special topics lecture and seminar, two hours in math lecture/workshop, three hours in math lab and three hours in chemistry/biology lab.

The chemistry will focus on general chemistry and will be designed for students whose only previous chemistry was in high school. The biology is general college biology. The mathematics will focus first on algebra and precalculus math skills and then move to statistics and modeling. The math labs will introduce students to the use of computers, first via Excel and later via computer modeling. In special topics lectures and seminars we will examine our ecological footprint, examine major global environmental issues and then move on to environmental health issues.

The program is designed for scientific inquiry and environmental studies students about to take their first year of college science. Students with a strong math background who have already completed precalculus math should be looking at a program like Matter and Motion. Students who simply want to see what science is like will find this program exceptionally demanding and should consult with the faculty before the program begins.

Students should expect an exciting and challenging year, averaging 18 hours per week in lecture, seminar, workshops and laboratory. Homework will be significant. At the end of the winter quarter students should expect to be well-prepared in general chemistry, general biology and mathematics with science prerequisites (except physics) needed for junior and senior offerings in both the Scientific Inquiry and Environmental Studies areas. Students desiring to study physics should consider the calculus-based Matter and Motion program, which includes physics but not biology.

Credit awarded in general chemistry, general biology, algebra or precalculus mathematics, statistics, modeling and environmental issues.

Total: 16 credits each quarter. Students who have completed chemistry or biology may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in laboratory and field biology, chemistry, environmental/earth/marine science, health sciences and education.

This program is also listed under Environmental Studies.

Lecture Series: Science Stories

Fall, Winter/Course
Faculty: E. J. Zita, TBA
Enrollment: 100

Prerequisites: None. This all-level program will accept up to 25 percent first-year students.

Faculty Signature: No
Special Expenses: No
Internship Possibilities: No
Travel Component: None

People have always used stories to convey their understandings of the world. Among the important stories we tell to make sense of things are stories that come from science. Ancient to modern understandings of dis/order in the universe, interactions between bodies and other natural phenomena shape and reflect our views of ourselves and our place in the world. We will explore stories of scientific understanding throughout history and across cultures, and see how the nature of science continues to evolve. Fields include physics, chemistry, biology, environmental science, mathematics, computer science and more. Topics range from quantum theory, cosmology, chaos and molecular biology to genetic engineering, ecology, artificial intelligence and beyond.

Presentations will be made by guest lecturers from the faculty and from outside the college. Selected readings will provide background material on diverse topics. Credit will be based on attendance and on successful completion of two short exams given each quarter. This lecture series is open to all members of the community.

Credit awarded in introduction to science or history/philosophy of science.

Total: 2 credits each quarter. Advanced students are encouraged to take Physical Systems concurrently. Beginning students are encouraged to take Astronomy and Cosmologies in spring.

Program is preparatory for careers and future studies in physical, natural or computer sciences, environmental studies, history/philosophy of science or social sciences.

This program is also listed under First-Year Programs.

Light

Fall, Winter/Coordinated Study
Faculty: Dharshi Bopegedera, Susan Aurand
Enrollment: 50

Prerequisites: All students must have completed at least one year of college-level work. All students must have high-school-level algebra. In addition, students must have either one quarter of college-level studio art or one quarter of college-level chemistry or physics. Students with science experience need not have prior art experience and vice versa.

Faculty Signature: No
Special Expenses: Approximately \$150-\$200 for art supplies and protective lab clothing such as lab coat, goggles and gloves.
Internship Possibilities: No
Travel Component: None

This program is a two-quarter interdisciplinary study of light. We will explore light in art, art history, science and mythology. All students will do studio work in drawing and/or painting and study how artists have thought about and expressed light in their work. All students will also explore the interaction of light with matter in the classroom as well as in the laboratory. This integrated program is designed for students who are willing to explore both art and science. Our weekly schedule will include studio and science labs, specific skill workshops, lectures and seminars.

During fall quarter, we will focus on skill building in art and lab science and on library research methods. During winter quarter, each student will have the opportunity to design an interdisciplinary individual or group project exploring a topic related to the theme of light.

Credit awarded in introductory science with laboratory, drawing and/or painting and art history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in science, art, art history and humanities.

This program is also listed under Expressive Arts.

Matter and Motion

Fall, Winter, Spring/Coordinated Study
Faculty: Fred Tabbutt, TBA
Enrollment: 50

Prerequisites: Sophomore standing; readiness to start calculus as demonstrated by an entrance exam obtained from the faculty or from the Academic Planning and Experiential Learning Office; high school physics and chemistry very helpful but not required.

Faculty Signature: Yes
Special Expenses: Graphing calculator (TI-82 or equivalent) required.
Internship Possibilities: No
Travel Component: None

This program is designed for students with a keen desire for a strong grounding in physics, chemistry and mathematics as preparation for advanced work in physical and biological sciences. In addition to teaching central concepts and methods of the physical sciences, Matter and Motion investigates how discovery happens — both inside and outside the sciences. The program is intended for students with strong backgrounds in science and critical thinking; it calls on verbal and visual intelligence as well as mathematical and mechanical ability.

Differential and integral calculus will provide a foundation for the study of university physics and chemistry, including mechanics, stoichiometry and bonding, chemical equilibrium, oscillations and waves, thermodynamics, chemical kinetics and electricity and magnetism.

In addition to classwork in the science subjects, the program will involve "exploration" laboratories, which teach how to find the right questions for investigating physical systems, as well as introduce students to important techniques for answering them. There will be extensive use of lab microcomputers for controlling experiments, collecting data and processing results.

Regular seminar readings and discussions will investigate the human dimensions of discovery and cultural patterns within the physical sciences, together with their abilities — and limitations — in contributing to human affairs.

Credit awarded in university chemistry, university physics, calculus and seminar in science and society.

Total: 16 credits each quarter. Students who have completed some program material may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in medicine, environmental science, engineering, chemistry, physics and mathematics.

Molecule to Organism

Fall, Winter, Spring/Coordinated Study

Faculty: Burt Guttman, TBA

Enrollment: 75

Prerequisites: College chemistry, college biology and college algebra.

Faculty Signature: No

Special Expenses: \$50 for overnight, in-state program retreats.

Internship Possibilities: Yes

Travel Component: Overnight, in-state program retreats.

Molecule to Organism develops a view of biological systems that integrates the molecular basis of biology with more complex structure-function relationships, examining key topics in traditional biology and premedical curricula. We will put particular emphasis on aspects of biochemistry and microbiology that are most relevant to current environmental and health issues. The experimental basis of our rapidly growing knowledge in these fields will be emphasized, as well as the use of scientific literature. Laboratories will play a major role in the program and will explore microbiology, enzymology, nucleic acid chemistry and molecular genetics, as well as special projects.

Molecule to Organism is Evergreen's introduction to experimental (laboratory) biology and to organic and biochemistry. It is designed for students who have already learned general chemistry (usually through a program such as Matter and Motion or Introduction to Natural Science) and who plan to go on to advanced work in chemistry and field or laboratory biology. It includes organic chemistry and the upper-division topics of anatomy, genetics, microbiology, physiology, immunology, molecular and cellular biology and biochemistry in a yearlong sequence.

The program begins with two separate themes — one at the “cell” level and the other at the “molecule” level. In the cell theme we start with the cell and microbiology and proceed to the whole organism with examinations of structure and function through anatomy, physiology and histology. In the molecular theme we will examine organic chemistry, the nature of organic compounds and reactions, and carry this theme into biochemistry and the fundamental chemical reactions of living systems. As the year progresses, the two themes merge through studies of cellular and molecular processes in molecular biology and immunology.

Credit awarded in physiology*, cell biology*, molecular biology*, organic chemistry I, organic chemistry II and III*, biochemistry*, microbiology* and development biology*.

Total: 16 credits each quarter. Students who have completed some program material may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in biology, chemistry, health sciences, environmental studies and education.

Physical Systems

Fall, Winter, Spring/Coordinated Study

Faculty: E. J. Zita, TBA

Enrollment: 50

Prerequisites: Junior or senior standing; successful completion of at least one year of college-level calculus-based physics (such as Matter and Motion); facility with integration and differentiation.

Faculty Signature: No

Special Expenses: \$350 for field trip.

Internship Possibilities: No

Travel Component: Extended spring field trip to New Mexico.

This yearlong program will examine the principal concepts and theories by which we describe and understand the physical world, from the realm of our immediate senses (classical physics) to that of the very small (quantum mechanics) to the vast (astrophysics and cosmology). We will emphasize understanding the nature and formal structure of quantitative physical theories. We will focus on the unifying concepts and common mathematical structures that organize various physical theories into a coherent body of knowledge. This approach is necessarily mathematical; required mathematical methods will be developed as needed and in the context of their use in the physical sciences. The central role of mathematics in describing nature is one of the core intellectual issues in this program. Quantitative problem solving will be emphasized.

This program will be organized around components in classical mechanics, electromagnetism, thermodynamics, astrophysics and selected topics in contemporary physics. Mathematical topics will include multivariable calculus, linear algebra and differential equations. Computers and computer graphics will be used as appropriate for obtaining numerical solutions and for gaining qualitative insight into physical processes.

Students will be responsible for library research on topics of particular interest and for peer instruction in the classroom. Laboratory investigations will also be encouraged. Faculty and student presentations will include lectures, seminars, hands-on workshops and group problem solving workshops.

Seminars on history, literature, philosophy and cultural studies of science will encourage ongoing consideration of the contexts and meanings of science knowledge systems and practices, throughout history and across cultures. All students will participate in Lecture Series: Science Stories during fall and winter quarters.

All Physical Systems students will participate in the spring components of Astronomy and Cosmologies which will be offered in conjunction with astrophysics as part of the Physical Systems enrollment. Refer to the Astronomy and Cosmologies description on page 84.

This program will constitute serious preparation for more advanced work, including graduate study in physics, applied mathematics or the physical sciences. It will be a rigorous and demanding course of study. Students will need to devote a minimum of 40 hours per week to their academic work.

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

Total: 16 credits each quarter, including Lecture Series: Science Stories and Astronomy and Cosmologies.

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

Seeing the Forest and the Trees

Fall, Winter, Spring/Coordinated Study
Faculty: Nalini Nadkarni, Martha Henderson,
Judy Cushing
Enrollment: 20

Prerequisites: Junior and senior standing. Students must have one of the following prerequisites with preference given for two or more. Three quarters of whole-organism biology (e.g., natural history, ecology); two quarters of social science and one quarter of regional studies (e.g., geography, GIS, community studies); three quarters of computer science (any computer science program).
Faculty Signature: Yes. Prior to the Academic Fair on May 13, 1998 students must submit a one-page letter to a faculty member that states relevant course work and work experience.
Special Expenses: \$150 for field trips to the Olympic Peninsula and Eastern Washington.
Internship Possibilities: No
Travel Component: Overnight, in-state field trips.

Trees and forests are dynamic, three-dimensional, living entities that interact in complex ways with the physical environment and with human societies. Understanding forests and human interactions with them requires us to gather and interpret quantitative, qualitative and symbolic information.

Our upper-division program will emphasize forest ecosystems of the Pacific Northwest, with a focus on forests of The Evergreen State College campus. We will focus on the relationships between forests and humans. Lectures, workshops, seminars and small-group research projects will help us develop skills in the contributing disciplines of forest ecology, geography and database and computer science to: 1) explore ways of visually representing trees and forests; 2) assess factors that describe and affect tree architecture and forest structure; and 3) measure and interpret the relationships between trees, forests and humans within local and regional perspectives.

We will do readings and writing exercises to compare United States/Pacific Northwest-based concepts of forests with those of other cultures through study of regional geographies around the world. Students will work in teams to map, describe and understand a forested area of the Evergreen campus, collect data using tools developed at other field research stations and prepare representations of these forests for presentations. Throughout the program, we will visit other Pacific Northwest forests to place our findings within a broad geographical and ecological perspective.

Credit awarded in forest ecology, social and regional geography, computer imagery and databases and visual arts.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in forestry, community development, geography and computer sciences.

This program is also listed under Environmental Studies.

Undergraduate Research in Scientific Inquiry

Fall, Winter, Spring, Summer/Group Contract
Faculty: Betty Kutter, Clyde Barlow, Dharshi Bopegedera, Judith Cushing, Burt Guttman, Jeff Kelly, Jim Neitzel, Janet Ott
Enrollment: 15

Prerequisites: Negotiated individually with faculty; laboratory experience such as Molecule to Organism.
Faculty Signature: Yes
Special Expenses: No
Internship Possibilities: No
Travel Component: None

A number of the faculty in this planning group are engaged in research projects that offer collaborative research opportunities for advanced students. These provide an important mode of advanced work in the sciences, taking advantage of faculty expertise, Evergreen's flexible structure and excellent equipment purchased through grants from the National Science Foundation and the Murdock Foundation. In general, students begin by working in apprenticeship mode with more senior personnel and gradually take on more independent projects within the context of the specific program. These projects generally run 12 months a year; a signature is required from the faculty with whom students will be working.

Betty Kutter (molecular biology) and Jim Neitzel (biochemistry), study Bacteriophage T4 which has been a key model organism in molecular genetics for more than 50 years. Its infection of *E. coli* leads to rapid cessation of host DNA, RNA and protein synthesis. We are working to clone and overexpress the many host-lethal genes that are responsible, purify and characterize their protein products, determine their specific functions, look at ways in which they can be used to better understand bacterial metabolism and examine the infection process under a variety of environmental conditions. We are also the center for genomic analysis and database development for these phages.

Judith Bayard Cushing studies how scientists use distributed computing and data to conduct research. She would like to work with students who have background in computer science or molecular biology, forest ecology, chemistry or physics and a strong motivation to explore new computing paradigms, such as object-oriented systems and multi-platform computing.

Jeff Kelly and Clyde Barlow work with biophysical applications of spectroscopy to study physiological processes at the organ level, with direct applications to health problems. Students with backgrounds in biology, chemistry, physics, mathematics or computer science can obtain practical experience in applying their backgrounds to biomedical research problems in an interdisciplinary laboratory environment.

Dharshi Bopegedera is interested in studying vibration-rotation spectra of unstable molecules. Students with a solid background in chemistry can get experience in synthesizing unstable gaseous molecules and recording their infra-red spectra with her newly acquired FTIR spectrophotometer.

Janet Ott studies alternative healing methods, especially the mechanisms involved in acupuncture and acupressure, by measuring changes in such physiological processes as EEG, ECG, EMG and respiration during treatments. Students with strong backgrounds in biology, chemistry, physics or statistics can obtain laboratory experience applying their expertise to this growing field. Students with an interest in alternative medicine may also find this laboratory experience of use to their training.

Credit will be awarded in lab biology* and chemistry,* health sciences*, teaching and environmental sciences.*

Total: 4-16 credits each quarter.

This program is preparatory for careers and future study in lab chemistry and biology, health and teaching.

Social Science

AFFILIATED FACULTY:

Don Bantz
Peter G. Bohmer
Priscilla V. Bowerman
Bill Bruner
Stephanie Coontz
Elizabeth Diffendal
Carolyn E. Dobbs
Kenneth Dolbeare
John Robert Filmer
Theresa L. Ford
George Freeman, Jr
Laurence R. Geri
Angela Gilliam
José Gómez
Jeanne E. Hahn
Peta M. Henderson
Taylor E. Hubbard
Heesoon Jun
Janice Kido
Lowell Kuehn
Gerald Lassen
Daniel B. Leahy
Russell M. Lidman
Carrie Margolin
Earle W. McNeil
Lawrence J. Mosqueda
Raul Nakasone (Suarez)
Alan Nasser
Mark Papworth
Alan R. Parker
Yvonne Peterson
Zahid Shariff
Niels Skov
Masao Sugiyama
Paul Tamburro
Michael Vavrus
Sherry L. Walton
Gregory Weeks

Social Theory, Social Change and Public Policy integrates anthropology, economics, history, law, public policy, labor studies, management, political science, philosophy, sociology, health sciences and psychology as a set of tools for understanding society and the individual's role in society.

The area has a diverse range of faculty who look at ways societies are organized and governed and the ramifications for class, race and gender in global, national and local contexts. Through our various academic offerings, we explore the evolution of historical and contemporary problems: how they are understood, how and why certain decisions are made and what difference various solutions make for the quality of societal and individual existence. We also examine strategies for social change in historical, present and alternative future time frames.

Depending on which programs are undertaken in this area, students can learn management skills, including values and ethics and the public interest; social, psychological and biological forces that affect human health and behavior; and policy formulation and implementation.

Since all major social problems are deeply grounded in cultural, philosophical, social economic and political theories, history and practice, the understanding and integration of these areas will prepare students for solving contemporary problems and anticipating new and changing realities.

This area also works collaboratively with the faculty assigned to the Master in Teaching Program and Graduate Program in Public Administration to develop the curriculum in the social sciences.

Contested Realities: Power and Representation in Nations and Communities

Fall, Winter, Spring/Coordinated Study
Faculty: Therese Saliba, Anne Fischel, Larry Mosqueda
Enrollment: 75

Prerequisites: Sophomore standing and above; critical reading and writing skills as demonstrated in the application process.

Faculty Signature: Yes, Faculty will assess student's training in media, political economy and writing. Students must submit a one-page writing sample and supporting material at least one week prior to the Academic Fair, May 13, 1998.

Special Expenses: \$100 or more for research, video and film production.

Internship Possibilities: Yes, with faculty signature.

Travel Component: None

This program will examine the contested terrain of "reality" — who defines it, which views are dominant and how we can redefine reality by making alternative images. We will examine how narratives of collective identity are constructed through literature, film, history, the mass media and other representational forms. While paying critical attention to mainstream media and alternative representations, we will explore the development of national and community identity, the power relations underlying representations of these identities and the forms of conflict they create. Finally, we will learn skills in video production, oral history and political analysis with the goal of working with community groups struggling to represent their own sense of identity, history and reality.

Our approach will be international, national and local, developing case studies of local communities and national movements. The study of Jewish, Arab, Latin American and United States nationalisms exposes the ways narratives of identity construct and manipulate representations of gender, class and ethnicity. By analyzing the Israeli-Palestinian conflict, the Lebanese War and U.S.-Latin American conflict and tensions, we can understand how power relations are deployed to construct "contested realities." We will also look at contested realities within social movements, as, for instance, in struggles over gender relations within Arab and Jewish societies. Finally, we will look at class, labor and ethnic struggles within Washington state, exploring how social movements have historically been represented, and how those forms of representation shape community identity and experience today.

Some major goals of this program will be to develop critical skills in viewing and reading mainstream media and to develop the skills necessary to make images that challenge dominant forms of representation. We will look closely at films and other media forms that support dominant versions of reality, as well as films, literature, histories and analytical texts that resist these "master narratives." We are interested in documentary and experimental forms of representation that question accepted notions of reality and singular historical perspectives and that are actively constructing alternative versions of history and collective identity.

Central to our work will be a focus on community activism. Students will engage in long-term collaborative projects within communities that enable those communities to participate in producing their own representations. These projects may take the form of a documentary or experimental video, an oral history, a research report, a community-based project or another appropriate form of representation.

Credit awarded in cultural studies*, community research*, video production, media studies, comparative literature, political economy and oral history.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in video production, community organization and graduate work in political economy, media studies, gender studies and cultural studies.

This program is also listed under Culture, Text and Language and Expressive Arts.

Family, Community and Public Policy

Fall, Winter, Spring/Coordinated Study
Faculty: Stephanie Coontz, Peta Henderson, Greg Weeks

Enrollment: 75

Prerequisites: Sophomore standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: Yes, spring quarter with faculty signature.

Travel Component: None

This three-quarter foundation program for the social sciences will study how families and communities respond to economic trends and government policies, and how both public policy and the economy have changed (or not changed) to accommodate transformations in family and community conditions.

This program is designed to help students improve their general academic skills and to develop specific research expertise. Qualitative and quantitative research methods will be an important focus of the program. Consequently, students will cover ethnographic research methods, statistics and expository writing for the social sciences.

During the fall and winter quarters we will emphasize building a foundation for independent research projects or internships that will take place during spring quarter. These research projects may involve original ethnographic studies of families in economically distressed areas, analyses of public policies that affect families and communities, or internships in public, private or nonprofit organizations that deal with family and community issues.

Credit awarded in anthropology, history, public policy, quantitative and qualitative methods.

Total: 16 credits each quarter.

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

Health and Human Development

Fall, Winter, Spring/Coordinated Study
Faculty: Elizabeth Diffendal, Janice Kido,
Elizabeth Kutter, Sherry Walton
Enrollment: 96

Prerequisites: One year of college work.

Faculty Signature: No

Special Expenses: \$40 for fall quarter retreat.

Internship Possibilities: Spring quarter only.

Travel Component: None

"Attitudes about health reflect the basic world view and values of a culture, such as how we relate to nature, other people, time, being, society versus community, children versus elders, and independence versus dependence."

— Joseph Hartog, M.D. and
Elizabeth Ann Hartog, M.A.

In Health and Human Development we will investigate biological, cultural, spiritual and social forces that influence healthy human development so that we may develop strong foundations for further work in the areas of health, human services, anthropology and education. Program material will be presented on the basis of two important assumptions. First, health and development are mutually influenced by biological and social forces. Second, culture defines and influences our understanding and facilitation of health.

Drawing particularly from human biology, anthropology, communication and human development, the program will examine the interactions of culture, mind, body and spirit in the facilitation of healthy human development. Emphasis will be on physical and cognitive development, perception, interpersonal and intercultural communication, mind-body interactions and the influences of nutrition, environment, gender, culture and world view on human health.

An early fall-quarter retreat will enable students to begin forming a learning community. In fall and winter quarters, through workshops, lectures, seminars, guest presentations, group and individual projects, students will develop skills and knowledge to support their selection of a spring quarter project or internship in an area of interest. The program will encourage development in reading, writing, self-awareness, social imagination, research and communication, as well as strategies to facilitate students' own good health.

Credit awarded in human biology, human development, cultural anthropology, theories of human learning, approaches to health, interpersonal and intercultural communication, nutrition and composition.

Total: 16 credits each quarter. Students with strong background in science or those pursuing language study may substitute a four-credit course, (i.e., chemistry, algebra, statistics, language) with faculty signature.

Program is preparatory for careers and future studies in the health professions, human services and education.

This program also listed under Scientific Inquiry.

Management in a Changing World

Fall, Winter, Spring/Coordinated Study

Enrollment: 50

Faculty: John Filmer, TBA

Prerequisites: Junior standing, microeconomics or equivalent, statistics encouraged.

Faculty signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This yearlong program focuses on developing leaders, not just managers. Business, government and nonprofit organizations face unprecedented challenges and their survival depends upon visionary leaders who can build sustainable, adaptable organizations. To create organizations that are effective, humane and strategically positioned, we will study management through three distinct tracks: organizational dynamics (strategic planning, marketing, teamwork, communications and quality management), finance (managerial accounting) and global challenges (international business, macroeconomics and trade). Students may enroll full-time or part-time.

Credit will be awarded in the sociology of complex organizations, organizational psychology, social change, public policy, the cultural and political environments of international organizations, strategic planning, issues management, quantitative and qualitative analysis, organizational diagnostics, personnel management, budgeting, finance and operational cost analysis, international business and international trade theory, marketing and macroeconomics.

Total: 8, 12 or 16 credits each quarter. Consult the Evergreen Times for part-time options.

Program is preparatory for careers and future studies in business and management.

Multicultural Psychological Counseling: A New Way to Integrate and Innovate Psychological Theory and Practice

Fall, Winter, Spring/Group Contract

Faculty: Heesoon Jun

Enrollment: 25

Prerequisites: Senior standing with background psychology or related areas. Students who have taken courses in Theories of Personality, Developmental Psychology and Abnormal Psychology will be given preference.

Faculty Signature: Yes, submit application, essay and portfolio to the faculty by Friday, May 15, 1998. Portfolio should include all Evergreen evaluations (faculty and self), college transcripts and major papers. The essay (double-spaced, typed, maximum of five pages) should describe you, your motivation for enrolling and your ability to be on time, attend consistently and meet all deadlines. Special Expenses: Travel to and from internship site and possible retreat fee. Internship Possibilities: 16 hours each week required for winter and spring quarters. Travel Component: Traveling to internship and retreat site.

This is a senior-level program requiring internships in psychological counseling. It allows students to make a commitment to counseling ethnically and culturally diverse clientele — and then to test that commitment.

The goals of this program are: 1) to incorporate multicultural awareness with psychological theories, intervention, assessment, treatment, research interpretation and ethical guidelines, and 2) to increase multicultural counseling competency in psychological counseling.

Program participants will examine the effectiveness of existing psychological counseling theories and techniques when they are used to counsel individuals with culturally and ethnically diverse backgrounds.

Students will explore their self-knowledge by studying the counselor/therapist in order that they might better understand that self-awareness is a prerequisite to any particular technique or skill.

They will build psychological counseling skills that promote cultural empathy through the operationalization of their conceptual understanding of psychological counseling theories, through counseling practice with peers and through videotaping.

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Students will learn basic techniques for to interpreting research articles and incorporating research findings into practice.

Ethics in multicultural settings will be explored through examining *Ethical Principles of Psychologists and Code of Conduct*, American Psychological Association; *Code of Ethics and Standards of Practice*, American Counseling Association; *The Law Relating to Psychologists*, Washington State Department of Health; and *The Law Relating to Counselors*, Washington State Department of Health.

Internships will entail a minimum commitment of 16 hours each week for six months. They will require 1) supervision by a qualified professional; 2) experience with psychological development, mental health and counseling; 3) direct contact with an ethnically diverse clientele; 4) work in an area in which the student has not had previous significant experience. Obtaining placement in an internship is a prerequisite for continuing winter and spring quarters.

Instructional strategies will include lectures, hands-on workshops, films, seminars, role-playing, group discussions, videotaping, field trips, guest speakers, internship case studies, paper and pencil tests.

Credit will be awarded in multicultural counseling theories*, multicultural psychological counseling skill building*, abnormal psychology* (including use of DSM-IV), developmental psychology*, personality theories*, ethnic studies*, sexual orientation and adoption*, studies of "isms"* (ageism, classism, racism, sexism), psychological research interpretation, ethics in the helping professions*, group process* and internship*.

Total: 16 credits each quarter.

Program is preparatory for careers and future study in psychological counseling, clinical psychology, social work, school counseling, crosscultural studies, research psychology, class, race, gender and ethnicity studies.

Political Economy and Social Change:

The End of Prosperity

Fall, Winter/Coordinated Study

Faculty: Alan Nasser, TBA

Enrollment: 75

Prerequisites: Sophomore standing.

Faculty Signature: No

Special Expenses: No

Internship Possibilities: No

Travel Component: None

This program will examine the nature and dynamics of contemporary capitalism with the U.S. experience as our primary focus. We will be especially interested in historical developments that have brought about the current crises of the U.S. political and economic system: declining wages and salaries, increasing inequality and poverty, the increasing irrelevance of a college education to the chances of a higher income, corporate downsizing and restructuring, the successful effort by political and business elites to make government less responsive to the needs of working people, a grim job market, and widespread cynicism about the political system reflected in declining voter participation in electoral politics. It is widely acknowledged that the U.S. political-economic systems is in the midst of a fundamental reorganization the impact of which on working people has been strikingly negative. What historical forces have brought this crisis about? And is there anything we can do about it?

In fall quarter we will trace the etiology of this problem by studying the origins of modern capitalism and identifying the principal economic, political, social, cultural and philosophical forces that have shaped it. This will involve tracing the historical evolution of the modern global economy with special emphasis on its development from a system based on small, family-run businesses to one based on large multinational corporations. We will study not only objective social, political and economic forces that have shaped our current predicament but also "subjective" factors that have played a major role: what have these developments *meant* to the people involved, how did they *experience* these historical transformations and what effect did their experiences have on history itself?

In winter quarter we will focus on two major issues. First, we will analyze the details of the present crisis, its impact on our lives and the realistic possibilities of making things different. Second, we will analyze the emergence of two related phenomena that have exactly paralleled the decline of the U.S. political-economic system. The first is the new temperance/moral crusade movement in America — the hysteria about "family values," the war on drugs, the anti-smoking campaign, the concern with violence and sex on TV and in the movies, the diet/fat/cholesterol obsession, the campaign against teen sex. The second is the rise of "identity politics," evidenced by ubiquitous conflicts and struggles around issues such as political correctness and affirmative action. These two developments include major race and gender components, while political-economic decline is mainly about the slowing of economic growth and the redistribution of wealth and income between classes. What is the importance of class to our understanding of controversies about race and gender? We shall examine arguments on different sides of these issues.

Credit awarded in political economy, international political economy, political theory, and contemporary social and political issues.

Total: 16 credits each quarter.

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

Regeneration:

A Celebration With the Land

Fall, Winter, Spring/Coordinated Study

Faculty: Carol Minugh, Alan Parker

Enrollment: 50

Prerequisites: Junior and senior standing.

Faculty Signature: Yes

Special Expenses: Up to \$50 for materials.

Internship Possibilities: With faculty permission.

Travel Component: Field trips.

Regeneration is a major concept in understanding the relationship indigenous people have to land, the politics of people and land and policies governing land use. This program will combine focused study of Native American culture (including an analysis of the effects of natural resource policies on nature and people, tribal and aboriginal rights) with project work and academic research. To design these projects, students are asked to reflect on: What do I need to do? How do I propose to do it? What do I plan to learn? What difference will my work make? All students will answer these four questions and propose individual or group projects relating to the program theme by Monday of the third week of each quarter.

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

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

Credit awarded in Native American policy, natural resource policy, Native American studies and credits tailored to student's projects.

Total: 12 or 16 credits each quarter. Students may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in Native American studies, natural resources, tribal policy, cultural studies and American Indian law.

This program is also listed under Native American Studies.

Self and Community

Fall, Winter, Spring/Coordinated Study

Faculty: TBA

Enrollment: 50

Prerequisites: Core program or equivalent; preference given to sophomores and juniors.

Faculty Signature: No

Special Expenses: Travel to internship, \$30 for retreats.

Internship Possibilities: Yes

Travel Component: Retreats.

This program is intended to prepare students for further study in the area of human services, psychology, the social sciences and the field of education. It will provide a broad background that will integrate both theory and practice. This program is part of the preparation of students for graduate study although it primarily targets sophomore- and junior-level students. The program will cover psychology and its interface with other social sciences and additional areas related to human growth and development. It will include qualitative and quantitative methods and the application of theory into practice.

Credit will be awarded in several areas of psychology, such as developmental, social, gender studies, research methodology, family systems and theory and group dynamics.

Total: 16 credits each quarter. Students may enroll in a four-credit course with faculty signature.

Program is preparatory for careers and future study in psychology, counseling, childhood education, educational psychology and teaching, social work and private and public-sector organizations.

Social Movements and Social Change: Theory and Practice in Comparative Perspective

Fall, Winter/Group Contract

Faculty: Jeanne Hahn

Enrollment: 25

Prerequisites: Junior or senior standing; previous work in political economy, political sociology, history.

Faculty Signature: Yes, based on portfolio and interview. Portfolio should contain evaluations and writing examples; interviews will be conducted before or at the Academic Fair. Contact Jeanne Hahn, (360) 866-6000, ext. 6014.

Special Expenses: No

Internship Possibilities: No

Travel Component: None

We will investigate social movements and social change and their relationship historically and in the late 20th century, both theoretically and comparatively. We will also be interested in the vision of a future desirable society held by various movements and the ways in which those movements have or have not furthered that vision. Our comparative lens will be the United States and India (student research will investigate additional areas).

Our focus will be on studying a series of concrete social movements from large collective movements to small-scale and local actions. We will see social movements as collective attempts to construct and reconstruct the theory and practice of power and will be interested in various theoretical perspectives developed to explain and understand social movements and social change, the specific historical contexts out of which social movements arise, the development of the movements and the relationship between social movements and the state.

Among others, we will investigate the North American and the South Asian independence movements, various working class social movements, populism of the left and right, Hindu fundamentalism, the U.S. civil rights movement, movements in India against big development projects, women's movements and indigenous peoples' movements. We will study the post-1960s "new social movements" and investigate the global context of social movements emerging as new economic conditions in the world capitalist system undermine traditional social and political forces.

Credit awarded in sociology, South Asian studies, political economy, history and political sociology.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in history, political economy, sociology, teaching and law.

Native American Studies

Native American Studies at The Evergreen State College offers a variety of pathways to prepare students for meaningful and important work in indigenous communities and on indigenous issues. In Native American Studies, students work to develop individual identity, group loyalty, personal authority and community responsibility. Having developed these strengths and skills, they return to their communities to make a positive impact on the world around them.



Programs are organized into 20-year cycles that mirror processes of human development and assist students and faculty alike in developing their whole person.

Mary Hillaire, the program's principal architect, envisioned the area as a way to prepare learners to be able "to lead a genuinely human life with respect to important human relationships to the land, others, work and the unknown in recognition of the fact that as you give, you teach others to give." That vision holds for the proposed programs of the second 20-year cycle, which began in 1994-95.

During the 1998-99 academic year, the program will be Regeneration: A Celebration With the Land. This is a student-centered program offering an open, alternative education opportunity designed to provide an academic framework for students to clarify and validate their educational experience in the genuine spirit of hospitality and reciprocal respect.

Other programs, like the Reservation-Based, Community-Determined program, focus on developing leadership in indigenous communities. The Natural Resource programs focus on developing the skills and abilities of people both inside and outside of indigenous communities who want to learn about work on native issues and policies. Such programs help students develop skills to work in a variety of fields and prepare themselves for graduate school or professional opportunities.

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

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

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

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

In addition to these academic programs, the college also has a Longhouse Education and Cultural Center, which represents a living, contemporary cultural link to the Indigenous Nations of the Pacific Northwest. The purpose and philosophy of the Longhouse Center is based in service and hospitality to students, the college, indigenous communities and the community at large. The facility provides classroom space on campus, houses Native American Studies programs, serves as a center for multicultural and crosscultural interaction and hosts conferences, cultural ceremonies, performances, exhibits and community gatherings. One important current Longhouse initiative is the Native Arts Economic Development Initiative, which works with indigenous groups in Washington to identify and support native artists.

Regeneration: A Celebration With the Land

Fall, Winter, Spring/Coordinated Study

Faculty: Carol Minugh, Alan Parker

Enrollment: 50

Prerequisites: Junior and senior standing.

Faculty Signature: Yes

Special Expenses: Up to \$50 for materials.

Internship Possibilities: With faculty permission.

Travel Component: Field trips.

Regeneration is a major concept in understanding the relationship indigenous people have to land, the politics of people and land and policies governing land use. This program will combine focused study of Native American culture (including an analysis of the effects of natural resource policies on nature and people, tribal and aboriginal rights) with project work and academic research. To design these projects, students are asked to reflect on: What do I need to do? How do I propose to do it? What do I plan to learn? What difference will my work make? All students will answer these four questions and propose an individual or group project directly relating to the program theme by Monday of the third week of each quarter.

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

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

Credit awarded in Native American policy, natural resource policy, Native American studies and credits tailored to student's projects.

Total: 12 or 16 credits each quarter. Students may enroll in a four-credit course each quarter with faculty signature.

Program is preparatory for careers and future studies in Native American studies, natural resources, tribal policy, cultural studies and American Indian law.

This program is also listed under Social Science.

Tribal: Reservation Based/ Community Determined

Fall, Winter, Spring/Coordinated Study

Faculty: Paul Tamburro, TBA

Enrollment: 50

Prerequisites: Consult coordinator.

Faculty Signature: Yes

Special Expenses: No

Internship Possibilities: Yes

Travel Component: None

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

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

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

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

For program information, contact Paul Tamburro, program director, The Evergreen State College, LAB I, Olympia, WA 98505.

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

Total: 12 or 16 credits each quarter. Students may enroll in a four-credit course each quarter with faculty signature.

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

This program is also listed under Environmental Studies.

Tacoma Campus

Director: Dr. W. J. Hardiman

The Tacoma campus of The Evergreen State College is committed to providing its students with an interdisciplinary, reality-based, community-responsive liberal arts education. The campus operates from a frame of reference that values family, community, collaboration, inclusivity, hospitality and academic excellence. Recognizing the importance of personal and professional growth, research and scholarship and commitment to community and public service, the Tacoma campus seeks to provide a catalytic climate for intellectual, cultural and social growth.

Features and Benefits

- Situated in an urban inner-city environment
- Small class size
- Faculty and student diversity
- Flexible class schedule
- Day and evening classes
- Interdisciplinary studies with linked classes
- A curriculum that integrates students' life experiences and goals
- An emphasis on diverse cultural perspectives and experiences
- Opportunities to engage in dialogues across and beyond differences
- Personalized academic support and evaluation processes
- Upper-division studies leading to a Bachelor of Arts degree
- Twenty-year record of student success
- A tradition of employer satisfaction with graduates
- High graduate school placement rate

Who Should Apply

Working adult learners from Western Washington who have achieved junior status (90 hours of transferable college-level courses) and who are interested in personal and professional advancement or preparation for graduate school are invited to apply. Prerequisites for success include a willingness to be open-minded, to challenge and expand one's knowledge base and to engage in difficult dialogues across and beyond differences.

For more information about the Tacoma campus, call (206) 593-5915 or, through the Olympia campus, (360) 866-6000, ext. 6004

The Art of Leadership: Studies in Collaboration and Coalition Building

Fall, Winter, Spring/Coordinated Study
Faculty: Willie Parson, Artee Young, Duke Kuehn, Joye Hardiman, Richard Brian
Enrollment: 125

Prerequisites: Junior standing.

Faculty Signature: Yes

Special Expenses: \$50 for CD-ROM, video and audio tapes.

Internship Possibilities: Yes, for seniors in their last quarter

Travel Component: None

The goal of this yearlong interdisciplinary program is to study the art and craft of leadership on both the individual and community level.

Fall quarter, the program will focus on social constructions of historical and contemporary leadership theories and practices. Issues of race, class, gender and cultural hegemony will be integral to this exploration. Winter quarter, the focus will be current leadership necessities and how law, media, science, organizational culture, statistics and the arts have been and can be used in the service of emerging leadership. Spring quarter, the focus will be on applying the conceptual and theoretical foundations gained in the previous quarters to specific leadership experiences.

By the end of the program, students will be expected to be able to do advanced-level bibliographic and electronic research and identify diverse resources that are essential to the development and practice of effective leadership. Students will also be expected to identify funding sources, assume advocacy positions in their communities and implement community-responsive activities or projects.

The program format will consist of large-group lectures and dialogues, small-group book seminars, workshops and collaborative projects. Data collection, analysis and oral, written and multimedia presentation will occur each quarter as will skill development in the areas of autobiographical and biographical reflection, collaboration and coalition building.

Credit awarded in organizational development, community and cultural studies, law and governmental policy, scientific inquiry, research methodology, multimedia and leadership studies.

Total: 16 credits each quarter.

Program is preparatory for careers and future studies in community development, cultural advocacy, organizational leadership, law and public policy, education, social and human service administration; and the creative and media arts.

“Enter to learn, depart to serve.”

Graduate Study at Evergreen

MASTER IN TEACHING (MIT)
Director: Michael Vavrus
Admissions Officer: Susan Hirst
Field Services Officer: Lyndel Clark

Graduate Teacher Education

The Master in Teaching Program at Evergreen is a full-time, six-quarter, two-year professional teacher preparation program leading to the MIT degree and initial teacher certification in Washington state.

The MIT Program reflects the Evergreen coordinated studies model; the curriculum is organized around integrated themes. An interdisciplinary team of faculty and a cohort of a maximum of 60 full-time students form a community of learners to investigate curricular themes.

The MIT Program is centered around the exploration of how public education might meet the needs of the diverse groups of people who live in this democracy. We examine what it means to base teacher education and public education on a multicultural, democratic, developmental perspective and how performance-based assessment can promote these values.

The program interrelates theory and practice by including two full quarters of student teaching and substantial field experiences. During the first year of the program, approximately one-fourth of program time is spent in the field observing and working with students and the remaining time is devoted to on-campus seminars, workshops and lectures. During the second year, nearly 70 percent of MIT student time is allocated to direct involvement in K-12 schools.

Year one of each MIT cycle begins according to the Evergreen schedule in late September. Year two begins in late August in accordance with the public school calendar.

Teaching Endorsements

An endorsement identifies the subject matter and grade level an individual may teach in Washington's schools. Before beginning the MIT program, students should have their endorsement course work completed or nearly completed (within 12 quarter hours).

4-12: Subject-area endorsement for teaching grades four through 12 within a departmentalized classroom. MIT applicants must have a major endorsement and are encouraged to add a minor endorsement as well.

K-8: "Kindergarten through grade eight endorsement shall be granted in the subject area of elementary education which shall include all subject areas taught in such grades." (Washington Administrative Code.) MIT applicants must fulfill either (a) one major subject-area endorsement (see "4-12" above) or (b) two minor endorsements.

Some major and minor subject-area endorsements are available through the Evergreen undergraduate curriculum; eligibility for others can be reviewed by a qualified Evergreen faculty member on the basis of a transcript from another institution.

For complete information on endorsements, please consult the current Master in Teaching Catalog.

Application Review Process

The application deadline for early admission is January 15. After that date, applications will be considered as they are received and completed.

Admission to the MIT program is competitive and the 60 available slots are offered to the most qualified candidates as applications are reviewed.

For complete information on admissions requirements and procedures, please consult the current Master in Teaching Catalog.

The Evergreen Master in Teaching Catalog is available from the Admissions Office, The Evergreen State College, Olympia, WA 98505, (360) 866-6000, ext. 6170.

Prerequisites for MIT Admission

1. A bachelor's degree from a college or university accredited by its regional accrediting body.
2. A 3.0 GPA in the final 90 hours of an undergraduate transcript or the equivalent level of scholarship on narrative transcripts.
3. Graduate Record Examinations (GRE) scores.
4. General education requirements:
Successful completion of the following (successful is equivalent to C level—2.0 on a 4.0 system—or above):
 - 12 quarter hours in college-level writing.
 - 8 quarter hours in college-level natural science, including lab or field work.
 - 8 quarter hours in college-level social science.
5. Subject-area requirements:
Within 12 quarter hours of completion of endorsement requirements (see Master in Teaching catalog).

Program Location

The two-year MIT cycle for 1998-2000, although based in Olympia, is tentatively scheduled to have field placements at schools with significant populations of Native American learners. These field sites are all outside of Olympia.

MASTER IN TEACHING
MASTER OF ENVIRONMENTAL STUDIES
MASTER OF PUBLIC ADMINISTRATION

Graduate Program in Environmental Studies (MES)

Director: Richard Cellarius

The Graduate Program in Environmental Studies (MES Program) combines a deep understanding of ecological and environmental issues with a study of environmental policy development and implementation. The program focuses on the relationship between science and policy, so students can expect a balanced curriculum that considers and seeks creative solutions to contemporary environmental issues. Since 1984, the program has prepared students for employment in the public and private sectors or continuing graduate study in related fields.

The MES Program is open to part-time and full-time students. To accommodate working students, course work is concentrated in the evening and late afternoon. Part-time students enroll for eight credits per quarter, while full-time students enroll for 12. The 72-credit completion requirement can be met by part-time students in nine quarters, while full-time students can complete it in as few as six quarters. Students are expected to have recent course work in the social and natural sciences and in statistics before entering the program.

The MES Program consists of three parts: required core courses, elective course work and a thesis. The core is taught by an interdisciplinary team of faculty, representing the natural and social sciences. The core sequence is eight credits per quarter and runs for four quarters: Political, Economic and Ecological Processes (fall); Population, Energy and Resources (winter); Quantitative Analysis for Environmental Studies (spring); and Case Studies: Environmental Assessment, Policy and Management (fall).

Electives are in-depth, four-credit courses that focus on specific topics of environmental analysis and problem solving. Part-time students enroll in electives after completing core courses. Full-time students enroll in both core courses and electives. Typically, three or four elective courses are offered each quarter.

All students are required to complete a thesis. The MES Program offers an eight-credit and 16-credit thesis option. The eight-credit thesis is completed during winter and spring quarter. Students selecting the eight-credit thesis option complete the MES degree with 32 credits of core courses, 32 credits of elective course work and eight credits of thesis. The 16-credit thesis option offers students the opportunity for extended research, data collection and analysis. Students selecting the 16-credit thesis complete the MES degree with 32 credits of core, 24 credits of electives, and 16 credits of thesis.

Questions concerning the MES Program should be directed to Bonita Evans, Program Coordinator, LAB I, The Evergreen State College, Olympia, WA, 98505, (360) 866-6000, ext. 6707.

Graduate Program in Public Administration (MPA)

Director: Carolyn Dobbs

The primary commitment of the Graduate Program in Public Administration (MPA Program) is to challenge and thoroughly prepare students to seek democratic, equitable, practical solutions to problems facing public, private and non-profit sectors and citizens in the Pacific Northwest.

The program welcomes students intending to pursue a public sector career as well as those already working for government or organizations involved in public issues. We also encourage students with career interests in the non-profit or private sectors to consider the MPA Program. Most MPA students are employed full time in the public, non-profit or private sectors. To accommodate working students, classes are offered in the evenings.

A student can complete the 60-credit degree requirement in six to eight academic quarters. Students lacking significant public-sector experience are expected to complete an internship for at least one quarter. Students are required to have recently completed course work in statistics and micro/macro economics. Both are offered in Evergreen's summer school.

To satisfy the degree requirement, a student must participate in a sequence of six core programs and complete 12 hours of elective courses. Each core program is interdisciplinary and team-taught by two or three faculty.

The core sequence provides sustained instruction in the analytical, administrative and communication skills needed for effective public service. It is also designed to imbue students with the habit of examining the political and economic context of public administration and policy-making, addressing the ethical dimension of administration and policy and attending to issues of race and gender in the workplace and in public policy.

The MPA core curriculum includes: The Political and Economic Context of Public Administration; Research Methods for the Public Sector; Understanding Public Organizations; Fiscal Policy; Public Policy and Its Administrative Implications; and the Application Project.

The eight-credit application project is completed during spring quarter of the second year. It is typically a group-authored research effort with practical impact for current public policy issues. Topic, form and content will vary with students' interests, opportunities and development, but every project represents the culmination of work in the program and provides a document that demonstrates the author's knowledge and ability.

Elective courses allow a student to broaden the study of public administration beyond the range of the core programs.

Inquiries about the MPA program should be addressed to Bonita Evans, Program Coordinator, LAB I, The Evergreen State College, Olympia, WA, 98505, (360) 866-6000, ext. 6707.

MES/MPA Program Procedures

The MES/MPA Graduate Catalog

The MES/MPA Graduate Catalog contains a full description of the curriculum, academic policies, admissions procedures and requirements for both programs, plus an application form. Please consult the MES/MPA Graduate Catalog before applying for admission. Individuals interested in receiving a copy or applying to either program should contact the Admissions Office, The Evergreen State College, Olympia, WA 98505, (360) 866-6000, ext. 6170.

Admissions

First admissions decisions are made on applications completed by February 15. After that date, applications will be considered as they are completed until the programs are filled.

Admission is competitive. Admission decisions are based on a thorough review of the following (see the MES/MPA Graduate Catalog for complete details regarding these procedures):

1. MES/MPA application for admission
2. Official academic transcripts certifying receipt of a bachelor's degree
3. Statement of interest
4. Letters of recommendation
5. Brief essay by the applicant (MPA only)
6. GRE score (MES only)

For some who apply, the transcript or admissions material may be an incomplete reflection of their interests and abilities. Our admissions process considers the applicant's academic preparation as well as his or her professional accomplishments or other public activities and may require an interview with faculty.

Financial Aid

Limited financial aid is available in the form of fellowships, assistantships, scholarships, tuition waivers, work-study assistance and guaranteed student loans. The Free Application for Federal Student Aid must be completed before any financial aid decision can be made. Financial aid forms should be mailed to the central processor by February 15. Later applicants who qualify for financial aid will compete for remaining monies. In some cases, the MPA or MES programs can assist a student in obtaining part-time public-sector employment. Information on financial aid is available from the assistant to the directors for the MES/MPA programs and the Financial Aid Office.

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Support Services

Richard W. Alexander, Emeritus, English and Literature, 1970; Assistant Academic Dean, 1980-82; B.A., English, Emory University, 1956; M.A., English, Tulane University, 1961; Ph.D., English, University of Illinois, 1966.

Nancy Allen, Literature and Languages, 1971; B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

William Ray Arney, Sociology, 1981; B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

Susan M. Aurand, Art, 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

Marianne Bailey, Languages and Literature, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, West Germany.

Justino Balderrama, Health and Human Services, 1984; B.A., Sociology, California State University, 1962; M.S.W., Social Work, San Jose State University, 1975.

Don Bantz, Public Administration, 1988; B.A., Management/Marketing, 1970; M.P.A., University of Southern California, 1972; D.P.A., University of Southern California, 1988.

Clyde Barlow, Chemistry, 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

Gordon Beck, Emeritus, Art History and Cinema, 1971; A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.

Michael W. Beug, Chemistry, 1972; Academic Dean, 1986-92; B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.

Peter G. Bohmer, Economics, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

Dharshi Bopegedera, Physical Chemistry, 1991; B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

Frederica Bowcutt, Ecology, 1996; B.A. Botany, University of California, Berkeley, 1981; M.S., Botany, University of California, Davis, 1989; Ph.D., Ecology, University of California, Davis, 1996.

Priscilla V. Bowerman, Economics, 1973; Director of Graduate Program in Public Administration, 1986-89; Academic Dean, 1990-1994; A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M. Philosophy, Yale University, 1971.

Richard B. Brian, Emeritus, Mathematics, 1970; B.S., Physics, Grove City College, 1953; M.A., Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.

Jovana J. Brown, Natural Resource Policy, 1974; Dean of Library Services, 1974-81; A.B., Political Science, University of California, Riverside, 1959; M.L.S., University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library and Information Studies, University of California at Berkeley, 1971.

William H. Brown, Emeritus, Geography, 1974; B.A., Geography, Antioch College, 1956; M.A., Geography, University of California at Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.

Bill Bruner, Economics, 1981; Dean of Library Services, 1992-present; B.A., Economics and Mathematics, Western Washington University, 1967.

Andrew Buchman, Music, 1986; Certificate, School of Musical Education, 1971; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.

Paul R. Butler, Geology and Hydrology, 1986; A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.

Craig B. Carlson, Communications, 1973; B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.

Richard A. Cellarius, Plant Biology, Biophysics and Environmental Policy, 1972; Director of Graduate Program in Environmental Studies 1994-present; B.A., Physics, Reed College, 1958; Ph.D., Biological Sciences, Rockefeller University, 1965.

Gerardo Chin-Leo, Marine Biology, 1991; B.A., Reed College, 1982; M.S., Marine Studies (Oceanography), University of Delaware, Lewes, 1985; Ph.D., Oceanography, University of Delaware, Lewes, 1988.

Caryn Cline, Coordinator of Interdisciplinary Media Resources, 1991; B.A., English, University of Missouri, Columbia, 1976; M.A., English, University of Missouri, Columbia, 1978.

Sally J. Cloninger, Film and Television, 1978; B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

Robert Cole, Physics, 1981; B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

Stephanie Coontz, History and Women's Studies, 1974; B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.

Doranne Crable, Expressive Arts, Performance Theory and Practice, Comparative Mythology, Women's Studies and Laban Movement theory and practice, 1981; B.A., University of Michigan, 1967; M.A., Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., Wayne State University, 1977; C.M.A., University of Washington.

Thad B. Curtz, Literature, 1972; B.A., Philosophy, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.

John Aikin Cushing, Computer Science, 1976; Director of Computer Services, 1976-84; Academic Dean, 1993-present; B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.

Judith Bayard Cushing, Computer Science, 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969; Ph.D., Computer Science, Oregon Graduate Institute, 1995.

Argentina Daley, American Studies, 1988; B.A., Comparative Literature, University of Washington, 1971; M.A., English, University of Washington, 1973; Ph.D., English, University of Washington, 1992.

Virginia Darney, Literature and Women's Studies, 1978; Academic Dean, 1994-present; A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College University of London, 1972; Ph.D., American Studies, Emory University, 1982.

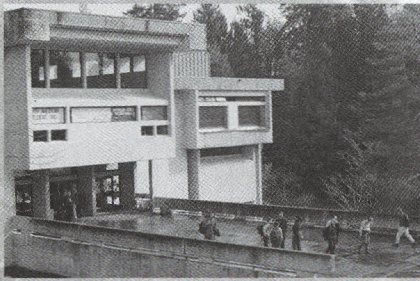
Leo Daugherty, Emeritus; Literature and Linguistics, 1972; Academic Dean, 1975-76; A.B., English and Fine Arts, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970; Postdoctoral year in Linguistics, Harvard University, 1970-71.

This is a listing of Evergreen's faculty as of summer 1997. A more extensive detailing of Evergreen faculty members' areas of expertise can be found in the Student Advising Handbook, available at Academic Planning and Experiential Learning.

- Llyn DeDanaan, Anthropology, 1971; Academic Dean, 1973-76; B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968; Ph.D., Cultural Anthropology, The Union Graduate School, 1984.
- Elizabeth Diffendal, Applied Anthropology, 1975; Academic Dean, 1981-85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California at Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Institute, 1986.
- George E. Dimitroff, Mathematics, 1973; B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.
- Carolyn E. Dobbs, Urban Planning, 1971; Academic Dean, 1987-1991; Interim Vice President for Student Affairs, 1991-1992; Academic Dean, 1992-1994; Director of Graduate Program in Public Administration 1994-present; B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.
- Kenneth Dolbear, Emeritus; Political Science, 1981; Director of Graduate Program in Public Administration, 1984-85; B.A., English, Haverford College, 1951; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965; Fulbright Scholar, Denmark, 1989-90.
- Fred Dube, Emeritus; Psychology, 1989; B.S., Psychology and Sociology, Natal University, South Africa, 1966; Ph.D., Psychology, Cornell University, 1976.
- Larry L. Eickstaedt, Emeritus; Biology, 1970; Academic Advisor, 1978-81, 1986-88; B.S., Biology, Buena Vista College, 1961; M.S., Zoology, State University of Iowa, 1964; Ph.D., Biology, Stanford University, 1969.
- Betty R. Estes, History of Science, 1971; Academic Advisor, 1988-90; B.S., Mathematics, University of Oklahoma, 1957; M.A., Mathematics, University of Pennsylvania, 1960.
- Joe Feddersen, Printmaking, 1989; B.F.A., Printmaking, University of Washington, 1983; M.F.A., University of Wisconsin, 1989.
- Susan R. Fiksdal, Linguistics and Languages, 1973; Academic Dean, 1996-present; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1983; Ph.D., Linguistics, University of Michigan, 1986.
- John Robert Filmer, Management and International Business, 1972; B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.
- Donald Finkel, Psychology, 1976; Chair of Faculty, 1985-86; B.A., Philosophy, Yale University, 1965; Ph.D., Developmental Psychology, Harvard University, 1971.
- Anne Fischel, Film/Video, 1989; B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts at Amherst, 1986; Ph.D., Communication, 1992.
- Thomas H. Foote, Education and Journalism, 1972; B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Western Oregon State College, 1967; Ph.D., Education, Oregon State University, 1970.
- Theresa L. Ford, M.I.T., 1997; B.A., English, Whitman College, 1983; Ed.M., Secondary Education, Washington State University, 1988; Ph.D., Literacy Education, Washington State University, 1993.
- Russell R. Fox, Community Planning, 1972; Academic Advisor, 1981-83; Director of Center for Community Development, 1983-86; B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.
- Marilyn J. Frasca, Art, 1972; B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.
- George Freeman, Jr., Clinical Psychology, 1991; B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990.
- Laurance R. Geri, Master of Public Administration, 1997; B.A., Economics, University of Washington, 1980; MPA, Policy Analysis and Evaluation, George Washington University, 1982; DPA, University of Southern California, 1996.
- Jorge Gilbert, Sociology, 1988; Licenciado en Sociología, Universidad de Chile; M.A., Sociology in education, University of Toronto, 1975; Ph.D., Sociology in education, University of Toronto, 1980.
- Angela Gilliam, Anthropology, 1988; B.A., Latin American Studies, University of California at Los Angeles, 1958; Ph.D., The Union Graduate School, 1975; Fulbright Scholar, 1994.
- Ariel Goldberger, Theatrical Design, 1996; B.Arch., Temple University, 1987; M.F.A., Brandeis University, 1993.
- José Gómez, Social Sciences and Law, 1988; Assistant Academic Dean, 1988-90; Associate Academic Dean 1990-1996; B.A., Spanish, Journalism, Education, University of Wyoming, 1965; Fulbright Scholar, Universidad Nacional Autónoma de Nicaragua, 1967; J.D., Harvard Law School, 1981.
- Margaret H. Gribskov, Emerita, 1990; Journalism and Education, 1973; Ph.D., Education, University of Oregon, 1973.
- Thomas Grissom, Physics, 1985; B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.
- Burton S. Guttman, Biology, 1972; B.A., Interdisciplinary Science, University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.
- Bob Haft, Expressive Arts, 1982; B.S., Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.
- Jeanne E. Hahn, Political Science, 1972; Assistant Academic Dean, 1978-80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; A.B.D., Political Science, Chicago, 1968.
- W. Joye Hardiman, Literature and Humanities, 1975; Director, Tacoma Campus, 1990-present; B.A., Literature, State University of New York at Buffalo, 1968; Graduate Studies, Literature, State University of New York at Buffalo, 1968-70; Ph.D., Literature and Education, The Union Graduate School, 1986.
- Phillip R. Harding, Emeritus; Architecture, 1971; B., Architecture, University of Oregon, 1963; M., Architecture, University of California at Berkeley, 1970.
- Lucia Harrison, Public Administration, 1981; Director, Graduate Program in Public Administration, 1990-93; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.
- Rainer G. Hasenstab, Emeritus; Environmental Design, 1974; B., Architecture, University of California at Berkeley, 1965; M., Architecture, University of California at Berkeley, 1970.
- Ruth Hayes, Animation, 1997; B.A., Animation, Harvard and Radcliffe Colleges, 1978; MFA, Experimental Animation, California Institute of the Arts, 1992.
- Martha Henderson, Geography, 1995; B.S., Social Sciences, Western Oregon State College, 1974; M.S., Geography, Indiana State University, 1978; Ph.D., Geography, Louisiana State University, 1988.
- Peta M. Henderson, Anthropology, 1974; B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.
- Steven G. Herman, Biology, 1971; B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.
- Patrick J. Hill, Philosophy, 1983; Provost and Academic Vice President, 1983-90; A.B., Philosophy, Queens College, 1963; A.M., Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.
- Virginia Hill, Communications, 1975; B.A., Journalism/Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.
- David Hitchens, History, 1970; Campus Adjudicator, 1987-89; B.A., History, University of Wyoming, 1961; M.A., History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.
- Taylor E. Hubbard, Library Science, 1986; B.A., History/Business, University of Vermont, 1966; M.A., History, San Francisco State University, 1968; M.L.S., University of California at Los Angeles, 1969.
- Margaret I. Hunt, Dance, 1976; B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.
- Ryo Imamura, Psychology, 1988; B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1978; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.
- Winifred Ingram, Emerita, 1981; Consultant to M.I.T. Program, 1991-92; Psychology, 1972; B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951; Fellow of the Mary Ingraham Bunting Institute of Radcliffe College, 1971-72.
- Ren-Hui (Rose) Jang, Theater, 1988; B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.
- Bernard Johansen, Dance, 1972.
- Heesoon Jun, Clinical/Counseling Psychology, 1997; B.S., Psychology, Washington State University, 1971; M.A., Clinical Psychology, Radford University, 1972; Ph.D., Educational Psychology, University of Washington, 1982.
- Linda B. Kahan, Biology, 1971; A.B., Zoology, University of California at Berkeley, 1963; M.A., Biology, Stanford University, 1965; Ph.D., Biology, Stanford University, 1967.
- Kazuhir Kawasaki, Art History, 1976; B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.
- Jeffrey J. Kelly, Chemistry and Biochemistry, 1972; Director of Laboratory Computing, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.
- Janice Kido, Communication, 1991; Director, Master in Teaching Program, 1991-1995; B.Ed., Secondary Speech Education, University of Hawaii at Manoa, 1965; M.A., Speech/Communication, University of Hawaii at Manoa, 1970; Ph.D., Communication: Cross-Cultural Communication, The Union Institute, 1995.
- Ernestine Kimbro, Librarianship, 1987; B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.
- Lovern Root King, Emerita, Social Sciences, 1977; Affirmative Action Officer, 1984-85; B.A., English, Seattle Pacific College, 1972; M.C., Communications, University of Washington, 1976; Ed.D., Policy, Governance and Administration, University of Washington, 1984.
- Robert H. Knapp, Jr., Physics, 1972; Academic Dean, 1996-present; Assistant Academic Dean, 1976-79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, England, 1968.

- Stephanie Kozick, Education, 1991; B.S., Education, Northern Illinois University, 1971; M.S., Curriculum/Instruction, University of Oregon, 1980; Ph.D., Human Development/Family Studies, Oregon State University, 1986.
- Patricia Krafcik, Russian Language and Literature, 1989; B.A., Russian, Indiana University, Bloomington, 1971; M.A., Russian Literature, Columbia University, 1975; Ph.D., Russian Literature, Columbia University, 1980.
- Lowell Kuehn, Sociology and Public Administration, 1975; Acting Director, Washington State Institute for Public Policy, 1984-85; Director of Graduate Program in Public Administration, 1983-84; B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.
- Elizabeth M. Kutter, Biophysics, 1972; B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.
- Patricia Labine, Ecological Agriculture, 1981; B.A., Zoology, Mount Holyoke College, 1961; Ph.D., Biology, Stanford University, 1966.
- Kaye V. Ladd, Emerita, Inorganic Chemistry, 1975; B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University, 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.
- Eric H. Larson, Emeritus, Anthropology, 1971; B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.
- Gerald Lassen, Public Administration, 1980; Academic Advisor, 1990-present; B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.
- Daniel B. Leahy, Public Administration, 1985; Director of Labor Center, 1987-1995; B.A., Economics, Seattle University, 1965; M.P.A., New York University Graduate School, 1970.
- Albert C. Leisenring, Mathematics, 1972; B.A., Mathematics, Yale University, 1960; Ph.D., Mathematics, The University of London, 1967.
- Mark A. Levensky, Philosophy, 1972; B.A., Philosophy, University of Iowa, 1959; A.M., Philosophy, University of Michigan, 1961; Ph.D., Philosophy, University of Michigan, 1966.
- Russell M. Lidman, Economics, 1974; Director of Graduate Program in Public Administration, 1981-83; Director, Washington State Institute for Public Policy, 1985-90; Academic Vice President and Provost, 1990-94; B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Princeton University, 1968; M.S., Economics, University of Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at Madison, 1972; Fulbright Scholar, 1994.
- John T. Longino, Zoology, 1991; B.S., Zoology, Duke University, 1978; Ph.D., Zoology, University of Texas, Austin, 1984.
- Lee Lytle, Library Sciences, 1992; B.F.A., Architecture, University of New Mexico, 1974; M. Urban Planning, University of Washington, 1985; M. Library Sciences, University of Hawaii, 1991.
- Jean Mandeborg, Fine Arts, 1978; B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.
- Carrie Margolin, Psychology, 1988; B.A., Hofstra University, 1976; Ph.D., Dartmouth College, 1981.
- David Marr, American Studies and English, 1971; Academic Dean, 1984-87; B.A., English, University of Iowa, 1965; M.A., English (American Civilization), University of Iowa, 1967; Ph.D., English (American Studies), Washington State University, 1978.
- S. R. Martin, Jr., Emeritus; English and American/African-American Studies, 1970; Academic Dean, 1973-76; A.B., English, University of California at Berkeley, 1957; M.A., English, San Francisco State College, 1961; Ph.D., American Studies, Washington State University, 1974.
- John Marvin, Mathematics, 1988; B.A., Mathematics, University of Montana, 1954; M.A. and A.B.D., Mathematics, Johns Hopkins University, 1961.
- Charles J. McCann, Emeritus, 1991; English, 1968; President, 1968-77; B.A., Naval Science, Yale University, 1946; M.S., Merchandising, New York University, 1948; M.A., English, Yale University, 1954; Ph.D., English, Yale University, 1956; M.P.P.M., (Honorary), Yale School of Organization and Management, 1979.
- Earle W. McNeil, Sociology, 1971; Academic Advisor, 1983-86; B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.
- Laurie Meeker, Film and Video, 1989; B.A., Film Production/Still Photography, Southern Illinois University, 1980; M.F.A., Film Production, University of British Columbia, 1985.
- Donald V. Middendorf, Physics and Biophysics, 1987; B.A., Biology, University of Missouri, 1977; M.S., Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, 1984.
- David H. Milne, Biology, 1971; B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.
- Maxine Mimms, Emerita, Social Services, 1972; Director, Tacoma Program, 1973-90; B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, The Union Graduate School, West, 1977.
- Carol Minugh, Environmental Studies (Native American Community-Based) 1988; A.A., General Education, Grays Harbor Community College, 1973; B.A., Liberal Arts, The Evergreen State College, 1974; M.S., Education Administration, Washington State University, 1975; D.Ed., Higher Education Administration, Pennsylvania State University, 1981.
- Harumi Moruzzi, Intercultural Communication, 1990; B.A., English, Nanzan University, Nagoya, Japan, 1970; Ph.D., English, Indiana University, 1987.
- Lawrence J. Mosqueda, Political Science, 1989; B.S., Political Science with minors in Sociology and Economics, Iowa State University, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1979.
- Frank Motley, Librarianship, 1978; Head of Library Reference, 1972-79; B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.
- Arthur Mulka, Management Studies, Latin and Greek, 1979; B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1965; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.
- Ralph W. Murphy, Environmental Science, 1984; Director, Graduate Program in Environmental Studies, 1988-95; B.A., Political Science and Economics, University of Washington, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.
- Nalini Nadkarni, Ecology, 1991; B.S., Brown University, 1976; Ph.D., College of Forest Resources, University of Washington, 1983.
- Raul Nakasone (Suarez), Education, 1991; Credentials for Secondary Education in Mathematics, Physics, and Chemistry, Enrique Guzman y Valle National University of Education, 1968; M.A., Teaching (Physics), Lewis and Clark College, 1973.
- Alan Nasser, Philosophy, 1975; A.B., Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.
- James Neitzel, Chemistry, 1989; B.A., Chemistry, Biology, Macalester College, 1977; Ph.D., Chemistry, California Institute of Technology, 1987.
- Alice A. Nelson, Spanish Language and Culture, 1992; A.B., cum laude, Spanish, Davidson College, 1986; A.M., Spanish, Duke University, 1989; Certification, Women's Studies, Duke University, 1990; Certification (expected), Latin American Studies, Duke University, 1992; Ph.D., Spanish, Duke University, 1994.
- Lin Nelson, Environmental Health, 1992; B.A., Sociology, Elmira College, 1970; M.A., Sociology, The Pennsylvania State University, 1975; Ph.D., Sociology, The Pennsylvania State University, 1981.
- Charles T. Nisbet, Economics, 1971; B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.
- Sandra Lewis Nisbet, Drama and Theater, 1988; B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.
- Dean Olson, Management, 1988; B.A., International Business, University of Washington, 1964; M.A., International Business, University of Washington, 1965; Ph.D., Business Finance, University of Washington, 1968.
- Janet Ott, Biology, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.
- Charles N. Pailthorp, Philosophy, 1971; Academic Dean, 1988-1992; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.
- Mark Papworth, Emeritus, Anthropology, 1972; B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.
- Alan R. Parker, Native American Policy, 1997; B.A., Philosophy, St. Thomas Seminary, 1964; Juris Doctor, University of California, Los Angeles, 1972.
- Willie L. Parson, Microbiology, 1971; Academic Dean, 1974-78; B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.
- David Paulsen, Philosophy and Computing, 1978; B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.
- Peter Pearman, Zoology, 1996; B.A., Biology, University of Colorado, Boulder, 1981; M.A., Zoology, Duke University, 1988; Ph.D., Zoology, Duke University, 1991.
- Sarah Pedersen, English Literature and Library Science; Dean of Library, 1986-92; B.A., English, Fairhaven College, 1973; M.S.L.S., College of Library Science, Lexington, Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1979.
- John H. Perkins, Biology, History of Technology and Environment, 1980; Academic Dean, 1980-86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.
- Yvonne Peterson, Education, 1984; B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.
- Rita Pougiales, Anthropology and Education, 1979; Academic Dean, 1985-88; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Anthropology and Education, University of Oregon, 1981.
- David L. Powell, Literature, 1972; B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.
- Brian Price, History, 1987; B.A., American and English Literature, University of East Anglia, England, 1977; M.A. History and American Studies, Purdue University, 1980; Ph.D., Economic and Labor History, Purdue University, 1987.
- Thomas B. Rainey, History, Environmental and Russian Studies, 1972; A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.

- Bill Ransom**, Creative Writing, English, Sociology, Education, 1997; B.A., Education/Sociology, University of Washington, 1970; M.A., English, Utah State University.
- Hazel J. Reed**, Mathematics, 1977; B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.
- Sara Rideout**, Librarianship, 1987; B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.
- Evelia Romano de Thuesen**, Spanish Language and Culture, 1992; B.A., Literature and Linguistics, Catholic University of Argentina, Buenos Aires, 1983; Graduate Research Student (Kenkyusei), Traditional Japanese Theater; Kabuki, Sophia University, Tokyo, 1986-87; Ph.D., Hispanic Language and Literatures, University of California, Santa Barbara, 1992.
- Ratna Roy**, Dance and English, 1989; B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.
- David Rutledge**, Psychology, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California, Berkeley, 1986.
- Gilbert G. Salcedo**, History, 1972; B.A., U.S. History, San Jose State College, 1970; Graduate work in Modern European History, San Jose State College; Research Fellowship, Center for Research and Advanced Study, San Jose State College.
- Therese Saliba**, English, 1995; B.A., English, University of California, Berkeley, 1983; M.F.A., Fiction Writing, University of Washington, 1989; Ph.D., English, University of Washington, 1993; Fulbright Scholar, 1995.
- Samuel A. Schragar**, Folklore, 1991; B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983.
- Terry A. Setter**, Music and Audio, 1983; B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.
- Zahid Shariff**, Public Administration, 1991; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.
- Sheryl Shulman**, Computer Science, 1997; B.A., Natural Science, Shimer College, 1973; M.S., Computer Science, Illinois Institute of Technology, 1977; Ph.D., Computer Science, Oregon Graduate Institute, 1994.
- Leon R. "Pete" Sinclair**, Literature, 1971; B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.
- Niels A. Skov**, Emeritus, Management, 1972; B.S., Mechanical Engineering, Tekniskum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Physical Oceanography, Oregon State University, 1968.
- Robert R. Sluss**, Emeritus, 1991; Biology, 1970; B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University 1955; Ph.D., Entomology, University of California at Berkeley, 1966.
- Barbara L. Smith**, Political Science, 1978; Academic Dean, 1978-94; Director, Washington Center for Improving the Quality of Undergraduate Education, 1985-94; Provost and Academic Vice President, 1994-present; B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.
- Matthew E. Smith**, Political Science, 1973; Academic Dean, 1987-90; B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.
- Oscar H. Soule**, Biology, 1971; Director of Graduate Program in Environmental and Energy Studies, 1981-86; Associate Academic Dean, 1972-73; Academic Advisor, 1983; B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.
- Paul J. Sparks**, Art and Photography, 1972; B.A., Art, San Francisco State College, 1968; M.A., Art-Photography, San Francisco State College, 1971.
- Gregory Stuewe-Portnoff**, Emeritus, 1994; Psychology, 1971; B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psychology, Brooklyn College, 1964; Ph.D., Social Psychology, City University of New York, 1976.
- James 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.
- Linda Moon Stumpff**, Natural Resource Policy, 1997; B.A., Political Science, University of California, Berkeley; M.A., Public Administration and Regional Planning, University of Southern California, 1991; Ph.D., Public Administration and Regional Planning, Land Management and Public Policy, University of Southern California, 1996.
- Masao Sugiyama**, Mathematics, 1988; Academic Dean, 1994-present; B.A., Eastern Washington University, 1963; M.S., Western Washington University, 1967; Ph.D., Washington State University, 1975.
- Frederick D. Tabbutt**, Chemistry, 1970; B.S., Chemistry, Haverford College, 1953; M.A., Chemistry, Harvard University, 1955; Ph.D., Physical Chemistry, Harvard University, 1958.
- Kenneth D. Tabbutt**, Environmental Geology, 1997; B.A., Geology and Biology, Whitman College, 1983; M.S., Geology, Dartmouth College; Ph.D., Geology, Dartmouth College.
- Paul R. Tamburro**, Native American Studies, 1997; B.A., Social Service and Sociology, University of New Hampshire, 1980; M.A., English Language and Linguistics, University of New Hampshire, 1982; M.S.W., Child and Family Services, Salem State College, 1990.
- Nancy Taylor**, History and Education, 1971; A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.
- Peter B. Taylor**, Emeritus, Oceanography, 1971; B.S., Bio-chemistry, Cornell University, 1955; M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.
- Charles B. Teske**, Literature, 1970; Academic Dean, 1970-75; B.A., English, Lafayette College, 1954; M.A., English, Yale University, 1955; Ph.D., English, Yale University, 1962.
- Kirk Thompson**, Psychology and Political Science, 1971; B.A., History, Stanford University, 1956; M.A., Political Science, Stanford University, 1958; Ph.D., Political Science, University of California at Berkeley, 1965; Postdoctoral studies, Psychology, C. G. Jung Institute, 1975-77 and University of Washington, 1986-87.
- Erik V. Thuesen**, Marine Invertebrate Zoology, 1997; B.S. Biology, Antioch College, Yellow Springs, 1983; M.A., in fisheries, Ocean Research Institute, University of Tokyo, 1988; Ph.D., Biological Sciences, University of California, 1992.
- 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 and Culture, 1985; B.A., Psychology; Teaching License in English and Guidance and Counseling, 1965; M.A., English, 1978; Ph.D., Comparative Literature, 1985.
- Gabriel F. Tucker**, Natural Resources, 1996; B.S., Forest Management, Oregon State University, 1976; M.S., Forest Resources, University of Washington, 1983; Ph.D., Natural Resources, Cornell University, 1990.
- Jude Van Buren**, Public Health, 1992; B.S., Environmental Health Sciences, University of Washington, 1984; M.P.H., Environmental Health, The Johns Hopkins School of Hygiene and Public Health, 1990; Ph.D., Public Health, The Johns Hopkins School of Hygiene and Public Health, 1996.
- Michael Vavrus**, Instructional Development and Technology, 1995; Director, Graduate Program in Teaching, 1996-present; B.A., Political Science, Drake University, 1970; M.A., Comparative and International Education, Michigan State University, 1975; Ph.D., Instructional Development and Technology, Michigan State University, 1978.
- Sherry L. Walton**, Education, 1987; B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980.
- Gregory Weeks**, Economics, 1981; B.S., Economics, Iowa State College, 1969; M.S., Economics, Pittsburgh State College, 1972; Ph.D., Economics, Washington State University, 1978.
- Sidney D. White**, Emeritus, Art, 1970; B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.
- David W. Whitener**, Emeritus, Native American Studies, 1978; B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.
- Alfred M. Wiedemann**, Biology, 1970; B.S., Crop Science, Utah State University, 1960; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.
- Ainara D. Wilder**, Emeritus; Theater and Drama, 1972; B.S., Speech, General Science, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.
- Sarah Williams**, Feminist Theory, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, State University of New York at Binghamton, 1985; Ph.D., History of Consciousness, University of California at Santa Cruz, 1991.
- Sean Williams**, World Music, 1991; B.A., Music, University of California at Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.
- William C. Winden**, Emeritus, Music, 1972; Assistant Academic Dean, 1976-78; B.A., Art, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.
- Thomas Womeldorff**, Economics, 1989; B.A., Economics, The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.
- York Wong**, Management/Computer Sciences, 1975; Director of Computer Services, 1973-75; Assistant Academic Dean, 1979-81; B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.
- Artee F. Young**, Law and Literature, 1996; B.A., Speech and Theatre, Southern University, 1967; M.A., Children's Theatre, Eastern Michigan University, 1970; Ph.D., Speech Communication and Theatre, University of Michigan, 1980; J.D., University of Puget Sound School of Law, 1987.
- E.J. Zita**, Physics, 1995; B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D. Physics, University of Wisconsin-Madison, 1993.



The heart of the Evergreen campus is Red Square, where students gather when the weather is nice (which happens more often than the locals like to admit). Most buildings are clustered around Red Square within easy walking distance of one another.



Learning extends outside the classroom. Everywhere you turn – from comfortable sitting areas in the hallways to Red Square to large venues like the Lecture Halls and the Gymnasium – students discuss and debate classroom concepts and current issues.



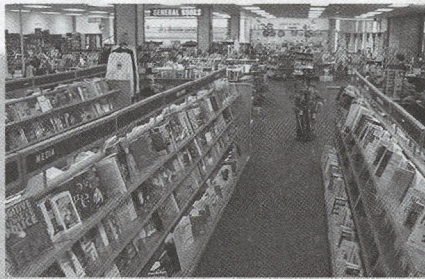
Housing offers an array of rooms with a view, wooded walkways, a community center, recreational opportunities and much more, all within an easy walk of central campus. You can even purchase food and other items at the The Branch.

SPEAKING OF EVERGREEN: A GLOSSARY

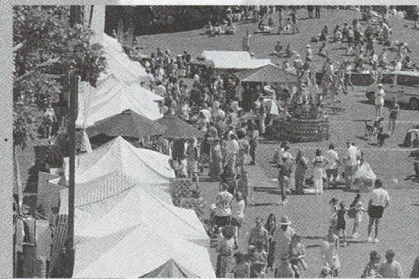
A few words about Evergreen, a college built on the philosophy that teachers should focus on the educational experience of each individual student. Free of distractions created by academic departments, grades and majors, Evergreen is a college truly unlike any other. A few words commonly used on campus, help describe this educational experience. We share them with you here, as you begin to explore all that Evergreen has to offer.

Academic Fair A mass gathering of faculty, student services staff and students held in the Library Lobby at the beginning of each academic year and near the end of fall, winter and spring quarters. It is a great opportunity to get information about upcoming programs, explore possible contracts and talk to people interested in helping you with planning. Check with APEL, Admissions or Registration and Records for dates and times.

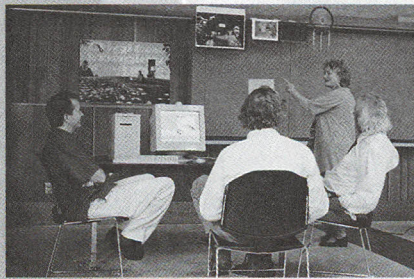
Academic Pathways The way to specialize in a particular field of study is to plan an academic or career "pathway." Talk with an APEL advisor or a faculty member teaching in your field of interest to find out how to plan your own academic pathway.



Students congregate in the College Activities Building to eat, relax, study and talk. "The CAB" also houses the college Bookstore, your source for art materials, office supplies, computers and software, sundries, gifts, Geogear and books of all kinds — including, of course, program textbooks.



Evergreen's festive outdoor graduation ceremony is attended by family and friends of approximately a thousand graduates. Graduation is followed by Super Saturday, the largest one-day festival in Washington state. More than 25,000 people a year enjoy the music, crafts and food



The Longhouse Education and Cultural Center reflects Evergreen's commitment to multicultural learning. Designed to reflect the architecture of historical structures of the Pacific Coastal tribes, it connects Evergreen with tribal communities, houses classes from across the curriculum and hosts conferences and cultural and social events.

APEL (Academic Planning and Experiential Learning) A key part of the student support services available in the Student Advising Center, Academic Planning and Experiential Learning offers students up-to-date information on internships, academic programs, faculty and academic services. Advisors provide valuable advice for planning your education. You'll also receive advising services — formal or informal, individual or group — on an ongoing basis from faculty in your programs and areas of interest.

CAB Unless you're calling a taxi, CAB refers to the College Activities Building.

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

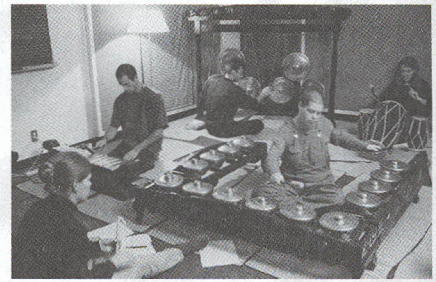
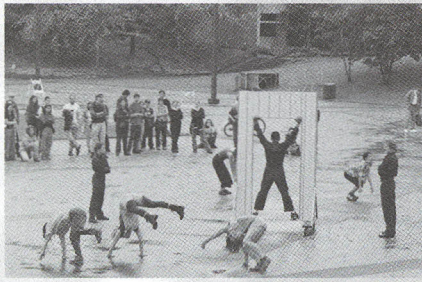
Contracts Evergreen offers three kinds of academic contracts: Group Contracts, Individual Learning Contracts and Internship Contracts. Talk to an APEL advisor or faculty member to learn more.

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

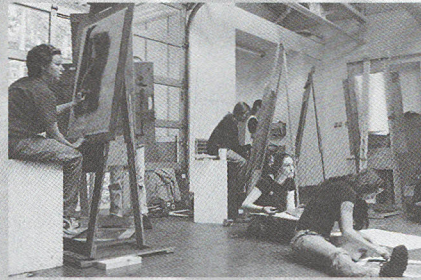
Core Programs Designed for first-year students. Think of Core programs as coordinated studies for beginners because they emphasize studying in several disciplines and improving college-level skills.

Courses Part-time courses, each with a single disciplinary focus, supplement the main curriculum. They can be combined with programs, contracts and internships.

CPJ It's the Cooper Point Journal, Evergreen's student newspaper.



Evergreen students learn by doing; in the arts, doing often means performing live. A performance might take place in one of the theaters or outside in front of the entire campus. It could be dance, theater or music – even a performance of the gamelan, the college’s Indonesian orchestra.



Evergreen has a wealth of specialized facilities where students put theory into practice. These include editing studios for media work, research laboratories and art studios for painting and drawing, metalworking, woodworking, pottery, printmaking and glass blowing.



Evergreen students read a lot and write a lot. Much of what they learn comes from books and from their faculty, but they also learn from one another. In seminar, they learn how to contribute to group discussions – and how to listen. Collaborative projects help them learn about teamwork.

Credits Full-time students at Evergreen earn 12 to 16 credits, or quarter hours, per quarter; the maximum allowed is 16. The amount of credit earned in a program is clearly specified at the end of the evaluation of the student’s academic performance.

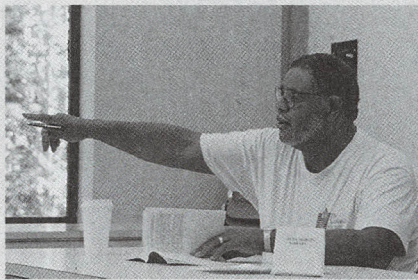
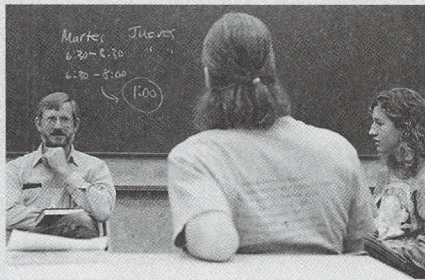
DTF DTFs are Disappearing Task Forces. Evergreen’s planners wanted to avoid permanent committees, so they created DTFs to study problems, make recommendations and then disappear. Several DTFs are active each academic year and students are encouraged to participate. Contact the Office of the Vice President for Student Affairs.

EARS Evergreen’s Automated Registration System lets currently admitted students register for classes over the phone. Appointment information will be mailed to you each quarter.

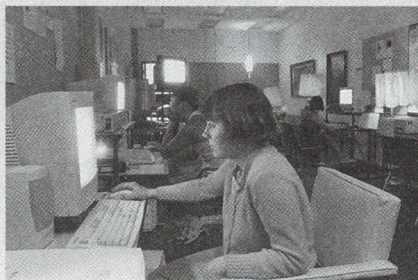
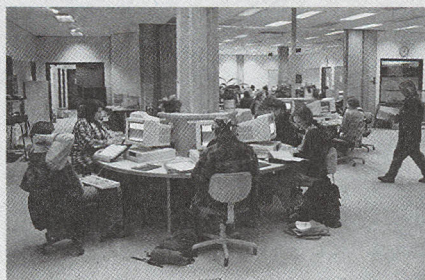
Equivalencies The approximate course titles and credit hours listed at the end of the program descriptions. These will be listed as final “course equivalencies” at the end of a faculty evaluation of your academic work. This is the way Evergreen translates interdisciplinary studies into course titles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

Evaluation Evergreen’s grading system consists of a narrative evaluation of a student’s academic work at the end of each quarter. Faculty members write evaluations of each student’s work and progress, and each student writes a self-evaluation. These become official documents, making up your permanent transcript. Students also write evaluations of faculty members, which become a part of the faculty member’s official portfolio.

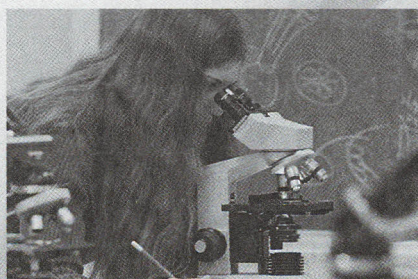
Evaluation Conference A quarterly conference in which a faculty member and student discuss their evaluations of the student’s work. Conferences occur during Evaluation Week, the 11th and final week of each quarter.



Whether lecturing, participating in seminars, or working with students one-on-one, Evergreen faculty spend more time with students than their peers at most comparable colleges and universities. Faculty members work full time each quarter with one group of 23 to 25 students.



Day and night, the Computer Center buzzes with quiet intensity as students pursue projects on more than 100 Macintosh and PC computers. In the Graphics Imaging Lab, students manipulate digital images. In the Computer Applications Lab, they use computers as scientific tools, acquiring and crunching data and building maps from databases.



Whether its searching through books, periodicals, newspapers, films, recording and on-line databases in the Library or staring down the barrel of a microscope in a science lab, students are constantly seeking knowledge. Evergreen prides itself on providing resources for student research.

Faculty Sponsor A student's primary instructor during any given quarter in a group contract, individual contract or internship.

Field Trips Trips off campus are regularly integrated into the schedule of program activities — just like lectures, seminars, etc.

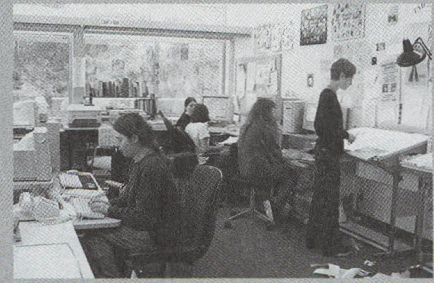
First Peoples At Evergreen, the term First Peoples refers to people of color — often referred to in the United States as minorities. The name is in recognition of the unique indigenous heritages of all people of color. See First Peoples' Advising Services in the Student Support Services section on page 21. See also the First Peoples' Recruitment staff in the Admission section on page 27.

Geoduck The campus mascot — a legacy from Evergreen's early humorists. Pronounced "gooey-duck," the geoduck is an oversized clam native to this area and noted for digging deep and fast.

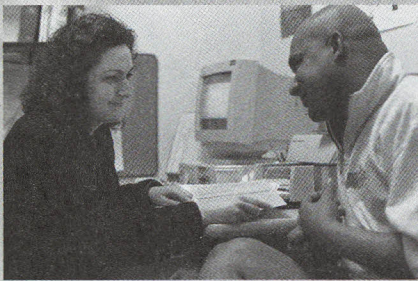
Governance An ongoing process at Evergreen, demonstrating our commitment to working together to make decisions. Students participate in governance along with staff and faculty members, usually through a DTF established to study a problem and seek solutions. Participatory democracy is hard work and time-consuming, but you have a voice in what happens at Evergreen if you choose to exercise this unusual and valuable franchise.

Greener Short for Evergreener.

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



At KAOS Community Radio, students line up to create an eclectic mix of weekly shows. And if print is your medium of choice, there's the Cooper Point Journal, the weekly student newspaper, and *Slightly West*, the literary magazine.



Charting your own course doesn't mean going it alone. Evergreen faculty and the advisors at Academic Planning and Experiential Learning will help you design an academic pathway. And at Academic Fairs you can meet with faculty to gather information about their programs.



Opportunities to take in cultural events on campus are plentiful and varied. Performers come from close by – from the thriving alternative music scene in Olympia, say, or from Native communities around Puget Sound – or as far away as India, home of Orissi dance.

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

Internships Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through APSEL. Seniors are generally given priority, as are students in academic programs that require internships.

Part-Time Program These half-time evening and weekend programs are designed as a way for working adults or others who cannot attend regular programs to earn credit toward a Bachelor of Arts degree.

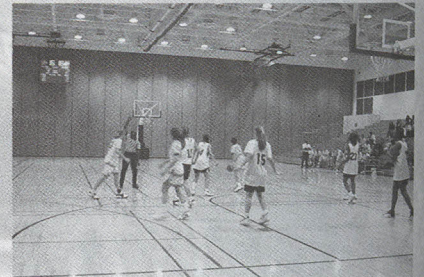
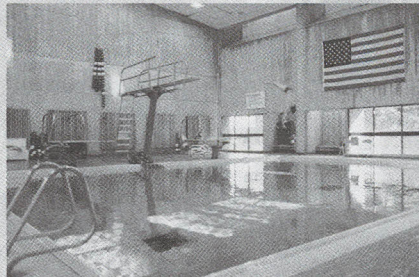
Part-Times Studies Evening and weekend offerings that include part-time programs and some two- to six-credit classes on specific subjects.

Planning Group An interdisciplinary grouping of Evergreen faculty, all of whom are interested in a specific set of disciplines or issues. Faculty within each Planning Group meet regularly to plan curriculum and often teach together. Evergreen's five Planning Groups are listed in the Condensed Curriculum, pages 38 and 39.

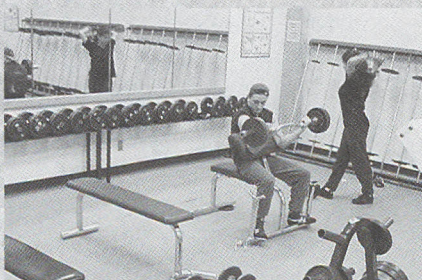
Potluck A tradition at Evergreen where a faculty member and his or her students bring food for lunch or dinner, often at a seminar member's home. These occasions are perfect for mixing academic and social life.



From the open central campus, where buildings never rise above the surrounding trees, you can take trails through the forest to the beach or the 13-acre Organic Farm. Forest, sound and farm are all living laboratories and the Farmhouse is an inviting venue for potlucks and other events.



Student athletes, both men and women, enjoy intercollegiate competition in soccer, swimming, basketball and tennis. There are also intramural sports leagues and men's and women's club rugby.



You can climb the walls at Evergreen – literally. Recreation opportunities include climbing walls, a pool, weight rooms, racquetball courts, athletic fields, sailing and kayaking on Puget Sound and access to rental equipment for outdoor pursuits.

Prior Learning From Experience Also known as PLE. Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit. Contact APEL for further information.

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

Retreat Many academic programs go on retreats during the year, often off campus. Retreats allow for secluded work on a particular project or the finale to an entire year's studies. Also, the entire curriculum is planned at an annual Faculty Retreat. The programs in this Catalog were planned at the Faculty Retreat of spring 1996.

Self-Evaluation Your evaluation of your own academic work as measured against your objectives at the beginning of a quarter and the requirements of your program, contract or internship. Student self-evaluations are part of formal academic records.

Seminars A central experience of an Evergreen education. Seminar participants usually meet weekly to discuss assigned readings. The group, a faculty member and 22 to 25 students, prepares by reading and analyzing the material to be discussed.

Social Contract Evergreen's planning faculty wanted the college to function as a community, so they wrote their ideas about social ethics and working together into the Social Contract. See page 22.

The Student Advising Handbook Published by APEL, this handbook is an invaluable source of information and a tool for planning your career at Evergreen and beyond. Available from APEL.

Campus Services and Resources

Access for Students With Disabilities

Evergreen welcomes students with disabilities. The Access Services for Students with Disabilities Office is committed to providing equal access to the benefits, rights and privileges the college offers students through its services, programs and activities. To help Access Services identify services appropriate to your needs, please contact us as soon as possible upon admission to the college. Written documentation of a disability must be received by Access Services prior to provision of services.

In addition to the services provided by this office, you will find valuable help from the on-campus student organization, The Evergreen State College Union for Students With Disabilities. Volunteers are available for guided tours of the campus.

Offices that will assist you:

Access Services, LIB 1407D,
ext. 6368, TDD: 866-6834

Union for Students With Disabilities,
CAB 320, ext. 6092

Campus Bookstore

The Evergreen Bookstore, in the College Activities Building, is the place to find all program books and materials. The Bookstore also features general reading and reference books; video, computer and software sales; film processing; ticket sales; novelty items and the latest in Geoduck leisure wear. For late-night needs, including books, magazines, snacks and school supplies, check out the Branch, a subsidiary of the Bookstore in Housing's Community Center.

Campus Parking

Motor vehicles must display valid parking permits. Permit prices are as follows:

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

Daily permits can be purchased at the information booth on the front entrance road to campus. Longer-term permits can be purchased at the Parking Office, SEM 2150. Parking is permitted in designated areas only. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver.

The college does not assume responsibility for any vandalism or theft while vehicles are parked on campus.

Convenient parking is available for persons with disabilities. A Washington state disabled parking permit must be displayed when a vehicle is parked in a disabled parking space.

Persons with temporary disabilities may obtain a permit through the Parking Office. Additionally, an Evergreen daily parking pass or parking permit must be purchased and displayed.

For more information on campus parking, call ext. 6352.

Campus Police Services

The Campus Police Services staff is responsible for providing services that enhance the safety and welfare of Evergreen community members and maintain the security of campus buildings and property, both public and private. Campus Police Services will also assist students, staff and faculty with personal property identification and will register bicycles at no charge. Although the college assumes no responsibility for lost property, the chance for recovery of lost or stolen items is improved if the owner can be easily identified.

The Campus Police Services Office is open 24 hours a day, seven days a week and is staffed by state-commissioned police officers trained in law enforcement and problem-resolution skills. While charged with enforcing laws and regulations, the staff works to resolve issues using the college's Social Contract whenever possible. The office is located in SEM 2150. Reach them by telephone at ext. 6140 or 866-6832.

Center for Mediation Services

Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences.

Trained volunteers help students, faculty and staff in conflict examine individual needs, identify common interests and begin to craft an agreement that is mutually beneficial.

In addition, center staff offer conciliation and referral. Over the telephone or face-to-face, the mediation process is free of charge, voluntary and confidential. Training opportunities are available.

For more information, call the center at ext. 6656.

Child Care Center

The Child Care Center is licensed by the Washington State Department of Social and Health Services. Breakfast, lunch and a snack are served daily and funded by the USDA Child Care Food Program.

The center is open Monday through Friday, 7:30 a.m. to 5:30 p.m. and enrolls children of students and staff (18 months to six years). Student rates depend on family size and income level; please contact the center for more information at ext. 6060.

Computing Services

In Academic Computing the emphasis is on students and technology. Students are encouraged to use computers throughout the curriculum — from writing evaluations to working with graphic images to solving complex statistical, scientific or computer science problems. The use of computer facilities and the Internet resources such as the World Wide Web continues to grow as computing becomes an integral aspect of Evergreen's curriculum. There is no charge to students for the use of computing facilities.

Located in LIB 2408, the Computer Center is a place where individual attention comes first. Computer Center student consultants provide general assistance and consultation on the use of Computer Center resources.

Resources include microcomputer laboratories, clusters of microcomputers, workstations and minicomputers. These offer a diversity of computer languages (such as C++, Prolog, LISP and BASIC), as well as application software (such as Word, Excel, graphics packages and SPSS). These facilities also provide access to worldwide information resources through the Internet, including the World Wide Web.

Evergreen's computing laboratories include IBM-compatible and Macintosh computers networked to central servers and Internet resources. Laboratories include video and audio projection equipment. Labs are networked to share printers, peripherals and application resources and provide students with graphics, word processing, imaging and scanning and desktop publishing capabilities for academic projects.

The Computer Center also provides equipment for the physically challenged including scanners, sound synthesizers and image enlargement. Microcomputers designed for science applications are available in the Computer Applications Lab, located in Laboratory Building II. The Graphic Imaging Lab in the Library provides facilities for graphics and imaging projects.

Evergreen has been able to maintain state-of-the-art computing resources through grant assistance from the National Science Foundation, AT&T, Apple, Digital Equipment Corp., Microsoft Corp. and other organizations.

Equal Opportunity

The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, religion, creed, national origin, gender, sexual orientation, marital status, age, disability or status as a disabled or Vietnam-era veteran.

Responsibility for protecting this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs at all levels and in all segments of the college. It is the responsibility of each and every employee of the college community to ensure that this policy is a functional part of the daily activities of the college.

Copies of the equal opportunity policy are available in the Equal Opportunity Office, LIB 3103. For information on equal opportunity contact Paul Gallegos, special assistant to the president for equal opportunity, ext. 6368. Persons who believe they have been discriminated against at Evergreen are urged to contact Lee Lambert, special assistant to the president for civil rights, ext. 6386 or TDD: 866-6834.

Facilities and Campus Regulations

Because Evergreen is state-owned, responsibilities to the state and county must be met.

Alcoholic Beverages

No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. However, rooms in the residence halls and modular units are considered private homes and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol- and drug-free residences.

Use of College Premises

Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 211, ext. 6192.

Reservations for space and/or facilities are made through Space Management, ext. 6314. Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

All private and student vendors must schedule tables in the College Activities Building through the Student Activities Office. Student vendors are provided tables for a \$2 fee. For private vendors and alumni, the fee is \$20. Nonstudent vendors are limited to one table per day and three days per quarter.

Vendor space in other buildings or outdoors may be scheduled with Conference Services. Similar fees apply.

Firearms

The college discourages anyone from bringing any firearm or weapon onto campus; however, firearms that must be brought onto campus property will be checked in and retained by Campus Police Services. A special written explanation must accompany the retention request and be filed with the Director of Campus Police Services. Persons in possession of unchecked firearms on campus will be subject to immediate expulsion from Evergreen or to criminal charges or both.

Pets

Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

Bicycles

Bicycles should be locked in parking blocks at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration licenses that aid in recovery of lost or stolen bicycles are available at Campus Police Services for a small fee.

Smoking

No smoking is allowed inside main campus buildings or near building entrances.

In campus housing, smoking is prohibited in public areas, including lobbies, laundry rooms, TV rooms, elevators and public hallways. Smoking is allowed within apartments with roommates' permission.

Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.

Food Services

Located in the College Activities Building, the dining services are designed to meet your food-service needs. The Deli, the Greenery and burrito and espresso carts offer a wide variety of food choices for your pleasure and convenience. You may purchase items in any of the food-service locations with either a Geobuck card or cash.

A Geobuck card is a declining-balance credit card that allows freedom of choice without carrying cash. A Geobuck card can be purchased at the Food Services Office, CAB 107.

Library

The Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but who want to share what they know with you. The selection of books, equipment and other materials is carefully coordinated with the college's academic programs. Staff members are always on hand to help you relate the Library's resources to your academic work and personal enrichment.

The Library's resources are the "what" of information usage while the Library's staff provides the "how" through research and media instruction across the curriculum, as well as through various courses in the use of media equipment and basic media.

"What" you will find in the Library includes 4,200 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment) more than 240,000 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches and 2,000 periodical subscriptions.

In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through computerized databases. Evergreen students and faculty borrow more materials through interlibrary loan and more of the general collections per capita than at any of the other four-year public institutions in the state.

For more information, call ext. 6252 or drop in and talk to any Library staff member.

Mail Services

Mail service for campus residents is provided Monday through Saturday. Students moving into campus housing may send their belongings in advance to Receiving and Mail. Labels should be addressed as follows:

Name

The Evergreen State College
Building letter and room number
Building street address
Olympia, WA 98505

A self-service postal unit is located on the first floor of the College Activities Building for outgoing mail needs. Direct questions to Receiving and Mail, LIB 1321, ext. 6326.

Public Service at Evergreen

Evergreen operates four public-service organizations funded by the Washington Legislature to carry out functions related to the educational and service missions of the college.

The Evergreen Center for Educational Improvement focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning, information exchanges, workshops and conferences, the Evergreen Center collaborates with the K-12 community throughout the state. The center's principal foci are curriculum development through integration, classroom assessment of learning and organizational change.

The Evergreen State College Labor Education and Research Center, established in 1987, offers credit and non-credit classes in labor education, labor economics, political economy and labor organizing to undergraduate students, union members and residents of Washington state. The center designs and implements union-initiated and center-sponsored programs throughout the year. The center also provides internships for students interested in working in the labor movement and sponsors a part-time labor studies class on Saturdays. The Labor Center is located in LIB 2102, ext. 6525.

The Washington Center for Improving the Quality of Undergraduate Education was established in 1985 and includes 46 participating institutions — all of the state's public four-year institutions and community colleges, 10 independent colleges and one tribal college. The Washington Center focuses on higher-education reform and helps institutions share and more effectively utilize existing resources by supporting the development of interdisciplinary "learning community" programs and other curriculum-reform projects; facilitating faculty exchanges; holding workshops and conferences; and providing technical assistance on effective approaches to teaching and learning.

The Washington State Institute for Public Policy, established in 1983, undertakes research studies, sponsors conferences, publishes newsletters and otherwise promotes the flow of applied research on key public-policy issues to the Washington State Legislature and state agencies.

Student Governance

There has never been a permanent student governance structure at The Evergreen State College. Nevertheless, students have played an important role in the ongoing governance of the college. Through participation in "disappearing task forces" and standing committees students ensure that their voices and thoughts are included in decisions made by the college.

Students interested in being informed of and involved with such efforts may contact the Office of the Vice President for Student Affairs, LIB 3236, ext. 6296.

Student Organizations

In addition to providing financial support to the College Recreation Center, Child Care Center, *Cooper Point Journal*, KAOS-FM and the Student Activities Administration, Service and Activities fees fund a broad range of student organizations. These student groups enhance the college community with the many social, cultural, recreational, spiritual and educational services and activities sponsored throughout the academic year. Student groups active on campus include:

American Indian Science and Engineering Society
Amnesty International
Anime
Asian Students in Alliance
Bike Shop
Camarilla
Community Gardens
Environmental Resource Center
Evergreen Animal Rights Network
Evergreen Community of Parents
Evergreen Political Information Center
Evergreen Queer Alliance
Evergreen Students for Chlorine-Free Paper
Evergreen Students for Christ
Gaming Guild
International Student Association
Irish American Student Organization
Jewish Cultural Center
Latin American Student Association
Linux/Unix User's Group
MEChA (Chicano student movement)
Men's Center
Middle East Resource Center
Mindscreen (film group)
Multi-Ethnic Students in Solidarity
Native Student Alliance
Pacific Islander Association
Peace and Conflict Resolution Center
Percussion Instrument Club
Pre-Medical Association
Rape Response Coalition
S&A Fee Allocation Review Board
S&A Productions
Slightly West (literary magazine)
Society for Creative Anachronism
Spring Arts Festival
Student CD Project
Students on Drug Awareness
Prevention of Pain (SODAPOP)
Students at Evergreen for Ecological Design
Student-Produced Art Zone (SPAZ)
Student Workers Organization
Talking About Race
The Evergreen Math Network
Umoja (African American student organization)
Unified Graduate Student Association
Union of Students with Disabilities
Women of Color Coalition
Women's Center
Yoga Club
Young Democrats at Evergreen

The Student Activities Office, *Cooper Point Journal*, KAOS-FM (Olympia Public Radio) and student organizations are located on the third floor of the College Activities Building.

Campus Profile

FACULTY	170
Ph.D. or terminal degree	75%
Female	45%
Male	55%
Faculty of color	
Total	22%
Olympia campus	20%
Tacoma campus	67%
Instructional student/faculty ratio	22:1
STAFF	419

STUDENTS	3,715
Undergraduate	3,489 94%
Graduate	226 6%
Female	2,128 57%
Male	1,587 43%
Full-time	84%
Part-time	16%
18-24 age group	63%
25-29 age group	14%
30-39 age group	10%
40+ age group	13%
Students of color	15%
Asian/Pacific Islander	4%
Black/African American	3%
Mexican/Latino/Hispanic	4%
Native American/Indian	4%
Students with disabilities	10%

Olympia campus	3,554
Undergraduate	94%
Graduate	6%
Female	56%
Male	44%
Students of color	13%
Students living on campus	961
Tacoma campus	137
Undergraduate	100%
Female	75%
Male	25%
Students of color	64%
Tribal program	24
Female	75%
Male	25%
Native American	64%
Entering class	1,585
Applicants, degree seeking	3,525
Admitted	2,964 84%
Enrolled	1,356
Nondegree-seeking enrollment	229
Washington residents	1,116
Residents of other states	447
Residents of other countries	22
Financial aid recipients	
Students receiving aid	2,000
Average award	\$7,000
GRADUATES (1996 graduate placement after one year)	
Employed	71%
Graduate school	18%
Other or no response	11%

CAMPUS PROFILE

GPA AND SAT SCORES (distribution for students admitted and enrolled for 1996-97)

FIRST-YEAR STUDENTS	GPA	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00	
Admitted		6%	27%	38%	29%	
Enrolled		8%	28%	40%	24%	
	SAT Verbal	200-349	350-499	500-649	650-800	No SAT
Admitted		1%	12%	53%	24%	10%
Enrolled		1%	10%	51%	23%	15%
	SAT Math	200-349	350-499	500-649	650-800	No SAT
Admitted		1%	23%	53%	13%	10%
Enrolled		1%	23%	51%	10%	15%
TRANSFER STUDENTS	GPA	2.00-2.49	2.50-2.99	3.00-3.49	3.50-4.00	
Admitted		13%	30%	37%	20%	
Enrolled		14%	31%	37%	18%	

Contacting Evergreen

Inquiries about admission should be directed to:

Office of Admissions
The Evergreen State College
Olympia, Washington 98505
or (360) 866-6000, ext. 6170

E-mail: admissions@elwha.evergreen.edu

Direct other correspondence to the appropriate office.

Dial (360) 866-6000, then dial or ask for the extension or name listed.

Academic Planning and Experiential Learning (APEL)	ext. 6312
Academic Deans	ext. 6870
Admissions	ext. 6170
Financial Aid	ext. 6205
Housing	ext. 6132
President's Office	ext. 6100
Recreation Center	ext. 6530
Registration and Records	ext. 6180
Student Accounts	ext. 6447
Student Advising Center	ext. 6312
Tacoma Campus	ext. 6004
Vice President for Student Affairs	ext. 6296

Campus Location

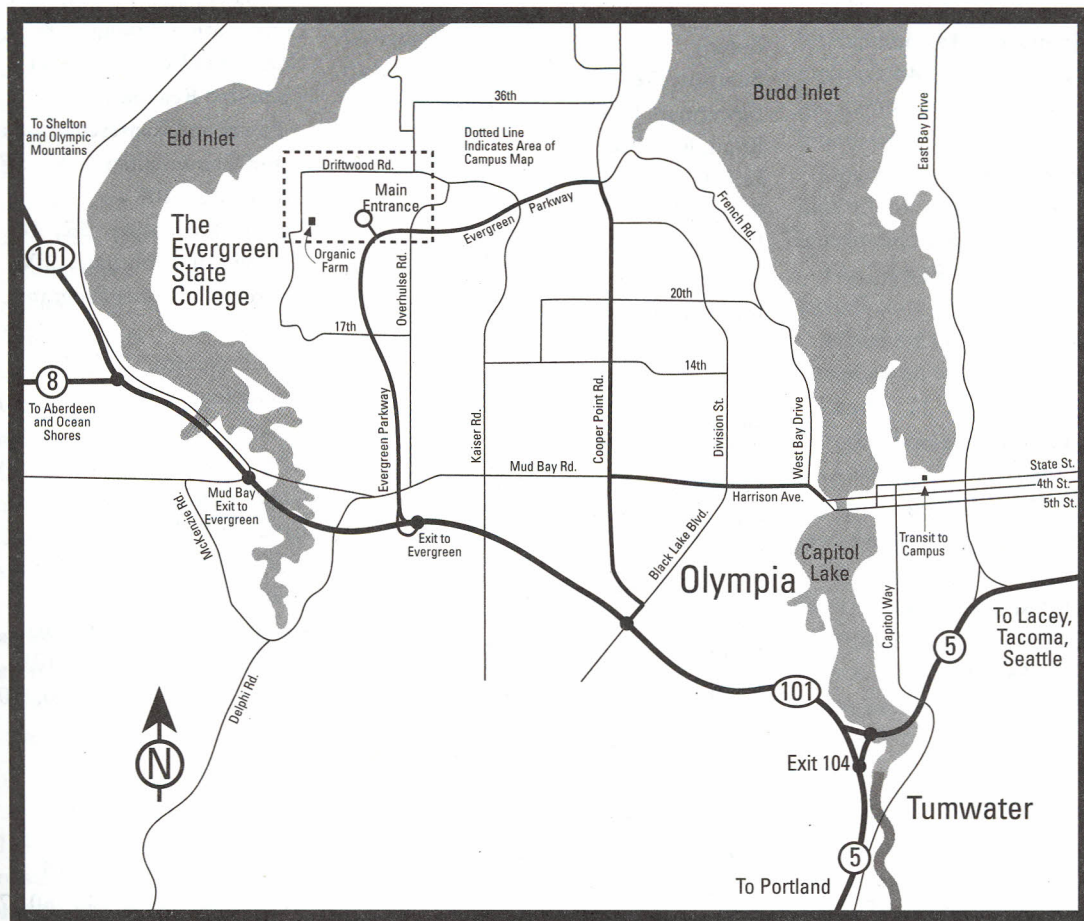
The Evergreen State College is an hour's drive from Seattle-Tacoma International airport. Olympia is also served by the Greyhound and Trailways bus companies and Amtrak. Evergreen and the state capital are just a short, scenic drive from most Western Washington cities and major points of interest.

How to Get Here

Whether you are coming from the north or south, you can reach the campus by taking Interstate 5 into Olympia and then turning onto Highway 101 at Exit 104. Follow 101 west for three miles to The Evergreen State College exit and go another two miles on Evergreen Parkway to the campus entrance (on the left).

Evergreen on the Web

You can also find The Evergreen State College in cyberspace. On the World Wide Web, direct your browser to <http://www.evergreen.edu>.



Index

Picking an academic program? Two indexes elsewhere in this catalog are specifically designed to help you identify academic programs that meet your interests and needs. The Condensed Curriculum, on page 38, lists programs by the Planning Groups that offer them and the type of students they are geared toward. Matching Evergreen's Programs to Your Field of Interest, on page 40, lists programs according to traditional academic subjects areas.



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1998-99 Academic Calendar

	FALL	WINTER	SPRING	SUMMER	
				First Session	Second Session
Orientation	Sept. 21-25				
Academic Fair	Sept. 22	Dec. 3	March 10	May 12	May 12
Quarter Begins	Sept. 28	Jan. 4	March 29	June 21	July 26
Evaluations	Dec. 14-19	March 15-20	June 7-11	July 26-30	Aug. 30-Sept. 3
Quarter Ends	Dec. 19	March 20	June 11	July 30	Sept. 3
Vacations	Thanksgiving Nov. 22-29	Martin Luther King Day Jan. 18	Memorial Day May 31	Independence Day July 4	
	Winter Break Dec. 20-Jan. 3	Presidents' Day Feb. 15	Commencement June 11		
		Spring Break March 21-28	Super Saturday June 12		

1998-99 Estimated Tuition and Fees

Rates are set by the Washington State Legislature and are subject to change without notice.

Enrollment status	Quarter credit hours	Washington resident tuition*	Nonresident tuition*
Full-time undergraduate	10-16	\$879 per quarter	\$3,110 per quarter
Part-time undergraduate	9 or fewer	\$87.90 per credit; 2 credits minimum	\$311 per credit; 2 credits minimum
Full-time graduate	16 MIT; 10 MPA, MES †	\$1,405 per quarter	\$4,265 per quarter
Part-time graduate	9 or fewer	\$140.50 per credit; 2 credits minimum	\$426.50 per credit; 2 credits minimum

For other fees, see the Miscellaneous Fees chart below.

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

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

ACADEMIC CALENDAR/CONTACTING EVERGREEN

Accreditation The Evergreen State College is accredited by the Commission on Colleges, Northwest Association of Schools and Colleges, 11130 NE 33rd Place, suite 120, Bellevue, WA 98004
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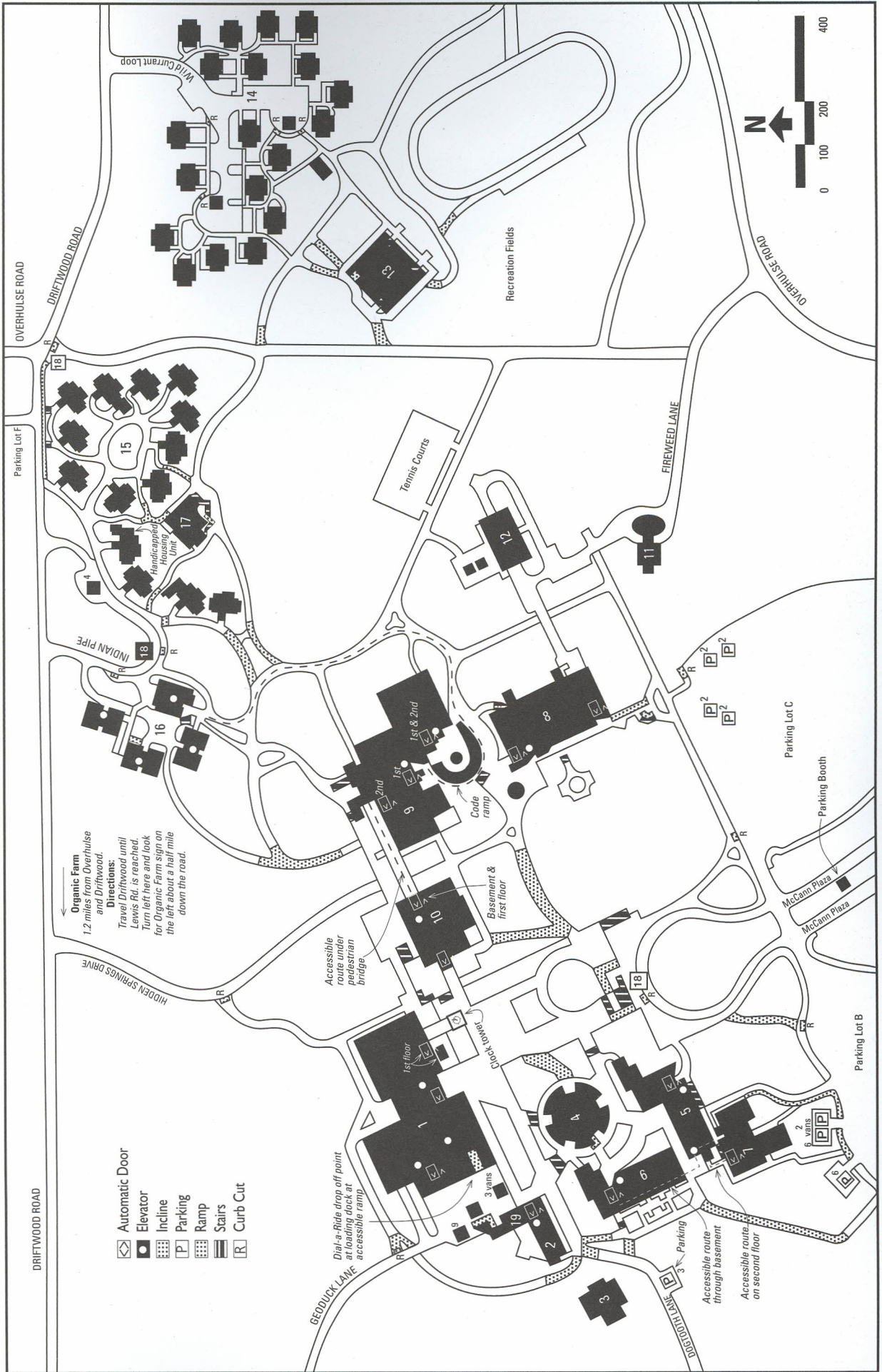
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Campus Map

Key

- 1. Library (LIB)
- 2. Seminar (SEM)
- 3. Longhouse
- 4. Lecture Hall (LH)
- 5. Arts and Sciences (LAB 1)
- 6. Arts and Sciences (LAB 2)
- 7. Arts Annex (Lab Annex)
- 8. Communications Lab (COM)
- 9. Recreation Center (CRC)
- 10. College Activities Building (CAB)
- 11. Childcare Center
- 12. Central Plant
- 13. Pavilion
- 14. Modular Housing
- 15. Student Housing
- 16. Residence Halls
- 17. Community Center
- 18. IT Bus Stop
- 19. Campus Public Safety



Organic Farm
1.2 miles from Overhulse and Driftwood.
Directions:
Travel Driftwood until Lewis Rd. is reached. Turn left here and look for Organic Farm sign on the left about a half mile down the road.

- Automatic Door
- Elevator
- Incline
- Parking
- Ramp
- Stairs
- Curb Cut

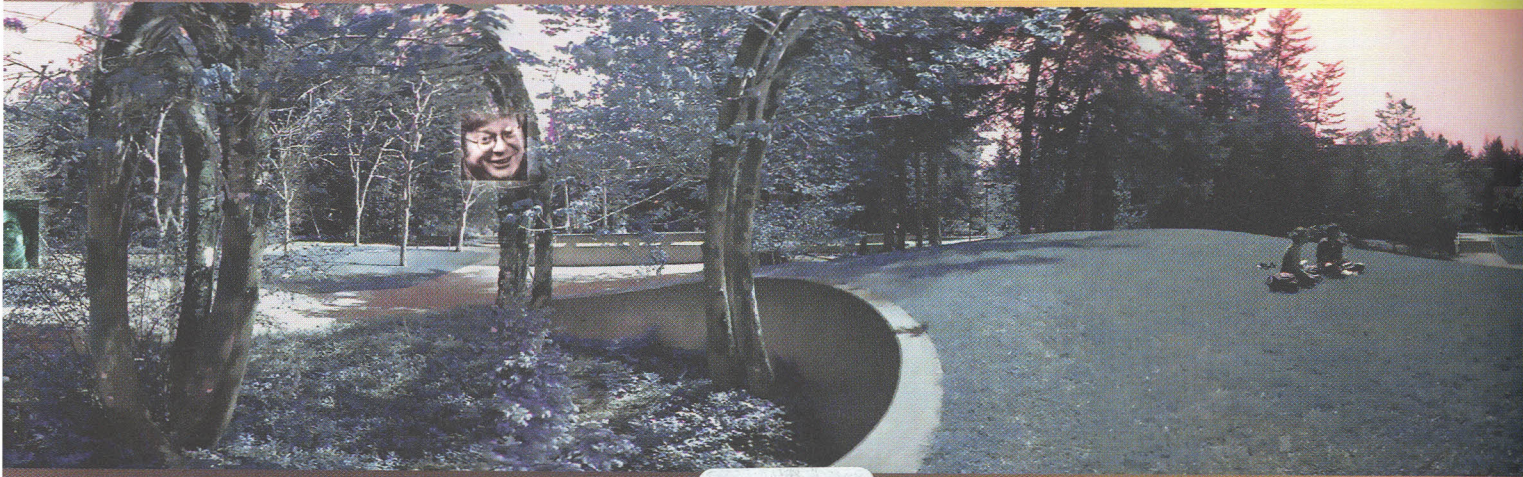
Dial-a-Ride drop off point at loading dock at accessible ramp

Accessible route under pedestrian bridge

Accessible route through basement

Accessible route on second floor

Admissions Office
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Olympia, WA 98505



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