

The Evergreen State College Catalog 1982-83 Olympia, Washington

Contents

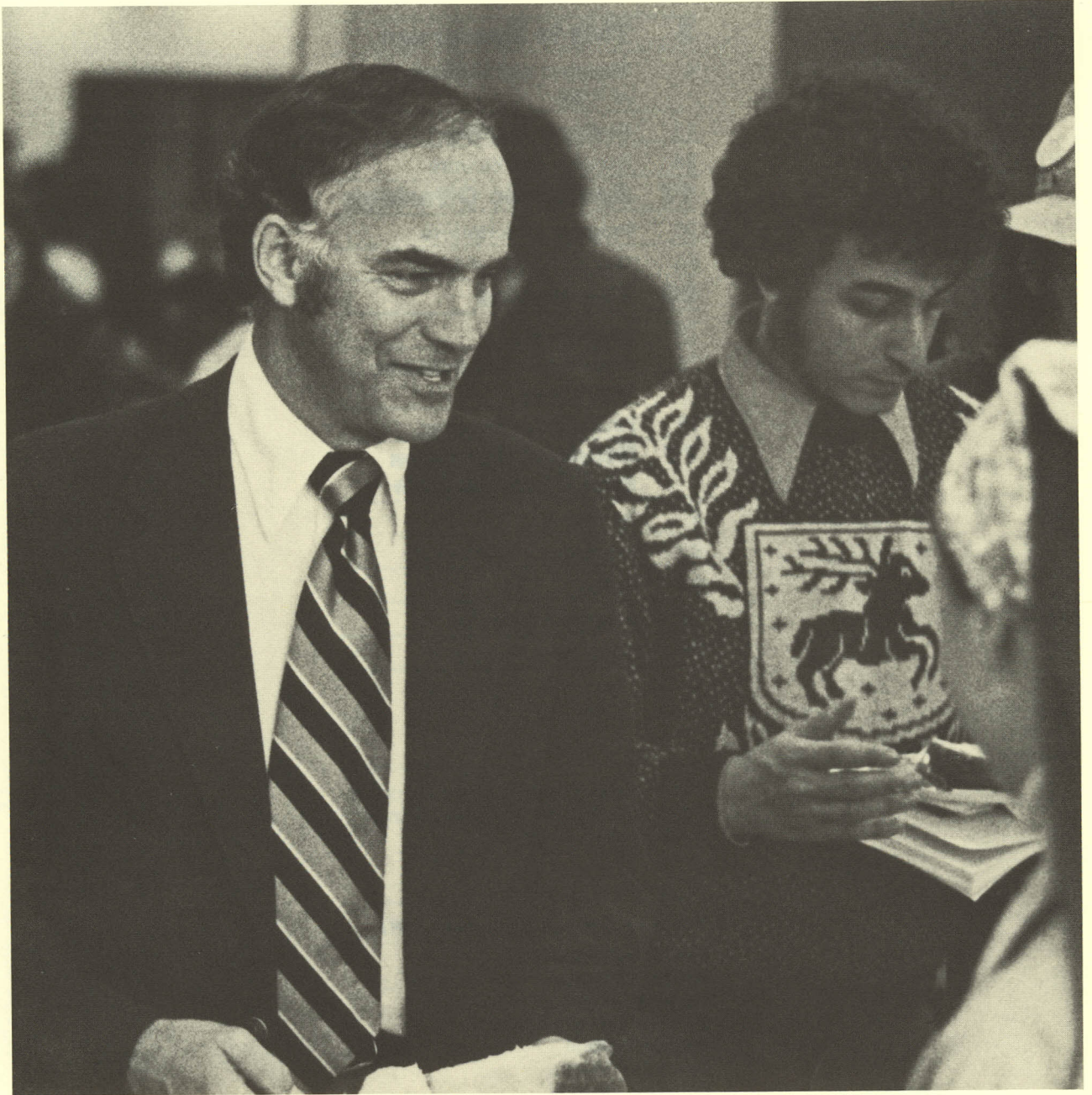
3	This is Evergreen
4	Structure and Methods of Study
13	Academic Facilities
16	Campus and Vicinity
17	Academic Offerings
20	Program Descriptions
66	Special Forms of Study
69	The Basics
70	Admissions
72	Registration and Academic Regulations
75	Financial Information
77	Student Services and Campus Life
87	Faculty
92	Evergreen's Northwest
94	Index
96	Academic Calendar
96	Contacting Evergreen

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

Board of Trustees, September 1981

Jane B. Sylvester
Seattle, Chairman
Herbert Gelman
Tacoma, Vice-Chairman
Thelma Jackson
Lacey, Secretary
Robert J. Flowers
Seattle
Wesley E. Berglund
Aberdeen

Cover photograph
by Evergreen student Abbo Peterson



President's Message

In just over a decade, Evergreen has developed a solid reputation for excellence and innovation in higher education. The reason for this success is our talented faculty, personal learning approach, high quality facilities, and our motivated students.

The words of our last accreditation report sum up this sense of purpose. After an extensive study of Evergreen, its programs, facilities and people, the evaluation team said that the College's dedication to liberal education "permeates the life of the College to an extent virtually unknown in any academic community in the entire United States." This dedication allows us to offer you a structured, coordinated education that is exciting and demanding; rewarding and challenging - an education that prepares you to apply your knowledge successfully for life, work and leisure.

Some of our recent achievements demonstrate Evergreen's growing pre-eminence as a College where students learn and succeed. For example:

Ninety-three percent of all Evergreen graduates reporting in the 1980 placement survey are employed, enrolled in graduate schools, traveling, homemaking or pursuing other activities of their choice.

Evergreeners are enrolled at more than 190 graduate schools around the world. Evergreen applicants for medical school have experienced a 94 percent placement rate, while 78 percent of our graduates who have applied to law school have been admitted. In the past five years three Evergreen graduates have won prestigious Danforth Doctoral Study Fellowships for future college teachers, more awards than received by any other college or university in Washington state.

During 1981 six students began designing and constructing an energy efficient hybrid car - one that should burn less fuel than exclusively gasoline or electric-powered vehicles.

Evergreen led the nation in 1980 in the number of Student Originated Study research grants awarded to undergraduates by the National Science Foundation.

In 1980, an Evergreen senior was one of 23 students from throughout the world chosen for a 10-week sailing trip to Indonesia to help conduct biologic and ecologic surveys for a proposed national wildlife reserve.

After more than a decade of dreaming, working and fund raising, Evergreen in 1981 commissioned the Seawulff, a 38-foot wood sailing ship built on campus by students, faculty and community supporters to serve as a floating classroom for marine studies.

Research by three undergraduates enrolled in the Human Health and Behavior Coordinated Studies Program attracted national news media attention during 1981 for its systematic analysis of interviews with persons who had "near death" experiences.

Student composers, musicians, vocalists and audio engineers have released two long-playing record albums offering an array of professional quality original music.

Two Evergreen faculty scientists have won National Science Foundation grants to continue research in genetic engineering, conducted on campus with the help of advanced science students.

A faculty biologist spent a summer at Stanford University investigating extraterrestrial biology and the impacts of events in outer space on evolution as part of a study by the National Aeronautics and Space Administration.

In 1981, Evergreen became one of three public colleges and universities in the nation chosen to participate in the prestigious Woodrow Wilson Fellows program, which brings widely recognized leaders to campus for week-long presentations.

In a survey of 1300 colleges and universities, Evergreen was chosen as one of ten exemplary schools for use of instructional computing.

Those examples offer both clear evidence of past success and the promise of future accomplishments for those who accept the challenges of an Evergreen education. It's my hope you'll read more about our innovative programs, decide to share our unique learning opportunity, and join us for the 1982-83 school year.



Daniel J. Evans
President

Structure of Study

The Evergreen State College is a small liberal arts and sciences college located outside Olympia, a seaport community of 37,000 at the southern tip of Puget Sound. Opened to the first class of 1,100 students in 1971, Evergreen is Washington State's newest public four-year college. It was created as an educational alternative to the state's other colleges and universities, and to serve citizens of southwest Washington.

In the 10 years since it opened, Evergreen has grown to 2,800 students and has distinguished itself through its special approaches to education.

Education with a Difference

Over a thousand colleges around the country focus on the liberal arts - education designed to help people learn to live a life, rather than just to make a living. At Evergreen, students will find just such a liberal arts education, but with crucial differences. Two central differences are intensive full-time programs and interdisciplinary study.

Full-Time Programs

Full-time students enroll in a single program lasting from one quarter to a year or more. Most programs represent a full academic load - 16 quarter-hour credits - and all of the student's work is coordinated around a central theme or issue. Reading, writing, discussion and research all develop the program theme. Students and faculty are free from unrelated, competing assignments. They devote their full energy to in-depth study. They thus have an effective way to connect or tie together all the diverse bits of knowledge they study.

At Evergreen, we believe that learning to make those connections is one of the larger purposes of education. Our world is complex, problems rarely have simple solutions, people and events don't fit into neat categories. Learning in isolated fragments takes you only

halfway toward understanding - the rest is knowing how to fit the pieces together.

Interdisciplinary Programs

That's why our programs are interdisciplinary. They cover a range of subject areas in detail, but students also learn to integrate the pieces into a meaningful whole. They begin to perceive systems at work, and they gain the perspective of a larger framework.

Our interdisciplinary approach is neither comfortable nor easy, but it is rewarding. You are invited, persuaded - prodded, if need be - to move beyond the safe boundaries of specialized expertise, or of your personal views of the way the world operates. Musicians might combine performance with audio engineering. A sequence of environmental studies could include calculus and graphic arts. Advanced programs in the humanities and social sciences often include field work which exposes students to people and cultures outside their immediate experiences.

Reasoned examination may become your routine response to social, ethical and political views. And you might find that art is not just a matter of taste, and that truth is very slippery.

Teaching Most Important

Teaching is the most important mission of the college. Faculty members are genuinely dedicated to teaching and learning, and to interdisciplinary study.

Most hold advanced degrees in traditional fields, and value that training. But they come to recognize the limitations of narrow specialization. They have come to Evergreen to work with other specialists, on common problems. This kind of collaborative work expands the power of their specialties, and fosters effective interaction among specialties.

Seminars a Central Feature

Students also take part in this collaboration, because our primary mode of instruction is the seminar. A given program might involve as many as 90 students working with four faculty members, but much class time in that program is spent in small group discussions. This close interaction between faculty and students, and students with each other, helps each student clarify vaguely formed ideas. It lends perspective through differing viewpoints, depth through concentrated group effort. Students learn both to express themselves, and to work cooperatively - two traits Evergreen graduates have found particularly helpful in their lives and careers.

The seminar is used at other schools, of course, but it is generally limited to upper-division or graduate classes, while freshmen often find themselves in large classes passively listening to lectures, perhaps interacting with other students only in smaller discussion groups led by teaching assistants. This is not true at Evergreen. Freshmen and seniors alike spend a considerable amount of their time in seminars, in direct contact with faculty and fellow students; 20:1 is not an average at Evergreen. It is the standard student:faculty ratio *at all levels!*

Uniqueness That Works

Full-time programs, interdisciplinary study, focus on teaching, seminars as the dominant mode of instruction - all these factors combine to make Evergreen unique among the country's liberal arts colleges.

It is a uniqueness that works. The National Science Foundation, in awarding Evergreen an \$868,000 grant, one of the largest of its kind ever made, recognized the college as a potential national model for new kinds of instructional programs in the natural and social sciences. Evergreen also leads the nation in the number of Student-Originated Study grants awarded to undergraduates by the National Science Foundation. Student artists



win an unusual number of state-wide and national competitions. Graduates have enrolled for further study at more than 190 schools around the country, and several in recent years have won prestigious Danforth Fellowships.

“Real World” Education

Our students find Evergreen challenging and frustrating, exciting and demanding, but they get to know themselves and their world better in the process. They discover unsuspected talents and abilities. They accept uncertainty as the first step toward knowledge. They learn persistence in the search for unity and meaning in life. They do this in a setting in which everything possible is done to make ideas real, and anchored in a real world.

Evergreen students do not become isolated philosophers, though. Evergreen is neither a haven from, nor merely a preparation for, life in the “real world”. Education at Evergreen is an experience in the real world, experience that occurs both on campus and off. The interdisciplinary academic programs focus on real-world problems or issues, with faculty members and students working collaboratively, drawing upon various specialties or disciplines to arrive at unified and effective solutions. Students learn creative problem-solving skills and they are motivated to develop intellectual tools.

Internships

Many programs also offer their students the opportunity to work as interns in the context of a fully integrated academic program. Internships are also possible separately, and are in fact an excellent means of testing what you have learned in the world of daily work and responsibility.

About two-thirds of our graduates participate in some form of internship during their stay at Evergreen. Most of them are placed in southwest Washington businesses, schools or government agencies. But you are likely to find Evergreen interns almost anywhere. They have worked in the “Apple Capital” as reporters for the *Wenatchee World* newspaper. They helped redesign North Bonneville, a town due to be

flooded by powerhouse additions to a Columbia River dam. One student interested in computers went to the heart of the matter and signed on with Control Data Corporation in Minneapolis.

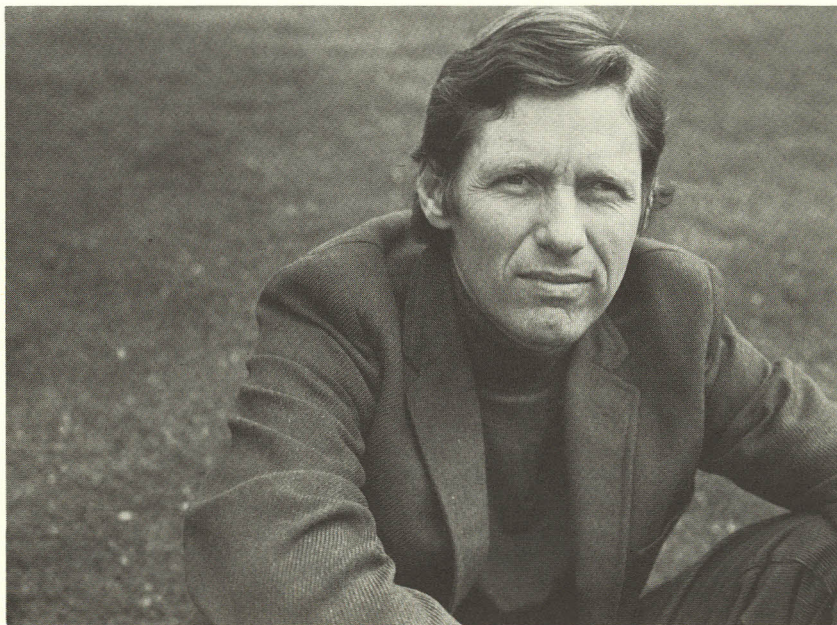
Placement

Adding this real-world dimension to academic study is an expected, encouraged, and carefully planned part of an Evergreen education. It may explain the Evergreen edge in competitive employment and graduate school openings. Many of our students have a year or more of near-professional experience through internships before they even begin looking. The effect is noticeable - 93% of our class of 1979 found successful placement in jobs (two-thirds within their interest areas), graduate school, or other pursuits. This impressive statistic was obtained by surveying ALL graduates, not just those who registered with the placement office. At Evergreen we've never felt that learning how to live a life requires that one ignore learning how to make a living.

Evergreen students learn to think and act for themselves, work cooperatively and negotiate with others, and increase their initiative, self-confidence and responsibility. They also discover the value of cultural diversity by dealing with a wide range of people, situations and problems.

Students who make the best of their Evergreen experience develop integrity and a sense of responsibility for choices already made, and they learn how to make better choices. They leave Evergreen with a strong sense of what will provide them with a satisfying life.

These qualities are just what employers and graduate schools are looking for in college graduates. Evergreen is certainly "different" - but our record shows that it is a difference that works.



What You Can Study At Evergreen

Evergreen academic programs cover many different subjects, but they are grouped in twelve areas. Nine of these areas constitute interdisciplinary Specialty Areas. These represent areas in which the school has particular strength for advanced work. Each Specialty Area draws on a number of different disciplines, and most offer work at the beginning, intermediate and advanced levels. The nine interdisciplinary Specialty Areas are:

Environmental Studies
European and American Studies
Expressive Arts
Health and Human Development
Management and the Public Interest
Marine Sciences and Crafts
Northwest Native American Studies
Political Economy
Scientific Knowledge and Inquiry

Basic Programs and Annual Programs are two other important areas of the Evergreen curriculum.

Basic Programs are designed for entering students. Freshmen are advised to enroll in these programs, but any entering student would find them useful. Basic Programs are always broadly interdisciplinary, although they each represent different combinations of the various disciplines. Some, like Political Ecology, draw broadly from the natural sciences, the social sciences and the humanities.

Basic Programs are staffed by Evergreen's most experienced teachers, who are particularly skilled at working with entering students. Basic Programs are specially designed so that students may develop skills in reading, writing and seminar participation, while at the same time acquiring subject area skills.

Annual Programs represent the college's spontaneous, developing and experimental side. Annual Pro-

grams change from year to year to respond to changing student and faculty needs. Some of the most creative programs now within the Specialty Area curriculum originated as Annual Programs.

A Teacher Certification program leading to the provisional and standard certificate for elementary and secondary education also is available, offered on our campus by faculty from the Education Department of the University of Puget Sound.

Four Ways to Study at Evergreen

Evergreen offers you several ways of approaching study in the arts, humanities, natural and social sciences. The first of these is through Coordinated Study programs, each composed of 60-100 students, and three to five faculty members (with different expertise), all of whom focus their efforts on a central theme.

You also may choose from a wide range of Group Contracts offered in specialized fields and involving 20-40 students and one or two faculty members. These are usually intended for advanced academic work.

For advanced students who are prepared to pursue an individualized, self-designed program, Evergreen offers the Individual Contract, which is negotiated by a student and a faculty member. The contract defines specific material and activities to be completed by the student during an academic term. An Individual Contract may, for example, call for combinations of research and writing; preparation of a documentary, media production, or project in the arts; or require the student to work in a professional setting. Weekly conferences between student and faculty sponsor allow progress and problems to be discussed at regular intervals.

As a special option to students in Coordinated Studies, Group Contracts and Individual Contracts, and to make part-time study possible for citizens in the local community, Evergreen offers a limited number of courses in specific subject areas.

Coordinated Studies and Group Contracts

How do Coordinated Studies and Group Contracts differ from more conventional courses taught elsewhere? What will it be like to be a member of a group engaged in an integrated program of study?

Like any other institution, Evergreen uses lectures, seminars, essays, research projects, field projects and similar educational formats. But each program has the freedom to order these elements in whatever organization will be most effective. Evergreen programs tend to embrace a number of different teaching methods. Every program is different, but there are rough similarities.

During a typical week in a Coordinated Study program, you will probably attend a general lecture with all 80 members of the program, perhaps twice a week. You might also spend six hours in small group seminars of 10 to 20 persons each. It is quite likely that you will spend a certain number of hours in the field or in laboratory sessions if you are in a science program. In many programs, there are also weekly individual sessions between you and your seminar faculty. In all Evergreen programs there is a large amount of contact in small groups.

One striking difference from other colleges is that at Evergreen all these activities occur within the one and only program in which you are enrolled. That program has a comprehensive design, so that all activities are coordinated. This enables you to concentrate on your work without the distraction of competing, unrelated assignments. Studying the topic full time means that students finish by understanding it from many perspectives, and they acquire the skills to approach other problems in the same way.

Each Coordinated Study program has certain activities in which all members of the program take part. The most important of the shared activities is the seminar. Students may prepare for seminars by studying a book from the program's re-

quired reading list, by doing some writing or by completing a small library research project. Then they meet in small groups of 10-20 students, under the guidance of a faculty member, to help each other understand the book, to work out its meaning and implications. For seminars to succeed, each member must participate actively, analyzing the assigned materials, helping others form their thoughts, thinking aloud.

Students in Coordinated Studies also work extensively on their individual skills and understanding by writing short essays, critiques, and through notebooks and journals. Evergreen asks students not merely to acquire information but also to learn how to communicate it in writing.

Two Examples

A Fall and Winter Quarter Coordinated Study program, *Stories of Creation*, will examine ways human beings have explained the cosmos, and themselves, through art, religion, philosophy and science. Both instructors are currently writing books related to the program: one on the origin and evolution of life, and the other on oral and literary traditions by which myths and epic accounts have been shaped. The program will include study of astronomy, geophysics, biology, anthropology, cultural and scientific history, mythology, and comparative literature.

The year-long Group Contract, *Spanish Forms in Life and Art*, will spend two quarters on campus, where students will learn the Spanish language and study Spanish social, cultural and political history. Spring Quarter, students and faculty will travel to a Spanish provincial city, where students will continue classes using contemporary materials, and will undertake group projects in the study of Spanish cultural forms.



Individual Contracts

Individual Learning Contracts provide flexible opportunities for learning. At the same time, they are difficult and challenging. A full-time Individual Contract should receive as much of your energy and attention as a Coordinated Study program, a Group Contract, or full-time studies at any other college. Contracts are best for advanced, imaginative, resourceful students who have well-defined goals and can pursue them with a minimum of supervision.

An Individual Contract is an individual study plan worked out between a student and faculty sponsor. A student agrees verbally and in writing to complete some specified activities - readings, field studies, internship work, artistic produc-

tions, research papers - while the sponsor agrees to provide regular consultation and advice. To qualify, you must demonstrate to a prospective faculty sponsor that you have a strong project in mind and that you are capable of working, for the most part, on your own initiative.

The Academic Advising Office is a good place to begin investigating possibilities for a contract. They maintain lists of faculty who have contract openings available, and of the fields of specialization in which those faculty members may be able to sponsor you. This office also can provide valuable advice in organizing and carrying out your studies under this very flexible, but difficult, form of learning.

In filing a contract, one point remains firm: the two important signatures on the contract are yours and your sponsor's. Neither should give a signature easily. If you cannot or are not willing to try to live up to the contract, then do not sign it. If the faculty member advising you has doubts about your ability or motivation, he or she should not sign the contract. If your contract requires special facilities or equipment, additional signatures may be required.

Despite the difficulties, the successful contract can be a milestone in a student's college career by providing learning very closely tailored to personal goals



Courses and Part-Time Study

It is possible to pursue part-time study at Evergreen in a variety of ways. If you wish to work toward a degree, the most useful method is to enroll in a sequence of specially designed half-time programs. These programs meet at times convenient for working students, usually in the evenings or on weekends. Adult Life Changes and Re-introduction to Education are examples of half-time programs available in 1982-83. These programs are designed for beginning and intermediate students. Each of these programs has a long and distinguished history of easing the transition for adults returning to college. Re-introduction to Education is particularly designed for women returning to college.

Many full-time programs also offer part-time options. The table at the end of this section summarizes those offered in 1982-83. Full-time programs with half-time options and specially designed half-time programs provide the most coherent method of working toward a degree in an interdisciplinary fashion.

Coursework, more akin to evening study programs available at traditional colleges, also is available. A listing of course offerings is available approximately three weeks before the beginning of each academic quarter through the *Evergreen Times*, which is available from the Admissions Office (866-6170).

Students also can do part-time study at Evergreen through Individual Learning Contracts. An Individual Contract involves one student and one faculty sponsor in a program of studies tailored to the student's academic interests and needs. It is a particularly appropriate method of study for advanced students with well-defined learning objectives and a high level of motivation for sustained, relatively independent work. Part-time students also may conduct internships, usually as part of an Individual Contract. Further information about internships may be found in the "Special Forms of Study" section of this catalog.

Evergreen's part-time program is planned later in the year than the rest of the offerings in this catalog. Therefore, the listing on pages 18-19 is not comprehensive. Programs for part-time students can and will be added. The number of half-time programs and courses will be increased. Contact the Academic Deans or Academic Advising for further information.

Curriculum Planning

Evergreen's flexible curriculum can be molded and changed to meet new student needs and to utilize new information arising from scholarly research. Yet there is also continuity from year to year, allowing students to plan their selection of programs and contracts. Well tested Basic Programs tend to be repeated and the entry-level beginning programs in the Specialty Areas repeat.

Evergreen faculty take the major role in curriculum planning, but we encourage student participation. Opportunities for participation and comment are provided through Specialty Area meetings prior to the spring planning retreat.

A few programs are approved each year, particularly Group Contracts, where the initial idea came from students. We encourage this sort of initiative. But new students need to know that each offering must have faculty sponsorship and the approval of the academic deans. Developing a new Coordinated Study or Group Contract requires a great deal of work and advanced planning. Curriculum planning begins a full 18 months before the program is offered!

Program Planning and Covenants

Once underway, a Coordinated Study program or a Group Contract is not subject to major replanning. Most programs are fully designed in advance, and students occasionally participate in that detailed planning. Faculty are held responsible by the academic deans to stay as close to the plan originally submitted as

possible. This guarantees that students get the program originally announced in that year's catalog, not a variation of it invented at a later date.

Faculty are, of course, responsive to student needs as a program unfolds. It has even happened, on occasion, that students have been given large responsibility for planning some segment of a program. But changing the structure or content of a program is undertaken only when nothing else will work, and only by consensus of the faculty involved.

In Coordinated Study programs, faculty sign a *faculty covenant* among themselves regarding the way in which they will conduct the program. In many programs, a second agreement or covenant, a *student covenant*, is prepared by the faculty, outlining student rights and responsibilities. Among the more important points such covenants usually cover is how credit will be awarded, in what amounts, and for what activities, and just what a student must accomplish in order to earn credit. Faculty responsibilities also are specified. Most Coordinated Studies run smoothly and efficiently, but should an occasional problem arise, these covenants can guide the resolution of disputes.

Whenever possible a student should examine the program plan and the program covenant when considering whether to sign up for that program.

Credit and Evaluation

In matters of program operation, faculty carry final responsibility in seeing that the curriculum plan is carried out. Faculty also bear final responsibility in all matters of *academic credit*.

In Coordinated Study programs, the amount of credit that can be earned, the subject areas in which it can be earned, and the requirements for earning it are decided by the faculty, and specified in the program covenants. These matters should also be specified in each individual contract. There is usually

room for a certain amount of negotiation between students and faculty on particular matters, but the program covenant on the contract always sets the limits. Students can and should discuss all this freely with their faculty.

Both students and faculty enjoy academic freedom at Evergreen. This means that no student may be denied credit because of political, religious or other beliefs. Students will often be required to prove they understand positions other than their own. But no academic program may require or presuppose acceptance of a particular doctrine or position.

Narrative Evaluations

Instead of giving grades, Evergreen faculty write narrative evaluations of each student's work. These evaluations describe in detail just what this particular student did in the program or contract, what this student was attempting to do, where this student's area of concentration lay, how well this student succeeded. These narrative evaluations can give a vastly more rich and insightful estimation of a student's work and progress than any set of number or letter grades.

The faculty evaluation of student work also lists a set of Course Equivalencies, dividing the credit earned in the program or contract into its constituent parts, and assigning them rough titles to aid other schools or future employers in "translating" the credit earned into approximations of standard courses. Sometimes these equivalencies are easy to make ("Introductory Psychology," "Theoretical Physics"), but just as often the program work resists simple translation into traditional courses. In either case, these rough equivalencies are generally indicated in the catalog, and in initial program materials.

Each student also writes a Self-Evaluation. You will describe your work in your own words, explaining what was most important to you and what was unimportant and why,

offering evidence of your comprehension, providing further detail about your progress and success in the program. This self-evaluation, when done carefully and seriously, is often a major part of your learning experience, for it is in this self-evaluation that you summarize your experience, put everything in order, connect this work to your past work, and indicate its connection with your future plans. The self-evaluations are often the most revealing documents in a student's transcript.

The student's Transcript consists, not of a set of course titles and letter grades, but of detailed program descriptions or actual Individual Contracts, along with both the faculty evaluations *and* the student self-evaluations. Thus, when you

send your Evergreen transcript to another school or to a future employer, they receive, in effect, a detailed history and evaluation of your work here. This transcript is cumbersome, but if you and your faculty write it carefully it can be a major, and highly useful document.

Student Evaluation of Faculty

Students have a right and a responsibility to evaluate the work of their faculty sponsors and seminar leaders. These evaluations are used by the faculty in their own development, and can be important guides to those faculty who are committed to the improvement of their own teaching strategies. Faculty need to know what has worked and what has not worked - and they need to learn this in detail

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

Students can complete an evaluation of any faculty member with whom they work *after* the decision has been made on credit. This eliminates any suggestion that award of credit may have been influenced by the student's evaluation of faculty, and allows students to give a frank critique. This is done by turning the faculty evaluation in to the program secretary. She will hold it until credit has been awarded and then give it to the faculty.



Evaluation Conferences

The final week of every quarter is "Evaluation Week." It corresponds to the conventional "exam week," except that it is devoted entirely to the writing of and discussion of these student and faculty evaluations. Each faculty member has somewhat different practices, simply because each faculty member has a personal style. But there are some uniformities. Students in programs and contracts should have an individual conference with their faculty to discuss the evaluations. Both the self-evaluation and the faculty evaluation of student work should be discussed. If there is some difference of opinion between student and faculty, it is usually worked out, face-to-face, in this conference. Faculty regularly comment on and suggest changes in the student's self-evaluation. Students have the same rights in regard to faculty evaluations of their work. The conference often includes discussion of the student evaluation of the faculty. When both parties are satisfied that the evaluations are full, accurate and fair, they are sent to the Registrar's Office.

Many programs also produce "in-house evaluations" of each student's work - informal, relaxed and utterly candid assessments of student work, meant as private communications between faculty and student. These can come at mid-term, at the end of a term, or at any point in the program when it seems natural to advise the student.

These formal and informal written evaluations, plus individual conferences, plus the many contacts each student has with program faculty, mean that no student need ever be puzzled for very long about how well he or she is doing in a program.

Obviously, such an elaborate evaluation procedure is only possible in programs and contracts. Course evaluations are brief, and only rarely involve conferences with the faculty. Even in courses, however, students will write self-evaluations, and will write evaluations of the faculty.



Graduate Study

The College's first venture into the area of graduate study came with the opening of a Master of Public Administration program in Fall, 1980. Evergreen's MPA program provides an innovative and rigorous professional education for students engaged in, or planning, careers within agencies of government or in organizations directly involved with public issues.

The MPA program requires the completion of a minimum of 60 quarter hours of instruction. Most students are employed full-time and pursue their academic studies in the evening hours on a part-time basis. A part-time student is normally enrolled for eight hours per quarter and therefore requires two and two-thirds years to complete the degree requirements. A full-time student requires at least five quarters, taking twelve hours per quarter.

The curriculum consists of a sequence of six core programs, followed by advanced studies focused on particular areas of concentration. The core programs are interdisciplinary and collaboratively taught,

and to a large degree, are organized around cases or problems in public administration or public policy. The integrated approach to instruction has been a widely recognized asset of our undergraduate program, and is particularly well suited to graduate study in public administration.

The Evergreen MPA program places particular emphasis on: (1) communication, (2) civil and ethical responsibility, (3) critical and analytical abilities, (4) integrated study of public policy and administration, and (5) state and local government orientation.

Perhaps the most innovative and important feature of the Evergreen MPA program is the emphasis on both communication and civil and ethical responsibility.

Individuals interested in applying for admission to the program should request materials as soon as possible from:

Admissions Office
Graduate Program in
Public Administration
The Evergreen State College
Olympia, Washington 98505

The application deadline is March 1. Admissions decisions will be made by April 15.

Academic Facilities

As the state's newest college, Evergreen offers undergraduates some of the most modern equipment and facilities in the Pacific Northwest. The 1979 reaccreditation team, in fact, declared the facilities "superior to that which can be found in any institution of which we have knowledge."

Students have access and "hands on" experience begins at the freshman level.

Following is a brief look at some of the resources available as a part of your academic study.

Library

Ideas, information, access to them and ways to communicate: That's what our library is all about. We have more than 188,000 books for your use and pleasure, with more than 8,000 new books acquired each year. Our print materials include more than 2,500 serials (journals, magazines and newspapers), 53,000 government publications and tens of thousands of pages of material on microfilm and microfiche.

We also have available more than 4,000 audio recordings, 40,000 slides, numerous art prints, maps, films, video tapes, transparency sets, models and displays.

Of special note is our reference collection, which consists of thousands of indexes, encyclopedias, dictionaries, bibliographies and handbooks, which function together as a complex information tool.

In addition to traditional information resources, the library has portable audio-visual equipment, which may be checked out by anyone in the campus community.

The Media Production Center provides a beginning-to-intermediate level media facility for use by Evergreen students, faculty and staff. It is fully equipped with work stations including a photography studio, a graphic arts workroom, audio and video recorders, an ARP synthesizer, listening carrels, multi-media program equipment and super 8 and 16 mm film editing benches.

For more advanced students, the library is equipped with a color television studio and a highly sophisticated sound recording and mixing studio. The library also offers media production services in photography, and audio and video recordings.

More detailed information may be obtained from the library *Hands On* book or from our staff.

Computers

The role of the computer in today's society and its importance to citizens has grown until there is scarcely an area into which the technology has not been adapted.

At Evergreen, all students have open access to the computers through a hands-on approach to learning. The focal point for this access is in the spacious and comfortable environment of the terminal room located in the library building. Each year an estimated 40 per cent of our students find the computer "tool" a valuable problem-solving resource.

With two Hewlett-Packard mini-computer systems, up to 48 students can use the computer concurrently, utilizing their own programs or those drawn from the library of programs including simulations and data analysis packages. More than 40 terminals are located around the campus and terminals may even be checked out from Media Loan for individual use at home.

The use of the administrative HP 3000/44 and other statewide computer systems is available via an on-line remote job entry facility. This provides students with access to special software and a variety of large computers for heavy "number crunching." Other on-campus computer facilities include an extensive collection of micro computers, Data General NOVA minicomputers, several PLATO terminals, a "talking terminal" for blind student access, plotters and graphics terminals, and an analog/digital hybrid system. These combine to round out the rich range of facilities available.

Students get a great deal of staff support as they use computer

resources, operate equipment and write special programs. In addition, advanced students have facilities for applications in computer science such as computer graphics. Individual Contracts are also available with faculty and staff, as well as internships with computer manufacturers, software houses, and major users including state government.

Graduates have produced commercial computer-animated films, attended graduate schools in computer science at Stanford and the University of Edinburgh, Scotland, for example, or taken their knowledge into the work world as a powerful tool to complement their other pursuits.

In 1978, Evergreen was chosen by a National Science Foundation study as one of ten exemplary colleges and universities nationwide for use of instructional computing.

Arts and Sciences Laboratory Building

The laboratory building provides a complex learning environment with facilities to support the arts and sciences. Spaces and equipment arrangements allow large groups to work together in team-taught Coordinated Study programs, small groups to carry out research projects, and individuals to pursue special projects and research.

The complex was built in three stages: Phase I, the Annex, and Phase II. Phase I houses a self-paced learning center, a laboratory supply store, a number of teaching-research laboratories, an exercise testing laboratory, holography laboratory, animal rooms, cold rooms, electron microscope, advanced microscopy laboratory, and several instrument laboratories housing spectrophotometers, chromatographs, ultra-centrifuges, scintillation counters, and other equipment necessary for advanced instruction in the sciences. A vivarium where exotic plants are displayed in a controlled environment, painting and design studios, and various shop and storage areas complete the general inventory of spaces available in Phase I.

The Annex provides greenhouse facilities, a ceramics studio, and a large high-ceiling area for sculpture, shop work, casting, welding, glass blowing, lapidary, spray painting, and sheet metal work.

Phase II provides large, open studio spaces as well as general laboratory science space. The printmaking studio, one of the best in the state, includes facilities for lithography, serigraphy, intaglio, bookbinding, letterpress printing, paper making, and vacu-forming. A photo lab makes it convenient for the printmaker to use photographic processes. There's equipment for

registering color lithographs, and fine book work can be produced from start to finish. Combined weaving, batik, jewelry-making, drawing, design and painting facilities rest adjacent to general-purpose science laboratories. Interspersed seminar rooms and small-group meeting areas - where discussion and reflection can take place - complement the laboratories.

The abundant use of natural wood finishes and bright colors, display spaces and informal lounge areas makes this learning facility a congenial place for study, and an interesting place to visit.

Communications Laboratory

The Communications Laboratory Building provides a comprehensive instructional, performance and production facility for audio and video communication, film, still photography, theater, speech, music, dance and two-dimensional design. The structure houses the 220-seat Recital Hall and the 310-seat Experimental Theater, faculty and staff offices, and recording studios and rehearsal halls for orchestra, chorus and band. The building is state-of-the-art throughout, including facilities for electronic music and filmmaking and previewing. Students have even recorded master tapes for record albums with Communications Laboratory equipment.



Seminar Building

The Seminar Building provides seminar rooms, faculty and staff offices, and headquarters for graphics and health services.

Lecture Halls

The Lecture Halls are housed in a pie-shaped structure on the west side of the central plaza. The building contains five auditoriums with capacities of 75 to 320 people. Each room is equipped, to varying degrees, for media presentations such as 16mm feature-length movies, 35mm slide shows, video recording and playback, and overhead or rear-screen projections.

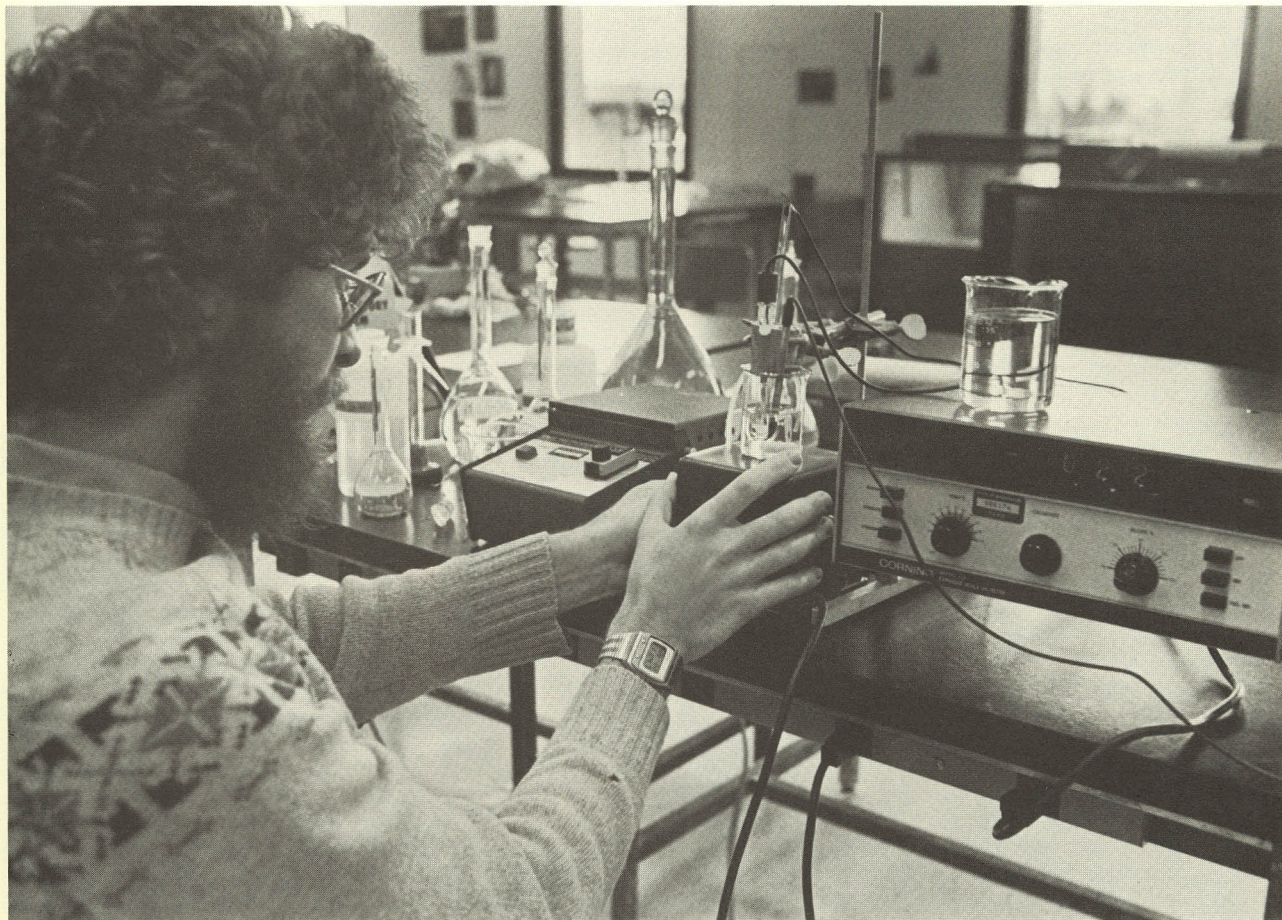
Some program lecture sessions meet in the Lecture Halls. Feature-length films are usually screened in Lecture Hall 1 and campus events are often scheduled in the facility.

Sundquist Marine Laboratory

Located near the ferry terminal west of Anacortes, the Sundquist Marine Laboratory is set on 71 forested acres containing a freshwater lake and 2,900 feet of seawater frontage. The facility is administered by Western Washington University on behalf of the state's colleges, so Evergreen student groups have access. There are no living accommodations on the site, but Marine Science programs sometimes use this laboratory.

Malheur Field Station

The Malheur Field Station is on the Malheur National Wildlife Refuge in southeastern Oregon, an area of rich wildlife diversity in the high desert at the northern margin of the Great Basin. The station has complete living facilities, including dormitories and a mess hall, and is an ideal base for field studies. Evergreen and the other colleges in Washington and Oregon jointly support the Malheur Field Station. It is heavily used by some programs in the Environmental Studies area.



The Campus and Vicinity

Most campus buildings are grouped around a large, red brick plaza (christened "Red Square" long ago). On warm days, student musicians gather near the corner of the plaza formed by the library and College Activities Building, the volleyball players occupy the center, Frisbee artists line up near the Lecture Halls, and those who prefer to just lie around often climb up on the large, grassy mound at the head of the plaza near the laboratory building complex.

On rainy days, which are frequent in the Northwest, campus buildings become warm refuges from the drizzle. That may be one reason why Evergreen's library has such a high rate of student use - it's cozy.

On snowy days, just a few each year, the campus becomes an outdoor gallery for student snow sculpture. And if the sculptor's creative mood breaks down, snowball fights are easy to arrange.

The northern edge of the campus is 3,300 feet of undeveloped waterfront along Eld Inlet, at the tip of Puget Sound. A trail through the woods gives access for beach walks or swimming.

Most of the campus is forested - 1,000 acres of alder, maple, and Douglas fir. There are trails for walking, jogging and bicycling. The forest itself is an excellent learning laboratory for the biological sciences and environmental studies.

The Pacific Ocean is about an hour's drive west of campus, with long, sandy beaches gradually giving way to an extremely rugged coastline as you move farther north. The road north, Highway 101, runs like a tunnel through old-growth forests and takes you past the Quinault Indian Reservation, the western entrances to the Olympic National Park and, at the top of the loop, the Hurricane Ridge ski area and the City of Port Angeles, where you can hop a ferry for Victoria, British Columbia. The complete 101 circuit back to Evergreen means a quick side-trip to Port Townsend (a haven for writers and artists), and then a leisurely drive down the shore of Hood Canal.

A few hours' drive east of campus is 14,000-foot Mt. Rainier, the snow-capped sentinel of the Cascade Range. The Cascades bisect the state - millions of acres in national parks and forests available for outdoor recreation.

Where Students Live

About 600 students live on-campus in the four residence halls and in the "Mods," a collection of 19 duplexes. Most units have complete kitchens, so students either cook their own meals or eat at the cafeteria, snack bar or deli located in the College Activities Building. College housing tends to fill up early. It's relatively inexpensive, convenient to campus, and many students find it puts them in closer touch with the social life of the college.

Another 400 students live in Adult Student Housing (ASH), a privately operated apartment complex on the edge of the campus near the residence halls. (You have to be a student to live there.)



The remaining 60 percent of the student body lives mostly in the Olympia area. They commute to campus by car, bus (twice-hourly service), or bicycle. Though inexpensive off-campus housing is scarce, resourceful students usually find something appropriate - from apartments to farmhouses, large shared rentals to one-bedroom cottages.

When You're Not Studying

On-campus social activities include films, concerts, dances, plays, visiting speakers and special events. Academic programs are often the source of cultural events; students stage public performances as a regular part of their studies in theater, dance, music, film and other areas. And, of course, everyone spends a good deal of time talking - about life, about Evergreen, about art, about politics, and about whatever is exciting, frustrating or merely curious. The Evergreen community is an interesting collection of people - you'll enjoy getting to know them.

There are also intramural and intercollegiate sports, Leisure Education workshops ranging from dance to sport parachuting, and a well equipped Campus Recreation Center (11-lane pool, saunas, racquetball courts, etc.). The Recreation Equipment Center also can outfit you for a two-week backpacking expedition, a white-water river trip, or a Sunday afternoon volleyball game.

Favorite Olympia-area pastimes include movies (the town has 18 theaters); breakfast at the Spar Restaurant; lounging around 4th Avenue near the harbor, where many businesses are owned by former Evergreeners; and if you're old enough, beer and pool at the Two-Mile House or dancing to LOUD rock at Popeye's.

Seattle is 60 miles north on Interstate 5 and offers all the cultural and recreational activities one would expect to find in a large city.

Academic Offerings



A Concise View of Evergreen's Curriculum

	Quarter Offered			Part-time Option	Internship Possibilities	Subjects covered															
	Fall	Winter	Spring			Anthropology	Art, design	Biological Sciences	Economics	Ecology, Env. Studies	Education	History	Literature, writing	Mathematics	Media, film	Music	Philosophy	Physical Science	Political Science	Psychology	Sociology
Basic Programs																					
Adult Life Changes, <i>page 21</i>	•	•	•	•	•	•			•	•	•								•	•	
Environment and Culture, 21	•	•			•		•	•		•	•								•	•	
Form and Content, 21	•	•			•					•	•	•	•						•	•	
Human Development, 22	•	•	•	•	•	•			•	•	•								•	•	
Political Ecology, 23	•	•	•		•		•	•	•		•	•				•		•	•		
Re-introduction to Education, 23	•	•	•	•	•					•	•								•	•	
Society and the Computer, 23	•	•	•	•	•					•	•	•						•	•		
Ways of Knowing, 24	•	•	•	•	•	•			•	•	•			•	•			•	•	•	
Integrity and Responsibility, 24		•									•				•				•		
Annual Programs																					
Children's Literature, 25	•			•							•	•							•		
Great Books in Education, 25	•	•								•	•	•			•				•		
Images of the American West, 26	•			•							•	•				•			•		
Language and Thought, 26	•	•									•	•							•		
Life Studies, 27	•	•				•					•	•			•				•		
Mass Communication, 27	•	•									•	•			•				•	•	
Stories of Creation, 27	•	•			•		•				•	•						•	•		
Unmasking the Social World, 28	•	•	•								•	•					•		•		
Native American Culture, 29		•	•		•	•					•	•				•			•		
Dark Ages, 29		•	•								•	•			•				•		
Art and Religion, 30		•		•		•					•	•			•				•		
Nietzsche, 30		•	•								•	•			•				•		
Therapy, Art, Politics, 30		•			•				•	•		•			•				•	•	
Environmental Studies																					
Introduction to Environmental Studies, 31	•									•	•					•	•		•		
Evergreen Environment VIII, 32		•	•							•	•				•				•		
Environmental Design, 32		•	•		•					•	•								•		
Ecological Agriculture, 33		•	•	•	•	•				•	•								•		
Applied Environmental Studies, 33	•	•	•							•	•								•		
Energy Systems, 34	•	•	•	•	•	•					•				•			•	•		
Mushrooms of the Pacific Northwest, 34	•			•						•	•							•	•		
Adv. Chem., Physics and Math, 35	•	•	•	•											•			•	•		
European and American Studies																					
The Classical World, 36	•	•	•	•							•	•			•	•			•		
Great Art of the Western World, 37	•	•	•	•	•	•					•	•			•				•		
Dialectics of American Culture, 37	•	•	•								•	•			•			•	•		
Spanish Forms in Life and Art, 38	•	•	•	•							•	•							•		
James Joyce and Company, 39		•									•	•			•				•		
Writing and Language, 39		•	•								•	•							•		
Expressive Arts																					
Performance Arts - Foundations, 40	•	•		•	•						•			•	•				•		
Foundations of Visual Art, 40	•	•		•	•						•			•					•		
Recording and Structuring Light and Sound, 41	•	•		•							•	•			•				•		
American Musical, 42	•	•		•							•	•			•				•		
Art History, 42	•	•		•							•								•		
Production, Promotion and Performance, 43	•	•	•	•	•									•	•				•		
Shadows III, 44	•			•	•									•					•		

	Quarter Offered			Part-time Option	Internship Possibilities	Subjects covered																	
	Fall	Winter	Spring			Anthropology	Art design	Biological Sciences	Economics	Ecology, Env. Studies	Education	History	Literature, writing	Mathematics	Media, film	Music	Philosophy	Physical Science	Political Science	Psychology	Sociology	Theater, dance	
Expressive Arts																							
Dance: Workshop and Performance, 44			•	•		•																	•
All the World's a Stage, 44			•	•		•							•						•				•
Gallery Management/Exhibition Design, 45	•	•	•	•	•	•																	
Anthropology of Visual Communication, 45				•		•	•			•				•									
Vision and Expression, 46			•			•	•							•									
Writing and Language, 46			•	•		•				•		•		•									
Health and Human Development																							
Human Health and Behavior, 47	•	•	•		•	•	•														•	•	
Citizens and Communities, 47	•	•		•	•					•		•	•						•				•
Helping Relationships, 48	•	•	•	•	•											•				•			•
Outdoor Education Studies, 49	•	•	•		•					•	•					•				•			•
History of Sex Roles, 49	•	•	•		•					•		•	•							•			•
Management and the Public Interest																							
Management and the Public Interest, 50	•	•	•	•						•			•							•	•	•	
Marine Sciences and Crafts																							
Exploration, 52	•	•	•					•	•	•	•									•			•
The Marine Environment, 51			•					•	•											•			•
People and the Sea, 52	•	•				•		•		•		•								•	•		•
Northwest Native American Studies																							
Reflections, 53	•	•	•	•	•	•				•						•				•			•
Native American Culture, 53	•	•				•	•			•						•				•			•
Political Economy																							
Introduction to Political Economy, 55	•			•						•			•							•			•
Foundations of American Enterprise, 55	•	•								•			•							•			•
History of Sex Roles, 56	•	•	•	•		•				•		•	•							•			•
Microeconomic Theory, 56	•			•						•			•							•			•
Cuba and the United States, 56	•	•	•							•		•								•			•
Politics and Power, 57	•	•	•							•		•								•			•
Scientific Knowledge and Inquiry																							
Introduction to Natural Science, 58	•	•	•					•					•			•	•						
Matter and Motion, 58	•	•	•	•				•					•			•				•			
Computability, 59	•	•	•	•									•			•							
Photosynthesis, 60			•	•	•			•												•			
Energy Systems, 60	•	•	•	•	•	•		•	•	•		•	•							•	•		•
Molecule to Organism, 60	•	•	•	•				•												•			
Adv. Chem., Physics & Math, 61	•	•	•	•									•							•			
Evergreen - Vancouver																							
Management and the Public Interest, 62	•	•	•	•	•					•		•								•	•	•	
Community Studies, 62	•	•	•	•	•					•		•	•							•	•	•	
Teacher Certification, 63																							
	•	•	•					•		•		•	•							•	•	•	

Basic Programs

Basic Programs are designed for students in their first or second year of college, to give them a solid foundation of knowledge and skills as preparation for more advanced studies. Basic Programs introduce students to the central mode of study at Evergreen - the Coordinated Studies program, in which faculty members from three or four different disciplines use their knowledge to help students explore a central theme or problem. (For example, a biologist, chemist, economist and political scientist might teach a program investigating the interaction of human beings with their physical environment.) This interdisciplinary approach means studying situations as wholes, not as collections of unrelated fragments. Basic Programs are one place to discover the full breadth of the situations that concern the student - the connection of artistic expression to social conditions, for example, or the relation of biological facts to individual psychology.

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

Each of the Basic Programs listed in this catalog section is an integrated study program that combines a number of different activities (seminars, individual conferences with faculty, lectures, laboratories - whatever is appropriate) to help the student learn about the program theme or topic, and at the same time to learn about the student's own goals, about defining problems and dealing with them, about the college's people and facilities, about how to read critically and write easily and effectively.

Other offerings closely related to Basic Programs:

Two offerings in the Annual Programs area may be appropriate for some entering students. Images of the American West is intended primarily for students transferring to Evergreen from community colleges, or after a year of college elsewhere. Language and Thought emphasizes skills development and is open to first-year students, but it is not included as a Basic Program because the content is not interdivisional.

Students in their first or second year of college and new to Evergreen are strongly advised to take a Basic Program.



Adult Life Changes

Fall, Winter, Spring/Group Contract

Sponsor: Diana Cushing

Enrollment: 46

Prerequisites: None

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2001G

This is a program for working and non-working adults who are engaged in making changes in their lives: changes in career, in education, in family condition, in life-style, in spiritual values, in life goals. The program is based on these premises: that our culture doesn't prepare most of us very well to expect, understand, or deal with adult life changes; that such changes or transitions are, however, common and often disruptive; and that we can gain considerable understanding of them by looking at the recent social science research on them in multicultural literature and art which shows how culture shapes one's vision of the world, and by some practice in media and communication skills. In addition to a better understanding of their own life changes and of adult life changes in general, students will gain academic skills for further study in literature and social science.

Planned equivalencies in quarter hours:

4 - social psychology; 4 - multicultural literature; 4 - communications; 4 - writing; 4 - humanistic psychology; 4 - psychology of sex roles; 4 - social history; 4 - sociology; 4 - media; 4 - cultural and social anthropology; 4 - visual anthropology; 4 - expressive arts
48 - total

Program is preparatory for further study in the social sciences, humanities and general studies.

Environment and Culture

Fall, Winter/Coordinated Study

Coordinator: Hazel Jo Reed

Enrollment: 69

Prerequisites: None

Special Expenses: Possible field trip expenses

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2087L

We can think of societies as existing within their environments. Alternatively, we can recognize that geography and meteorology affect the very fabric of our lives - our architecture, our armaments, our ceremonies, the stories we tell. To accept this fact then to some degree makes culture a consequence of environment rather than a coexistent phenomenon. Since the environment touches on so many aspects of our lives, becoming sensitive to its causal nature is of no small import, enabling us to build on its beneficence and to defend ourselves against its harmful aspects in innovative ways.

This program sharpens such awareness by comparing desert cultures with those of Scandinavia. We shall consider the structures such peoples design, their typical interpersonal relationships, their myths and literature. Through these we shall seek better to understand how the environment plays a role in shaping these expressions of culture, leading to such distinct but related themes as Mesopotamian flood myths, recurrent windmill motifs in the quilts of Texas and Oklahoma, and the Judaic concept of bodily resurrection after death.

Typical readings might include: *The Epic of Gilgamesh*; *Beowulf*; *Hamlet*; *The Quilters*, Cooper and Buford; *Architecture without Architects*, Rudofsky. Activities within the program will include seminars expository and research papers,

and writing and design skill workshops. There will also be occasional lectures and possible field trips.

Planned equivalencies in quarter hours:

10 - English composition;

12 - literature and history;

10 - environmental studies

32 - total

Program is preparatory for future study in the social sciences, humanities and environmental studies.

Form and Content

Fall, Winter/Coordinated Study

Coordinator: Bill Winden

Enrollment: 69

Prerequisites: None

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: The classes described below constitute 12 credit hours of the student's program work. An additional four credit hours may be earned through enrolling in a separate four-credit course, or through a combination of private applied lessons and ensemble performance.
Reference Number: 2097L

The techniques used in constructing a work of art are often referred to as form. The expression achieved by a work of art is frequently designated as its content. In many successful art works the form and content are so fused and inextricably dependent upon one another that they seem inseparable. This fusion provides the theme for Form and Content.

Students will learn about techniques fundamental to creating visual art works, music, dance and literature. They will study the themes which have been expressed by artists through many media, particularly those relating to contemporary life. In addition, they will gain experience in writing and

critical reading, as well as formulating and exchanging ideas with others through seminar participation.

The weekly class schedule will be as follows:

Monday morning - Lectures will be given by alternating faculty centering on visual art, music, dance and literature, supported by slides, tapes and demonstrations.

Monday afternoon - The books chosen for seminars will be about artists' lives, their styles, their themes and the interrelationships of these elements in the production of their work. Twentieth century artists will be studied Fall Quarter. During Winter Quarter, readings and discussions will examine artistic and social events of the late nineteenth and early twentieth centuries which led to contemporary artistic expression. Students will write short response papers weekly.

Tuesday morning - The faculty will demonstrate how formal elements such as line, texture, rhythm, color, mass and structure exist in visual art, music, dance and literature, including reference to similarities and differences among the various arts. Cultural literacy will be an additional goal.

Tuesday afternoon - Listening to recordings, viewing slides of art works and seeing films will expose students to a broad range of artistic interpretations of contemporary life.

Thursday morning - Students may choose between seminars devoted to visual art, music or dance. Early in the quarter, these seminars will be devoted to learning the basic verbal and nonverbal vocabulary of these arts, and research techniques connected with them. As skills are developed, students will design individual projects which may be related to research, studio work or performance. Completed projects will be presented before other students in the program.

Planned equivalencies in quarter hours:

4 - introduction to art; 4 - introduction to music; 4 - introduction to dance; 4 - twentieth century European/American literature; 4 - twentieth century European/American cultural history; 4 - expository writing; 8 - outside coursework/lessons/performance
32 - total

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

Human Development

Fall, Winter, Spring/Coordinated Study

Coordinator: Richard Alexander

Enrollment: 69

Prerequisites: None

Special Expenses: \$25 for retreat

Part-time Options: Yes, with permission of faculty

Internship Possibilities: No

Additional Course Allowed: By permission only

Reference Number: 2125L

All human lives are shaped by our biological heritage as animals, our physiology, the cultures into which we are born, and our individual experiences. As our lives develop - from birth to childhood, from childhood to adolescence, from maturity to old age - all that we do and experience involves the interaction of these heritages (genetic, physical, cultural, historical, personal) with the peculiar day-by-day events of our lives.

If we are to understand how we develop as humans, we must examine all of this, not just one part of it. Far too often we pretend that our being animals has no effect, or that our belonging to a particular culture is unimportant, or that being part of our families is irrelevant.

We plan to introduce our students to the sweep of this material, and to assure them a basic comprehension of the most important principles involved. We mean to encourage students to see human

development whole, as the complicated process it really is.

We will study human evolution, and basic human physiology. We will explore the ways in which our biology really does shape our lives. We will study psychological development from birth to death, the various stages in our development and myriad ways in which people respond to these stages. We will explore different cultures - some of them from our own multicultural country, and also some cultures not at all like ours. We will explore this through the sciences (biology, psychology, anthropology), through literature and history, and through examination of our own personal experiences - our own families.

This program will make a particular effort to train its students to write well, to read carefully, to think logically, to engage in independent study projects, and to participate productively in seminars. The program will concentrate its efforts on such skill development, and on serious, intelligent understanding of the program materials. Any student who wants to do serious academic work will find encouragement and plenty of faculty assistance.

Program activities will include lectures, workshops, seminars, and individual projects (in the latter half).

Planned equivalencies in quarter hours:

8 - expository writing; 6 - biology; 6 - literature; 6 - anthropology; 6 - psychology; 16 - individual concentration
48 - total

Program is preparatory for further study in the sciences, humanities or social sciences.

Political Ecology

Fall, Winter, Spring/Coordinated Study

Coordinator: Tom Rainey

Enrollment: 92

Prerequisites: None

Special Expenses: Field trips

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed:

Possibly

Reference Number: 2222L

Political Ecology examines human effects on environment, and how environment affects humans. This study demands an understanding of the environment, how humans and the environment have affected each other, how our values help direct interaction with the environment, and how political/economic institutions affect both our values and the environment. To investigate these themes, it will be necessary (1) to learn basic ecological concepts, (2) to examine the historical and philosophical inheritance that shapes our personal and societal values, and (3) to understand the political and economic processes that influence the quality of our lives and the environment.

Program goals include (1) examination and formation of personal environment values, (2) development of effective ways to act consistent with those values, (3) improvement of basic learning and communication skills, and (4) introduction to the humanities, natural and social sciences.

The program presents introductory material in the natural and social sciences through faculty and guest lectures, workshops, seminars, films, labs and field trips. This information will then be applied in field and classroom work to a natural and human community. There will be a strong emphasis on improving basic skills: reading, writing, library research and critical thinking.

Planned equivalencies in quarter hours:

12 - biology; 12 - social science; 8 - environmental studies; 8 - expository writing; 4 - literature; 4 - history

48 - total

Program is preparatory for further study in natural and social sciences, environmental studies, environmental education, field biology, political economy and humanities.

Re-introduction to Education

Fall, Winter, Spring/Coordinated Study

Coordinator: Peta Henderson

Enrollment: 46

Prerequisites: None

Special Expenses: None

Part-time Options: Yes, program is part-time

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2246L

This program is designed for women who are beginning or resuming their studies later in life than the average college student. We will focus on the historical and cross-cultural origins of sex roles, and through readings in anthropology and history, will examine why women in "primitive" societies often played more equal roles than they did when societies became more complex.

Later quarters may include readings from areas such as literature and biography.

The program will emphasize development of verbal and writing skills through six hours of class meetings weekly and individual conferences.

Planned Fall Quarter equivalencies, in quarter hours:

4 - anthropology; 4 - history

8 - total

Program is preparatory for further studies in humanities or social sciences.

Society and the Computer

Fall, Winter, Spring/Coordinated Study

Coordinator: Jovana Brown

Enrollment: 69

Prerequisites: None

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2258L

Computers, for better or worse, are an increasingly important part of our everyday lives. They store, manipulate and process vast amounts of detailed information, replacing people in many routine, mechanical jobs. Once expensive and complex, computers are now cheap, easy to use, easy to carry about and to plug in and out.

This program will look at the beginnings of the industrial age in the United States, study the impact of technology on our lives and examine our use of and dependence upon computers. We'll pay particular attention to the use of the computer in the arts. Computers and related hardware are nothing more than tools to an artist, no more "advanced" for their time than oil paints, the printing press, or the violin.

Students will learn about how computers work and how they are used in the arts, communications, business, science and social science. For example, in the arts, questions such as the following will be examined: What is the historical role of technology in the arts? What is its role in contemporary arts? Can machines make art? What is the role of the artist vis-a-vis the machine in producing a work of art? Is art becoming "dehumanized"?

Students also will learn basic college-level skills in writing, critical analysis and problem solving, computer programming in the BASIC language and mathematics by self-paced methods, which

allow each student to begin from and progress to any level of which she or he is capable.

Planned equivalencies in quarter hours:

10 - computer science, problem solving and programming; 8 - mathematics; 8 - history; 8 - social science; 6 - art; 4 - writing; 4 - literature and writing

48 - total

Program is preparatory for further study in natural and social sciences, computer science, art, mathematics, business, teaching and government.

Ways of Knowing

Fall, Winter, Spring/Coordinated Study

Coordinator: Margaret Gribskov
Enrollment: 69

Prerequisites: None

Special Expenses: Art supplies and modest field trip expenses

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Consult program coordinator

Reference Number: 2288L

An artist "knows" an art form in a manner somewhat different from the way a scientist "knows" a scientific field. Both kinds of knowledge, however, are kinetic as well as intellectual; both require experience as well as academic study. Students in this program will be introduced to the ways in which specialists in a number of disciplines "know" their particular fields. One major objective is to help students understand the methods and subject matter of academic disciplines in science, social science and humanities.

At the same time, faculty and students in Ways of Knowing will explore how individuals in different cultures "know" what their

cultures require of them. The program, in other words, will be multicultural as well as interdisciplinary.

Our resources will include traditional academic materials - books, papers, periodicals, painting and drawing, music and dance and drama - but also people. Faculty in varied disciplines, and members of varied cultures, will be invited to share insights about what they "know" and how they acquired their knowledge.

Among the books tentatively planned for the program are *Beyond Culture*, Edward Hall; *The Structure of Scientific Revolutions*, Thomas Kuhn; *The Third Wave*, Toffler; *Patterns of Perception*, N. R. Hanson; *Experiences in Visual Thinking*, McKee; *The Articulate Mammal*, Aitchison; and *Philosophy in a New Key*, Langer.

Planned equivalencies in quarter hours:

4 - literature; 6 - philosophy of science; 4 - art history; 8 - cultural anthropology; 4 - linguistics; 8 - writing; 2 - historiography; 2 - psychology; 4 - philosophy; 2 - philosophy of education; 4 - aesthetics of music and dance

48 - total

Program is preparatory for most college study.

Integrity and Responsibility

Spring/Coordinated Study

Coordinator: Hazel Jo Reed

Enrollment: 46

Prerequisites: None

Special Expenses: None

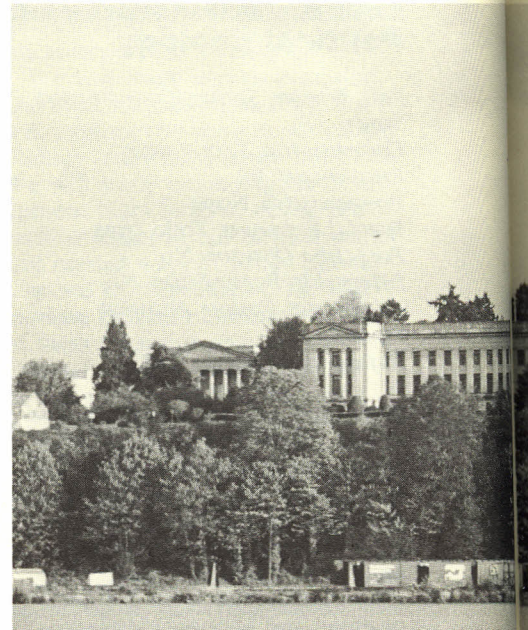
Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2141L

This program, designed for students just entering Evergreen, focuses on individual behavior in the context of societal relationships whose standards of conduct



may be in conflict - individual, family, community, nation, humankind. We shall be concerned with how an individual or group's moral precepts develop, how the individual selects a course of action in a social situation, and the implications of accepting or rejecting the standards of one's group.

We will examine several pieces of fiction in which the individual is either beneficiary or victim of society. We also shall consider such theorists as Nietzsche, Piaget and Lasch. Likely readings will include *Antigone*, Sophocles; *The House of Mirth*, Wharton; *The Trial*, Kafka; *The Loneliness of the Long Distance Runner*, Sillitoe; and *The Fixer*, Malamud.

Learning activities will include seminars, weekly papers, writing workshops, critique sessions and occasional lectures.

Planned equivalencies in quarter hours:

6 - English composition; 6 - literature; 4 - ethics

16 - total

Program is preparatory for further study in the social sciences and humanities.

Annual Programs



Annual programs are created and offered afresh each year. They may represent any discipline, any pair of disciplines, or any group of disciplines. They may be designed to meet the needs of students at specific undergraduate levels (e.g., basic, intermediate or advanced); or, on the other hand, they may be designed as "open" programs which any student may take. Annuals are Evergreen's way of responding to current faculty interests, as well as to the need for more spontaneous and wide-ranging experimentation by students than is sometimes possible in the more fixed Specialty Areas.

Children's Literature and Psychology

Fall/Group Contract

Sponsor: Thad Curtz

Enrollment: 46

Prerequisites: One year of college work

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Consult sponsor

Reference Number: 2040G

Children's books are written by and for adults, as well as for children. As the relations between adulthood and childhood changed historically, these books changed. We will study them and critical essays on them - along with children's own writing; books by teachers on how to encourage it; and work on actual children's fantasies, ideas, and lives by psychologists and historians. Participants will try writing children's books and stories, as well as papers on literature and psychology. The program's theme will be the interactions between children's actual experience and the ways adults represent childhood in children's books.

Planned equivalencies in quarter hours:

4 - children's literature; 4 - child psychology; 4 - writing for children; 4 - history of children and the family

16 - total

Program is preparatory for further study in education, writing, library work, social services, literature, and for graduate studies in these subjects.

Great Books in Education

Fall, Winter/Group Contract

Sponsor: Nancy Taylor

Enrollment: 23

Prerequisites: Basic Program or equivalent

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Consult sponsor

Reference Number: 2113G

In this program we will look closely at Western civilization through the very special lens provided by its most interesting educational theorists. Our assumption - which we will test continuously - is that education both reflects and prescribes social values. If this is so, then students ought to be able to gain an understanding of our culture's changing values by looking at the greatest books on the topic of education. This program will therefore center on those books, and its reading list will be further divided into three sub-categories: (1) texts describing educational ideals; (2) texts describing educational practices; and (3) texts which tell us how educational ideals and practices are reflected in and by society. In Fall Quarter, we will focus on the educational classics of ancient Greece and Rome, as well as on those of medieval and Renaissance Europe. In Winter Quarter, we will continue our investigations into the eighteenth and nineteenth centuries, ending in the early twentieth century with the philosopher, John Dewey.

Our major authors will include the following: Plato, Aristotle, Cicero, St. Augustine, St. Benedict, Heloise, Petrarch, Castiglione, Erasmus, Rabelais, Luther, Francis Bacon, John Locke, Rousseau, Benjamin Franklin, Thomas Jefferson, Horace Mann, Charles Dickens, Thomas Hughes, Leo Tolstoy, Henry James and John Dewey.

Our format will primarily be one of seminars, research workshops and lectures. Students will be required to do one formal research project each quarter which will take the form of (1) giving a lecture to the program; and (2) doing a formal term paper.

This demanding program is designed for full-time students who are seriously interested in the humanities and social sciences, and who are especially interested in educational theories - including their own.

Planned equivalencies in quarter hours:

8 - history of education from Plato to Dewey; 8 - survey of Western civilization; 8 - classics in education; 4 - research writing; 4 - expository writing

32 - total

Program is preparatory for further studies in the social sciences and humanities, and for careers in education and human services.

Images of the American West

Fall/Coordinated Study

Coordinator: Matthew Smith and Jim Stroh

Enrollment: 46

Prerequisites: One year of college-level work

Special Expenses: Field trip costs to maximum of \$75

Part-time Options: No

Internship Possibilities: Consult faculty

Additional Course Allowed: Consult faculty

Reference Number: 2138L

The West is different from the rest of the country. Its geography and people have produced a unique political, social and aesthetic culture. This program will examine the history of the West in the last 200 years in order to find the roots of this culture. We will investigate the West's geology and geo-

graphy to discover the underlying physical structure of the landscape, and to identify the minerals, waters and soils that motivated American and European settlement. Most importantly, we will explore the origins of the West's current political, environmental and aesthetic distinctiveness - developed by the interaction between "Western landscape" and the goals and pre-conceptions of settlers.

Special Note: Although all students beyond the first year are welcome to this program, its faculty coordinators have designed it with community college graduates and transfer students especially in mind.

Planned equivalencies in quarter hours:

8 - geology and geography of the Western United States; 8 - history and literature of the Western United States

16 - total

Program is preparatory for careers or further study in natural and social sciences, geology, political science, history, law and government.

Language and Thought

Fall, Winter/Group Contract

Sponsors: Mark Levensky (Coordinator) and Leo Daugherty

Enrollment: 46

Prerequisites: None

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2160G

Language and Thought is a basic-level program for students who *want* and *need* to make considerable improvement in their ability to read, write about, and discuss college-level academic texts. Each student will actively participate in five weekly workshops designed to improve his or her skills in reading, writing and logical thinking. Students also will participate in a

book seminar on: (1) the relations between a private person and a public world as these relations are described in great books; and (2) the relations between language and thought as these relations are exhibited in these great books. Throughout the program ample homework will be assigned.

This is *not* a good program for a student who wants but doesn't need, or who needs but doesn't want, to improve his or her basic academic skills. This *is* a good program for a student who wants and needs such improvement and who is willing to work hard to achieve it.

The week's schedule will include work days on Monday and Friday; writing workshops from 10 a.m. to noon on Tuesday and Thursday; book seminars from 1:30-3:30 p.m. on Tuesday and Thursday; individual conferences from 4-5 p.m. on Tuesday and Thursday; a logic and language workshop from 9-10:30 a.m. on Wednesday; and a faculty seminar Wednesday afternoon.

Texts for the book seminar: *Genesis; Euthyphro, Apology, Crito and Phaedo*, Plato; *The Gospel According to St. John; On World Government*, Dante; *Discourse on Method*, Descartes; *Sonnets*, Shakespeare; *Faust*, Goethe; *Moby Dick*, Melville; *Civilization and its Discontents*, Freud.

Planned equivalencies in quarter hours:

12 - expository writing; 12 - philosophy and literature; 4 - critical thinking; 4 - research in humanities.

32 - total

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

Life Studies

Fall, Winter/Coordinated Study
Coordinator: Marilyn Frasca
Enrollment: 46
Prerequisites: Interview and faculty signature
Special Expenses: Field trips and project supplies
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Consult sponsor
Reference Number: 2165L

This program will study the lives of such things as persons, places, ideas, artworks, buildings and natural objects. Seeing objects, events, experiences and persons all as possessing unique life histories, we will locate origins and follow the continuity of each life. One goal for Life Studies is to discover the patterns of change that occur in a life and to identify, describe and define patterns and phasing common to all lives.

Program activities will include lectures, a drawing workshop, an intensive journal workshop and work discussion seminars. Parallel to the group study of lives, students will choose a focus for their own ongoing study of a life. Drawing, writing, photography and performance are ways in which a student might document his or her research.

Planned equivalencies in quarter hours:

6 - psychology; 6 - philosophy; 8 - history; 12 - media (e.g., writing, drawing, photography)

32 - total

Program is preparatory for further study in the arts, social sciences and humanities.



Mass Communication and Popular Culture

Fall, Winter/Group Contract
Sponsor: Virginia Ingersoll
Enrollment: 23
Prerequisites: Third-year standing and well established writing skills
Special Expenses: Field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No
Reference Number: 2174G

The aims of this contract are to critically assess the role of mass communication in American life and to help students develop their skills in print journalism. First, we will study the social, economic and technical forces that have shaped our mass communications system. Second, we will analyze samples of messages produced by this system. We will then consider the impact of mass communications on individuals, on society and on culture.

Our reading will include work by both social scientists and media critics, among them Raymond Williams, Harold Wilensky, Dwight Macdonald, Muriel Kantor and Herbert Schiller.

There will be a Fall Quarter reporting lab and an article-writing workshop Winter Quarter. We also will hear guest speakers from the media, and we will try to visit some of them at their jobs.

This will be a very demanding Group Contract, with difficult reading, a heavy load of writing assignments and periodic examinations. Students should not plan to take other programs or courses concurrently.

Planned equivalencies in quarter hours:

4 - reporting lab; 4 - sociology of mass communication; 4 - psychology of communication; 4 - communication systems and institutions; 4 - article writing; 4 - content analysis; 4 - mass media criticism; 4 - mass communication and popular culture

32 - total

Program is preparatory for careers in journalism and graduate study in communications.

Stories of Creation: Studies of Myth and Science

Fall, Winter/Coordinated Study
Coordinator: Charles Teske
Enrollment: 46
Prerequisites: Basic Program emphasizing science or humanities, or equivalent
Special Expenses: Nominal, if any
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes
Reference Number: 2264L

Human beings have continually tried to explain their origin and the origin of the cosmos in which they live. The answers they have found over the millenia are expressed in their art, religions, philosophies and science. In this program, designed for students with strong interests in scientific and humanistic thinking, we shall study a number of these accounts,

both ancient and modern, including what they reveal about the cultures of their makers.

Both instructors currently are writing books related to the program: G. Siegfried Kutter, an astrophysicist, on the origin and evolution of life, starting with cosmic events; Charles B. Teske, a philologist, on the oral and literary traditions by which myths and epic accounts have been shaped. All of us will concentrate on studying how, in the course of history, cosmological views have changed and matured.

Core activities will include readings, lectures and seminars. Fields represented will include astronomy, geophysics, biology, anthropology, cultural and scientific history, mythology, and comparative literature. Topics will include cosmic evolution, biological evolution, cosmological assumptions of major religions, changing conceptions of time, mythic songs and tales, epics, and the effects of changing world views on human culture.

Core activities will amount to 75% of a full-time effort; for the remaining 25%, students will take a separate course or carry out an individual research project each quarter.

Planned equivalencies in quarter hours:

8 - natural science (astronomy, geophysics, biology); 3 - history of science; 3 - anthropology; 3 - cultural history; 4 - comparative mythology; 3 - oral traditions; 8 - coursework or individual research
32 - total

Program is preparatory for careers or further study in science, humanities, anthropology, communications or religion.

Unmasking the Social World

Fall, Winter, Spring/Group Contract

Sponsors: David Marr (coordinator) and Donald Finkel

Enrollment: 46

Prerequisites: One year of Basic Program work or equivalent, and a one-year commitment to this program

Special Expenses: \$25 for program retreat

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2278G

The social world confronting us appears to be solid and intractable, not a place in which we can act freely. Society has been produced by history, and only history can change it, or so it seems. This perception of the wider world as an unmanageable thing leads many individuals to turn away from political engagement and to undertake a desperate search for personal happiness. With this fact as our starting point, we will examine the tradition of critical social theory that starts with Hegel and goes through Marx to twentieth century theorists. Our aims will be to determine what it means to act politically in our time. We hope to recover the vision that is necessary for acting in the public world.

The program will emphasize: (a) the slow and careful reading of a small number of difficult texts; (b) the disciplined use of written English, in order that we may think clearly ("to think clearly is a necessary first step toward political regeneration" - Orwell); and (c) the unmasking of the everyday social world around each of us through exercises in social perception, personal history and the art of turning products back into processes.

Three curricular components - critical workshops, social theory, literature - will run concurrently

for the entire year. The critical workshops, the heart of the program, will combine exercises in social perception and imaginative writing which will make the conceptual material personal and immediate.

Readings will include: *Phenomenology of Spirit* (selections), Hegel; *German Ideology and Capital* (selections), Marx; *The Human Condition*, H. Arendt; and *Knowledge and Human Interests*, J. Habermas.

Readings in literature will include: *The Possessed*, Dostoevsky; *The Trial*, Kafka; *Leaves of Grass*, Whitman; and three plays by Shakespeare.

We will focus our inquiry on three themes:

1.) *The Triangle of Freedom, Action and Happiness:* These three terms evoke a nostalgic sense of what we have lost. We shall examine the connections and contradictions among these three concepts and consider whether they can be made to form a meaningful whole.

2.) *The Structure of Change and the Structure of Stability:* Any inquiry into the possibility of political action requires that we understand the organization of social and historical development. To understand development in turn requires an understanding of both change and stability.

3.) *Decoding the Social World:* This theme implies both an activity and a question. We will work to see through the immediate appearances of our world, while at the same time asking whether such an endeavor is possible, desirable, or even meaningful.

These three themes are closely interlocked. They comprise three angles of our effort as a program to understand the relationship between social vision and political action.

Planned equivalencies in quarter hours:

48 - distributed among modern social and political theory, modern literature and English composition.

Program is preparatory for further study in social theory, literature, history and political science, and for careers in education, journalism and law.

Dark Ages: Europe 400 - 1400 A.D.

Winter, Spring/Group Contract

Sponsor: Pete Sinclair

Enrollment: 23

Prerequisites: College-level literacy

Special Expenses: Some texts are not paperbacks; travel to Seattle libraries

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Not encouraged, but may be arranged

Reference Number: 2070G

Some of the terms we use to characterize parts of the past 600 years are "The Renaissance," "The Enlightenment," "The Age of Progress," and "The Modern Period." Until recently, the thousand years before 1400 were called "The Dark Ages." This period was considered to be of interest only to antiquarians, ruin-bibbers, writers of gothic novels, and seekers of images of knights astride Budweiser horses dashing each other to the ground with pointed sticks.

Now, however, another view has emerged. We have become curious about this long-ago time when some people in Europe conducted a vigorous experiment in governance by ethical principles, not by political laws; when faith, hope and charity were virtues; when despair was one of the Seven Deadly Sins, not a sign of sophistication.

This program will *not* conduct a scholarly historical study of this period. Students in this program *will* read, slowly, a few of the

important texts written between 400 and 1400 A.D. As did medieval people, we *will* study and write about old books, dreams and our own experience of the world for our delight and instruction.

The week's schedule will include a preparation day on Monday; a writing meeting 9-11 a.m. and a book seminar 1-4 p.m. on Tuesday; dream reflection 9-10:30 a.m. Wednesday; lives and times meeting 9-11 a.m. and a book seminar 1-4 p.m. on Thursday; and a work day on Friday. Office hours will be 1-3 p.m. Wednesdays.

Texts by Aquinas, Augustine, Boccaccio, Boethius, Dante and Macrobius, in translation; Chaucer, in Middle English; Marc Bloch and Barbara Tuchman.

Planned equivalencies in quarter hours:

8 - writing; 8 - psychology of dreams; 8 - introductory studies of medieval Europe; 8 - Chaucer

32 - total

Program is preparatory for further study in literature, history, philosophy and writing.

Native American Culture from an Archaeological Per- spective: Northwest and Southwest

Winter, Spring/Group Contract

Sponsor: Mary Nelson

Enrollment: 23

Prerequisites: None

Special Expenses: \$25-40 during Spring Quarter.

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2193G

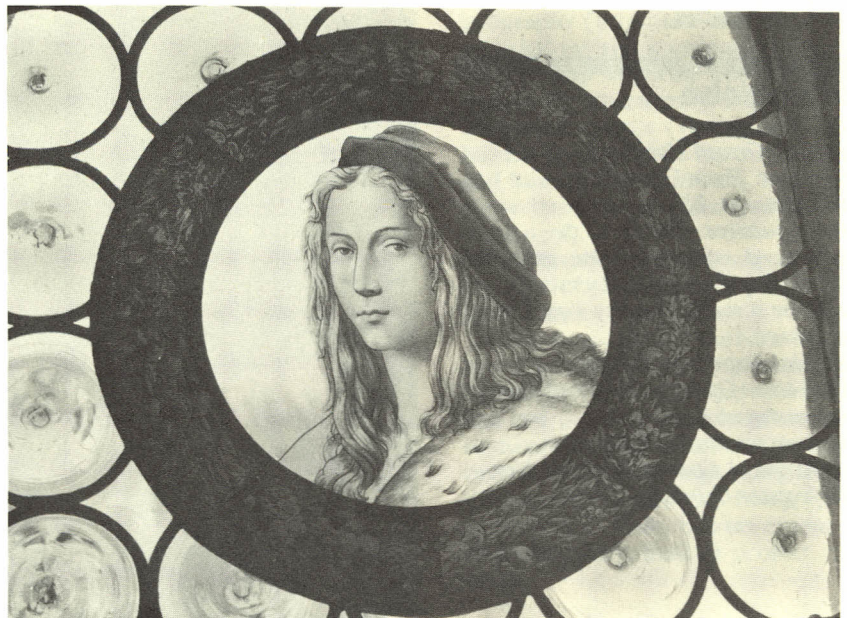
Please see Northwest Native American Studies section (page 53) for full program description.

Planned equivalencies in quarter hours:

10 - Northwest archaeology; 10 - Southwest archaeology; 12 - Native American studies

32 - total

Program is preparatory for further study in archaeology, Native American studies and Native American art.



Art and Religion

Spring/Coordinated Study

Coordinator: Maxine Mimms

Enrollment: 69

Prerequisites: None

Special Expenses: Field trips and individual project materials

Part-time Options: No

Internship Possibilities: Consult sponsor

Additional Course Allowed: Yes

Reference Number: 2032L

This program will examine how people experience time, space and form within the contexts of art and religion. Ceremonies, celebrations, masses, exhibitions and performances will lie at the heart of our study. We will try to identify the basic needs addressed by art and religion, comparing and contrasting their specific features. Program activities will include weekly field trips, seminars and lectures.

Planned equivalencies in quarter hours:

4 - aesthetics; 4 - art history;

4 - ethnomusicology; 4 - writing

16 - total

Program is preparatory for further study in the arts, social sciences and humanities.

Nietzsche

Spring/Group Contract

Sponsor: Mark Levensky

Enrollment: 23

Prerequisites: Ability to do advanced, undergraduate, academic work in philosophy, literature and/or history. Faculty signature required.

Special Expenses: None

Part-time Options: Yes, but not encouraged

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2195G

Nietzsche is a Group Contract on the writings, life and times of Friedrich Nietzsche (1844-1900). It is designed for students who want to do, and who can do, advanced undergraduate work in philosophy, literature and/or history, and who want some understanding of some of the writings of Nietzsche. *College-level literacy is required.*

Each student in the program will read and write and speak about a difficult primary text each week. Each student also will prepare and make one formal oral presentation on some aspect of Nietzsche's life and times during the quarter. Additional primary and secondary readings also will be assigned.

The week's schedule will include a work day on Monday; a writing workshop 9-11 a.m. and a book seminar 1-4 p.m. on Tuesday; a book seminar 9-10:30 a.m. and individual conferences 1-3 p.m. on Wednesday; life and times meeting 9-11 a.m. and a book seminar 1-4 p.m. on Thursday; and a work day on Friday.

Primary texts for the book seminar: all or parts of Nietzsche's *The Birth of Tragedy*; *Human, All Too Human*; *Beyond Good and Evil*; *Toward a Genealogy of Morals*; *Twilight of the Idols*; *The Gay Science*; and *Thus Spoke Zarathustra*.

Planned equivalencies in quarter hours:

8 - Nietzsche; 4 - writing;

4 - nineteenth-century European thought

16 - total

Program is preparatory for doing advanced academic work in philosophy, literature and history.

Therapy, Art, Politics: Paul Goodman

Spring/Group Contract

Coordinator: Thad Curtz

Enrollment: 23

Prerequisites: One year of college work

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed:

Consult sponsor

Reference Number: 2273G

Paul Goodman's career integrated art, Gestalt therapy, social criticism, planning and education. We will study these topics through selected works by Goodman: *Communitas*, *Gestalt Therapy*, *Growing Up Absurd*; fiction as well as poems; and many short essays, some of which propose practical schemes for improving such aspects of contemporary life as traffic in Manhattan, television programming, the New York public schools and pacifist films. We also will read about his life. Following Goodman's own example, written work will be directed toward real audiences. Students will be asked to try creative writing, theoretical argument, social analysis and practical exercises in fields which engaged Goodman.

Planned equivalencies in quarter hours:

6 - social theory: Paul Goodman;

6 - contemporary literature: Paul Goodman; 4 - therapeutic theory:

Paul Goodman

16 - total

Program is preparatory for further study and careers in therapy, teaching, planning and public administration.

Environmental Studies

Environmental Studies is an interdisciplinary examination of human and natural systems and their impact on each other. The Specialty Area emphasizes field ecology and natural history, environmental design and planning, and small-scale agriculture.

Field Ecology and Natural History: Work on the plant and animal ecology of both wilderness and settled areas, terrestrial and aquatic, emphasizing observation and description of organisms and their interactions with geologic cycles.

Environmental Design and Planning: Work on the human presence in the natural environment by investigating patterns of settlement and assessing their impact on affected natural and human systems.

Small-Scale Agriculture: Work on the ecology of cultivated areas, on theoretical and experimental foundations for innovative methods of cultivation, and on the proper relation of agriculture to society.

Focus on the Pacific Northwest will allow for a maximum of field work and for dealing with real-life issues.

The expectation is that students will enter the Specialty Area by taking Introduction to Environmental Studies during Fall Quarter, and then take either Evergreen Environments, Environmental Design or Ecological Agriculture during Winter and Spring Quarters.

Advanced work is available through Group Contracts and a variety of independent study opportunities.

Introduction to Environmental Studies

Fall/Coordinated Study

Coordinator: Richard Cellarius

Enrollment: 92

Prerequisites: Basic Program or equivalent experience in reading, writing and analysis. Some introductory experience in the natural and/or social sciences would be helpful. Not normally recommended for students who have taken Political Ecology.

Special Expenses: Field trips

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2145L

Introduction to Environmental Studies is a one-quarter survey of the major concepts underlying our understanding of natural environments and human communities, and the ways they interrelate and shape each other. It is an introduction to many topics relating to the environment that students can pursue in further studies in this and other Specialty Areas.

Particular emphasis will be placed on biology (ecology, evolution, the nature and functioning of organisms); human ecology and geography (structure of human populations and communities, their relationship to social, physical and human environments); and environmental science (the impacts of human technologies on the natural and human environments, how those impacts are measured and regulated).

The importance of design and the role of planning will be introduced.

Class sessions will include lectures, workshops and seminars. Seminars will be devoted to historical and political aspects of environmental studies. There will be one or more field trips designed to illustrate the principles being presented in class, but no extensive laboratory, field or project work.



Planned equivalencies in quarter hours:

6 - introduction to organismal and environmental biology; 6 - introduction to human ecology (or physical and cultural geography); 4 - introduction to environmental science

16 - total

Program is preparatory for Environmental Design, Evergreen Environment VIII and Ecological Agriculture. It is the initial preparation for careers with an environmental emphasis (ecology, marine biology, natural history, planning, design, natural resource management, conservation, and environment law and regulation).

Evergreen Environment VIII: The Nature of Natural History

Winter, Spring/Group Contract

Sponsor: A. M. Wiedemann

Enrollment: 69

Prerequisites: Introduction to Environmental Studies or its equivalent

Special Expenses: Approximately \$150 for field trips. Also, each student will be required to own good quality binoculars, a hand lens, a dissecting kit and a set of plant and animal field guides.

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2090G

The objective of this program is to provide the student with the basic skills and understanding necessary to competently observe, interpret and record natural phenomena as they concern plants, animals and their environment. The program theme will be the nature of natural history, developed through field work and readings in the history of natural history, ecology and the lives of prominent naturalists.

Field work will involve the scientific description of landscapes, including the identification of plants and animals, using a rigor-

ous record-keeping system which will be the nucleus of student work and will be of great importance in the evaluation process.

Instruction will emphasize the proper use of the field journal and species accounts, the improvement of organism identification skills, and the description, collection and preservation of biological specimens. Students also will be taught to use library references in the development of papers and presentations.

There will be a number of local field trips, as well as a one-week trip to Southeastern Oregon.

Planned equivalencies in quarter hours:

5 - natural history of the Pacific Northwest; 5 - history of natural history; 5 - field records in natural history; 5 - ecosystem ecology; 4 - field zoology; 4 - field botany; 4 - ornithology

32 - total

Program is preparatory for careers and/or further study in environmental sciences, biological sciences and preparation for work with resource agencies.

Environmental Design

Winter, Spring/Coordinated Study

Coordinator: Rainer Hasenstab

Enrollment: 46

Prerequisites: Basic Program or equivalent, and one of the following: Introduction to Environmental Studies or Introduction to Political Economy

Special Expenses: Approximately \$80 for field trips and studio supplies

Part-time Options: No

Internship Possibilities: Yes

Additional Course Allowed: Yes

Reference Number: 2085L

This program will examine the social and physical context of contemporary design issues. The program goal is to develop an understanding of the connections between cultural life-patterns, nat-

ural environments, and the physical and social structures of human societies. We will attempt to define the relationship between social, physical and natural environmental problems. We will analyze ways in which environments act upon us, so that we, in turn, may choose the ways in which we interact with our environment. We will move from awareness, analysis and problem definition to the testing of alternative problem solutions and implementation strategies.

Fundamental material in design theory and practice, community structure, natural systems and graphic communication will be studied through faculty lectures, guest speakers, films, seminars, studio instruction, field trips, research projects and practical applications. Emphasis will be placed on improving visual literacy, developing a design vocabulary and recognizing patterns of social and economic behavior. Winter Quarter will deal primarily with theoretical analysis and problem context. Spring Quarter emphasis will be on the practical formulation and evaluation of problem solutions.

Planned equivalencies in quarter hours:

8 - design theory; 8 - graphic communication; 8 - design practice; 8 - community studies

32 - total

Program is preparatory for careers and/or further study in design professions and environmental studies.

Ecological Agriculture

Winter, Spring/Coordinated Study

Coordinator: Patricia Labine

Enrollment: 46

Prerequisites: Basic Program or equivalent; introductory college work in social and natural sciences (the latter to include chemistry and biology or ecology)

Special Expenses: Approximately \$50 for field trips

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes; consent of instructor required

Reference Number: 2080L

This program will examine food production systems in the United States and in other countries. We will be interested especially in the economic and social contexts surrounding food production, and in the ecological and environmental interactions in which food production participates. Particular attention will be given to small-scale, ecological agriculture as a viable alternative to industrialized agriculture in the twentieth and twenty-first centuries.

Ecological Agriculture - We will study the environmental components of ecological farming systems: climate, soil and nutrient cycles, plant ecology and cropping systems, and animal ecology and pest management. We will use ecological principles to assess, and perhaps devise, management schemes for efficient use of nutrients, energy and capital resources.

Agricultural Change and Land-use Planning - Social, economic and political forces affecting the survival of small farms will be examined through readings, seminars, speakers and field trips. A land-use planning exercise and economic analysis of local farms will develop skills useful for buying, managing and preserving farmland.

Research Projects - Students will work individually or as a group to plan and carry out a research project.

Applied Agriculture Skills and Organic Horticulture - The college's Organic Farm provides "hands-on" learning experiences; operations are planned and carried out by the students in the program. Workshops and trips to local farms allow students to gain additional skills.

Community Outreach - Opportunities exist for students to become directly involved with local agriculture (farmer's markets, community gardens, farmers' organizations, Cooperative Extension, farm internships). Work can be voluntary or, if approved, for partial- or full-credit internships.

Students can expect to conduct library research, to complete regular written and oral reports, and to participate in group decision making.

Planned equivalencies in quarter hours:

32 - distributed among ecological agriculture, socioeconomic aspects of agriculture and planning, research, applied agriculture and organic horticulture

Program is preparatory for careers and/or further study in agriculture, environmental studies, rural planning and alternative food marketing.

Applied Environmental Studies

Fall, Winter, Spring/Coordinated Study

Coordinator: Kaye V. Ladd

Enrollment: 46

Prerequisites: Introduction to Environmental Studies or equivalent, plus one year of intermediate-level work in the natural or social sciences

Special Expenses: Retreat; some travel in Puget Sound area; lab breakage fee

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Negotiable on an individual basis

Reference Number: 2027L

The program theme will be the integration of ideas and methods from environmental chemistry, marine biology and planning, by applying them to a series of specific environmental problems. Working in teams, program members will investigate past environmental decisions, and do original work to be applied to future decisions. Skills will be developed in class, lab and field settings.

Fall Quarter, three Western Washington case studies (situations where an important environmental decision has already been made) will be used to understand how a variety of disciplines affect environmental decisions. Skills in environmental chemistry, marine biology and social science field research will be developed through case histories and research assignments.

In addition, students will formulate major research projects which will be the central program activity for the rest of the year. The projects will involve work by groups of students on current environmental problems.

Students, helped by the program faculty, will compile during Fall Quarter a list of interesting potential projects. This will involve determining the types of problems,

interviewing people from relevant agencies and organizations, and doing background library research.

Winter Quarter, program members will determine which specific projects most closely fit their interests. The student project group will then work out a formal agreement with a state government agency or other public body to perform the field sampling, laboratory, library and other study required to help the agency or body arrive at a well-grounded decision. Special skills related to the projects will be developed during the remainder of the quarter. In addition, students will learn how to turn their proposal into a formal grant or contract.

Spring Quarter will be spent working full-time on the projects, preparing whatever final presentations or reports were negotiated in the contract. If the need arises for further special skills such as graphics, workshops will be offered.

Natural and social science students will work together, establishing communications by exchanging disciplines. In addition to their normal teaching role, faculty members will serve as facilitators in this exchange. Students entering this program should have a strong commitment to teaching and learning from other students and to working in groups.

Planned equivalencies in quarter hours:

48 - distributed among marine biology, environmental chemistry, environmental and land-use planning, and applied social science

Program is preparatory for careers and/or further study in environmental chemistry, field biology, environmental and land-use planning, and internships in these areas.

Energy Systems

Fall, Winter, Spring/Coordinated Study

Coordinator: Rob Knapp

Enrollment: 46

Prerequisites: Precalculus math and 6-8 quarter hours of college physical science or equivalent

Special Expenses: Above-average textbook costs; drafting supplies; occasional travel to conferences and site visits

Part-time Options: Spring Quarter only

Internship Possibilities: Yes

Additional Course Allowed: Yes

Reference Number: 2083L

Program goals are to develop a broad and balanced understanding of the energy problem, a complex and exciting challenge to our society, and to build up the technical ability to analyze energy systems in detail, especially in small-scale applications.

We will study both technical and nontechnical aspects of energy, since they are always mixed together in any decisions or plans for energy policy or technology. During Fall Quarter, the technical side will have lectures and practical exercises on thermodynamics, energy conversion and transfer, and architectural drawing. Nontechnical aspects will appear in a policy-and-politics seminar and associated readings and lectures, including an introduction to energy economics. We will deal with costs, finances and questions of human value, as well as with current energy policy studies and political controversies.

The program's emphasis Winter Quarter will be to acquire enough depth of understanding to analyze residential energy use - heating, cooling and conservation - in preparation for carrying out a major Spring Quarter research project. Study of policy and politics and of mathematics will continue all year.

Students will choose their projects from a wide range of possibilities - determining the feasibility of

a particular solar, wood, wind or conservation idea, or studying questions of energy storage, biomass conversion, economic or policy analysis. The projects will have a "hands-on" emphasis and every attempt will be made to produce serious and useful results.

Planned equivalencies in quarter hours:

3 - thermodynamics; 6 - calculus or applied mathematics; 4 - energy economics; 8 - energy policy seminar; 12 - heating, cooling and conservation design; 8 - project; 1 - computer programming; 4 - computer modeling; 2 - architectural drawing

48 - total

Program is preparatory for careers and/or further study in applied energy, architectural design and energy policy.

Mushrooms of the Pacific Northwest

Fall/Group Contract

Sponsor: Michael Beug

Enrollment: 23

Prerequisites: Introduction to Environmental Studies or equivalent (particularly previous field biology)

Special Expenses: Field trips (food and lodging)

Part-time Options: Yes, upon approval by instructor

Internship Possibilities: No

Additional Course Allowed:

Consult sponsor

Reference Number: 2190G

During the fall the Pacific Northwest abounds with mushrooms of all descriptions. Some are delicious edibles, some contain compounds of great importance to chemistry and medicine, and some provide fascinating subjects for photography, both in the field and through the light and scanning electron microscopes. All mushrooms fill critical, often overlooked roles in the environment.

In this Group Contract, students will explore all aspects of the world of mushrooms. We will survey mushrooms of the Evergreen campus, plus take two extended field trips. Students will learn macroscopic and microscopic identification of mushrooms, macrophotography and photomicrography, mushroom chemistry and ecology. Each student will choose a project for the quarter. Projects may focus on taxonomy, ecology, chemistry, microscopy, photography or ethno-mycology.

Planned equivalencies in quarter hours:

8 - mushroom taxonomy; 4 - mushroom chemistry and ecology;

4 - project

16 - total

Program is preparatory for careers and/or further study in biology.

Advanced Chemistry, Physics and Mathematics

Fall, Winter, Spring/Group Contract

Sponsor: George Dimitroff

Enrollment: 23

Prerequisites: Matter and Motion, or equivalent mathematics, physics and chemistry

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2001G

This Group Contract allows students to do advanced work in the physical sciences and mathematics. One may enroll for all or part of the program. Components now being planned include the following:

Mathematical Analysis I and II: Calculus of several variables, infinite series and Taylor series, differential geometry, and vector calculus.

Abstract Algebra: An introduction to the study of abstract algebraic structures, including groups, rings and fields.

Classical Mechanics: The traditional junior-level physics course.

Electricity and Magnetism: The traditional upper-division treatment of electrical and magnetic phenomena.

Quantum Mechanics: An advanced treatment, using vector calculus to explore the structure and energy of atoms and molecules.

Thermodynamics: An advanced treatment stressing the coherence of the laws of thermodynamics and the calculation of reaction potentials.

Planned equivalencies in quarter hours:

4 or 8 quarter hours in each of the topics taken.

Program is preparatory for careers and/or further study in pure and applied science, engineering and mathematics.

Other Study Opportunities in Environmental Studies

Evergreen offers a unique opportunity for advanced work in Environmental Studies, which includes The Environmental Pollution Laboratory, focusing on pesticide wildlife research (contact Steven G. Herman); research aides for the Planning Association of Washington, studying contemporary land-use issues (contact Russell Fox); the Organic Farm, focusing on small-scale agriculture (contact Patricia Labine); advanced contract work in agricultural science (contact Bob Sluss); advanced environmental design studies (contact Rainer Hasenstab); advanced design studies (contact Phil Harding); and internships and research projects sponsored by faculty within the Specialty Area (contact Kaye V. Ladd).

Other offerings closely related to Environmental Studies:

While each Basic Program meets the entry expectations of Environmental Studies, those most closely related in specific content are: Political Ecology, Human Development, Society and the Computer, Environment and Culture, Ways of Knowing.

For intermediate and advanced students:

Marine Biology, Photosynthesis, Outdoor Education, Introduction to Natural Science, Matter and Motion, Introduction to Political Economy, Reflections, People and the Sea, Native American Culture from an Archaeological Perspective, Exploration, Human Health and Behavior, Management and the Public Interest, Anthropology of Visual Communication, Life Studies, Images of the American West, Unmasking the Social World, Foundations of American Enterprise, Dialectics of American Culture, Stories of Creation.

European and American Studies

Programs in European and American Studies will be concerned with the historical and political trends, artistic and literary documents, social patterns, symbols, religious beliefs and ideological convictions that comprise the way we now think and make up our past (and future) as well. What are Americans and how did we get this way? How is it that North America is dominated by the descendants of Europeans, but is very unlike Europe? What does it mean to be a Native, Black, Chicano, Asian, or Anglo-American? These and other central problems will be studied to give us a better understanding of our world and ourselves in this world.

Study in this specialty will draw on the disciplines of literature, history, philosophy, and the subdisciplines of art, history, social and economic history, cultural history, aesthetics and literary theory, and Third World Studies, among others. But their methods and concepts will always be applied to basic human questions, not learned as isolated specialties.

Students in European and American Studies may expect to develop concepts, techniques, and intuitive knowledge to which they will be introduced at the intermediate level. These crafts and skills will include: an historical sense, a more developed sense of language, advanced and refined writing skills (expository and creative), the comprehension and evaluation of ideas, symbolic analysis and interpretation, concept development, increased cultural awareness, and critical and precise close reading of texts, documents and artifacts.

The Classical World

Fall, Winter, Spring/Coordinated Study

Possible summer 1983 program in Greece and Italy

Coordinator: Andrew Hanfman
Enrollment: 46

Prerequisites: Basic Program, or one year of college emphasizing critical reading, writing and group discussions

Special Expenses: Summer 1983 study-travel to Greece and Italy will entail expenses for living and transportation per prevailing rates at that time

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Consult sponsor

Reference Number: 2050L

This program will provide a comprehensive, coherent and contemporary view of the Mediterranean, Greek and Roman civilizations which form the basis of our Western culture. We will study the period from the twelfth century B.C. to the fifth century A.D. - the one-and-a-half millenia from the appearance of the Sea Peoples in Egypt, the Trojan War and the expansion of Hellenic power, to the rise and decline of the Western Roman Empire. In this period Judaism and Christianity, the two dominant religions of the Western civilizations, were born. Fundamental problems of philosophy were formulated in Greece and the great literary themes found their expression in the Greek epic and tragedy. Furthermore, Rome shaped those concepts of law, citizenship and statehood which, through medieval, secular and ecclesiastical institutions, paved the way for modern political and social structures. Our program will emphasize the history and evolution of these processes. Literary works, historical documents, religious and philosophical texts will be examined against the background of political and social developments in chronological

order. We will study the Mediterranean classical world in the same way as we study a contemporary society in its organic evolution. Optional study in the Greek and Latin languages will be offered in the program.

In the first quarter we will survey the elements of Egyptian, Ionian, Lydian and Persian cultures; the rise of Greek city states; the Greek expansion into Italy and France; the Peloponnesian War and the Hellenistic period. In the second quarter the emphasis will shift to Rome, its relationship with Carthage, Etruria and other Italic states, and to the formation of the Roman Empire. The third quarter will deal with Imperial Rome, the migration of the Germanic peoples and their struggle with Rome, the spread of Christianity, the foundation of Constantinople and the shift of power to Byzantium.

Our reading material will include standard histories of Greece and Rome, "great books" by such authors as Homer, Pindar, Sappho, Herodotus, Thucydides; tragedies by Aeschylus, Sophocles and Euripides; comedies by Aristophanes and Plautus; writings by Plato and Aristotle, Roman historians; selected passages from the Bible, St. Augustine and patristic writings. Secondary sources on Greek culture and education such as M. Bowra's *The Greek Experience*, W. Jaeger's *Paideia*, books on Roman law, administration, Greek and Roman art, as well as contemporary novels dealing with Greek and Roman life, such as Mary Renault's *The King Must Die* and *The Bull from the Sea*, or R. Graves' *I, Claudius* will be included.

The student may expect to read six to eight important works ("great books") and two to three interpretive secondary sources each quarter. At the end of the program the student should have a fairly thorough knowledge of classical literature, historical documents and the main philosophical texts.

The 12-credit core program will consist of two weekly lectures, two weekly book seminars, reading and a certain amount of expository writing (probably five to six shorter essays in Fall and Winter Quarters, and a research project in Spring Quarter). Four additional quarter hours can be earned in the program by taking a language course or by participating in a specialized workshop. Workshops might include Greek Mythology, Greek Drama and Dance, The Etruscans, The Bible as an Historical Document, Roman Poets and Satirists, and Medieval Philosophers.

If budgetary allocations allow it and if a sufficient number of students (15-20) express interest, a study-travel in Greece and Italy may be organized in summer, 1983. This study-travel would provide a meaningful conclusion, and a personal experience of the Mediterranean space, climate, peoples and art monuments which have been studied through books during the program. The study-travel also would be open to students who had not participated in the program.

Planned equivalencies in quarter hours:

12 - ancient and medieval history; 12 - world literature; 4 - philosophy; 4 - comparative religion; 4 - political theory; 12 - Greek or Latin

48 - total

Program is preparatory for further study in humanities, writing, journalism and teaching careers.

Great Art of the Western World: Perspectives in Art History

Fall, Winter, Spring/Coordinated Study

Coordinators: Gordon Beck and Hiro Kawasaki

Enrollment: 46

Prerequisites: Basic Program or one year of college study emphasizing writing, critical reading and group discussion, and at least one program or course with an art history component.

Special Expenses: Up to \$15 per quarter for making slides

Part-time Options: Yes; particularly recommended for art education teacher certification

Internship Possibilities: Yes

Additional Course Allowed: Yes

Reference Number: 2110L

This advanced program has its primary focus on art history research and the coordinate elements of literature, cultural history, aesthetics and the history of ideas. Each quarter will be dedicated to the following eras:

Fall - Ancient World through the Middle Ages

Winter - Renaissance through Baroque

Spring - Neoclassicism through Modern

Students may enroll for any quarter but are urged to enroll for the full year.

A normal weekly schedule will include a lecture relating to the period, a book seminar, a theme seminar and a research writing workshop. Readings will include literature of the period and writings illustrating the culture and dominant ideas of the age. Theme seminars will deal with the particular effects of philosophic and cultural ideas on the art and artists of the period.

The fourth, seventh and tenth weeks of each quarter will be entirely devoted to student presentations. Each presentation will focus on a narrow aspect of a topic and will develop that aspect in

depth. Presentations will be written and accompanied by photographic slides or other appropriate illustrative materials. Sample topics might be: an examination of symbols used for a specific saint in Renaissance painting; a study of an experimental fresco technique; the development of form in three successive sculptures by a single artist; developing bas-relief forms in Sumerian art; analysis of the preliminary drawings for a painting; Manet's influence on Monet.

Although this is not an "art survey" program, the student will develop a rich understanding of key aspects of art through the program presentations.

Planned equivalencies in quarter hours:

12 - art history research; 12 - literary and cultural history; 12 - history of ideas and aesthetics; 12 - research writing

48 - total

Program is preparatory for careers and/or further study in art history, education, literature, humanities, history, cultural anthropology, and academic research in the arts and humanities. It is particularly appropriate for students preparing for graduate study in the arts and humanities.

Dialectics of American Culture: Advanced Studies in American Literature and Thought, 1830-1960

Fall, Winter, Spring/Coordinated Study

Coordinator: S. Rudolph Martin, Jr.

Enrollment: 46

Prerequisites: Entry-level program in European and American studies, or its equivalent

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2075L

The real America, George Santayana once declared, is not to be found in its literary masterpieces celebrating the individual's heroic struggle for freedom, in documents proclaiming the infinite beauty of the solitary soul, or in programs for moral uplift. The real America is to be found in football, jazz bands and money-making. Santayana's thesis suggests the central problem to be investigated in this advanced program of study in the humanities.

The life of the mind in America has always been a precarious affair, its achievements in literature, social criticism and philosophy either rooted in some sense of community, of place, or tied to the wish for genuine community. Writers and intellectuals from Emerson and Hawthorne to Marcuse and Mailer have alternately hated and loved the America of their day. And running through their works is the lingering suspicion that mainstream America is where the "real action" is.

This generalization (itself to be rigorously examined on its merits in the course of the year's work) will provide a framework for our critical analysis of several inter-related themes in American literature, life and thought. "Build, therefore, your own world," Emerson advised, thus succinctly stating a first premise of American culture. Other themes include the dialectic of freedom and equality, alienation and conformity, the possibility of autonomy in mass society, ethnic and racial consciousness, the integration of labor and culture, and the tension between idealism and opportunity.

We will read, seminar and regularly write about a small number of classic texts by authors such as Emerson, Tocqueville, Thoreau, Hawthorne, Melville, Whitman, Dewey, DuBois, Langston Hughes, W. James, Baldwin, Marcuse, Kesey, Heller, Bellow and Mailer.

The major project will be a senior thesis. Research, writing and rewriting will be carried out under close faculty supervision.

Planned equivalencies in quarter hours:

16 - American intellectual history: society and thought, 1830-1960;
16 - major American writers;
8 - independent study in American civilization; 8 - advanced expository writing tutorial

48 - total

Program is preparatory for careers and/or further study in humanities, law and teaching.

Spanish Forms in Life and Art

Fall, Winter, Spring/Group Contract

Sponsor: Nancy Allen

Enrollment: 46

Prerequisites: Basic Program or equivalent

Special Expenses: Fall and Winter Quarters - slight extra expense for books imported from Spain; Spring Quarter - round-trip air fare to Spain, plus living expenses there
Part-time Options: Half-time language study Fall Quarter, or half-time culture portion Fall or Winter Quarters.

Internship Possibilities: No

Additional Course Allowed: Yes; consult sponsor

Reference Number: 2261G

Spain has produced some of the most original and least understood cultural forms in Europe. Since Spain's imperial rivalry with England in the sixteenth century, when England circulated the "black legend" of Spain's violence and superstition, outsiders have approached Spanish culture with a mixture of awe, romance and ignorance. As a result, though Spanish scholars insist that Cervantes' *Don Quixote* is the first modern novel, English teachers call Defoe, Fielding and Richardson the first novelists.

In this Group Contract, we will study Spain's cultural forms, from the fifteenth century "novel in dialogue" *La Celestina* to Gaudi's cathedral in Barcelona, and Spain's

social forms, including the seventeenth century *comedia*, the anarchist experiment in Valencia during the Spanish Civil War, and the contemporary *tertulia*. Our goal will be to explain the originality of these forms in relation to their social context.

The program will spend Fall and Winter Quarters on the Evergreen campus, where every student will be learning the Spanish language as well as studying Spanish social, cultural and political history. Intensive classes (8-12 hours per week) in beginning and intermediate Spanish will be offered Fall Quarter. Winter Quarter the language study will be reduced to 4-6 hours per week and more of the material for seminar will be read in Spanish. Students whose Spanish is at a higher level than intermediate will be required to read all the Spanish literature in Spanish. Every week, each seminar will discuss, along with its other material, a short work of Spanish poetry, which all students will understand and recite in the original.

Spring Quarter, continuing students and one faculty member will travel to a Spanish provincial city, where students will continue classes using contemporary materials and undertake group projects in the study of Spanish cultural forms.

Planned equivalencies in quarter hours:

Fall and Winter Quarters
12 - beginning or intermediate Spanish; 4 - Spanish literature;
4 - Spanish literature in translation;
6 - Spanish history; 6 - Spanish art history

Spring Quarter

8 - intermediate or advanced Spanish; 8 - individual project

48 - total

Program is preparatory for further study in languages, the humanities or the social sciences.

James Joyce and Company

Spring/Group Contract

Sponsor: Charles Teske

Enrollment: 23

Prerequisites: Completion of entry-level program in the European and American Studies area, or equivalent (concentration upon humanities at sophomore level)

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2155G

To understand the achievement of Joyce in its artistic and historical contexts, we shall study closely *Dubliners*, *A Portrait of the Artist...*, *Ulysses* and *Finnegans Wake*. Literary theory and criticism, history and biography, readings in Joyce's contemporaries and a study of Indo-European etymology will help us. The aesthetic implications of Joyce's work will lead us to graphic artists, notably Saul Steinberg, and to such twentieth-century composers as Ives and Stravinsky. Students will be involved in our core activities for 75% of full-time study; for the

additional 25% they will take a related course or carry out an individual research project.

Planned equivalencies in quarter hours:

8 - advanced study of literature;
2 - advanced expository writing;
3 - aesthetics (related music and visual art); 3 - Indo-European etymology
16 - total

Program is preparatory for further study in literature, cultural history and aesthetics (advanced study and teaching).

Writing and Language

Spring/Group Contract

Sponsor: Peter Elbow

Enrollment: 23

Prerequisites: Experience in writing; interview with sponsor; faculty signature required

Special Expenses: None

Part-time Options: Only for teacher certification students who are English majors

Internship Possibilities: No

Additional Course Allowed:

Consult sponsor

Reference Number: 2293G

This program is designed for people who already have strong basic writing skills and who want to do sustained work on their writing and combine it with the study of language. Although there will be some assignments and exercises given by the teacher, students will for the most part be expected to have their own writing projects in mind. These projects may be in nonfiction, fiction or poetry. A substantial piece of writing must be completed each week and there will be weekly workshops focused on the writing process, on revising and on learning to give and receive helpful feedback.

We will devote about half our efforts to a study of language by reading and discussing works about the history of English, psycho-linguistics, style and metaphor.

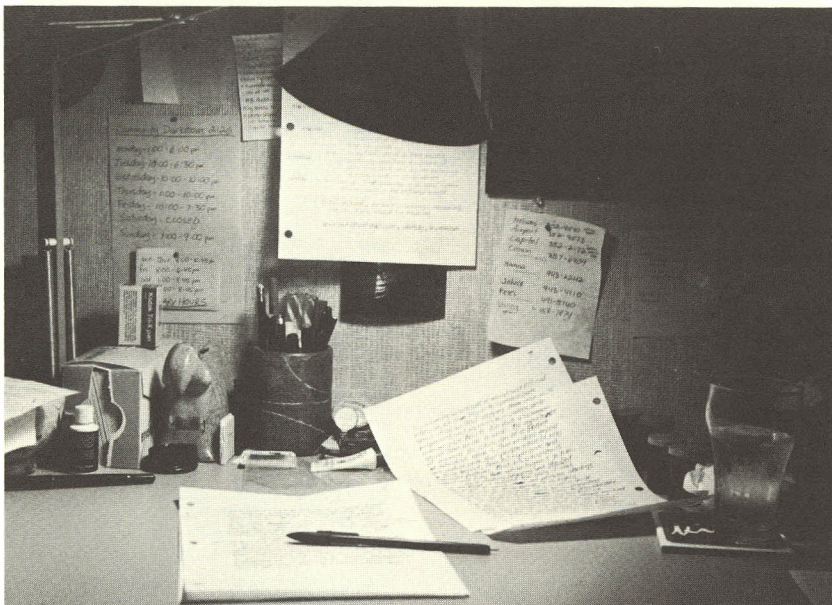
Planned equivalencies in quarter hours:

8 - writing; 4 - psycholinguistics;
4 - the English language
16 - total

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

Other offerings related to European and American studies: For intermediate or advanced students:

Unmasking the Social World, Mass Communication and Popular Culture, Nietzsche, Dark Ages, Native American Culture from an Archaeological Perspective, Introduction to Political Economy and Foundations of American Enterprise.



Expressive Arts

The study of the arts at Evergreen is holistic. Skill development, aesthetics, history and theory, being inextricably bound together, are taught so. All of the arts - music, dance, film, video, creative writing and the visual arts - are seen as fundamentally unified expressions of human experience. Thus, the arts curriculum at Evergreen emphasizes: (1) the progressive development of students' artistic skills and concepts, (2) the exploration of commonalities and differences among all the arts with specific attention to the study of artistic collaboration, and (3) the integration of the arts and other disciplines.

Curricular offerings in the Expressive Arts include: entry-level programs in visual arts, performing arts and media arts to insure basic skill development; intermediate and advanced programs which allow for continued skill development in a particular area; Coordinated Study programs which foster collaboration among the arts at the upperclass level; and Coordinated Study programs which integrate the arts with other disciplines. In addition, advanced students are encouraged to utilize the Individual Contract and internship for further specialization.

Students in the first year of college are urged to take one of the Basic Programs. A Basic Program or its equivalent is the prerequisite for enrollment in any of the entry-level programs in the Expressive Arts. Second-year, entry-level programs include: Foundations of Visual Art for visual art students; Performance Arts - Foundations for music, theater and dance students; and Recording and Structuring Light and Sound for media students.

Performance Arts - Foundations

Fall, Winter/Coordinated Study

Coordinator: W. J. Hardiman

Enrollment: 69

Prerequisites: None

Special Expenses: Rehearsal cost

Part-time Options: Yes

Internship Possibilities: Consult program coordinator

Additional Course Allowed: Yes

Reference Number: 2208L

Performance Arts - Foundations is designed to give students an introduction to and an appreciation of the performing arts. The program will have three components. The first will involve an interdisciplinary, cross-cultural historical survey of the functions, philosophies, ethics and aesthetics of a variety of traditional, classical and modern performing art forms. The second component involves research into the creative process and its major competencies - conceptualization, improvisation and collaboration. The third component involves skill development in a self-selected area of interest, i.e., the fundamentals of either music, theater or dance. All students will be expected to write a major paper on the origins and development of their self-selected performance form, as well as a personal statement on their own evolving philosophy and aesthetic.

Planned equivalencies in quarter hours:

8 - research: philosophy, ethics and aesthetics of the performing arts;

8 - history and performing arts;

8 - introduction to the design process; 8 - fundamentals of music,

dance or theater

32 - total

Program is preparatory for careers in the performing arts (professional, commercial or educational).

Foundations of Visual Art

Fall, Winter/Coordinated Study

Coordinator: Lynn Patterson

Enrollment: 46

Prerequisites: Basic Program or one year of college-level work involving development of skills in reading, writing and basic research. Previous experience in art is not necessary.

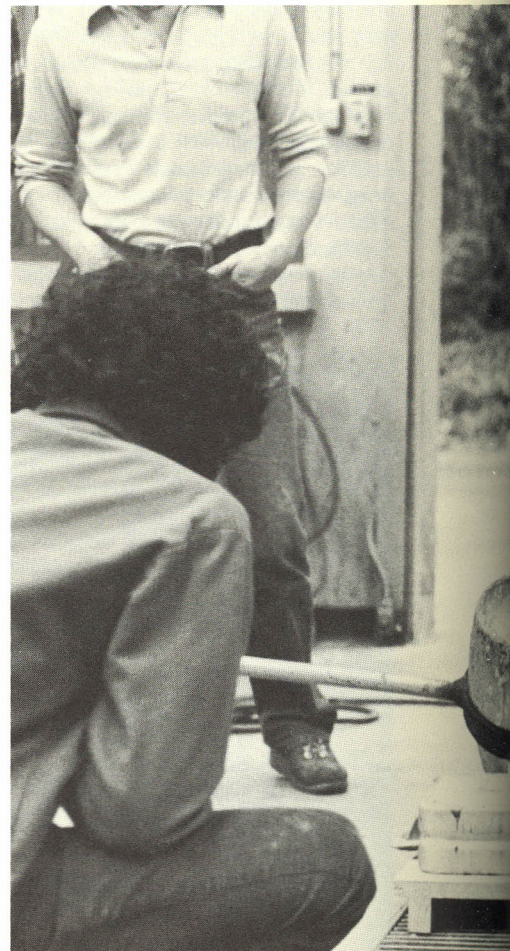
Special Expenses: Lab fee of \$20 per quarter; personal studio supplies and books

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Required

Reference Number: 2104L



Foundations of Visual Art (FOVA) is designed as an introduction to the visual arts at Evergreen. The program will (1) develop the student's skills in design, drawing, painting and basic photography; (2) give students an introduction to aesthetics, criticism and topics in art history (including non-Western small and great traditions); (3) encourage students to consider relationships between visual and performing arts, and the function and meaning of art in the world; and (4) acquaint students with the scope of visual arts at Evergreen.

Each week students can expect to work in the studio 16 hours; attend critique seminars; a lecture and a book-, article- or film-discussion group; and a writing-about-

work workshop. In addition, each student will be expected to enroll in an outside course, which may or may not be art-related, and to attend films as assigned.

Planned equivalencies in quarter hours:

2 - design process; 3 - drawing; 3 - painting; 4 - art history: East-West; 4 - art appreciation; 8 - studio; 8 - outside coursework

32 - total

Program is preparatory for further studies in visual arts and humanities.

Recording and Structuring Light and Sound

Fall, Winter/Group Contract .

Sponsor: Linda Thornburg

Enrollment: 23

Prerequisites: Sophomore standing and three quarters in a Basic Program or equivalent

Special Expenses: Approximately \$70 for raw stock and processing during the first quarter and probably two or three times that amount for the production during the second quarter.

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2240G

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

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

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

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



Planned equivalencies in quarter hours:

6 - motion picture production;
6 - video production; 4 - sound for film and television; 4 - documentary film history; 4 - nonfiction film theory, criticism and aesthetics; 4 - writing and design for film and television; 4 - independent project in film or video

32 - total

Program is preparatory for careers and/or further study in communications, film and visual art.

American Musical

Fall, Winter/Coordinated Study

Coordinator: Sally Cloninger

Enrollment: 69

Prerequisites: Performance Arts - Foundations, Foundations of Visual Arts or Recording and Structuring Light and Sound (or equivalent); faculty review of portfolio; faculty signature required

Special Expenses: Rehearsal clothes; materials for individual projects

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2011L

American Musical is for intermediate and advanced students in performing arts and media. Emphasizing both production work and cultural history, the program will focus in part on the tradition of the American musical production in both theater and motion pictures. In the first five weeks of the program students will be introduced to the various forces (technical, historical, political and artistic) that shaped the musical from 1860 to 1981. Students will be exposed to a wide spectrum of

lectures, readings, demonstrations, recordings and screenings which pinpoint the relationship between evolving production styles and cultural forces. Readings will include *The American Musical Theatre*, Engel; *We're in the Money*, Bergman; *Mythologies*, Barthes; and others.

During the second portion of Fall Quarter students will participate in intensive technique workshops (three days per week) taught by members of the faculty team. The workshops will include: (1) Directing for Film and Theater, (2) Acting and Movement, (3) Composition and Musical Preparation for Audition, and (4) Choreography for Musical Comedy. In addition, students will work with faculty on the preparation of four scenes from extant theatrical and film musicals to be presented in-house at the close of Fall Quarter. All students will be expected to participate in some *performance* activity during this portion of the program.

During Winter Quarter students will be responsible for the production of one piece that showcases their area of expertise (not restricted to musical production) and will be expected to show work-in-progress several times during the quarter. Students also will be exposed to a detailed survey of the filmed musical from *The Jazz Singer* to the present. We will have weekly screenings of significant musical productions and will focus specifically on the ethnography of the Hollywood musical as it evolved in the 30s, 40s and 50s.

Students will be encouraged to enroll in a separate course each quarter of the program which could either further the development of technical expertise or focus on work in other academic areas. During Winter Quarter program faculty will offer a theater production course for students who wish to participate in the presentation of a musical comedy from the American stage. The selection of this musical will occur early Fall Quarter.

Planned equivalencies in quarter hours:

4 - history and ethnography of the American musical; 4 - technique workshop: directing, acting, choreography or composition; 4 - applied performance skills; 4 - American film history: 1929-1981; 4 - arts criticism; 4 - individual project in any medium; 8 - outside coursework

32 - total

Program is preparatory for careers and/or further study in performing arts or media.

Art History: Twentieth-Century Women

Fall, Winter/Group Contract

Sponsor: Jean Mandeborg

Enrollment: 23

Prerequisites: Two years of college-level work

Special Expenses: Field trips to galleries and art studios

Part-time Options: Program is part-time; 8 quarter hours

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2035G

This part-time Group Contract is designed to be a critical study of the images of women in Western art from the Renaissance to the present, and the achievements of twentieth-century women working in the visual arts. It will be an art history perspective with the purpose of understanding how artists have seen women as subjects in their work, how these images reflect a woman's position in society and her access to an active creative role, what issues are important to women now working in the arts, and the kinds of visual work women are currently producing.

Fall Quarter will establish the historical background through slide lectures and seminars. Winter Quarter will concentrate on individual women artists of the twentieth century through presentations, seminars and original research.

Readings in art history and writing by artists may include *The Nude*, Sir Kenneth Clark; *Seven Women*, Great Painters, W. & F. Neilson; *Art and Sexual Politics*, T. Hess and E. Baker, editors.

Planned equivalencies in quarter hours:

16 - art history (8 credits per quarter)

Program is preparatory for further study in arts and humanities.

Production, Promotion and Performance

Fall, Winter, Spring/Group Contract (Advanced)

Sponsor: Tom Foote

Enrollment: 23

Prerequisites: Junior standing; faculty signature required

Special Expenses: An occasional concert ticket

Part-time Options: Yes

Internship Possibilities: Students with arts management internships are encouraged to join this group

Additional Course Allowed: Yes

Reference Number: 2230G

This advanced Group Contract is for those who desire to polish their performing skills, and learn to promote and produce their music. Students will assist with the production of at least one major musical event each quarter on campus. They will assist with the contract negotiations, hiring of the artist and the production of the concert, including arranging for tickets, posters, sound reinforcement, audio and video recording, staging, lighting and all the many support activities before and after the event. The development of a contingency plan and checklist for go/no-go decisions for various promotions will be stressed. Some of the questions we will address are: how much lead time does one need to successfully produce an event? Is direct mail publicity cost effective? How do you balance

what you want to produce with what an audience will pay to see?

Students will learn the basics of sound reinforcement so they will have an understanding of what confronts the performer when technology takes charge of delivery of an artistic product.

Special workshops will be given by the appropriate staff in audio and advertising with promotional techniques.

The group will house a contact mechanism for musicians and performers and serve as a clearing-house for people who need various performers for different functions. Arts management skills will be stressed and the contract will serve as an umbrella for internships in arts management.

In the spring a week-long, all-campus celebration of the arts will take place with stages set up in the CAB cafeteria, the Library lobby

and the Recital Hall. This entire experience will be orchestrated by members of this Group Contract.

Students seeking this learning experience should be performers or interested in arts management. Students are encouraged to take one course in addition to the Group Contract, and continue their music study in private lessons or by taking the music theory sequence.

Planned equivalencies in quarter hours:

12 - arts production; 6 - sound reinforcement; 6 - arts promotion; 6 - arts performance; 6 - arts management; 12 - audio production
48 - total

Program is preparatory for careers and/or further study in music production, performance and arts management.



Shadows III

Fall/Group Contract

Sponsor: Paul Sparks

Enrollment: 23

Prerequisites: Basic photographic skills; demonstrated readiness to do intermediate or advanced work; faculty signature required

Special Expenses: Personal photo supplies and books; speakers and frequent field trips

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Consult sponsor

Reference Number: 2250G

The objective of this program is the exploration of perception and the development of personal vision through the use of photography as a creative medium. The program will be intensive, and practically-oriented. Technical instruction will be done on an individualized basis. There will be an ongoing concern with problems of imagery and seeing as well as the personal and speculative aspects of the medium. Students will be exposed to work and ideas covering the whole spectrum of creative sensibilities. Wherever possible, opportunities will be created for first-hand confrontations with artists and their work. As Shadows III is deliberately aimed at the student who wishes to be serious about his or her work, both the expectations and workload will be considerably higher than is the norm.

Planned equivalencies in quarter hours:

8 - intermediate or advanced photography; 4 - history of photography; 4 - aesthetics and criticism

16 - total

Program is preparatory for careers and/or further study in photography, two-dimensional visual art, communications and photo-journalism.

Dance: Workshop and Performance

Spring/Group Contract

Sponsor: Bud Johansen

Enrollment: 46

Prerequisites: Previous dance experience (ballet or modern) with some choreographic knowledge

Special Expenses: Rehearsal clothes; performance leotards

Part-time Options: Yes; 12-credit option

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2068G

The main focus of this Group Contract will be on the abilities of the visiting artist. The artist's skills will be in choreography, movement and performance. Each student will be expected to have previous dance training (one to two years minimum of ballet and/or modern) and have some experience as a choreographer. Workshops will be conducted in various dance techniques. Faculty and students will critique students' own choreography, and works will be done by faculty and students for a performance open to the public.

Students may enroll in separate courses and may take the program for 12 quarter credit hours.

Planned equivalencies in quarter hours:

4 - dance technique (ballet or modern); 8 - choreography;

4 - dance performance

16 - total

Program is preparatory for careers and/or further study in dance.

All the World's a Stage: Studies in Characterization

Spring/Group Contract

Sponsor: W. J. Hardiman

Enrollment: 23

Prerequisites: Successful completion of Performance Arts - Foundations, or permission of faculty

Special Expenses: Individual production and performance expenses; transportation to field sites

Part-time Options: Yes, to students in social and physical sciences

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2006G

Using Shakespeare's observation that "All the world's a stage, And all the men and women merely players," as a dramatic context, the program will be an in-depth exploration of the characterization process. Students will pick a cultural character type and then follow him/her through his/her Shakespearian life stages - from the portrayal of the character at birth through infancy to old age "sans teeth, sans eyes, sans taste, sans everything."

At the end of the quarter students will be expected to have developed a solo performance which incorporates the quarter's research. Students also will be expected to show a familiarity with traditional, classical and modern techniques of characterization, and with the vocabulary of the masters.

Planned equivalencies in quarter hours:

4 - research in human development and anatomy; 4 - introduction to characterization; 4 - introduction to Shakespearian analysis and interpretation; 4 - rehearsal and performance

16 - total

Program is preparatory for careers and/or further study in the theater arts (emphasis on acting, directing and theatrical production).

Gallery Management and Exhibition Design

Fall, Winter, Spring/Internship Cluster

Supervisor/Coordinator: Sid White
Enrollment: 5

Prerequisites: Two and one-half years of college study, including visual arts, design and/or management

Special Expenses: Field trips to museums and galleries

Part-time Options: Yes

Internship Possibilities: Internship status required for participation. Paid internships are possible for work-study qualified students.

Additional Course Allowed: Yes
Reference Number: From faculty

This program combines internship and academic work, and students work under the supervision of the college exhibits coordinator in carrying out a full-fledged, professional-quality exhibits program. Emphasis is on the planning, design and installation of exhibits, with cluster members carrying out important curatorial and management responsibilities essential to the presentation of campus gallery and off-campus traveling exhibits.

Program activities and responsibilities are organized into three areas.

Group Activities and Responsibilities: All members of the cluster work as an exhibits installation team and participate in weekly exhibit planning and evaluation meetings. Arts management seminars include visits to museums and galleries, and contact with professionals working in the field (artists, gallery and museum directors, arts administrators, curators, exhibition designers, etc.).

Individual Activities and Responsibilities: Each member of the cluster will be assigned responsibilities which include that of assistant curator for specific exhibits and other management tasks related to all aspects of the College Exhibits

Program (preparing exhibit announcements and mailing lists, distributing publicity, cataloging the college permanent collection, preparing exhibit and gallery graphics, framing, transporting and installing exhibits, etc.).

Individual Research/Presentation Design Projects: Each full-time member of the internship cluster will be expected to complete a research/presentation design project, based on a topic of individual choice, to be carried out in two stages: library research and paper with results of research presented in exhibit or slide-tape form. In-progress reports will be presented in weekly presentation design critique seminars, with each member of the group receiving a minimum of three hours of intensive critique each quarter.

Planned equivalencies in quarter hours:

24 - gallery management and exhibition design; 12 - research project and presentation design critique seminar; 12 - for full-time students, individual work in such areas as museology, exhibit documentation, business management, graphic design or public relations

48 - total

Program is preparatory for careers and/or further study in gallery and museum management, museology, exhibition and presentation design, and arts administration.

The Anthropology of Visual Communication: Cultural Context of Image Making

Spring/Group Contract
Sponsor: Sally Cloninger

Enrollment: 30

Prerequisites: One year of either anthropology or expressive arts at junior or senior level
Special Expenses: One-week retreat in spring; travel, food, etc., for optional two- to three-week field trip in summer

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2016G

If the oral tradition is lost in this print society, the visual tradition assuredly is not. The ancient world was peopled with societies which, not unlike ours, transmitted histories, cosmologies, epistemologies and values through painting, dance, costume and gesture.

In this program we will explore the origin, form, meaning and function of the visual communication of culture. Cave paintings of Lascaux and ritual performance such as *The Naven* will be contrasted with contemporary counterparts; the role of the archaic shaman contrasted with that of the modern image maker.

The program includes lectures, seminars, films, field projects and time to create your own culturally significant imagery.

Works by Mary Douglas, Claude Levi-Strauss, Margaret Mead, Gregory Bateson, Edmund Leach, Roland Barthes, Edward Hall, Ray Birdwhistell and Joseph Campbell will be read.

Planned equivalencies in quarter hours:

4 - communication theory; 4 - symbolic anthropology; 4 - anthropology and art; 4 - field methods

16 - total

Program is preparatory for careers and/or further study in anthropology, art and communications.

Vision and Expression

Spring/Group Contract

Sponsor: Paul Sparks

Enrollment: 23

Prerequisites: Demonstrated readiness to do advanced- or intermediate-level work; faculty signature required

Special Expenses: Personal materials, field trips and frequent speakers

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2283G

Vision and Expression is aimed at the individual who wants to do serious creative work. It is open to students from the visual and media arts and is shaped along the lines of an intensive, graduate studio. The focus will be on the development of personal language and imagery through the students' creative work. Students will define their own areas of concern and work in the media of their choice. There will be an emphasis on the development of critical and perceptual skills, and a brief examination of the issues and personalities of contemporary art history. We will be flexible, but demanding. Expectations of the program will be greater than normal, as will the rewards. This program should be particularly attractive to students seeking advanced Individual Contracts or senior project opportunities within a supportive group environment.



Planned equivalencies in quarter hours:

4 - contemporary art history; 4 - aesthetics; 8 - independent studio work (advanced- or intermediate-level credit)

16 - total

Program is preparatory for careers and/or further study in visual arts and media arts: drawing, painting, sculpture, crafts, photography, video, performance art, etc.

Writing and Language

Spring/Group Contract

Sponsor: Peter Elbow

Enrollment: 23

Prerequisites: Experience in writing; interview with sponsor

Special Expenses: None

Part-time Options: Only for teacher certification students who are English majors

Internship Possibilities: No

Additional Course Allowed:

Consult sponsor

Reference Number: 2293G

Please see European and American Studies section (page 39) for full program description.

Planned equivalencies in quarter hours:

8 - writing; 4 - psycholinguistics; 4 - the English language

16 - total

Program is preparatory for further studies in the arts and humanities, and for careers in education.

Artist-in-Residence Program

Each quarter Evergreen brings an outstanding artist-in-residence to the campus. In 1982-83 artists-in-residence will work in the Foundations of Visual Arts program in the winter and the Dance program in the spring. The Fall Quarter artist-in-residence will be announced later.

Other offerings closely related to Expressive Arts:

Great Art of the Western World, Mass Communication and Popular Culture, Life Studies, Art and Religion, Images of the American West, Classical World, Therapy, Art Politics: Paul Goodman.

Health and Human Development

As a student in Health and Human Development, you will have opportunities to study human beings holistically from a variety of perspectives. The Specialty Area prepares students for careers in health care and human services, both alternative and traditional, or for graduate study leading to professions in fields such as psychology and counseling, social work, education, health services, biology and social science.

The entry-level program, Human Health and Behavior, lays the foundation for more specialized advanced work by providing knowledge and skills in human biology and psychology. The program focuses on the interaction between the two and considers a variety of questions and issues in a broad social, ethical, economic and political context.

In the Specialty Area's advanced offerings, students further develop their particular interests. Group Contracts in psychological counseling, social and community services, health and education provide a vehicle for both acquiring more in-depth knowledge of subject matter and for developing skills in critical analysis, written expression and research.

Human Health and Behavior

Fall, Winter, Spring/Group Contract

Sponsor: Rita Pougiales

Enrollment: 69

Prerequisites: Basic Program or one year of college study (background in anthropology, biology or psychology is desirable)

Special Expenses: Retreat

Part-time Options: No

Internship Possibilities: Yes

Additional Course Allowed: No

Reference Number: 2128G

In Health and Human Behavior, we will investigate the physiological and cultural forces that affect human behavior. Drawing particularly from human biology, cultural anthropology and developmental psychology, we will look at physiological development, the role of culture in differentiating human behavior, and the psychological processes that guide human behavior. We will attempt to see human life as the outcome of the interaction of these forces.

Students will acquire a strong foundation in physiological development from conception to death, environmental effects on human behavior, psychosocial development, human sexuality, cognitive development, cultural foundations of knowing and learning, nutrition, and the socio-political context of health-related behavior.

Through lectures, workshops and seminars, students will be encouraged to develop analytic skill in reading, discussion, writing and research. In addition to program reading material, students will be expected to read and conduct original research on social and health-related topics. Special attention will be given to the study of research methodology and students will be carefully guided in conducting their own research.

We will emphasize ethical issues implicit in the program material. We will look critically at such issues as gene technology, abor-

tion, alternative family structure, programs for the elderly and federally sponsored health and nutrition programs. Students will be expected to investigate and discuss these issues thoroughly.

Learning derived from Fall and Winter Quarters will be applied and extended Spring Quarter through half-time internships supplemented by reading, writing and seminars.

Planned equivalencies in quarter hours:

3 - human physiology; 3 - developmental psychology; 3 - human sexuality; 3 - nutrition; 3 - human services; 4 - human genetics; 4 - embryology; 4 - ethics; 4 - epidemiology; 3 - sociopolitical context of health-related behavior; 3 - social statistics; 3 - research design and methodology; 8 - internship
48 - total

Program is preparatory for further study in cultural behavior, human biology, developmental psychology and health.

Citizens and Communities

Fall, Winter/Coordinated Study

Coordinator: Maxine Mimms

Enrollment: 69

Prerequisites: Interview with coordinator; faculty signature required

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

Reference Number: 2045L

Citizens and Communities is planned as a program of individual and group activities which will explore the concept of community and the roles available to citizens. The Tacoma area will be the laboratory for community-based studies appropriate to the interests of the participating students. The multi-ethnic program faculty have backgrounds in education, urban studies and history.

The overall goal of the program is to give students an opportunity to develop an understanding of their own commitments, convictions and concerns as they relate to their communities and families. Subject matter in the program will include political economics, urban studies, communications and community development.

Planned equivalencies in quarter hours:

32 - distributed among community development, urban studies, human services, political economy and history.

Program is preparatory for careers and/or further study in human services, social sciences, community development and government.



Helping Relationships

Fall, Winter, Spring/Group

Contract

Sponsor: Earle McNeil

Enrollment: 46

Prerequisites: Basic psychology, junior or senior standing, interview or questionnaire

Special Expenses: Fall and Winter Quarter retreats (about \$10 each); Fall Quarter helpee practicum sessions (arranged by student)

Part-time Options: Fall Quarter, no; Winter and Spring Quarters, yes

Internship Possibilities: Yes

Additional Course Allowed: Yes, Winter and Spring Quarters

Reference Number: 2117G

All helping situations, be they chance encounters, extended friendships, family, employment, or psychotherapy, have common elements grounded in the nature of human social, psychological and physical make-up. We intend to investigate the nature of all these relationships, and shall talk about the differences between professional and nonprofessional roles.

This program is partly designed to develop the skills and perspectives necessary to serve the needs of women, the disabled, Third World and sexual minorities. Unless you know something of your own biases and values, you'll never know whether your well-meaning efforts are helping create more full and meaningful lives and society, or whether they just support the status quo.

Important: This program is *not* designed to train students to be counselors, but to impart the necessary perspective and experience for choosing future training and careers.

Fall Quarter: Students will be expected to learn: (1) the characteristics of effective helping relationships; (2) the social/political/ethical implications of helping relationships; (3) personal

strengths and weaknesses in helping roles; and (4) the beginnings of a personal philosophy of helping.

Each student must: (1) be involved as a *participant helpee* in some type of personal insight work; (2) prepare a reflection paper for each seminar; (3) prepare a position paper on her/his growing personal philosophy of helping relationships; (4) participate in a communications/group dynamics workshop; and (5) complete biweekly examinations.

Winter Quarter: Half of the credit will come from a focus on counseling theory models and schools. A text and auxiliary readings will represent a cross-section of philosophies and techniques of talk therapies, body therapies and behavior modification. Short workshops will involve professionals whose work represents the areas under study. The other half of the quarter's credit will come from the start of a six-month field internship and/or evening classes in the social psychology of perception, methods of social research and an individual project.

Spring Quarter: Students will be involved in internships. They will continue to meet in seminars one day a week to share learning experiences, discuss alternative ways of dealing with problems encountered and focus more closely on the target groups that have special significance for themselves and their professions.

Planned equivalencies in quarter hours:

48 - distributed among introduction to counseling theory, practicum in counseling, history of psychology and counseling nonwhites.

Program is preparatory for careers and/or further study in psychology/counseling.

History of Sex Roles in Western Civilization

Winter, Spring/Group Contract

Sponsor: Stephanie Coontz

Enrollment: 23

Prerequisites: One year of college work

Special Expenses: None

Part-time Options: 12-credit option, with faculty approval

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2120G

Please see Political Economy Development section (page 56) for full program description.

Planned equivalencies in quarter hours:

10 - social and economic history;

6 - family history; 4 - literature;

4 - sociology; 4 - anthropology;

4 - writing

32 - total

Program is preparatory for further study or graduate work in social science, law, medicine, social work, counseling or public policy administration.



Outdoor Education Studies

Fall, Winter, Spring/Coordinated Study

Coordinator: Bill Aldridge

Enrollment: 46

Prerequisites: Intermediate outdoor skills; an essay on experience and goals (due one week before end of enrollment period); interview and faculty signature required. Students with teaching/leadership experience and knowledge of learning theory will be given preference.

Special Expenses: Approximately \$200 for travel and equipment rental

Part-time Options: See faculty
Internship Possibilities: Consult faculty

Additional Course Allowed:

Consult faculty

Reference Number: 2200L

Our focus will be the objectives and methods of outdoor education. We will study a variety of outdoor learning approaches and develop associated skills. Emphasis will be balanced among educational philosophy, instructional techniques, the logistics of programming, outdoor skills, humanistic psychology, group dynamics and communication skills.

Students will be encouraged to develop individual specialties, and to share such expertise with the group. We will balance theory and practice so that students, by the end of the experience, will have a solid grasp of how environment affects development of value systems, and will know what works for them as outdoor educators, and why. The outdoors will be used as an appropriate setting for laying a strong foundation for both a personal and a social ethic.

Planned equivalencies in quarter hours:

12 - philosophy of education;

6 - educational methods; 6 - physical education; 12 - psychology;

12 - social psychology

48 - total

Program is preparatory for further study in human development, social and natural sciences, psychology, education, environmental studies, philosophy and community studies.

Other offerings closely related to Health and Human Development:

While each Basic Program meets the entry requirements for this Specialty Area, the following are most closely related in content: Human Development, Adult Life Changes, Ways of Knowing.

For intermediate and advanced students the following programs in other areas are related offerings:

Therapy, Art, Politics: Paul Goodman; Mass Communication and Popular Culture; Unmasking the Social World; Great Books in Education; Children's Literature and Psychology; Life Studies, Art and Religion, Molecule to Organism.

Management and the Public Interest

Upper-division work in this Specialty Area consists of a Coordinated Study program titled *Management and the Public Interest* for the first year and a changing series of advanced Group Contracts, Individual Contracts and internships for the second year. The first year of the M.P.I. program provides students with the opportunity to acquire essential managerial skills and concepts. The program will address broader issues such as the ability of the private and/or public sector to meet the public's needs. This program is designed for parttime students from off-campus as well as full-time students.

Management and the Public Interest

Fall, Winter, Spring/Coordinated Study

Coordinator: To be announced

Enrollment: 69

Prerequisites: Basic accounting and principles of economics

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2170L

This program is designed to equip people with essential management concepts and skills and to address a growing concern about the possibility of the American business system meeting the public's needs.

Critics of the American business system charge the modern corporation cannot be made responsible to the public; that by its nature, business will serve only its own interest. Business defenders, on the other hand, argue that the public good cannot be served without a strong business system and that business is doing a good job of meeting its social responsibilities. A third voice can be heard saying that the business system, as we know it, is an outdated artifact of another era; that neither business nor the public interest will be served much longer by our present set of institutional arrangements. One purpose of this program is to come to grips with the issues raised in these debates.

The primary purpose of the program, however, is to learn about management in general and business management in particular. To understand what it means for business to meet public needs, a person must also know what it takes to keep an organization going; that is, one also must have a grasp of the "internal" operations of a busi-

ness. A substantial portion of the program, therefore, is devoted to instruction in management concepts and skills.

This program is designed for students with a basic background in business and public administration. It covers managerial economics, organizational psychology, managerial accounting, financial management, management practices, business policy and personnel.

Planned equivalencies in quarter hours:

48 - distributed among organizational practicum, managerial accounting, managerial economics, organizational psychology, financial management, statistics, case studies and related areas.

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

Other offerings closely related to Management and the Public Interest: While each Basic Program meets the entry requirements of Management and the Public Interest, those most closely related in content are the following: Ways of Knowing, Human Development, Integrity and Responsibility, Society and the Computer.

For intermediate and advanced students: Programs most closely related in other areas include the following: Introduction to Political Economy, Mass Communication and Popular Culture, Unmasking the Social World, Ecological Agriculture (small-farm management), Dialectics of American Culture, Microeconomics, Politics of Power, Foundations of American Enterprise.

Marine Sciences and Crafts

Students pursuing studies in this Specialty Area will learn the facts and the analytical techniques which form the basis of modern knowledge of marine sciences, natural history, history and literature. In the larger perspective, students also will find an opportunity to examine the effects of their attitudes, assumptions, analytical tools and studies, both upon the marine environment and upon themselves. By the end of such study, we would wish to certify that a student has: (1) learned current factual and practical information in a number of areas, such as marine biology, water quality analysis, literature, marine resources and economics, oceanography, history and natural history, and field skills; (2) carried out an extensive scientific or other systematic investigation of a marine problem; and (3) examined the limitations and strengths of attitudes, tools and approaches appropriate to, and used in, the marine area.

Exploration

Fall, Winter, Spring/Coordinated Study

Coordinator: Beryl Crowe

Enrollment: 69

Prerequisites: Basic Program, or one year of college

Special Expenses: Travel and retreat expenses

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2093L

Exploration is the entry-level program for the Marine Sciences and Crafts Specialty Area. The program

theme for 1982-83 is "The Role of the Stranger." By definition, a person who travels to an unmapped geographic region is a stranger to that region and its inhabitants. Conrad's "white places on the map" are gone, but the desire to explore, the need to become the stranger, continues.

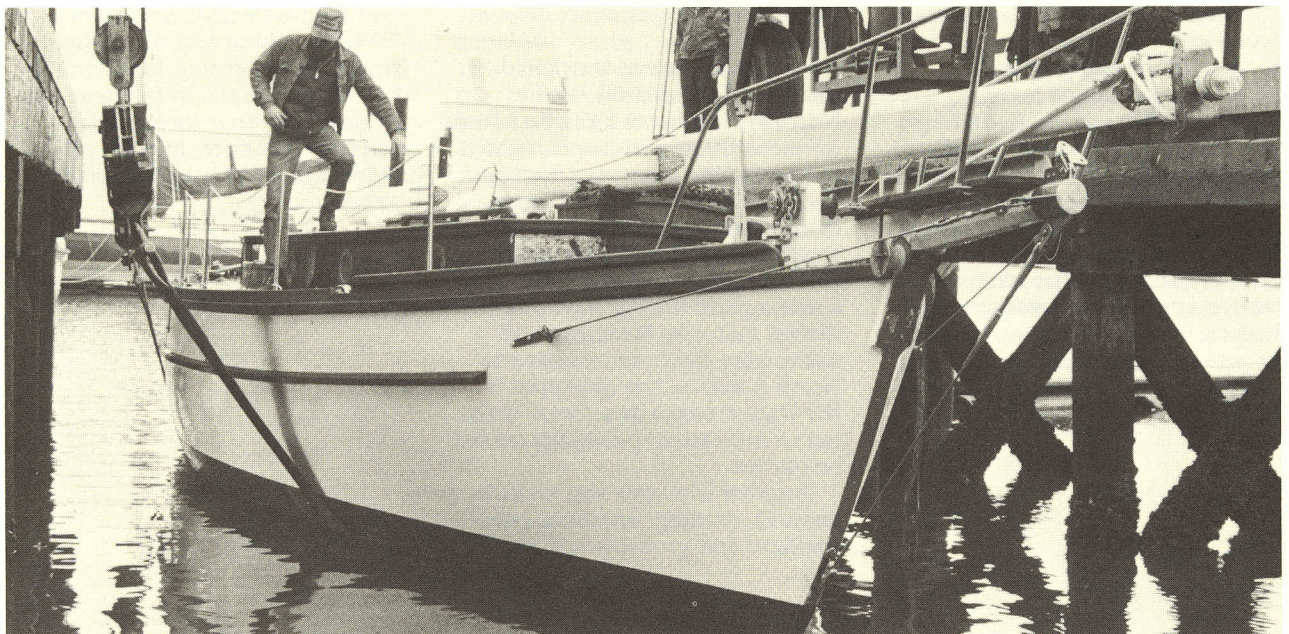
Students in this program will study the role of the stranger in types of exploration for which geographic exploration is not the purpose but the image, and will, by boat, undertake explorations of their own.

Planned equivalencies in quarter hours:

12 - literature; 12 - social science;
12 - marine science; 12 - small
boat care and handling

48 - total

Program is preparatory for careers and/or further study in literature, social science, biology, marine and environmental studies.



The Marine Environment

Spring/Group Contract

Sponsor: Peter Taylor

Enrollment: 46

Prerequisites: One year of college study

Special Expenses: Field trip expenses

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2173G

The Marine Environment is about the sea and its inhabitants. Included are topics of oceanography and marine ecology - the physical, chemical and geological features of the ocean and the ocean floor, the marine organisms, their adaptations, habitats and patterns of life in the ocean.

Lectures, reading and seminars will be about the oceans worldwide; field and laboratory studies will emphasize conditions and marine life of Washington's coast. Tentatively, about one week will be spent at a marine lab in northern Puget Sound, at Friday Harbor or Anacortes.

Planned equivalencies in quarter hours:

8 - general oceanography;

8 - marine ecology

16 - total

Program is appropriate for students desiring a one-time exposure to oceanography and marine biology, or who seek preparation for careers and/or further study in marine sciences or environmental studies.

People and the Sea

Fall, Winter/Coordinated Study

Coordinator: Peter Taylor

Enrollment: 69

Prerequisites: One year of college study

Special Expenses: Modest field trip expenses

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2205L

This program is about the marine resources of the Pacific Ocean and about the people who use them. Comparisons will be made of the peoples of the United States, Japan and the Pacific Island - their cultures, economics and politics related to uses of the sea. Resource-related topics will be fisheries, aquaculture, coastal zone management, shipping, maritime trade, or possibly others. Further details are pending arrangements with a visiting Japanese faculty member from Kobe, Japan. The Japanese perspective is of particular interest because of their long-term and extensive use - now highly industrialized - of food resources from the sea, and because of other economic and cultural dependencies on the ocean.

For another view, aboriginal peoples of the coastal Pacific Northwest and of the Pacific Islands have coexisted with and subsisted on coastal sea resources for countless generations. The sea dependency is strongly embedded in their cultures - now pressured to change in the modern world. The seafaring and fishing ways of many distant cultures, European and Asian, have been transplanted to North America, but only now is the United States as a nation striving to increase dependency on sea resources.

Program activities will include lectures, reading, seminars, guest speakers and probably some field trips.

Planned equivalencies in quarter hours:

10 - topics in the history of the Pacific fishery; 10 - topics in the cultural anthropology of Pacific marine peoples; 10 - topics in the science and technology of Pacific Marine peoples; 2 - geography of the Pacific Rim

32 - total

Program is preparatory for further study, careers and/or graduate study in marine science, anthropology, economics, public policy and other social science fields.

Other offerings closely related to Marine Sciences and Crafts:

Because of the highly interdisciplinary nature of this Specialty Area, any program that provides basic skills in reading, writing, constructing a good argument, or performing a calculation is preparation for study in this area. Political Ecology and Outdoor Education is closest in content.

For intermediate and advanced students: There is a close association between this area and Environmental Studies. See, especially, Introduction to Environmental Studies, Evergreen Environments, and Applied Environmental Studies. However, about half the students who take the entry program fulfill the criteria stated in the headnote by pursuing their interests in science, literature, history, philosophy, and art in other Specialty Areas.

Northwest Native American Studies

This Specialty Area potentially serves two rather different student groups: (1) Native American students who are interested in preserving and enhancing their unique cultural heritage and who are developing strategies for self-determination in the world today and (2) non-Native students interested in traditional Native American cultures and values, anthropology, ethnohistory and the dynamics of cultural change.

Reflections: Educational Accountability

Fall, Winter, Spring/Coordinated Study

Coordinator: Mary Hillaire

Enrollment: 69

Prerequisites: Interview and faculty signature

Special Expenses: Three audiotapes; field trip expenses

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

Reference Number: 2243L

This program is designed to assist students to become more committed to a quality education and a readiness to confront and explore new thoughts, ideas, concepts and action. The goal is to provide the means for students from diverse cultural and educational backgrounds to keep faith with their cultural heritage as they select academic skills to demonstrate their abilities to lead full and useful lives in a plural society.

Students will participate in unique academic classroom sessions of a multicultural interdisciplinary learning exchange to learn and unlearn what is necessary to recognize and respect the significant differences (values, culture, attitude) that exist between people. In specially designed activities (campus-wide forums, weekend college activities, visiting other programs), students will learn to identify critical knowledge areas, competencies development and skill selection for understanding their intellectual growth.

Planned equivalencies in quarter hours:

8 - human resource development;
8 - cultural sociology; 8 - cultural psychology; 8 - cross-cultural communication skill development;
8 - values clarification; 8 - ethics
48 - total

Program is preparatory for further study in education, social services, counseling, cultural exchange, political inquiry and change, environmental planning and life in a plural society.

Native American Culture from an Archaeological Perspective: Northwest and Southwest

Winter, Spring/Group Contract

Sponsor: Mary Nelson

Enrollment: 23

Prerequisites: None

Special Expenses: \$25-40 during Spring Quarter (fund-raising events will supplement this cost. Students may have to share gas costs and carpooling expenses for short field trips around the state.)

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2193G

The program includes research and exploration of two different Native American cultures: the Makah (Ozette) of the Pacific Northwest and the Anasazi of the Southwest, ancestors of the Pueblo people who lived in Chaco Canyon of the San Juan Basin in New Mexico.

During Winter Quarter we will concentrate on the archaeological material and data of the Ozette site in Washington state. We will take a

short field trip to the site, and to several petroglyphs (for rubbings and art study) and museums around the state. Winter Quarter also will include study and research on Chaco, via readings, slides, films and guest lecturers. We will learn about this ancient culture's food production, farming, irrigation, housing and art, in preparation for a three-week trip

to Chaco Canyon in May. Ten days will be spent at the Chaco site for concentrated study and exploration.

The book list includes *Washington State Archaeology*, *Southwest Archaeology*, *Northwest Petroglyphs*, *The Chaco Legacy*, readings on the Makah tribe of Washington state and on the Pueblo tribes of New Mexico.

Planned equivalencies in quarter hours:

10 - Northwest archaeology;
10 - Southwest archaeology;
12 - Native American Studies
32 - total

Program is preparatory for further study in archaeology, Native American studies and Native American art.



Political Economy

In the real world we experience social, cultural, economic and political phenomena as aspects of an organic whole. Political Economy recognizes the interrelationships of these phenomena. Topics of study include the historical development of the United States and other industrialized nations; the problems of underdeveloped societies in their relations with industrialized societies; the historical contexts in which theories of political economy are developed and applied; and the application of theory to contemporary problems. In most traditional institutions, the concepts and skills involved with these topics are treated as separate and discrete bodies of knowledge. In this Specialty Area, students acquire this knowledge, but do so through emphasis on the broad connective concepts, methods and interpretations that serve to integrate them into ways of understanding total societies and their transformations.

Study in this area will draw on the disciplines of history, economics, political science, philosophy, sociology, anthropology, literature and law.

Students in their first year of college are strongly urged to take one of the Basic Programs. Students just beginning in Political Economy should probably enroll in Introduction to Political Economy, which is a prerequisite for most other offerings in this area. Related offerings from other Specialty Areas are mentioned at the end of this section.

Introduction to Political Economy

Fall/Group Contract

Sponsor: Ron Woodbury

Enrollment: 69

Prerequisites: Basic Program or equivalent

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed:

Consult sponsor

Reference Number: 2150G

Within a historical framework, this program will study two divergent explanations of the emergence, development, function and future prospects of capitalist economy and society.

The Market Paradigm of modern micro/macroeconomics including (a) its conservative vision of limited government to preserve human freedom and (b) its liberal and Keynesian vision of government intervention to achieve social justice;

The Marxist Paradigm which is both a critique of capitalism and a prediction that its inherent contradictions will inevitably lead to socialism.

Program seminars and lectures, through a selection of high-quality readings, will introduce important issues of analysis and argument in the social sciences. Students should expect to gain a better insight into the history of capitalism and its contemporary challenges.

Planned equivalencies in quarter hours:

8 - principles of economics;

4 - political and social theory;

4 - history and historical change

16 - total

Program is preparatory for further study in government, teaching, economics, history, political science, social and political theory.

Foundations of American Enterprise

Fall, Winter/Group Contract

Sponsor: Susie Strasser

Enrollment: 23

Prerequisites: Introduction to Political Economy, or introduction to micro/macroeconomics and radical critique, and U.S. history

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2100G

It is impossible to comprehend the development of American capitalism without studying both business and labor. This advanced Group Contract will investigate industrial and managerial development and the concurrent development of an American working class and union movement. Students will work in small groups to prepare extensive bibliographies for seminar discussions that will concentrate on issues rather than individual books; they will each prepare a research paper on a carefully defined topic. We will emphasize recent historical writing, which has undergone substantial revision in both business and labor history in the past 15 years. Reading and writing will be extensive.

Planned equivalencies in quarter hours:

16 - U.S. labor history; 16 - U.S. economic history

32 - total

Program is preparatory for further study in the social sciences and humanities, especially for students interested in history and political economy.

History of Sex Roles in Western Civilization

Winter, Spring/Group Contract

Sponsor: Stephanie Coontz

Enrollment: 23

Prerequisites: One year of college work

Special Expenses: None

Part-time Options: 12-credit option, with faculty approval

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2120G

This program will examine the social determinants of gender roles, their consequences for both society and its members, and the ways in which these roles have varied throughout history. We will discuss the relative inputs of biology and socialization into male and female roles, review the variability of sex-role behavior from culture to culture, and explore why Western family forms and sex roles have developed as they have. This will involve examination of family forms and male-female work, leisure and interaction in Western society from the fall of the Roman Empire through the Industrial Revolution. It also will include study of how sex roles have been portrayed in literature and art during these periods. We will then discuss the future of male and female roles.

Reading will be heavy and students will be expected to engage in rigorous analysis of the material. There will be frequent writing assignments and weekly writing workshops, and students taking the program for full credit will be required to complete a research project as well.

New students will not be accepted into the program during Spring Quarter.

Planned equivalencies in quarter hours:

10 - social and economic history;

6 - family history; 4 - literature;

4 - sociology; 4 - anthropology;

4 - writing

32 - total

Program is preparatory for further study or graduate work in social science, law, medicine, social work, counseling or public policy administration.

Microeconomic Theory and the Real World

Winter/Group Contract

Sponsor: Chuck Nisbet

Enrollment: 23

Prerequisites: Introduction to Political Economy, or equivalent study in micro- and macroeconomic principles

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed:

Consult sponsor

Reference Number: 2180G

This Group Contract is designed for students wishing to continue their studies in microeconomics beyond the elementary level.

In the first part (morning sessions), students can expect to obtain technical mastery of microeconomic analysis and its proper application to contemporary issues through studying Mansfield's *Microeconomics: Theory and Applications*. Students will have the opportunity to apply their understanding of the theory with Mansfield's *Microeconomic Problems*.

The second half (afternoon sessions) of the contract will concentrate on the real world. Students may choose to undertake research projects (e.g., Washington Public Power Supply System) or to explore the various theories of the State as a firm.

Planned equivalencies in quarter hours:

8 - intermediate microeconomic

theory; 8 - political/economic

theory of the state or public/private

sector case study

16 - total

Program is preparatory for further study in government, social science and political economy, and for careers in economics or business.

Cuba and the United States: Studies in Power and Social Change

Spring/Group Contract

Sponsor: Ron Woodbury

Enrollment: 23

Prerequisites: Basic Program and intermediate-level work in social sciences

Special Expenses: None

Part-time Options: Yes

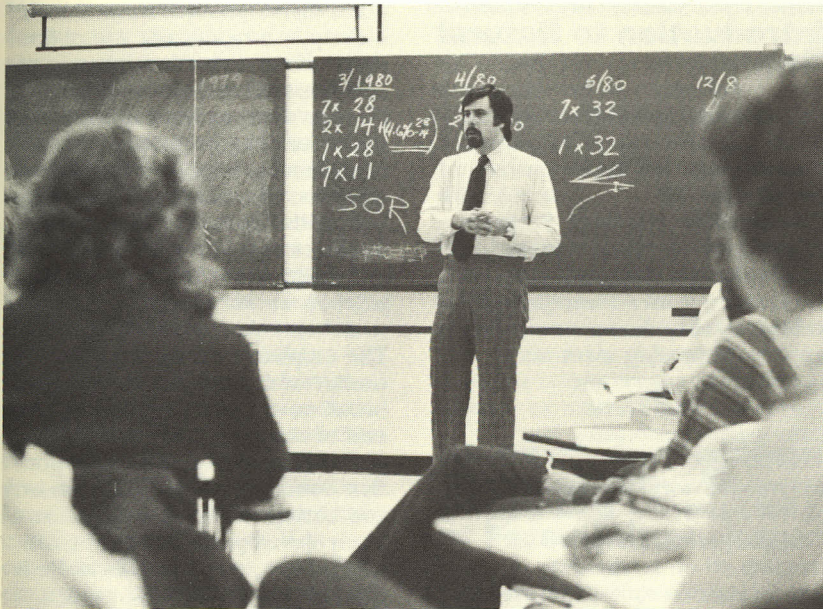
Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2065G

How and why does social change occur, most notably in Cuba during the twentieth century? Why did the United States react as it did to Cuban events? How does power-structure research help us to understand and explain the foreign policy of the United States toward Cuba?

Focusing on the Cuban revolution led by Fidel Castro, this contract will attempt to answer the above questions through both original research in primary documents, and book seminars on social change, power structures and foreign policy.



The following groups of students should find this contract especially appealing: (1) students interested in social change, especially revolutions; (2) students interested in Latin American studies, especially Cuba; (3) those wanting to learn more about power-structure theory and its applications, specifically through research on the United States power structure; and (4) students interested in developing their research skills, including the use of computers as a social science research tool (no prior knowledge of computers is necessary).

Planned equivalencies in quarter hours:

4 - Latin American history; 4 - Latin American politics; 4 - U.S. and Latin American sociology; 4 - social science research methodology
16 - total

Program is preparatory for further study in government, teaching and research fields, and for graduate work in history, political science and sociology.

Politics and Power

Winter, Spring/Group Contract

Sponsor: Matthew Smith

Enrollment: 23

Prerequisites: Introduction to Political Economy strongly preferred; portfolio, interview and faculty signature required

Special Expenses: None

Part-time Options: None, except special arrangements for legislative interns possible

Internship Possibilities: No

Additional Course Allowed:

Consult sponsor

Reference Number: 2226G

This Group Contract will provide an opportunity to do both theoretical and applied work on the distribution of political power. At the theoretical level we will investigate definitions of power and interest as the critical terms in any theory of political economy. We shall examine pluralist, elitist and class-based models of power to see how the underlying concepts of political actor, power relationship, and interest differ.

The second theoretical focus of the contract will be on the methodology of empirical research. We will examine the controversy surrounding power structure research and the implication of differing modes of operationalization, e.g., elite background analysis, elite interlock, reputational analysis, policy outcome and decision analysis for both the empirical findings and the theoretical models. This analysis should sharpen both our understanding of the concept of power and develop strong methodological skills.

The applied portion of the program will focus on an analysis of the distribution of political and economic power in Washington state. We will attempt to answer the classic question, "Who governs?" through an analysis of legislative behavior and campaign contributions, through an analysis of corporate organizational and governmental interlocks, and through analysis of specific policy outcomes. Research groups will design and begin field work in Winter Quarter and complete field work and written reports Spring Quarter.

Emphasis will be placed on the interaction of theory and research, and the production of high-quality research reports.

Planned equivalencies in quarter hours:

4 - American government and politics; 8 - political theory; 4 - social science methodology; 16 - applied research in political economy
32 - total

Program is preparatory for further study, careers and/or graduate study in political economy, law, political science, government, journalism and education.

Scientific Knowledge and Inquiry

Faculty and students in this Specialty Area examine certain analytical methods and ways of thinking - logical, philosophical, mathematical and experimental. They study them both for their own sakes (in fields such as mathematics, logic, computer science and analytic philosophy) and as tools for the natural sciences. The traditional natural sciences, particularly physics, chemistry and biology, fall in this Specialty Area, but students study them in a broad cultural framework which emphasizes the sciences in relationship to the rest of our civilization. Students undertake original research in these fields wherever possible.

Students in their first year of college are strongly urged to take one of the Basic Programs. Students just beginning in Scientific Knowledge and Inquiry should enroll in Introduction to Natural Science or in Matter and Motion, depending on their previous background. Related offerings from other Specialty Areas are mentioned at the end of this section.

Introduction to Natural Science

Fall, Winter, Spring/Coordinated Study

Coordinator: Jeff Kelly

Enrollment: 69

Prerequisites: Any Basic Program, or one year of college work emphasizing writing and discussion; mathematics through high school algebra. Entrance contingent upon passing math test.

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2148L

This program is designed to develop an understanding of important concepts of physics, chemistry, mathematics and biology in a historical, philosophical and cultural context. The core of the program will be 12 hours each quarter, and students will be expected to enroll in Math Lab through the Self-Paced Learning Lab (SPLU) for an additional 4 quarter hours.

Fall and Winter Quarters will focus on physical, chemical and mathematical development, while Spring Quarter the emphasis will shift to include biological topics. We will start Fall Quarter with the study of astronomy and mechanics (description of motion, force and mass), tracing the ideas from their beginnings, in Greek science, through the time of Isaac Newton. Later in the quarter we will show how chemistry evolved from this emerging understanding of the physical universe.

In Winter Quarter we will consider energy, wave motion, and the atomic view of matter. Spring Quarter we will emphasize biology while continuing to develop topics in general chemistry and introducing organic chemistry. The option of studying organic chemistry more intensively will also be available in the spring.

All three quarters we will look closely at how culture and philosophy affected the development of science, rather than treating science as an isolated human endeavor. The program will be a combination of lectures, problem sessions, labs, small-group conceptual skills sessions, and seminars. Students will be expected to read and write about the societies and science we are studying, as well as to develop problem-solving skills. The emphasis will be on thorough understanding, rather than on a broad coverage of science. By the end of the year, students will have a sound grasp of the most important concepts of physics, chemistry and biology and will have extensively developed their mathematical abilities, writing skills and critical reasoning abilities.

Planned equivalencies in quarter hours:

12 - mathematics; 8-12 - physics; 8-12 - general chemistry; 8-12 - development of scientific ideas; 6-8 - general biology; 12 - option: up to 12 quarter hours of organic chemistry.

48 - total

Program is preparatory for careers and/or further study in health sciences; physical, biological or marine sciences; and mathematics.

Matter and Motion

Fall, Winter, Spring/Coordinated Study

Coordinator: Fred Tabbutt

Enrollment: 46

Prerequisites: High School chemistry and precalculus mathematics.

Background in BASIC computer programming recommended. Entrance contingent upon passing chemistry and math exams.

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2177L

This intermediate-level program is designed for the student who has completed precalculus mathematics, who has some background in high school chemistry and who wants a foundation in mathematics, chemistry and physics suitable for advanced work in the sciences.

During the year we will develop the differential and integral calculus of one and several variables. Topics in chemistry and physics will be developed and integrated with calculus where possible. These topics include mechanics, stoichiometry, atomic and molecular structure, chemical equilibrium, electricity and magnetism, thermodynamics, inorganic chemistry and kinetics. The use of the computer to solve theoretical as well as experimental problems and some electronics also will be included.

The weekly schedule will consist of program lectures, problem sessions, seminar and laboratory work. In the problem sessions and laboratory, students will be able to test and improve their understanding of the ideas and techniques being studied. The historical and social implications of science also will be presented through lectures and readings, and discussed in the seminars. It is our view that science is not an isolated endeavor and that both science students and faculty need to understand its broader historical and social consequences.

Matter and Motion is a more advanced program than Introduction to Natural Science. Its content is comparable to typical major programs at this level in mathematics and natural science.

Planned equivalencies in quarter hours:

10 - university chemistry; 10 - university physics; 8 - calculus; 6 - chemistry/physics laboratory; 3 - scientific programming; 11 - seminar
48 - total

Program is preparatory for careers and/or further study in health sciences; physical, biological or marine sciences; and mathematics. It is particularly appropriate for students considering careers in science or mathematics.

Computability: The Scope and Limitations of Formal Reasoning

Fall, Winter, Spring/Group Contract

Sponsor: Al Leisenring

Enrollment: 23

Prerequisites: Permission of instructor

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2060G

This Group Contract is designed for students with a strong interest in computer science, mathematics or philosophy who want to explore some of the interconnections among these three fields.

Students will study a number of topics in mathematics which are interesting in their own right, but also have important applications in computer science. These will include: mathematical logic, graph theory, boolean algebra, combinatorics, abstract algebra and the theory of formal languages. Both the theory and the application will be emphasized. The problem assignments will give students the opportunity to improve their skills in proving theorems and in devising efficient strategies for solving problems, either by hand or on a computer.

In addition to these activities, in which the student is actually doing mathematics, considerable attention will be devoted to the philosophy of mathematics and computing. After formulating precise definitions of "mathematical proof" and "computable function," we will study one of the most profound and important mathematical results of the twentieth century - Godel's discovery, made in the 1930s, that there are problems in arithmetic which are inherently unsolvable. As we shall see, this discovery and others like it reveal that there are basic inescapable limits to what a computer can do. We will investigate the extent to which the human mind is subject to the same limitations.

There are no formal prerequisites for this contract beyond high school algebra, although a knowledge of computer programming is desirable. However, it will be assumed that students have sufficient aptitude and motivation to be able to think logically and to be comfortable in dealing with symbolic languages and abstract concepts.

Planned equivalencies in quarter hours:

8 - mathematical logic; 8 - automata theory and theory of formal language; 8 - philosophy and data structures; 4 - abstract algebra; 4 - discrete mathematics; 4 - computer programming; 4 - problem-solving techniques

48 - total

Program is preparatory for careers and/or further study in mathematics, computer science, linguistics and philosophy

Photosynthesis: An Introduction to the Natural Sciences

Spring/Group Contract

Sponsor: Richard Cellarius

Enrollment: 23

Prerequisites: Two quarters in a Basic Program or equivalent college experience; High school algebra

Special Expenses: None

Part-time Options:

Consult instructor

Internship Possibilities:

A 4-quarter-hour internship may be arranged as an alternative to a course.

Additional Course Allowed: Yes, or students may arrange to undertake some study of mathematics appropriate to their level either through the contract or through the Self-Paced Learning Center.

Reference Number: 2211G

This Group Contract will undertake a detailed study of how green plants convert the sun's energy, carbon dioxide and water into useful foodstuffs and fiber. It will use the theme of photosynthesis to explore basic concepts of chemistry, physics and cell biology. It is designed for students who want to obtain an introduction to the subject matter of the natural sciences, whether or not they intend to undertake further studies in this discipline.

The approach will be primarily historical, with readings of the original scientific literature. There also will be a major emphasis on general chemistry. Specific topics to be covered include energy, laws of thermodynamics, atomic and molecular structure, chemical reactions and stoichiometry, chemical calculations, the nature of biological materials, cellular metabolism, cell structure, and light and its interaction with matter. We also will discuss the nature of scientific theories and models and the purposes and uses of present day

scientific research. Class sessions will include lectures, seminars and problem sessions, and laboratory or computer exercises. Students will be expected to maintain a lecture and laboratory notebook and journal to document their learning for the quarter.

Planned equivalencies in quarter hours:

4 - introductory plant cell biology;
4 - general chemistry/physics lecture; 2 - general chemistry laboratory; 2 - introduction to modern science; 4 - outside coursework, internship or self-paced learning
16 - total

Program is preparatory for careers and/or further study in any of the natural sciences (especially chemistry, biochemistry, molecular and cellular biology, biophysics or plant physiology) or agriculture. It should be useful for students intending to do further work in the Environmental Studies, Health and Human Development, Marine Sciences and Crafts, or Scientific Knowledge and Inquiry Specialty Areas.



Energy Systems

Fall, Winter, Spring/Coordinated Study

Coordinator: Rob Knapp

Enrollment: 46

Prerequisites: Precalculus math and 6-8 quarter hours of college physical science or equivalent

Special Expenses: Above-average textbook costs; drafting supplies; occasional travel to conferences and site visits

Part-time Options: Spring Quarter only

Internship Possibilities: Yes

Additional Course Allowed: Yes

Reference Number: 2083L

Please see Environmental Studies section (page 34) for full program description.

Planned equivalencies in quarter hours:

3 - thermodynamics; 6 - calculus or applied mathematics; 4 - energy economics; 8 - energy policy seminar; 12 - heating, cooling and conservation design; 8 - project; 1 - computer programming; 4 - computer modeling; 2 - architectural drawing
48 - total

Program is preparatory for careers and/or further study in applied energy, architectural design and energy policy.

Molecule to Organism

Fall, Winter, Spring/Group Contract

Sponsors: Don Humphrey and Clyde Barlow

Enrollment: 46

Prerequisites: Matter and Motion or Introduction to Natural Science, particularly general chemistry and biology

Special Expenses: None

Part-time Options: Yes, with consent of instructors

Internship Possibilities: No

Additional Course Allowed: No

Reference Number: 2185G

This program is for students who want to study organic chemistry and biochemistry and who wish to integrate that study with modern advanced laboratory biology at the molecular, cellular and organismic level. It is an excellent preparation for the health professions or for graduate school.

Fall Quarter will emphasize organic chemistry with laboratory, along with the physical and chemical properties of biological molecules in the context of cellular structure and function. In addition to organic chemistry laboratory, students will gain skills in differential centrifugation, chromatography, microscopy, and gel electrophoresis during investigations of cell particulates and origin-of-life simulation experiments.

Winter Quarter will extend the study of organic chemistry and introduce formal biochemistry. Molecular, classical and population genetics will be the focus of biological investigations.

Spring Quarter will provide students with options in organic and biochemistry as well as organismic biology including studies of development and vertebrate structure and function. Opportunity will be provided for research projects and students will develop good laboratory skills and problem-solving abilities.

Planned equivalencies in quarter hours:

12 - organic chemistry with laboratory; 12 - biochemistry; 8 - molecular and cellular biology; 4 - genetics; 4 - developmental biology; 8 - vertebrate structure and function
48 - total

Program is preparatory for careers and/or further study in medicine, dentistry, pharmacy, veterinary medicine, nutrition, biology, molecular biology, biochemistry, chemistry, and other life and health sciences.

Advanced Chemistry, Physics and Mathematics

Fall, Winter, Spring/Group Contract

Sponsor: George Dimitroff
Enrollment: 23

Prerequisites: Matter and Motion, or equivalent mathematics, physics and chemistry

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

Reference Number: 2001G

This Group Contract allows students to do advanced work in the physical sciences and mathematics.

One may enroll for all or part of the program. Components now being planned include the following:

Mathematical Analysis I and II: Calculus of several variables, infinite series and Taylor series, differential geometry, and vector calculus.

Abstract Algebra: An introduction to the study of abstract algebraic structures, including groups, rings and fields.

Classical Mechanics: The traditional junior-level physics course.

Electricity and Magnetism: The traditional upper-division treatment of electrical and magnetic phenomena.

Quantum Mechanics: An advanced treatment, using vector calculus to explore the structure and energy of atoms and molecules.

Thermodynamics: An advanced treatment stressing the coherence of the laws of thermodynamics and the calculation of reaction potentials.

Planned equivalencies in quarter hours:

4 or 8 quarter hours in each of the topics taken.

Program is preparatory for careers and/or further study in pure and applied science, engineering and mathematics.

Courses in Natural Sciences and Mathematics

In addition to programs listed here, a series of courses in standard topics is regularly arranged for students who have needs that the programs cannot satisfy. A course in organic chemistry will be arranged during Spring Quarter for those who cannot take the full program in organic chemistry and molecular biology. Other courses, given in the late afternoon and evening, will include general chemistry, general physics, introductory biology and a calculus sequence.

Other offerings closely related to Scientific Knowledge and Inquiry: While each Basic Program meets the entry expectations of Scientific Knowledge and Inquiry, those most closely related in specific content are: Ways of Knowing, Society and the Computer, Environment and Culture, Political Ecology, Human Development

For intermediate and advanced students, related programs in other Specialty areas include the following: Human Health and Behavior, Energy Systems, Introduction to Environmental Studies, Stories of Creation, Exploration, Marine Environments.

Evergreen-Vancouver

Founded in 1976, in cooperation with Clark College, Evergreen-Vancouver attempts to offer the same intellectual engagement and authentic self-motivation as is found on the Olympia campus to upper-division students of the Clark County, Washington area. Two-year Coordinated Study programs are available to students who already possess the AA degree or its equivalent.

Management and the Public Interest

Fall, Winter, Spring/Coordinated Study

Coordinator: Lucia Harrison

Enrollment: 46

Prerequisites: Basic accounting and principles of economics; junior standing

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

Reference Number: 2171L

Management and the Public Interest at the Vancouver campus is an upper-division general management program designed to introduce students to a variety of organizational contexts and perspectives. Students focus on public, private and quasi-public organizations engaged in the production and delivery of a variety of goods and services. Students may, for example, learn about public concerns and managerial issues in manufacturing, retail sales, communications, local government, arts, human services, labor, church or educational institutions. Students also are exposed to public policy and management practices in countries like Japan, Yugoslavia, Sweden, Saudi Arabia, Great Britain and the Soviet Union. The basic idea behind the program is to learn administrative concepts in a comparative setting.

Students focus on managerial problems like: shaping the organization's domain, acquiring and allocating resources, designing organizational structures, information systems and work procedures to facilitate decision making, public accountability, and the production of goods and services, managing human resources, and maintaining relationships with organizational sponsors, consumers, members, regulators, suppliers and the like.

In addition, students are exposed to the basic concerns and strategies the public, consumers, labor organizations and government agencies utilize to affect the social, environmental, political and economic impacts of public and private organizational practices. These concerns surround issues like occupational health and safety, product safety, responsible use of energy and disposal of waste, protection of individual privacy, non-discrimination and displacement of workers.

Students are required to spend time sharpening their basic verbal and written communication skills as well as library and field research skills.

Planned equivalencies in quarter hours:

48 - distributed among business administration, the social sciences and the humanities at the upper-division level.

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

Community Studies: Advanced Interdisciplinary Studies in Social Science, Natural Science and Humanities

Fall, Winter, Spring/Coordinated Study

Coordinator: Virginia Darney

Enrollment: 69

Prerequisites: Junior standing

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed:

Possibly

Reference Number: 2055L

This two-year program at Evergreen's Vancouver campus will explore the social, political, ethical and ecological structures of culture. We will consider ancient and modern communities and their theories of culture, and we will work to develop community theories for the future.

The program, for students of junior and senior standing, is designed to reinforce and further develop critical reasoning, writing, research and seminar skills.

Planned equivalencies in quarter hours:

12 - history; 12 - literature; 8 - philosophy; 8 - political science; 4 - sociology; 4 - psychology

48 - total

Program is preparatory for careers and/or further study in community studies, social sciences, planning, social services, humanities and natural sciences.

Teacher Certification

In conjunction with the University of Puget Sound, The Evergreen State College offers curricula leading to the provisional certification for teaching at the elementary, junior high or senior high school level.

The program is designed as a half-time program (except for the final quarter of student teaching which is full-time) so that students may pursue work on their subject area specialties at the same time. The program is most appropriate to students who are at the junior or senior level in college.

Admission

Admission to the initial programs in Teacher Certification is highly competitive. Minimum requirements include prior admission to the college, junior class standing at the time of entering the program, and a grade-point average (where ascertainable) of at least 2.50 (C + or better).

Students intending to pursue a secondary education certificate should be well along in their major by the time they enter the Teacher Certification program. In most cases, these students will be seniors at the time they enter the program.

The principal criterion for admission to this program is academic excellence. Students must fill out a special application form

with the Admissions Office and file letters of recommendation.

Students wishing to apply for this program should fulfill all admission requirements - including filling out special application forms obtainable from the Admissions Office - prior to March 15, 1982. Students who are selected for admission to the program will be notified in writing prior to the Academic Fair and registration process in May. Full information may be obtained through the Admissions Office.



Curriculum

The sequence of courses for the provisional certification in elementary and secondary education follows the course descriptions list.

Course Descriptions

301 Introduction to Teaching
Field experience, to allow students to ascertain commitment to the educational profession. Provides direct work experience with teachers in school setting. Must plan a three-hour block, either morning or afternoon, in a selected school district. Prerequisite to all other education courses. Taken concurrently with Education 302.

302 Psychological Foundations of Education
Major theoretical concepts related to human development, learning, teaching-learning process; development of effective teaching-learning strategies; application to immediate future instructional tasks. Prerequisites: Education 301, cumulative grade-point average of 2.25 or higher. Required for provisional certificates.

345 Social Studies in the Elementary School
Teaching strategies, current research, practical aspects of teaching social studies. Laboratory experiences and micro-teaching. Prerequisites: Education 301 and 302.

346 Instructional Strategies
Survey of general teaching methods applicable in various subjects.

347 Activities in the Elementary School
Introduces basic principles for teaching art, music and physical education in the elementary school. Instructors are specialists from the three departments. Strongly recommended for every elementary teacher.



348 Language Arts and Writing
Focus on teaching language arts as communication.

349 Reading in the Elementary School
Language arts as interrelated communication processes; analysis of program objectives, methods, material; development of teaching-learning strategies in laboratory school settings. Prerequisites: Education 301 and 302.

350 Mathematics in the Elementary School
Techniques of teaching elementary school mathematics; examination of texts. Reports from book consultants; films, class presentations, individual tutoring of elementary students. Prerequisites: Education 301 and 302, or permission of instructor.

359 Teaching Strategies in the Secondary School
Curricular, organization patterns in secondary schools, emphasis on teaching techniques (i.e., lecture, seminar, inquiry, questioning strategies, and use of community resources). Course intended for juniors.

360 Teaching Secondary Reading in the Content Field

Reading problems, programs; techniques of teaching reading for prospective, practicing secondary teachers; emphasis on developmental reading with a focus on how reading fits into a language curriculum.

365 Science for Elementary Teachers

Background in biological or physical sciences recommended. Development of skills in fusing a science program and materials into a learning experience for children. Prerequisites: Education 301 and 302.

401 Elementary School Student Teaching

Directed student teaching in student's preferred grade of public elementary schools, daily for a full term, seminar in advanced methods included. School of Education endorsement required. Required for the Provisional Elementary Certificate. To be taken concurrently with Education 416.

402 Secondary School Student Teaching

Directed student teaching in the student's major and minor fields of concentration at the junior high and/or high school level for 4-6 class periods daily during a full term. Seminars will be arranged. School of Education and major department endorsement required. To be taken concurrently with Education 416.

415 Context of Teaching

Through an analysis and evaluation of selected sociocultural forces which influence educational programs and institutions, each student should be able to define more precisely his/her values, assumptions and role as teachers in the schools of America.

416 Teaching Elements of Success

Required course for all students seeking teacher certification. A seminar in which a variety of topics important to successful teaching will be discussed. Must be taken concurrently with student teaching.

TESC-UPS Teacher Certification Program

Elementary School Preparation (46-48 quarter hours)

Fall 1982	Winter 1983	Spring 1983	Fall 1983
Introduction to Teaching Ed. 301 5 quarter hours	Instructural Strategies Ed. 346 3 quarter hours	Math. Methods Ed. 350 3 quarter hours	Student Teaching Ed. 401 15 quarter hours
Educational Psychology Ed. 302 5 quarter hours	Reading Ed. 349 2 quarter hours	Science Methods Ed. 365 2 quarter hours	Seminar Ed. 416 2 quarter hours
	Language Arts Ed. 348 3 quarter hours	Art/Music Methods Ed. 347 2 quarter hours	
	Social Studies Methods Ed. 345 2 quarter hours	Context of Teaching Ed. 415 3 quarter hours	

Secondary School Preparation (36-38 quarter hours)

Fall 1982	Winter 1983	Spring 1983
Introduction to Teaching Ed. 301 5 quarter hours	Secondary Reading Ed. 360 2 quarter hours	Student Teaching Ed. 401 15 quarter hours
Educational Psychology Ed. 302 5 quarter hours	Teaching Strategies Ed. 359 5 quarter hours	Seminar Ed. 416 2 quarter hours
	Context of Education Ed. 415 3 quarter hours	

Special Forms of Study

Internships

An internship is an opportunity to achieve one's immediate academic objectives and to progress toward long-range educational goals through carefully planned and closely supervised activities in a "real world" learning environment.

Internships may be conducted through enrollment in a Coordinated Studies program, a Group Contract, or an Individual Learning Contract. Students enrolling for a Coordinated Studies program or Group Contract should plan to intern only if an internship has been included among its options or requirements. For those enrolling in an Individual Contract, an internship may constitute either a substantial part or a minor part of the contracted activities. Most internships are conducted by juniors and seniors.

Internships are conducted in a variety of field settings and in many geographical locations. While a majority of internships are in southwest Washington, many opportunities are available throughout Washington state, in other states and even in other countries.

Each internship is sponsored by a member of the faculty or by a uniquely qualified staff member who has been approved by the deans for service as a contract sponsor. Activities in the internship setting are guided and supervised by a field supervisor selected on the basis of his or her qualifications, experience and willingness to serve as a mentor during the internship. Field supervisors are valuable learning resources to whom most students otherwise would not have access during their undergraduate years.

Each internship - and each quarter of an internship conducted for more than one quarter - is planned, arranged, conducted and evaluated in terms of one's academic objectives for that quarter. It is an integral part of one's total academic program, growing out of learning achievements and resulting in additional learning outcomes that are as documentable and as academically creditable as any others for which credit is awarded at Evergreen. Internship arrangements almost always include a strong, individually tailored academic component (related readings, report writing and the like).

The academic component is particularly important in the case of an employment-related internship, a type of opportunity the college provides for mature and exceptionally situated students to effect creative relationships between their programs of study and their positions of employment during a portion of their Evergreen careers.

In brief, an employment-related internship may be conducted when a student who has held an ongoing job for at least three months can make arrangements with his or her employer for learning activities in the work environment which (1) are related to his or her academic objectives; (2) are decidedly different from those ordinarily done in meeting the responsibilities of his or her position; and (3) potentially will lead to documentable learning outcomes beyond the level of his or her previous academic achievement.

All matters pertaining to each quarter of an internship - including but not limited to learning objectives, internship activities, the academic component, evaluation procedures and the role responsibilities of student, faculty sponsor and field supervisor - are negotiated and agreed to before the internship begins. Agreements are formalized by completing an internship document which is signed by all parties.



Recent Evergreen students have interned in a variety of fields related to their academic programs and career interests. They include:

Accounting
Agriculture
Arts management
Business administration
Communication
Community organization
Computer science
Corrections
Counseling
Education
Environmental sciences
Health care services
Health education
Journalism
Marine biology
Marketing
Media production
Medical technology
Natural resources management
Outdoor/environmental education
Performing arts
Political science
Psychology
Public administration
Social services
Visual arts

The internship program is coordinated by the Office of Cooperative Education. *Arrangements for each internship must be cleared in advance with and approved by the office.* Students interested in conducting internships should contact the office at the earliest possible date to obtain a copy of the internship request form and to schedule a conference with a Co-op counselor. Guided by the information supplied on the request form, your counselor will be able to tell you about known placement opportunities that seem to meet your needs, counsel you about the internship negotiation process, help arrange an interview with a prospective field supervisor and, if you don't already have one, assist you in locating a faculty sponsor. Further, if the type of internship you need is not already available, your counselor will work with you to develop one - provided you make your needs known far enough in advance.

Students who have not yet acquired the academic background necessary for most internships may wish to participate in the Community Volunteer Service Program. This program, also housed in the Office of Cooperative Education, offers students opportunities for career exploration and community service through volunteer positions on campus and in Olympia-area agencies.

For additional information about internships and community volunteer service, write or telephone the Office of Cooperative Education, LAB I, The Evergreen State College, Olympia, WA 98505 (206) 866-6391.

External Credit Program

Older students entering or returning to college who have had prior



work or independent study experience of at least a year's duration may be able to earn academic credit for the learning acquired through this experience. Credit for such learning may be earned only through participation in the college's external credit program. The learning for which credit is sought must have occurred in non-academic settings and before one's first enrollment at Evergreen.

Students who believe their prior learning experience may make them eligible for the program should contact the Coordinator of External Credit during their first quarter of enrollment for a brochure and more details.

Learning Resource Center

The Learning Resource Center is available to any Evergreen student who wishes individualized, self-paced help with reading, writing or study skills. The student may work on a walk-in basis or may take a course for credit. Both self-programmed materials and tutorial assistance are available, as well as diagnostic testing to determine needs.

Advanced Placement, CLEP and PEP

A score of three or higher on the Advanced Placement Examination of the College Entrance Examination Board will be awarded credit. Credit will also be granted on the basis of the College Level Examination Program of the College Entrance Examination Board or the Proficiency Examination Program, so long as scores are at the fiftieth percentile or above, and do not duplicate other credit. Where essay exams are available, they are required. Contact the Registrar's Office for further information.

Foreign Language Study

Students can study foreign languages in Coordinated Studies, Group Contracts, Individual Learning Contracts and courses.

Coordinated Studies offer the most integrated approach, as they combine language study with cultural studies. In recent years, programs in Russian, French and Spanish have been offered. The common component is total immersion in the language during Summer Quarter; continued language study combined with cultural studies during the academic year; and a foreign study component. Other cultural studies programs will be offered as interest and faculty resources permit.

Group Contracts will generally follow the foreign component of Coordinated Studies to enable students to do advanced work. Individual Contracts may be possible in certain cases when a particular area of study is conducive to individual work.

Separate foreign language courses are offered periodically in the afternoons and evenings for part-time students, or as a complement to a full-time program.

Study Abroad

A chance to study abroad is offered through some Coordinated Studies programs which first immerse students in the language, history and culture of a foreign land and then enable them to continue their studies in that land. Shorter study programs also are offered in conjunction with programs developed at Evergreen or through contracted studies.

If Evergreen can't provide opportunities directly, we work with other institutions and agencies to assist students to complete projects essential to their education.

To study abroad:

1. Pre-register on program selection card, with signatures of student and faculty advisor.
2. Process status changes: i.e., change of credits, withdrawal or leave during the course of the year, graduation, extension beyond 180 Evergreen quarter credit hours.

3. Make sure address on file at Registrar's Office is CORRECT. This is absolutely necessary for billing.
4. Secure necessary certification if V.A. or Social Security benefits apply.
5. For students needing financial aid, give signatures on loans, file statement of intent, etc., in advance.

These details can be handled in advance, but the responsibility for initiating action rests with the student. Inquiries should begin at the Registrar's Office.

Self-Paced Learning

Evergreen recognized early that some subjects may be studied effectively by students working independently using materials that allow them to work at their own pace. Since the college opened it has been building a collection of slide-tapes, computer-assisted instruction, videotapes, programmed texts, and other resources with which students develop a personalized approach to study of such diverse areas as science, management, music, mathematics and languages.

Students may use two main facilities for self-paced studies for academic credit, either on their own or as part of a regular academic program. One is the Self-Paced Learning Unit (SPLU) Lab, which maintains an inventory of equipment primarily used in the sciences, such as calculators, microscopes, chemical and photographic laboratory equipment, and others. The other is the PLATO Learning Center.

PLATO is a computer-aided instruction system that offers thousands of hours of instruction in more than 100 different academic fields. Here students can register for a complete sequence of self-paced instruction in, for example, "Introduction to Computers and the BASIC Programming Language." Some of these programs satisfy requirements for academic programs. However, "browsing" also is welcomed.



Admissions

Admission Procedure

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

1. The Washington State Uniform Application.
2. Official transcripts of all previous college work and, for those applying directly from high school or with less than 45 quarter hours of college work, a record of completed high school courses, including rank in graduating class.

A transcript is considered official if (a) it bears the seal of the institution, (b) it is signed by an appropriate college/university official, and (c) it is sent directly from the college/university to the Admissions Office.

Evergreen seeks to attract a diverse student body. All applicants are considered on an individual basis. The admission process is conducted without regard to race, color, national origin, sex or handicap. If qualified applications should exceed available space, further admission decisions may take into account a variety of factors to achieve a diverse student body.

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

Application Deadlines

Applicants for Fall Quarter should have completed the admission procedures by September 1, December 15 for Winter Quarter, and March 1 for Spring Quarter. Summer Quarter has open enrollment.

Freshman Admission Requirements

Normally, any graduate of an accredited high school in the upper half of the graduating class will be considered for admission. If ranking is not

available, the applicant will be considered on an individual basis. Students who do not fall in the upper half of their graduating class will need to show evidence of their ability to succeed at Evergreen by submitting test scores, letters of recommendation from persons who are in a position to give a professional judgment, and other supporting data as requested by the Admissions Office. Test scores most commonly submitted include the Washington Pre-College Test, the Scholastic Aptitude Test or the American College Test.

Evergreen expects the high school applicant's transcript to show successful completion of a variety of academic courses which indicate adequate preparation for a challenging collegiate program.

Admission can be granted on the basis of six, but preferably seven, semesters of high school work. Applicants admitted on this basis must submit a transcript showing the completed high school record and date of graduation before acceptance is final.

General Educational Development Tests

Applications also will be accepted from persons 18 years of age or older who have completed the General Educational Development tests, but have not actually graduated from an accredited high school. Normally, the applicant is expected to have scored at the fiftieth percentile or above in all test categories.

Transfer Students

Transfer students will be considered for admission if they left the previous college in good academic standing and made satisfactory progress. Applicants from other colleges or universities who have completed 45 or more quarter hours of credit (or the equivalent), need not submit high school transcripts or test scores. Those who have completed less than 45 quarter hours of college level work will submit high school transcripts in addition to college transcripts.

Transfer students are required to present an official transcript from each college or university they attended. Failure to provide all transcripts to the Admissions Office constitutes grounds for disenrollment. Action will be taken on a transfer application when all transcripts for previously completed work have been received. Students entering Fall Quarter who are currently enrolled in another institution must have an official copy of that record sent to the Admissions Office immediately following completion of the course(s).

Transfer of Credit

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

Transfer students who complete the appropriate Associate in Arts degree at a Washington state community college may receive the maximum of 90 transfer credits. Since the community colleges offer several degree programs, students should consult their advisor for more specific information.

The procedure for transferring credit is to supply official transcripts of all previous work at the time of application for admission. The Admissions Office will evaluate the credit and supply you with a report upon completion of the admission procedure.

Policy varies slightly depending on the kind of institution from which you are transferring and the kinds of course work involved. In general, courses in which a "D" or "F" grade was received are not acceptable in transfer, nor are physical education activity courses, remedial courses or high school equivalency courses. Some vocational and personal development courses are transferable, others are not. Contact the Admissions Office for details.

Credits earned at nonaccredited institutions, technical institutes, military, art and music institutes, foreign colleges and universities and proprietary schools (such as business colleges and correspondence schools) are evaluated on a case-by-case basis by the Registrar. The principle used is that the work performed should be equivalent to work for which a four-year college or university would normally give credit toward the B.A. degree.

Upside-Down Degree Program

The student who holds a vocational or technical Associate degree from a two-year accredited college *may* be eligible for the Upside-Down Degree Program.

Working with a faculty committee, the student earns 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 these 90 credits the voc/tech degree program will be posted as 90 transfer credits and the student will be recommended for a bachelor's degree. Noncompletion of the recommended 90 Evergreen credits will result in a course-by-course evaluation; such an evaluation usually results in less than 90 transfer credits.

Minimum eligibility criteria include the achievement of at least a 2.5 cumulative grade average and satisfactory completion of at least one, preferably two, English composition course(s). Further details on the types of programs which are acceptable for the Upside-Down Degree Program are available from the Admissions Office.

Returning Students

A student previously enrolled at Evergreen, planning to return after having withdrawn from the college or taken a leave of absence for more than four quarters, must fill out the Washington State Uniform Application. The student must submit copies of *all* transcripts from colleges/universities attended since leaving Evergreen. The admission decision will be based on the complete academic record.

International Students

Freshmen international students who have met the minimum entrance requirements for college in their native countries and who can provide evidence of their proficiency in the English language, as well as financial stability, will be considered for admission. International students who are transferring from a college in their own country or in the United States must also meet the regular transfer admission requirements as described above.

All international students must submit the "Pre-Application for Admission" form. If this application is approved, the student must submit the uniform application and transcripts, as well as:

1. Official copies of the student's scores on the Test of English as a Foreign Language (TOEFL).
2. Evidence of having at least \$7,200 (U.S.) at their disposal to pay all normal expenses for one year's enrollment at Evergreen, in addition to funds necessary to meet travel expenses.

Conditional Admission

Conditional admission may be granted to a student at the discretion of the Director of Admissions when an evaluation of credentials shows that the student will benefit from Evergreen's academic programs but needs additional work in some specific area.

Special Students and Auditors

If part-time students do not wish to have academic work immediately applied toward their degree, they do not have to complete the application process outlined under the admission procedure section. Entry into part-time work for nonmatriculant students is handled directly by the Registrar's Office.

The categories of Special Student and Auditor are designed largely for Olympia-area residents interested in college work but not currently seeking a baccalaureate degree. Both categories are generally limited to 11 quarter credit hours (part-time) of study.

Special Students receive credit and a narrative evaluation. They may subsequently apply for admission to degree-seeking status as described under the admission procedure section, after which all previous work will be credited toward the degree.

Auditors receive neither credit nor narrative evaluation and no credit can be advanced toward a degree if they later apply for admission to the college.

Summer Quarter

Summer Quarter enrollment does not require completion of the formal admission procedure. It is handled directly through the Registrar's Office.

Admission Notification and Enrollment Deposit

Notification of the admission decision will be made after a review of the completed application.

Upon notice of eligibility, the applicant should send a tuition advance deposit of \$50, which is automatically applied to first quarter tuition. Payment will reserve enrollment on a first-come, first-served basis.

No deposit is required of Special Students and Auditors.

This tuition deposit is regulated by the tuition refund schedule and a student who does not enroll may forfeit this amount.

Academic Regulations

Registration

New and Continuing Student Enrollment Process

Continuing students should consult the registration information mailed each quarter.

Upon being admitted, new students should select a check-in date and come to campus for an individual meeting with a check-in advisor to discuss personal interests and concerns; evaluate your basic study skills; receive your registration forms; and be assigned a faculty advisor.

As a new, full-time student, you automatically will be assigned a faculty advisor, who will work with you from entry to graduation.

If you are accepted before mid-May, you should select a Spring Quarter advising and registration date.

Some programs require a faculty interview or audition for entry and all are filled on a first-come basis. Registering early increases your chances of getting into the program of your choice.

You will be able to designate the length of your program or contract when you enroll by specifying both the beginning and ending dates. You also will be able to specify the number of quarter credit hours per quarter during the period you indicate. There will be no need to re-enroll each quarter during the period you designate if you continue in the same program or contract. Changes to the beginning or ending dates or to the amount of credit need to be made as far in advance as possible. Early notification will assure proper assessment of tuition and fees.

Continuing Evergreen students should select their academic programs for the following year during advanced registration, conducted in mid-May on dates specified in the college calendar.

Special registration periods are held for those desiring to enroll as non-degree seeking Special Students or Auditors. Ordinarily, these special registration periods coincide

with the opening dates announced in both on- and off-campus communications media.

Throughout the year mailings with important information need to reach you, therefore, *students are required to keep current addresses* - even those of short duration - on file with the Registrar's Office throughout their tenure at the college.

To Drop or Change a Program

Students who want to drop or change a program should pick up a Change of Registration Form from the Registrar's Office. At that time, students also should check to see if faculty signatures are required for the particular programs involved.

Withdrawals and Exit Interview

The student may withdraw at any time, but an Exit Interview at the Registrar's Office is required (telling a faculty member is not sufficient). See the "Financial Information" section for the tuition and fee refund schedule.

Leaves of Absence

Students who have been regularly admitted and need to "stop out" for awhile are eligible to apply for a leave of absence of no longer than one year. Application for leave is initiated in the Registrar's Office. Students who have not enrolled in a program/contract by the enrollment deadline are considered to be on leave for up to one year for undergraduates, and one quarter for graduate students.

Academic Credit General Policies

Students accumulate academic credit for work well done and levels of performance reached and surpassed. Only if a student fulfills academic obligations will full credit be entered on the permanent academic record. Otherwise, there will be no entry or the recording of credit to represent what was actually accomplished. Credit is expressed in quarter credit hours.

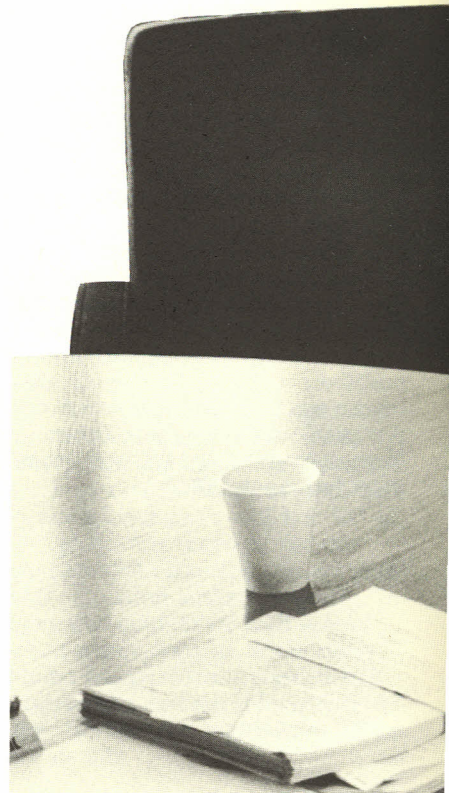
As a full-time Evergreen student, you will be enrolled in only one full-time learning activity. If you enroll full-time, additional credit cannot be earned concurrently at another college for transfer back, nor will you be able to earn more than the maximum full-time amount at Evergreen.

Evergreen will not accept credit twice for the same course work.

Full-time and Part-time Status

Evergreen counts as full-time students: (1) undergraduates enrolled for 12 or more quarter credit hours and (2) graduate students enrolled for 9 or more quarter credit hours. Those who enroll for less are considered part-time students.

Maximum full-time enrollment is 16 quarter credit hours (18 for those in the Teacher Certification Program and 12 for graduate students). This 16-credit maximum includes any transfer credit earned during the same period through simultaneous enrollment at another school.



Veterans

Veteran students are advised that VA standards for full-time training differ from those of the college. Specifically, the "seat time" rule requires a minimum amount of time in classroom situations. Check with the Office of Veterans Affairs to assure that your program, internship or learning contract meets those standards.

Acceleration

Students may accelerate only by enrolling for a fourth quarter of study each calendar year (i.e., Summer Quarter).

Any increase in the number of quarter credit hours for which a student is registered must be submitted to the Registrar no later than the fifth class day of any quarter.

Partial Credit Options and Withdrawals

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

Some programs will make provisions for partial credit; others will not. That determination rests with the faculty of each particular program or contract. Program faculty announce that policy at the outset of the quarter. If exceptions are to be made, they are at the determination of the faculty.

Evaluation

Each Evergreen student works individually with the faculty member who leads his or her seminar in order to evaluate student progress and quality of work. From time to

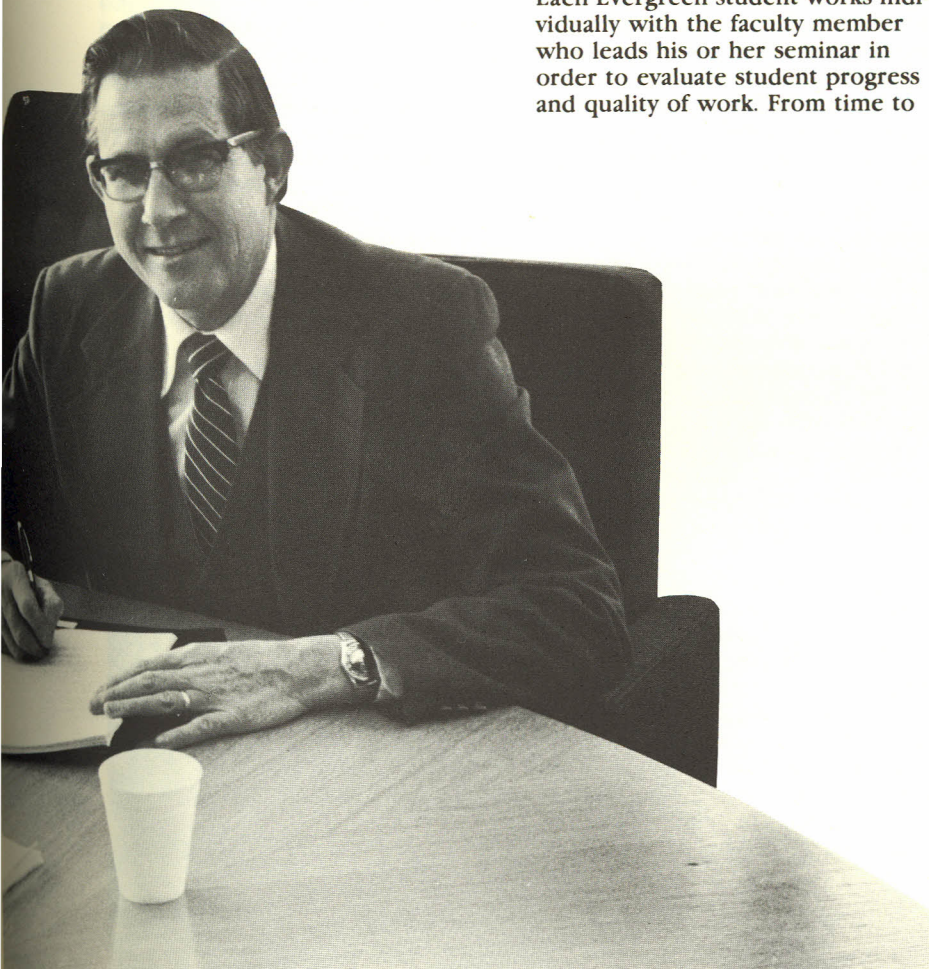
time students have advisory conferences with their seminar faculty to discuss personal progress. The program ends with a detailed narrative evaluation (a one- to two-page description of the exact nature of the student's work and learning). This written evaluation takes the place of a letter grade. It provides much more information about you as an individual, about your special strengths, about the areas where you need further work, and about your future academic plans. While this evaluation becomes part of your college record and will inform future employers about your work here, its main benefit is in helping you choose what to emphasize in your later work at the college or elsewhere. Evaluations are discussed in an individual conference with seminar leaders so you will have a chance to define the real high points of your program work.

Record Keeping Transcript and Portfolio

The transcript and portfolio are the two primary records of student work at Evergreen.

The transcript, maintained by the Registrar's Office, is a record of academic achievement which includes all work done for credit, the official description of the program or contract, faculty evaluations, and students' own evaluations of achievements. Once the evaluation is accepted in the Registrar's Office, a copy is sent to the student. *The entire body of information is mailed when a transcript is requested*, although graduate students who attended Evergreen may request transcripts of only their graduate work. Transcript processing requires time; please allow two weeks between receipt of your request (and \$5 fee) and mailing of the transcript.

"Translations" of work performed at Evergreen are necessary. Seminar leaders and/or sponsors develop "course equivalencies" which describe the student's work in terms comparable to other colleges' or universities' systems.



Credit and evaluations are reported only at the end of the program/contract, unless the student goes on a leave of absence, withdraws or changes programs.

Students maintain their own portfolio, which includes the official description of the program/contract for all work attempted, descriptions and copies of faculty evaluations, your own evaluations, including those not on the transcript, and work considered to be your best effort, along with other pertinent information.

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

Confidentiality of Records

The federal Family Education Rights and Privacy Act of 1974 establishes fair information practices regarding student records at American colleges and universities (see the last section of the catalog for text).

Retention of Records

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

If you require transcripts of work done at other schools, those transcripts must be secured directly from the schools, not from copies in our files.

Academic Standing

Since the college follows a narrative evaluation system, a student's transcript contains only information on credit which has been successfully completed. Some recognition, of a nonpunitive nature, needs to be made of the student who is not making satisfactory progress. The

following stages of academic standing have been designed to allow the student having academic difficulties the maximum amount of advice and counsel in resolving these problems. At the same time, it acknowledges that if a student is unable or unwilling to do his or her best work at Evergreen, then that place should be given to someone else.

During any quarter a student who is in danger of earning less than the registered amount of credit will be notified in writing of that danger by the faculty sponsor or program coordinator.

1. **Academic Warning** - A student who earns fewer than two-thirds the number of credits for which he or she is registered in three successive quarters will receive an academic warning from the Registrar, a copy of which will also go to the student's current or preregistered coordinator or sponsor. Similarly, a student enrolled for more than half-time who receives no credit at all during two successive evaluation periods will receive academic warning. Such warning will urge the student to seek academic advice or personal counseling from a member of the faculty or from the appropriate offices in Student Enrollment Services. A student will be removed from academic warning status after three quarters of successful work in which more than two-thirds of the credits were earned.

2. **Required Leave of Absence** - A student on academic warning who receives either an incomplete or fewer than two-thirds of the registered credits is required to take a leave of absence, normally for one full year. A waiver of the action can be granted only by the academic deans upon presentation of evidence of extenuating circumstances by the student. To re-enter at the end of such leave, the student must supply to the deans evidence of readiness to assume responsibilities.

A student returning from a required leave of absence will re-enter on academic warning and will be expected to make normal progress toward a bachelor's degree without incurring further required leave. Failure to earn more than two-thirds credit at the next evaluation period will result in academic dismissal from the college.

Graduation Requirements

The minimum requirement for awarding either the Bachelor of Arts (BA) or the Bachelor of Science (BS) is 180 quarter credit hours. Continuation beyond 200 quarter credit hours without graduating requires presentation of an educational plan to the academic dean for approval.

Transfer students must earn at least 45 of the last 90 quarter credit hours as an enrolled student at Evergreen to be eligible for an Evergreen degree.

Those with a baccalaureate degree from a regionally accredited institution (including Evergreen) wishing to earn a second baccalaureate degree, normally must earn at least 45 additional quarter credit hours as an enrolled Evergreen student.

An application and exit interview are necessary for graduation. Contact the Registrar's Office at least one quarter in advance of the anticipated graduation date.

The BS degree requirement also includes 72 quarter credit hours in mathematics and natural science, of which 48 quarter credit hours must be in advanced subjects. Concurrent award of a BA and BS requires a minimum of 225 quarter hours, including 90 at Evergreen, and application at least one year in advance.

Financial Information

Fees and Charges

Tuition and Fees

Fee calculations are based on four student status indicators: undergraduate or graduate enrollment, state residency, quarter credit hours and Vietnam veteran. These indicators are established, and may be adjusted, only by the Registrar.

Tuition and fees for full-time resident undergraduate students are \$314 per quarter, and \$1,070 for full-time nonresident students. Of these amounts, \$60 are allotted as Services and Activities fees. For part-time students, tuition and fees are \$31 per quarter credit hour, up to a maximum of \$314 (resident), and \$107 per quarter credit hour, up to a maximum of \$1,070 (nonresidents).

Graduate students enrolled full-time pay tuition and fees of \$364 per quarter (resident) and \$1272 (nonresident). For part-time students, the charges per quarter credit hour are \$36 for residents (\$364 maximum) and \$127 for nonresidents (\$1272 maximum).

The current payment policy is under review and may be changed prior to Fall Quarter 1982. Also, some of the fees are under review and may be changed by the Board of Trustees.

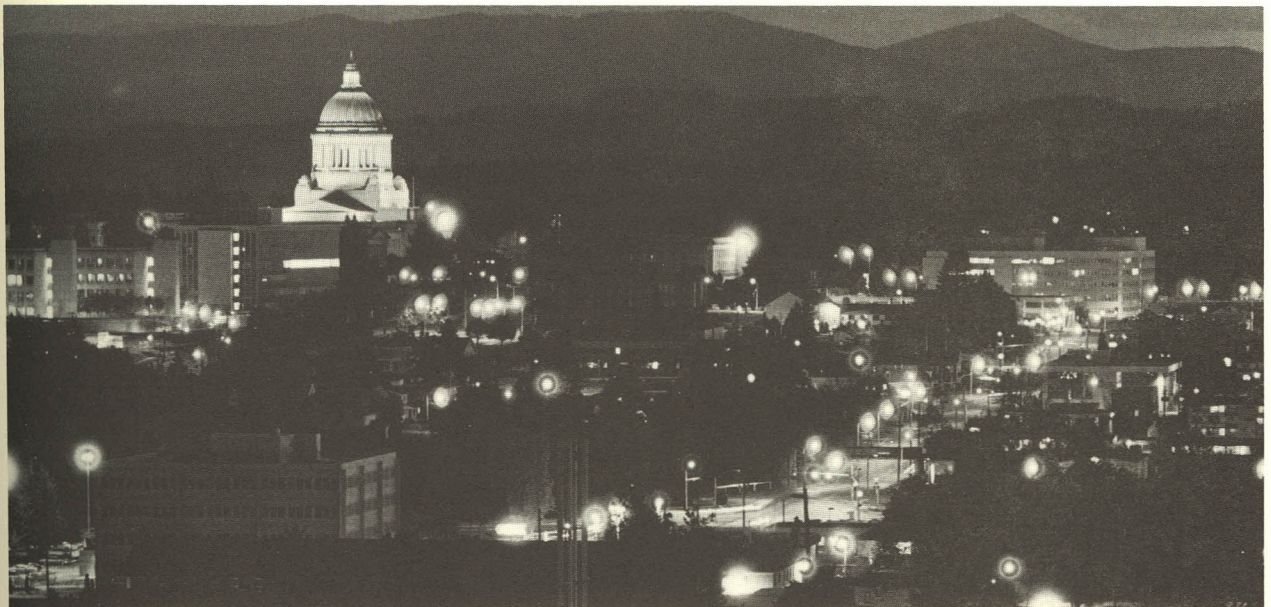
Resident and Nonresident Status

The term "resident student" means one who has had a domicile for other than educational purposes in the State of Washington for the period of one year immediately prior to the first day of a quarter; a dependent son, daughter or spouse of a federal employee residing within the state; or a dependent son, daughter or spouse of a staff member of the college. All others are considered nonresident students. Applications to change residency status are available at the Registrar's Office and must be made in advance of the first day of the quarter the student feels the requirement has been met.

Billing and Payment Procedures

The student accounts system assembles all student financial information, both charges and credits, and prepares a monthly statement of account. This makes it possible for each registered student to submit a single check for tuition and fees, housing, food services, and other charges by mail or night depository. The Cashier's office is open from 9 a.m. to 4 p.m., Monday through Friday.

Tuition and fees are billed on a quarterly basis, and are due on or before the fifth class day of any given quarter. Only those "advance registered" are billed by mail. All others should pay at the time of enrollment, but no later than the fifth class day. After the fifth class day, the student will be assessed a \$15 late payment fee. Failure to pay tuition and fees on or before the thirtieth calendar day will result in disenrollment and assessment of one-half of tuition and fee charges. Any student being re-enrolled after disenrollment will be charged a \$50 reinstatement fee.



Miscellaneous Fees

Housing deposit		
Rental contract	\$ 60.00	
Unit lease	100.00	
Transcript	5.00	
ID card replacement	5.00	
Returned check	6.00	
Enrollment deposit	50.00	
Late penalty	15.00	
Reinstatement fee	50.00	
Credit by examination		
(per test)	22.00	
Lab fee (varies)	10.00-25.00	
Leisure Education		
(varies)	10.00-85.00	
201 and 211 Studios		
(student rate)	201	211
Daily	1.00	.75
Quarterly	40.00	15.00
Health insurance (per quarter)		
Student only	31.05	
Student and dependents	86.40	

Estimated Academic Year Expenses

These are the *projected* costs for the academic year 1982-83, and are subject to change.

	<i>Residents</i>	<i>Nonresidents</i>
Tuition and Fees (Full-time)	\$ 942	\$3,210
Books and Supplies	300	300
Housing and Meals	2,100	2,100
Personal Needs	750	750
In-State Travel	540	540
Total	\$4,632	\$6,900

Parking

	<i>Motorcycles</i>	<i>Autos</i>
Year	\$20.00	\$40.00
Quarter	8.00	16.00
Month	4.00	8.00
Daily	.50	.50

Refunds/Appeals

Refunds of tuition and fees are allowed only for withdrawal under these conditions: death or serious accident or illness in the immediate family; military draft call or reserve call-up; other unavoidable or unforeseeable circumstances, after review by the Registrar.

Following proper withdrawal procedures at the Registrar's Office, students are refunded:

<i>Fee/Charge Category</i>	<i>Refunds Applicable</i>
Enrollment Deposit	<i>Applies to first quarter tuition and fees. 100 percent refundable to the 5th class day of the quarter</i>
Tuition and Fees	<i>100 percent to 5th class day of quarter; 50 percent to 30th calendar day; after that, no refund</i>
Housing Deposit	<i>\$30 (rental contract) refundable upon end of contract or withdrawal from college. \$50 (unit lease) refundable upon end of contract.</i>

Objections to the application of any financial policy or charge must be presented to the Registrar within 10 days after the first billing.

Financial Aid

General Information

Students who expect difficulty in meeting the costs of college should apply for assistance through the Financial Aid Office. Evergreen's

goal is to provide appropriate financial guidance to students, and financial aid to those students who could not otherwise attend Evergreen. Awards from the college's aid programs rest strictly on personal need and can only supplement the contribution of the student and his/her family. Most of the aid offered by the college is open only to full-time students and may take the form of grants, loans, employment, scholarships or a combination of these possibilities.

Complete information about the financial aid programs and application procedures is available upon request from the Financial Aid Office.

Applications for aid should be received by April 15. Students applying after that date will be aided if funds are available.

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

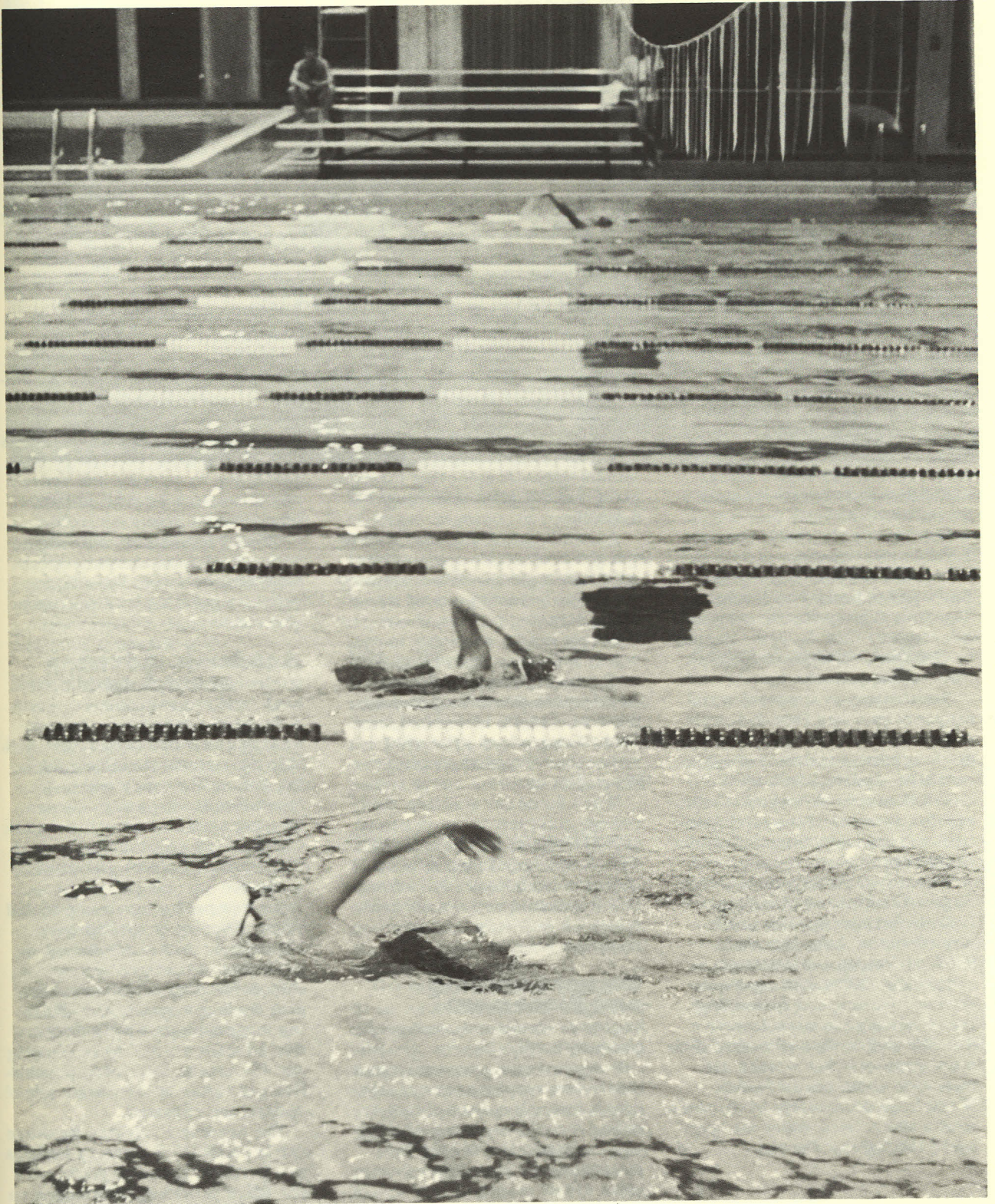
Emergency Loan Program

Emergency loan funds are donated by businesses, service and professional organizations and individuals in the community, and Services and Activities Fees. This program is designed to aid all students who face temporary need by providing loans up to \$200 on a short-term basis. Borrowers may apply through a personal interview in the Financial Aid Office.

Disbursements

Financial aid is distributed quarterly (to coincide with tuition and fee payments) by the Financial Aid Office. All charges are deducted from the quarterly award, with the balance paid to the student during the first week of instruction. The exceptions are emergency loans, which are paid as needed, and the on-campus work-study program distributed through the payroll system.

Student Services



Student Services

Health Services/ Women's Clinic

A clinic for students, staffed with a professional and paraprofessional medical staff, is available to registered students during Fall, Winter and Spring Quarters.

Health Services encourages students to take an active role in their health maintenance and recovery from illness. Diagnosis and treatment is provided for injury, illness and emergency first aid. A small fee is assessed for clinic appointments and most prescribed medications are available at cost. All x-rays and most laboratory tests require an off-campus referral. Health Services maintains a list of both traditional and alternative health practitioners in the Olympia area. Our staff is available to discuss general health concerns, provide individual nutritional advice, administer allergy injections, and process medical insurance claims.

Evergreen's Fire Station has an E.M.T. staffed emergency team providing first aid on campus at all times and is backed up by the Thurston County Mobile Advanced Life Support Unit. St. Peter Hospital in Olympia provides emergency room services.

Health Services sponsors workshops on Standard First Aid, Advanced First Aid, Cardio-Pulmonary Resuscitation, stress reduction, nutrition, smoking, and other health concerns. A limited number of work study and internship positions are available to students interested in health care careers.

Women's Clinic provides a wide range of services addressed specifically to women's health needs. Annual exams, infection checks, S.T.D. screening and treatment, cancer and DES screening, reproductive planning and counseling are all available at a small service fee. The staff is trained to deal with most questions that women and men have about sexual health. Workshops on a variety of women's health and related issues are sponsored throughout the year.

Student Health Insurance

The college provides the opportunity for students to purchase health insurance for themselves and dependents. Options include either major medical coverage or full health care coverage. Full-time students (registered for 10 credit hours or more) will automatically be enrolled in the major medical plan unless a waiver card or full health care request is received by the 5th class day of each quarter.

Counseling Services

Evergreen's student and employee counseling service charges no fee to help persons acquire skills to solve their own problems and develop their human potential.

Once a problem has been identified, there are workshops, developmental seminars and other forms of group activity and counseling available.

A coordinator/counselor, a counselor/consultant, two counselors, and student paraprofessionals operate within a developmental framework, blending traditional and new concepts readily adaptable to individual and group counseling as well as occupational and educational information. Cooperation between campus and community further encourages preventive rather than remedial program development.

When funds are available, the college contracts for professional service, such as psychiatric care, and always, counseling relationships are confidential. No information is released without written request from the individual concerned.

Career Planning and Placement

Start your career and employment planning early.

Evergreen graduates can expect satisfactory employment or graduate school placement, if they define their interests, use the college's advising and academic resources, and plan ahead.

Career services help students identify career interests, gather information about them, identify potential employers or graduate programs, and develop a strategy for job or graduate school entry. We work with first- through fourth-year students on an individual and group basis.

Visit the Career Library (LIB 1213) and stop by the office at the beginning of each quarter for your schedule of career and employment information programs.

Veterans Affairs

The Office of Veterans Affairs assists veterans and other eligible persons with all VA-related applications and information to assure maximum use of benefits provided under law. The office also serves as a clearinghouse for information pertaining to veterans and actively recruits veterans within the college's service area.

The OVA provides counseling and referral assistance to veteran students and serves an advocacy role in supporting veterans' issues and concerns.

Academic Advising

Students are responsible for planning their credit-generating work at Evergreen; however, advice in making curricular decisions is available through the Academic Advising Office. The office will help familiarize students with curriculum, program and contract choices. Changes and additions to curriculum are kept current and readily available.

Student preference is considered when assigning faculty advisors, who remain with students as long as they are at Evergreen. Together, they develop an overall academic plan leading to graduation. Working in collaboration with Cooperative Education and Career Planning and Placement, internship possibilities and career and graduate school options are explored.

The Academic Advising Resource Guide (AARG!) is given to students as a personal resource guide, with the office providing information on



availability of faculty sponsors for Individual Contracts, enrollment in programs, and opportunities for student-generated curricular proposals. Faculty members and students frequently develop advisory/guidance relationships which help formulate academic plans.

Handicap Access

Evergreen supports a policy of independent living for students with handicaps, and has initiated a program to accommodate special needs these students may have. Students can volunteer information about accessibility needs during the registration process. Since some kinds of accommodation take time to accomplish, the handicapped student may want to contact the college at an earlier date, on an entirely confidential basis. For further information, call or write Rebecca Wright, Affirmative Action/Handicapped Student's Coordinator, (206) 866-6361, Library 3238.

Self-Help Legal Aid

Paralegal assistants, in cooperation with a local practicing attorney, assist students who are having legal problems. Call the Legal Aid Office in the library, 866-6107, for assistance.

Bike Shop

Student bikers can use tools, get advice and service their bicycles at the Bike Shop in the basement of the CAB. A fee is charged for repair parts and shop use. Hours are posted in the Activities Office, CAB 305.

Third World Coalition

The Third World Coalition welcomes all persons of color and offers them the opportunity and assurance that they have complete access to equal educational opportunities at Evergreen.

The function of the Coalition is to act as an advocate through referral assistance, academic and social advising, educational/political and social advocacy. It also acts as an information center for students of color and provides a comfortable place for persons of color to meet.

The Third World Coalition also provides assistance to the Asian/Pacific Isle Coalition, Native Amer-

ican Student Association, MEChA, Ujamaa and Third World Women, in terms of advocacy and referral assistance, academic and social advising, leadership, technical assistance and sponsorship of cultural and educational activities.

Alumni Association

The Alumni Association was formed in 1978 to provide an avenue for the pursuit of members' mutual interests and to provide support to the programs and philosophies of the college. The association is governed by a 24-member board, and any graduate or former student is eligible for Alumni Association membership.

The Association works with the college's Alumni Office to offer services to alumni (workshops, reunion, directory, newsletter) and services to the college (admissions assistance, legislative relations, fund-raising).

For information, call the Alumni Relations Coordinator at 866-6566.

Campus Life

Housing

Living on campus has many advantages, with varying accommodations available through the Housing Office. The choice is yours.

There are 19 two-bedroom duplexes, one ten-story and three five-story buildings.

With living units ranging from one-, two- and five-bedroom apartments, to single and double studios, students are close to classrooms and the main campus facilities with 24-hour security services.

Campus living has the additional advantages of mail delivery, handicap residence units, bicycle and motorcycle shelters, storage lockers, TV-FM cable, color TV and lounges, pool and ping pong tables, laundry facilities, bus service to and from the greater Olympia area, and recreational, social and cultural events.

Students can cook their own meals in most housing facilities in complete kitchens, or buy meals at various campus outlets.

It is "first-come, first-served" basis, for both on-campus and off-campus accommodations, following completion of an application and receipt of deposit. A full refund is given to students not admitted to college; a cancelled application by the date on the contract or lease brings a partial refund.

Forms and more information are available from The Evergreen State College Housing Office, Building A, Room 322, Olympia, WA 98505 (206) 866-6132.

Food Services

Students have a choice of casual meal plans on a cash or scrip ticket basis, a snack bar and "deli" services. A full catering and banquet service also is available.

Festive meals are provided periodically during the year, a vegetarian entree line is available and special diets are prepared when medically required.

Mail Services

Student mail is delivered to the residence halls six days a week. Campus mail service personnel distribute deliveries to individual mail boxes.

U.S. Postal Service mail drops are centrally located, with stamps and parcel mailing available from a self-service postal unit in the CAB.

Students should give a complete address to correspondents, including residence halls, room number and The Evergreen State College, Olympia, WA 98505.

The college cannot accept financial responsibility for receiving and storage of personal belongings for students. These arrangements should be made with local shipping agencies or at some other local address.

Organic Gardening

Students can raise crops at the Evergreen Organic Farm on campus, either through an academic program, on the group cooperative farms, or through individual request on community plots.

Requests for use of the farm or solar greenhouse may be directed to the resident caretaker at the Organic Farm.

Leisure Education

Because it's fun and enriches your life, students and community members stimulate their creativity with noncredit workshops through the Leisure Education program.

Approximately 75 workshops are offered quarterly in five categories: sports, martial arts, movement, art and miscellaneous. In past years, the program has presented workshops in pottery, photography, jewelry making, woodworking, spinning, weaving, and dance represented by ballet, jazz, disco and aerobics.

Ki and Aikido, Tai Chi and Karate were actively pursued, as were skiing, weight training, tennis, parachuting, hang gliding, and mountaineering. Miscellaneous work-

shops included bicycle maintenance, Swedish massage and juggling.

All of these good times also are available to faculty, staff and the Olympia community.

Recreational Arts

The Metal Arts and Ceramics Studios comprise the Recreational Arts Center, where artists real and would-be practice their craft.

Jewelry making, small metal sculpture, lapidary work, leather and stained glass facilities are found in the 211 Metal Arts Studio, with the "fire arts" (raku, stoneware, porcelain and kiln-fired glass) nearby in 201 Ceramics Studio. There are both electric and kick wheels, three electric bisque kilns, 30- and 60-cubic-foot gas kilns and temporary raku kilns for artists' use.

More advanced students in fine metal and ceramic arts, as well as lapidary, photography, stained glass and leather, may register for open studio use by paying a fee.

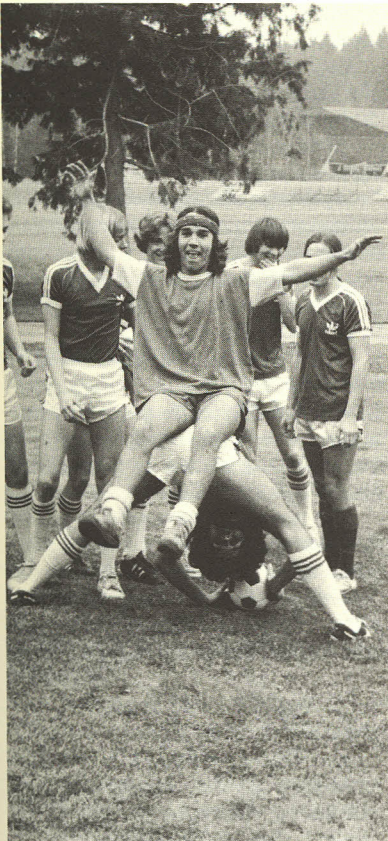
A black-and-white photo darkroom is also available to students and community residents who either enroll in a Leisure Education workshop or pay a use fee.

Sports

Sports for fun, sports for recreation, sports for credit - besides gaining new and special skills for a lifetime of well-being and expertise - bring recreational variety to college life.

The Evergreen campus abounds in activities, including sports clubs for soccer, basketball, softball, volleyball, running, mountain climbing, river running and sailing, most of which offer instruction.

Evergreen's Campus Recreation Center is one of the best equipped facilities in the Pacific Northwest, with an 11-lane swimming pool, separate diving well, sun deck, two sauna baths, showering and locker rooms, a multipurpose room for dance, the martial arts and exercis-



ing, weight training rooms, five racquetball-handball courts and a rock-climbing practice wall.

In addition to club sports and informal recreation the college is also embarking upon a program of intercollegiate athletics which includes soccer, swimming, cross country running, tennis and sailing. Plans also call for the gradual expansion to 16 sports for men and women over the next seven years.

The Recreation Equipment Center rents just about anything you'd want for outdoor recreation. They have sailboats, kayaks, Nordic skis, backpacking equipment, and for day use, volleyballs, nets and softballs. There are boating facilities, a climbing wall, two horseshoe pits, an archery cage, four lighted tennis courts, and a large playfield for field hockey, flag football, rugby, soccer and/or softball.

The college owns 3,300 feet of undeveloped beachfront on Eld Inlet of Puget Sound, and the majority of Evergreeners prefer to leave it in its natural state.

Public Events

Evergreen serves as the hub of entertaining and educational programs for the surrounding community nearly all year long. Activities promptly begin each fall with Orientation Week, when new and returning students are welcomed to campus with such events as the Harvest Fair at the Organic Farm, the "last cheap dance of the year," a schedule of free films, potluck dinners, and other get-acquainted sessions.

Nearly all open to the public, many at no cost, activities continue throughout the academic year, highlighted by the annual Evergreen Expressions Performing Arts Series, which brings professional shows in dance, music and theater to campus with the aid of support from the Patrons of South Sound Cultural Arts (POSSCA) and the Evergreen Foundation.

Enriching that varied slate are lectures by nationally known speakers discussing such topics as politics, journalism and the environment; concerts, plays, comedy shows and dance performances staged by both visiting professional and student community performers, student dances like the Beaux Arts Masquerade Ball, and weekly film series offered on Fridays by the Office of Student Activities. Student Activities.

In addition, the college annually hosts at least two major events: Super Saturday, a day-long celebration of the coming of summer and the conclusion of the academic year scheduled during Graduation Weekend each June; and Earth Fair, first begun in 1981 as a week-long forum examining the major issues facing Americans in the decades ahead. Student groups within the Third World Coalition also annually stage activities designed to celebrate this country's rich ethnic heritage, including Black History Month, Cinco de Mayo, Native American Awareness Day, Indigenous Peoples Day, and Asian/Pacific Heritage Week.

Visual arts are also a major part of Evergreen's public events programming. Student and professional art work is regularly featured in Galleries Two and Four of the Evans Library, open free to the public.

Campus Communications

Evergreen's communications system includes the Information Center, *Newsletter*, *Happenings* and the campus newspaper, radio station and closed-circuit television network.

Information Center

Coordinated by the Office of College Relations, Evergreen's Information Center serves the academic community as well as visitors to campus. The Center is housed in

the main mall of the College Activities Building and is operated by several part-time student employees.

Essentially, the Information Center provides general information and helps locate individuals and/or groups "where the action is." The Information Center serves as a "publicizing" arm of the college; its function is one of letting all the left hands know what the right hands are doing.

The Information Center's operating hours coincide with those of most college business offices, 8 a.m. to 5 p.m., Monday through Friday during Fall, Winter and Spring Quarters.

Newsletter/Happenings

Published weekly during Fall, Winter and Spring Quarters by the Office of College Relations, the *Newsletter* provides news and feature stories about Evergreen people, programs, events and problems. The *Newsletter* is distributed on Fridays from the Information Center. The copy deadline is noon on Wednesdays. A companion publication, *Happenings*, provides a detailed weekly calendar of various events occurring at Evergreen. *Happenings* is distributed on Fridays from the Information Center.

Newspaper, Radio, TV

A newspaper, FM radio station and closed-circuit television system operate in response to student interest, not only enhancing campus communications but also serving as learning and recreational resources.

The *Cooper Point Journal* is a student-operated newspaper sponsored by a Board of Publications appointed by the president and including student, faculty, and staff representatives. The *Journal* primarily carries news, features, and commentary concerned with Evergreen and higher education. Student editors are responsible for content.

Radio station KAOS (89.3 FM) airs a wide variety of shows created by students and volunteer area residents who support and staff it.

Evergreen's closed-circuit cable system - coordinated by the library - provides for distribution of television programming either through the pick-up of off-campus commercial stations or through the origination of programs on campus.

Using College Premises

Evergreen's buildings and campus may be used for other than educationally related activities, provided that eligibility requirements are met, suitable space is available, and adequate preparations are made.

Arrangements for conferences and/or other group gatherings, by outside organizations, are made through Conference Coordinator, College Activities Building, 866-6192.

Evergreen students, faculty and staff who want to schedule a special event or the appearance of an outside speaker must contact the Activities Coordinator, CAB 305, phone 866-6220.

Reservations for space and/or facilities are made through the Office of Facilities, Scheduling Section, Lab II, Room 1254, phone 866-6123.

Allocations of space are made first to Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of particular groups of students, faculty or staff members, and for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited at on-campus events/meetings without written permission from the activities coordinator or the conference coordinator.

Facilities/Use Regulations

Because Evergreen is state-owned, there are responsibilities to the state and Thurston County that must be met while on campus. Here are some of them.

Alcoholic Beverages

No liquor is allowed on campus, or in campus facilities, unless a banquet permit has been issued by the State Liquor Control Board in accordance with state regulations.

Permits may be obtained through the Dean of Student and Enrollment Services, Library 1200.

Rooms, in dwelling places in the residence halls and residential modular units, are homes, and drinking is legally permissible for students 21 or older.

Firearms

Weapons brought to campus, for hunting or sport, must be checked with the Security Office for safekeeping. A special explanation for handguns must be filed.

Anyone in possession of an unchecked firearm is subject to immediate expulsion from Evergreen.

Pets

Pets are not allowed on campus unless under physical control by owner and at no time in buildings. Stray animals are held for one day in holding pens and then turned over to the Humane Society.

Bicycles

Blocks, to which bicycles can be locked, are to be used for parking. Bicycles should not be placed in, or alongside, buildings.

Smoking

Smoking is not allowed in "No Smoking" areas, and any other place where abstinence is requested by the person in charge.

Parking and Traffic Regulations

All motor vehicles must display valid parking permits, available at these prices:

	<i>Autos</i>	<i>Motorcycles</i>
Annually	\$40.00	\$20.00
Quarterly	16.00	8.00
Monthly	8.00	4.00
Daily	.50	.50

Parking permits are available from the Cashier's Office. The daily rate is paid at the information booth at the campus entrance.

Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be impounded at the expense of the vehicle owner/driver. The college cannot assume responsibility for any vandalism or theft to vehicles while parked on campus.

Campus speed limits, generally 25 miles per hour or less, are indicated by signs. Drivers must obey all traffic signs posted on campus.

Security

The Security Office staff is composed of officers and students trained to work with people to handle problems of human interaction, as well as those involving breaches of the college's Social Contract and regulations and state laws. The phone number is 866-6140.

Personal Property

Although the college cannot assume responsibility for the loss of personal property from campus buildings, the Housing Office provides personal property cards for listing of all personal items of value. The Security Office retains the card for reference in the case of loss or theft.

Affirmative Action Policy

The Evergreen State College affirms a commitment to freedom from discrimination for all members of the college community. Evergreen expressly prohibits discrimination against any person

on the basis of race, national origin, sex, marital status, religion, age, disability or veteran status, and strives to comply not only with the letter but with the spirit of federal and state laws forbidding such discrimination.

The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors, and those who develop or participate in college programs. It encompasses every aspect of employment, and every student and community activity.

To implement this commitment to nondiscrimination, Evergreen has developed an Affirmative Action Program, published in the Washington Administrative Code (available in the library) at WAC 174-148-010. Copies of the program also may be found in the Affirmative Action Office, Library 3238.

Persons who believe they have been discriminated against at Evergreen are encouraged to file a complaint with the Affirmative Action officer, Rebecca Wright, 866-6361, Library 3238, according to WAC 174-148-090.

Governance

The Evergreen system of governance, of course, includes open and ready access to information, but foremost, the governance system must rest on the willingness of all members of the Evergreen campus community to participate in the spirit of compromise and consensus. Decisions and methods used for implementation of decisions must be handled at the level of responsibility and accountability after consultation with students, faculty and staff affected by the issue.

Evergreen has a system of meetings, committees, mediation, appeals and grievance resolution set out in the Evergreen Administrative Code. All of these require full community acceptance to be successful.

Copies of the Evergreen Administrative Code (EAC) are available for study from the Business Office or College Information Center.

Social Contract General Conduct

WAC 174-124

Basic Purposes; Individual Responsibility of Members of the College Community

WAC 174-124-020

1. The Evergreen State College is an association of people who work together as learners and teachers. Such a community 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 degrees and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform, but 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. In its life as a community The Evergreen State College requires a social contract rather than a list of specific prohibitions and essentially negative rules.

2. The individual members of the Evergreen community have the responsibility for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. 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. At the same time, it also must guarantee the right of the members of the community to voice their opinions with respect to basic matters of policy and other issues.



3. As a community, Evergreen, through its governance structures, has both the right and the obligation to establish reasonable standards of conduct for its members in order to safeguard the processes of learning, to provide for the safety of its members, to protect the investment of the people of the State of Washington in its properties and to insure a suitable respect for the very different tastes and sensibilities of its members. For these reasons, the law empowers the president or presidential designees to intercede whenever sound judgment points to a clear and present danger to these concerns.

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

Individual Rights of Members of the Evergreen Community

WAC 174-124-030

1. 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. From this state of affairs flow certain rights for the members of the Evergreen community, certain conditions of campus life, and certain obligations.

2. Among the basic rights are freedom of speech, freedom of the press, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

3. There may be no discrimination at Evergreen with respect to race, sex, 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 (reference: Evergreen Administrative Code WAC 174-148, Equal Opportunity Policies and Procedures - Affirmative Action Program.)

4. 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.

5. 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.

6. 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.

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

8. The right to use the mediation and adjudication process is enjoyed by all members of the Evergreen community. (reference: WAC 174-108-06001 Mediation and Adjudication of Disputes, Grievances and Appeals).

**Conditions of Learning;
Freedom; Privacy; Honesty**
WAC 174-124-040

1. Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying full freedom to explore ideas and to discuss their explorations in both speech and print without let or hindrance. Both institutional and individual

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, also violate the principle of free inquiry.

2. 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. Meetings of public significance cannot be properly held in secret.

3. 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.

4. Honesty is an essential condition of learning. Honesty includes the presentation of only one's own work in one's own name, the full consideration of evidence and logic, and the recognition of biases and prejudices in oneself.

5. Another essential condition of learning is the full freedom and right on the part of individuals and groups to the expression of minority, unpopular, or controversial points of view.

6. Related to this point is the way in which civility is a fundamental condition of learning. Only if minority and unpopular points of view are accorded respect, are listened to, and are given full opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

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

Institutional Rights and Obligations. WAC 174-124-050

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

2. The college has the obligation to prohibit the use of its name, its finances, and its facilities for commercial purposes.

3. Evergreen has the right to prohibit individuals and groups who are not members of its community from using its name, its financial or other resources, and its facilities for commercial, religious, or political activities.

4. 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 support the right of its community's members 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.

**Procedural Review;
Subsequent Modification of
the Contract.** WAC 174-124-120
This document shall be reviewed with each review of the covenant on governance.

Faculty



Humanities-Arts

Richard W. Alexander

English and Literature, 1970;
Assistant Academic Dean, 1980-Present;
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 Uni-
versity, 1965.

Susan M. Aurand

Art, 1974;
B.A., French, Kalamazoo College, 1972;
M.A., Ceramics, Ohio State University, 1974.

William Baillie

Film, 1981 (visiting).

Gordon Beck

Cinema Arts and Art History, 1972;
A.B., Speech, Bowling Green University,
1951; M.A., Drama, Western Reserve Univer-
sity, 1952; Ph.D., Theater, University of
Illinois, 1964.

Craig B. Carlson

Communications, 1973;
B.A., English, College of William and Mary,
1965; Ph.D., English, University of Exeter,
England, 1972.

Donald W. Chan

Music, 1971;
B.A., Music, San Jose State College, 1962;
M.S., Music, Julliard School of Music, 1964.

Sally J. Cloninger

Film-Television, 1978;
B.S., Syracuse University, 1969; M.A., Theater,
Ohio State University, 1971; Ph.D.,
Communications-Film, Ohio State University,
1974.

Thad B. Curtz

Literature, 1972;
B.A., Philosophy-Literature, Yale University,
1965; M.A., Literature, University of Califor-
nia at Santa Cruz, 1969; Ph.D., Literature,
University of California at Santa Cruz, 1977.

Leo Daugherty

Literature and Linguistics, 1972;
Academic Dean, 1975-76;
A.B., English-Art, Western Kentucky Univer-
sity, 1961; M.A., English, University of
Arkansas, 1963; Ph.D., American Literature,
East Texas State University, 1970.

Peter H. Elbow

Literature, 1972;
B.A., Williams College, 1957; M.A., Exeter
College, 1959; M.A., Oxford University,
1963; Ph.D., Literature, Brandeis University,
1969.

Judith Espinola

Speech Communication, 1981;
Coordinator of Media Services, 1981-
Present; B.A., Theater and Speech, Emerson
College, 1961; M.A., Speech Communication
and Literature, University of Oklahoma,
1963; Ph.D., Oral Interpretation of Litera-
ture, Theater History and Literary Criticism,
Northwestern University, 1970.

Susan R. Fiksdal

Languages, 1973;
Diplome de Langue, Universite de Toulouse-
Bordeaux a Pau, 1967; Diplome de Langue
et Lettres Francaises, Univesite d' Aix Mar-
seille, 1968; B.A., French, Political Science,
Western Washington University, 1969; M.A.,
French, Middlebury College, Vermont, 1972.

Marilyn J. Frasca

Art, 1972;
B.F.A., Fine Arts, San Francisco Art Institute,
1961; M.A., Art, Bennington College, 1964.

Andrew M. Hanfman

*Language Studies; Russian-Soviet Area Stu-
dies*, 1972;
Ph.D., Modern Languages-Comparative Lit-
erature, University of Turin, 1937.

W. Joye Hardiman

Theater-Communications, 1975;
B.A., Literature-Creative Writing, State
University of New York at Buffalo, 1968;
M.A., Urban Folklore, State University of
New York at Buffalo, 1975.

Willard Humphreys

Philosophy, 1970;
Academic Dean, 1976-1980;
A.B., Mathematics, Allegheny College;
1961; M.A., History-Philosophy of Science,
Indiana University, 1963; M.A., Philosophy,
Yale University, 1965; Ph.D., Philosophy,
Yale University, 1966.

Margaret I. Hunt

Dance, 1976;
B.F.A., Dance, Ohio State University, 1969;
M.Ed., Dance, Temple University, 1972.

Mary Huston

Librarianship, 1980;
B.A., American Studies, Hamline University,
1971; Master of Library Studies, University
of Hawaii, 1972; M.A., Women's Studies,
Goddard College, 1977.

Bernard Johansen

Dance, 1972.

Kazuhiro Kawasaki

Art History, 1976;
B.A., Art History, University of Washington,
1970; M.A., Art History, University of
Washington, 1972.

Stan Klyn

Arts-Engineering, 1972;
B.S., Engineering, California State University
at San Jose, 1967; M.S., Mechanical Engi-
neering, California State University at San
Jose, 1968.

Mark A. Levensky

Philosophy, 1972;
B.A., Philosophy, University of Iowa, 1959;
A.M., Philosophy, University of Michigan,
1961; Ph.D., Philosophy, University of Mich-
igan, 1966.

Ronna Loewen

Communications, 1978 (visiting);
A., Arts, Clark College, 1962; B.S., Speech,
Theater/English, Portland State University,
1966.

Jean Mandenberg

Fine Arts, 1978;
B.A., Art History, University of Michigan,
1972; M.F.A., Metalsmithing-Jewelry Making,
Idaho State University, 1977.

David Marr

Literature-American Studies, 1971;
B.A., English, University of Iowa, 1965;
M.A., American Civilization, University of
Iowa, 1967; Ph.D., American Studies,
Washington State University, 1978.

S. Rudolph Martin

English, 1970;
Academic Dean, 1973-1976;
A.B., English, University of California at
Berkeley, 1957; M.A., English, San Francisco
State College, 1961; Ph.D., American Studies,
Washington State University, 1974.

Patricia Matheny-White

Librarianship, 1978;
B.A., Music, Macalester College, 1967; M.A.,
Library Science, University of Denver, 1968.

Charles J. McCann

English, 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 Organi-
zation and Management, 1979.

Frank Motley

Librarianship, 1978;
B.S., Psychology, Portland State University,
1965; M.S., Librarianship, University of
Oregon, 1968.

Alan Nasser

Philosophy, 1975;
A.B., Classical and Modern Languages, St.
Peter's College, 1961; Ph.D., Philosophy,
Indiana University, 1971.

Mary F. Nelson

Art, Anthropology, Minority Studies, 1972;
B.F.A., Art-Education, Washington State
University, 1966; M.A., Art-Anthropology,
University of Idaho, 1968.

Charles N. Pallthorp

Philosophy, 1971;
B.A., Philosophy, Reed College, 1962; Ph.D.,
Philosophy, University of Pittsburgh, 1967.

David Paulsen

Philosophy, 1978;
B.A., Philosophy, University of Chicago,
1963; Ph.D., Philosophy of Science, Stanford
University, 1971.

David L. Powell

Literature, 1972;
B.A., English, Pennsylvania State University,
1960; Ph.D., Literature, University of
Pennsylvania, 1967.

Stephen Scott

Music, 1981;
B.A., Music, University of Oregon, 1967;
M.A., Music, Brown University, 1969.

Susan P. Smith

Librarianship, 1978;
Acting Dean of Library, 1981-Present;
B.A., History, Wake Forest University, 1963;
M.S.L.S., University of North Carolina, 1966.

Sandra M. Simon

English, 1973;
B.A., Psychology, University of California at
Los Angeles, 1954; M.A., English, University
of California at Los Angeles, 1963.

Leon R. Sinclair

Literature, 1971;
B.A., University of Wyoming, 1964; Ph.D.,
Literature, University of Washington, 1970.

Dale Soules

Theater, 1981 (visiting).

Paul J. Sparks

Art and Photography, 1972;
B.A., Art, San Francisco State College, 1968;
M.A., Art-Photography, San Francisco State
College, 1971.

Charles B. Teske

Literature, 1970;
Academic Dean, 1970-75;
B.A., English, Lafayette College, 1954;
M.A., English, Yale University, 1955;
Ph.D., English, Yale University, 1962.

Linda Thornburg

Film-Video, 1981;
B.A., Communications, Anderson College,
1969; M.A., English Education, Ohio State
University, 1975.

Gall Tremblay

Creative Writing, 1980;
B.A., Drama, University of New Hampshire,
1967; M.F.A., English (poetry), University of
Oregon, 1969.

Andre Tsai

Theater Arts, 1974;
B.A., English Literature, National Taiwan
University, 1957; M.A., Theater Arts, Ohio
State University, 1961; Ph.D., Theater Arts,
Ohio State University, 1964.

Sidney D. White

Art, 1970;
B.A., Art Education, University of New
Mexico, 1951; M.S., Philosophy-Aesthetics,
University of Wisconsin, 1952.

Ainara D. Wilder

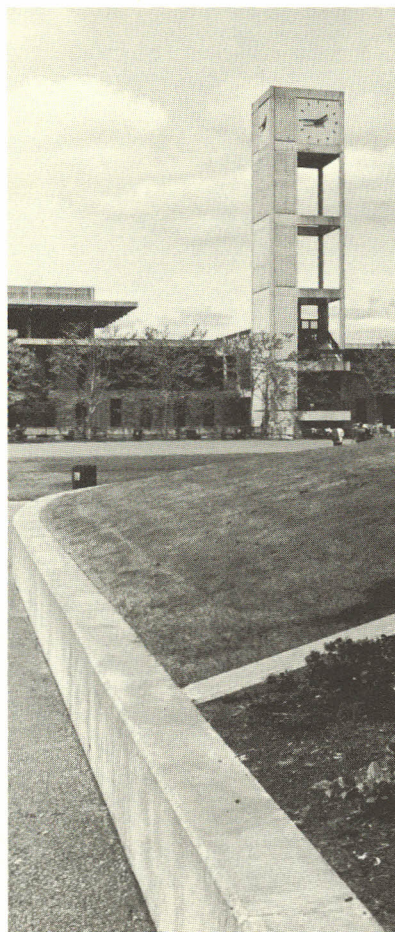
Theater and Drama, 1972;
B.A., Dramatic Arts, Wisconsin State Univer-
sity, 1968; M.A., Theater Arts, University of
Wisconsin, 1969.

William C. Winden

Music, 1972;
Assistant Academic Dean, 1976-78;
B.S., Music, Stanford University, 1953; M.A.,
Music, University of Washington, 1961;
D.M.A., Music, University of Illinois, 1971.

Roman Zylawy

Language Studies, 1981 (visiting);
B.A., French, LaSalle College, 1962;
M.A., French, University of Kansas, 1964;
Ph.D., Eighteenth Century French Literature,
University of Colorado, 1973.



Natural Science

John O. Alkin

Computer Science, 1976;
Director of Computer Services; 1976-Present;
B.A., Physics, Reed College, 1967; Ph.D.,
Cognitive Psychology, Brown University,
1972.

Clyde Barlow

Chemistry, 1981;
B.S., Chemistry, Eastern Washington Univer-
sity, 1968; Ph.D., Chemistry, Arizona State
University, 1973.

Michael W. Beug

Chemistry, 1972;
B.S., Chemistry, Harvey Mudd College, 1966;
Ph.D., Chemistry, University of Washington,
1971.

Richard B. Brian

Mathematics, 1970;
B.S., Physics, Grove City College, 1953;
M.A., Mathematics, University of Maryland,
1959; Ph.D., Mathematics Education, Univer-
sity of Maryland, 1966.

Richard A. Cellarius

*Plant Biology, Biophysics, Environmental
Policy*, 1972;
B.A., Physics, Reed College, 1958; Ph.D.,
Life Sciences, Rockefeller University, 1965.

Robert Cole

Physics, 1981;
B.A., Physics, University of California at
Berkeley, 1965; M.S., Physics, University of
Washington, 1967; Ph.D., Physics, Michigan
State University, 1972.

George E. Dimitroff

Mathematics, 1973;
B.A., Mathematics, Reed College, 1960;
M.A., Mathematics, University of Oregon,
1962; Ph.D., Mathematics, University of
Oregon, 1964.

Larry L. Eickstaedt

Biology, 1970;
Academic Advisor, 1978-1981;
B.S., Biology, Buena Vista College, 1961;
M.S., Zoology-Ecology, State University of
Iowa, 1964; Ph.D., Marine Biology-
Ecological Physiology, Stanford University,
1969.

Betty R. Estes

History of Science, 1971;
B.S., Mathematics, University of Oklahoma,
1957; M.A., Mathematics, University of
Pennsylvania, 1960.

Robert W. Filmer

Applied Science and Technology, 1972;
B.S., Agriculture, Cornell University, 1956;
B.A.E., Agricultural Engineering, Cornell
University, 1957; M.S., Hydraulic Engineer-
ing, Colorado State University, 1964; Ph.D.,
Fluid Mechanics, Colorado State University,
1966.

Burton S. Guttman

Biology, 1972;
B.A., University of Minnesota, 1958;
Ph.D., Biology, University of Oregon, 1963.

Steven G. Herman

Biology, 1971;
B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.

Donald G. Humphrey

Biology, 1970;
Academic Dean, Natural Sciences and Mathematics, 1970-73;
B.S., Physical Education, University of Iowa, 1949; M.S., Physical Education, University of Washington, 1950; Ph.D., Zoology, Oregon State University, 1956.

Linda B. Kahan

Biology, 1971;
A.B., Zoology, University of California at Berkeley, 1963; M.A., Biology, Stanford University, 1965; Ph.D., Biology, Stanford University, 1967.

Jeffrey J. Kelly

Chemistry and Biochemistry, 1972;
B.S., Chemistry, Harvey Mudd College, 1964;
Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.

Robert H. Knapp, Jr.

Physics, 1972;
Assistant Academic Dean, 1976-1979;
B.A., Physics, Harvard University, 1965;
D.Phil., Theoretical Physics, Oxford University, England, 1968.

Elizabeth M. Kutter

Biophysics, 1972;
B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.

G. Siegfried Kutter

Astrophysics, 1972;
B.S., Physics, University of Washington, 1962; M.A., Physics, University of Rochester, New York, 1965; Ph.D., Physics, University of Rochester, New York, 1968.

Patricia Labine

Ecological Agriculture, 1981;
B.A., Zoology, Mount Holyoke College, 1961;
Ph.D., Biology, Stanford University, 1966.

Kaye V. Ladd

Inorganic Chemistry, 1975;
B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University, 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.

Albert C. Leisenring

Mathematics, 1972;
B.A., Mathematics, Yale University, 1960;
Ph.D., Mathematics, The University of London, 1967.

David H. Milne

Biology, 1971;
B.A., Physics, Dartmouth College, 1961;
Ph.D., Entomology, Purdue University, 1967.

Willie L. Parson

Microbiology, 1972;
Academic Dean, 1974-78;
B.S., Biology, Southern University, 1963;
M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.

John H. Perkins

Biology, History of Technology and Environment, 1980;
Academic Dean, 1980-Present;
B.A., Biology, Amherst College, 1964;
Ph.D., Biology, Harvard University, 1969.

Hazel J. Reed

Mathematics, Spanish, 1977;
B.A., Mathematics, Reed College, 1960; M.S., and Ph.D., Mathematics, Carnegie Mellon University, 1968.

Jacob B. Romero

Applied Science, 1972;
B.S., Chemical Engineering, University of New Mexico, 1954; M.S., Chemical Engineering, University of Washington, 1957;
Ph.D., Chemical Engineering, University of Washington, 1959.

Niels A. Skov

Oceanography, 1972;
B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Ph.D., Physical Oceanography, Oregon State University, 1968.

Robert R. Sluss

Biology, 1970;
B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University, 1955; Ph.D., Entomology, University of California at Berkeley, 1966.

Oscar H. Soule

Biology, 1971;
Associate Academic Dean, 1972-73;
B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.

James Stroh

Geology, 1975;
B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.

Frederick D. Tabbutt

Chemistry, 1970;
B.S., Chemistry, Haverford College, 1953;
M.A., Chemistry, Harvard University, 1955;
Ph.D., Physical Chemistry, Harvard University, 1958.

Peter B. Taylor

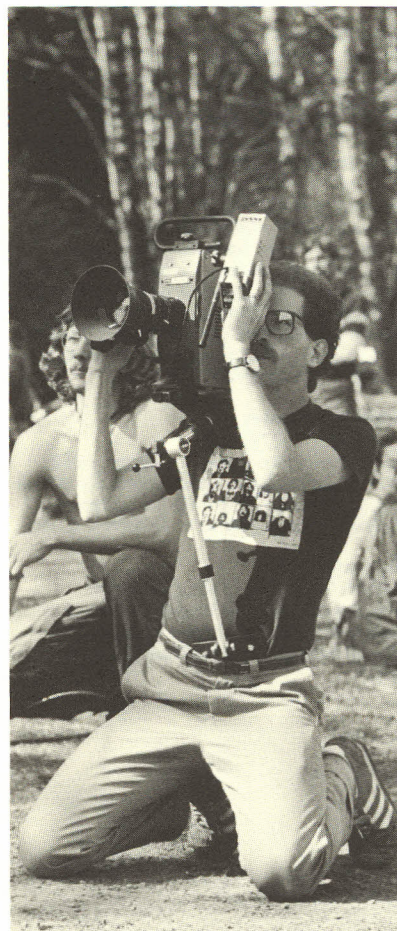
Oceanography, 1971;
B.S., Biochemistry; Cornell University, 1955;
M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.

Alfred M. Wiedemann

Biology, 1970;
B.S., Crop Science, Utah State University, 1960; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.

Byron L. Youtz

Physics, 1970;
Academic Dean, 1973-74;
Vice President and Provost, 1978-Present;
B.S., Physics, California Institute of Technology, 1948; Ph.D., Physics, University of California at Berkeley, 1953.



Social Sciences

Guy B. Adams

Public Administration, 1978;
Director of Graduate Program in Public Administration, 1980-1981;
B.A., History, Temple University, 1970;
M.A., Public Administration, University of New Mexico, 1973; D.P.A., George Washington University, 1977.

Bill Aldridge

Education-Social Psychology, 1970;
B.A., Mathematics, Oregon State University, 1959; M.Ed., Guidance, Oregon State University, 1964; D.Ed., Educational Administration, University of Oregon, 1967.

William Arney

Sociology, 1981;
B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

Priscilla V. Bowerman

Economics, 1973;
A.B., Economics, Vassar College, 1966;
M.A., Economics, Yale University, 1967;
M.Phil., Yale University, 1971.

Gerald Brown

Public Administration, 1980;
B.A., Social Psychology, University of Oregon, 1959; M.P.I.A., Public and International Affairs, University of Pittsburgh, 1964; Ph.D., National and Comparative Administration, University of Pittsburgh, 1975.

Jovana J. Brown

Librarianship and Political Science, 1974;
Dean of Library Sciences, 1974-1981;
A.B., Political Science, University of California, 1959; M.L.S., Librarianship, University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library Science, University of California at Berkeley, 1971.

William H. Brown

Geography, 1974;
B.A., Geography, Antioch College, 1959;
M.A. and P.A., Geography, University of California, Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.

Barbara Cooley

Health Education, 1981 (visiting);
B.S., Psychology and Health Education, James Madison University, 1959; M.A., Health Education, Ohio State University, 1965.

Stephanie Coontz

History and Women's Studies, 1974;
B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.

Beryl L. Crowe

Political Science, 1970;
A.B., Political Science, San Francisco State College, 1959; M.A., Political Science, University of California at Berkeley, 1961.

Diana C. Cushing

Psychology, 1978;
B.S., Occupational Therapy, University of Buffalo, 1959; Ph.D., Clinical Psychology, State University of New York at Buffalo, 1971.

Virginia Darney

Literature and Women's Studies, 1978;
A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College, University of London, 1972.

Elizabeth Diffendal

Applied Social Science-Planning, 1975;
Assistant Academic Dean, 1981-Present;
A.B., Social Anthropology, Ohio State University, 1965; M.A., Social Anthropology, University of California at Los Angeles, 1968.

Carolyn E. Dobbs

Urban Planning, 1971;
B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.

Kenneth Dolbear

Political Science, 1981;
B.A., English, Haverford College, 1951;
LL.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965.

Donald Finkel

Psychology, 1976;
B.A., Philosophy, Yale University, 1965;
M.A., Developmental Psychology, Harvard University, 1967; Ph.D., Developmental Psychology, Harvard University, 1971.

Thomas H. Foote

Education-Journalism, 1972;
B.A., Journalism, University of Tulsa, 1961;
M.S.Ed., Humanities, Oregon College of Education, 1967; Ph.D., Education, Oregon State University, 1970.

Russell R. Fox

Community Planning, 1972;
Academic Advisor, 1981-Present;
B.A., Mathematics, University of California at Santa Barbara, 1966; M. Urban Planning, University of Washington, 1971.

Margaret H. Gribskov

Journalism and Education, 1973;
Ph.D., Education, University of Oregon, 1973.

James Gulden

Education, 1972;
B.A., Biology-Education, Central Washington University, 1963; M.S., Counseling Psychology, California State College at Los Angeles, 1967.

Jeanne E. Hahn

Political Science, 1972;
Assistant Academic Dean, 1978-1980;
B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964.

Philp R. Harding

Architecture, 1971;
B., Architecture, University of Oregon, 1963;
M., Architecture, University of California at Berkeley, 1970.

Lucia Harrison

Public Administration, 1981;
B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.

Rainer G. Hasenstab

Environmental Design, 1974;
B., Architecture, University of California at Berkeley, 1965; M., Architecture, University of California at Berkeley, 1970.

Peta M. Henderson

Anthropology, 1974;
B.A., History, Swarthmore College, 1958;
M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.

Mary Ellen Hillaire

Sociology and Social Work, 1972;
B.A., Sociology, Western Washington University, 1956; M.S.W., Social Work, University of British Columbia, 1957; M.Ed., Education, Western Washington University, 1967.

David Hitchens

History, 1970;
B.A., History, University of Wyoming, 1961;
M.A., History, University of Wyoming, 1962;
Ph.D., History, University of Georgia, 1968.

Virginia Ingersoll

Communications, 1975;
B.A., Journalism-Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.

Winifred Ingram

Psychology, 1972; *Emeritus*, 1981; B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951.

Richard M. Jones

Psychology, 1970; A.B., Psychology, Stanford University, 1950; Ph.D., Clinical Psychology, Harvard University, 1956.

Lovern C. King

Native American Studies, 1977; B.A., English, Seattle Pacific College, 1972; M.A., Communications, University of Washington, 1976.

Lowell Kuehn

Sociology, 1975; B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.

Eric H. Larson

Anthropology, 1971; B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.

Gerald Lassen

Public Administration, 1980; B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.

Russell Lidman

Economics, 1974; *Director of Graduate Program in Public Administration*, 1981-Present; B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Economic Development, Princeton University, 1968; M.A., Economics, University of Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at Madison, 1972.

Earle W. McNeil

Sociology, 1971; B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.

Maxine L. Mimms

Social Science, 1972; B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, Union Graduate School-West, 1977.

Arthur Mulka

Public Administration, 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.

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.

Mark L. Papworth

Anthropology, 1972; B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.

Lynn D. Patterson

Anthropology, 1971; *Academic Dean*, 1973-1976; B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968.

Rita Pougiales

Education, 1979; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Higher Education, University of Oregon, 1981.

Thomas B. Rainey

History and Russian Studies, 1972; A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.

Gilbert G. Salcedo

History, 1972; B.A., U.S. History, San Jose College, 1970.

Barbara L. Smith

Political Science, 1978; *Academic Dean*, 1978-Present; B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.

Matthew E. Smith

Political Science, 1973; B.A., Political Science, Reed College, 1966; M.A.T., Social Sciences, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.

Susan Strasser

American History, 1975; B.A., History, Reed College, 1969; B.A., U.S. History, State University of New York at Stony Brook, 1971; Ph.D., History, State University of New York at Stony Brook, 1977.

Gregory Stuewe-Portnoff

Psychology, 1971; B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psychology, Brooklyn College, 1964; Ph.D., Social Psychology, City University of New York, 1976.

Nancy Taylor

History-Education, 1971; A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.

Kirk Thompson

Political Science, 1971; *Academic Advisor*, 1977-78; B.A., History, Stanford University, 1956; M.A., Political Science, Stanford University, 1958; Ph.D., Political Science, University of California at Berkeley, 1965.

Gregory Weeks

Economics, 1981 (visiting); B.S., Economics, Pittsburgh State College, 1969; M.S., Economics, Pittsburgh State College, 1972; Ph.D., Economics, Washington State University, 1978.

David W. Whitener

Native American Studies, 1978; B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.

York Wong

Management and Computer Sciences, 1975; *Director of Computer Services*, 1973-1975; *Assistant Academic Dean*, 1979-1981; B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.

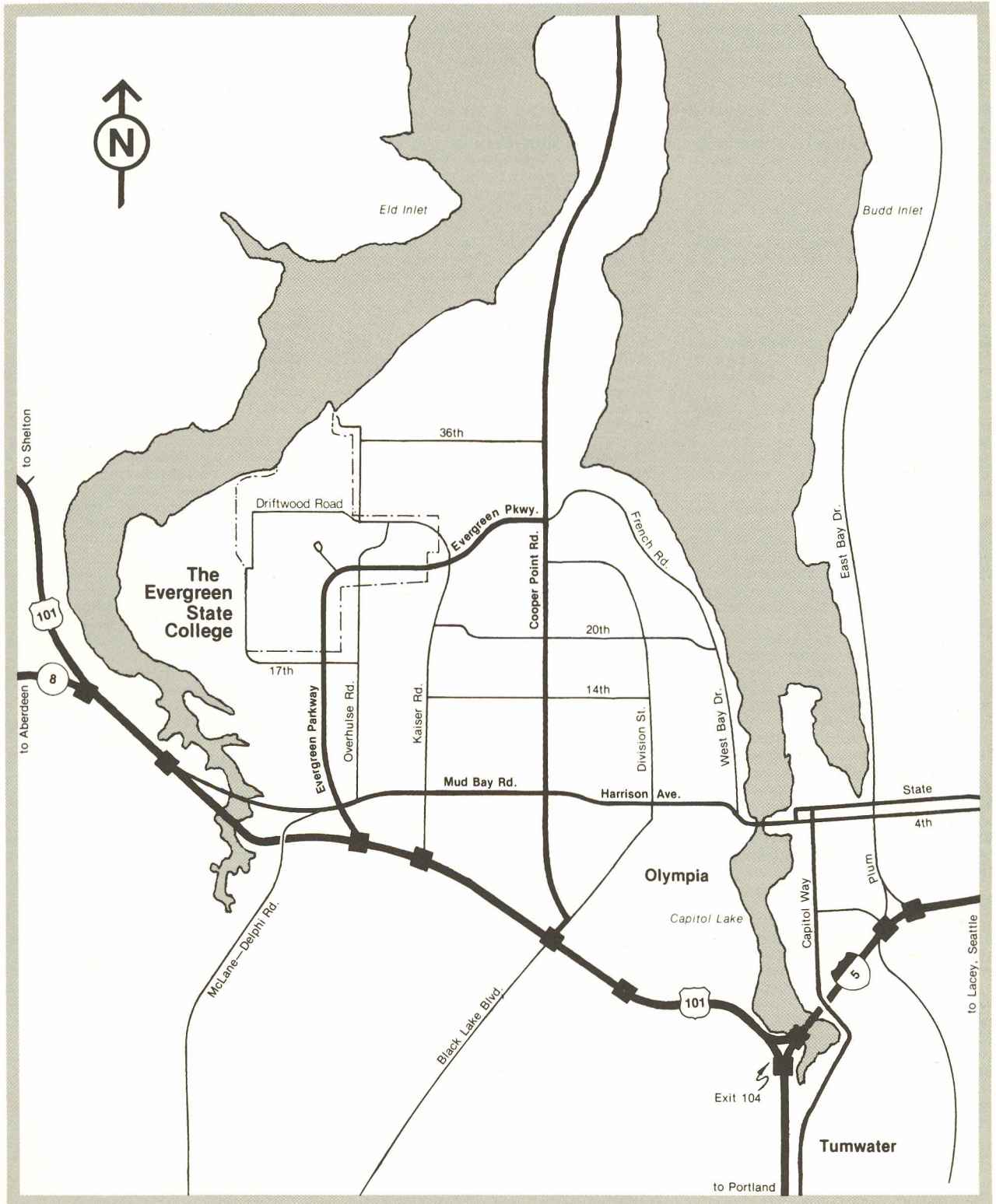
Ronald G. Woodbury

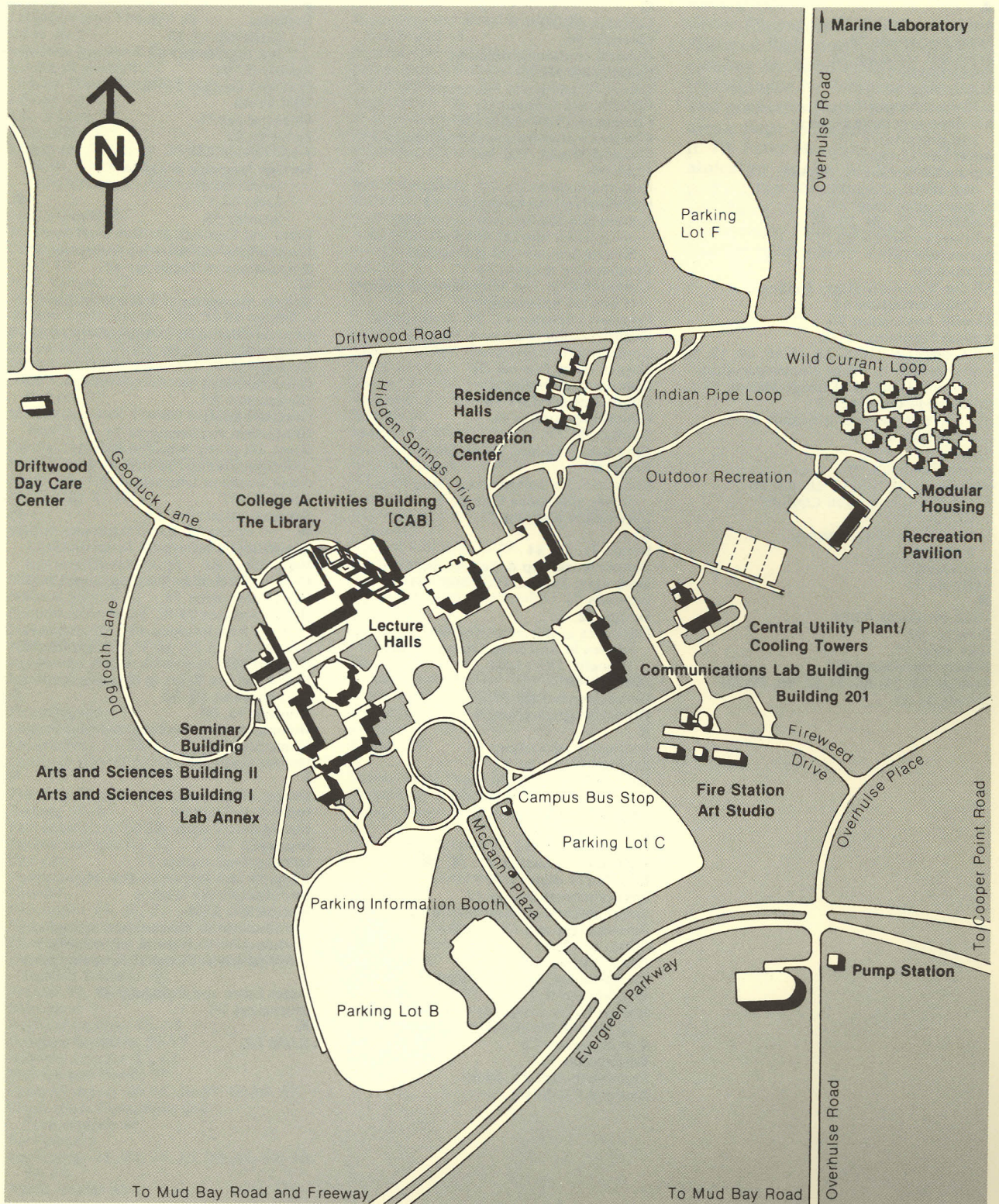
History, 1972; B.A., Economics, Amherst College, 1965; M.A., Latin American History, Columbia University, 1967; Ph.D., Latin American History, Columbia University, 1971.

Irwin Zuckerman

Economics, 1977; A.B., University of North Carolina, 1941; M.A., Economics, Yale University, 1974.

Evergreen's Northwest





Index

- A**
Academic advising 78
Academic credit 72
Academic standing 73
Acceleration 72
Accounting 50
Address, changes 72
Admissions requirements
and procedures 70
Adult Life Changes 21
Advanced Chemistry, Physics
and Mathematics 35
Advance placement 68
Aesthetics 24, 30, 39, 44
Affirmative Action 83
Agriculture 33
Alcohol 82
All the World's A Stage: Studies in
Characterization 44
Alumni Association 79
Annual Programs 25-30
Anthropology 21-24, 28, 45-46, 49, 52, 56
Anthropology of Visual Communication:
Cultural Context of Image Making 45
Application deadline 70
Applied Environmental Studies 33
Archaeology 29, 53
Art 21, 24
Art and Religion 30
Art history 24, 30, 37, 40, 42, 46
Art History: Twentieth Century
Women 42
Arts & Sciences Laboratory
Building 13-14
Astronomy 28
Auditors 71
- B**
Basic Programs 20-24
Bicycles 82
Bike Shop 79
Billing procedures 75
Biology 22, 23, 28, 31-32, 58, 59, 60
Botany 31-32
- C**
Calculus 35, 59
Calendar 96
Campus communications 81
Campus life 16, 80
Career Planning and Placement 78
Citizens and Community 47
Chemistry 34-35, 58-59, 60
Children's Literature and Psychology 25
Classical World, The 36
CLEP 68
Communications 21, 27, 45-46, 53
Communications Laboratory 14
Community Studies: Advanced Inter-
disciplinary Studies in Social Science,
Natural Science and Humanities 62
Comparative religion 36-37
Computability: The Scope and Limitations
of Formal Reasoning 59
Computer Science 13, 23, 24, 34, 60
Confidentiality of records 73
Contacting Evergreen 96
Cooper Point Journal 82
Coordinated Studies 6
Counseling services 78
Counseling studies 48
Courses 7
Covenants - faculty, student 8
Credit 8
Cuba and the United States: Studies in
Power and Social Change 56
Curriculum planning 7
- D**
Dance 21, 40, 44
Dance: Workshop & Performance 44
Dark Ages: Europe 400-1400 A.D. 29
Deposits 71
Design 32, 40
Dialectics of American Culture: Advanced
Studies in American Literature and
Thought, 1830-1960 37
Drawing 40
Dream psychology 29
Drops, program changes 72
- E**
Ecological agriculture 33
Ecology 31-32, 34, 51
Economics 50, 55, 56
Education 23-24, 49, 64-65
Emergency loan 76
Energy studies 34
Energy Systems 34
English composition 21, 24, 28-29
Enrollment deposit 71
Environmental Design 32
Environmental studies 21, 23, 31-35
Environment and Culture 21
Ethics 4, 47, 53
Ethnumusicology 30
European and American Studies 36-39
Evaluation 8-9, 73
Evergreen Environment VIII: The Nature
of Natural History 32
Exit interview 72
Exploration 52
Expressive Arts 21, 40-46
External Credit 67
- F**
Facilities
academic 13-15
use regulations 82
Faculty 87-91
Fees and charges 75-76
Film 41-42
Financial aid 76
Firearms 82
Food service 80
Foreign language study 68
Greek 36-37
Latin 36-37
Spanish 38
Form and Content 21
Foundations of American Enterprise 55
Foundations of Visual Art 40
- G**
Gallery Management and Exhibition
Design 45
General Education Development Tests 70
Geography 26, 31-32, 52
Geology 26
Goodman, Paul 30
Governance 83
Graduate study 9
Graduation requirements 74
Great Art of the Western World:
Perspectives in Art History 37
Great Books in Education 25
Greek 36-37
Group Contracts 6
- H**
Handicapped access 79
Happenings 81
Health and Human Development 47-49
Health insurance 78
Health services 78
Helping Relationships 48
History 21, 23-29, 36-37, 40, 48, 49, 55,
56, 57, 62
History of Sex Roles in Western
Civilization 49, 56
Housing 16, 80
Human Development 22, 44, 47-49
Humanities 26
Human sexuality 47
- I**
Images of the American West 26
Individual Contract 7
Information Center 81-82
Insurance 78
International studies 71
Integrity and Responsibility 24
Interdisciplinary study 4
Internships 5, 66
Introduction to Environmental Studies 31
Introduction to Natural Science 58
Introduction to Political Economy 55
- J**
James Joyce and Company 39
Journalism 27
- K**
KAOS 82

L

Language and Thought 26
 Latin 36-37
 Learning Resource Center 68
 Leaves of absence 72
 Leisure Education 80
 Library 13
 Life Studies 27
 Linguistics 24
 Literature 21-24, 26, 28-29, 30, 36-37,
 38-39, 49, 56, 62
 Children's 25 Multicultural 21

M

Mail services 80
 Malheur Field Station 15
 Management and the Public Interest
 50, 62
 Map, campus 92
 Marine biology 33-34
 Marine Environment, The 51
 Marine Sciences and Crafts 51-52
 Mathematics 24, 34, 35, 58-59, 60
 Master of Public Administration 9
 Mass Communication and Popular
 Culture 27
 Microeconomic Theory and the Real
 World 56
 Media 21, 27, 42, 43
 Mushrooms of the Pacific Northwest 34
 Music 21, 40
 Mythology 27-28

N

Native American Culture from an
 Archaeological Perspective: Northwest
 and Southwest 29, 53
 Native American studies 29, 53-54
 Natural history 32
 Natural science 28, 58-60
 Newsletter 81
 Nietzsche 30
 Northwest Native American Studies 53-54
 Nutrition 47

O

Oceanography 51
 Organic gardening 80
 Ornithology 31-32
 Outdoor Education 49

P

Painting 40
 Parking 76, 83
 Part-time study 7, 72
 People and the Sea 52
 PEP 68
 Performance Arts - Foundations 40
 Pets 82
 Philosophy 24, 26, 27, 36-37, 62
 Philosophy of science 24
 Photography 44
 Photosynthesis: An Introduction to the
 Natural Sciences 60
 Physics 35, 58-59, 60
 Placement 5
 Political ecology 23, 48
 Political Economy 55-57
 Political science 57, 62
 Politics and Power 57
 Political theory 28-29, 36-37, 55-56, 57
 Production, Promotion and
 Performance 43
 Portfolio 73
 Psychology 21, 22, 24, 25, 27, 47, 49, 50,
 53, 62
 Public events 81

R

Recording and Structuring Light
 and Sound 41
 Recreational Arts 80
 Reflections: Educational Accountability 53
 Refunds 76
 Registration 72
 Re-introduction to Education 23
 Residency 75
 Returning students 71

S

Scheduling 82
 Scientific Knowledge and Inquiry 58-60
 Security 83
 Self Help Legal Aid 79
 Self-Paced learning 68
 Seminar 4
 Seminar Building 15
 Sex roles 21, 49, 56
 Shadows III 44
 Smoking 82
 Social Contract 83-85
 Social sciences 23, 24, 47
 Society and the Computer 23
 Sociology 21, 49, 53, 56-57, 62
 Spanish 38
 Spanish Forms in Life and Art 38
 Special students 71
 Specialty Areas 5, 31-60
 SPLU 68
 Sports 81
 Stories of Creation: Studies of Myth and
 Science 27
 Student services 78-79
 Study abroad 68
 Summer Quarter 71
 Sundquist Marine Laboratory 15

T

Teacher Certification 64-65
 Television 41-42
 Theater 40, 44
 Therapy, Art, Politics: Paul Goodman 30
 Third World Coalition 79
 Transcripts 73
 Transfer of credit 70
 Tuition 76

U

University of Puget Sound 64
 Unmasking the Social World 28
 Upside Down Degree Program 71

V

Vancouver campus 62
 Veterans 72, 78
 Vision and Expression 46

W

Warning, academic 73
 Ways of Knowing 24
 Western civilization 25
 Withdrawals 72
 Women's Clinic 78
 Writing 21-27, 29, 30, 37, 39, 41-42, 46,
 49, 56
 Writing and Language 39, 46

Z

Zoology 31-32

Credits

Cover Photograph of Olympic National Park, north of Evergreen's campus, by Abbo Peterson. Interior photographs by Evergreen students and graduates Jean Pierre Bressieux, page 29; Jennifer Knauth, p. 79; Peter Moulton, p. 49; Tim Mulcahey, p. 40; Phil Watness, p. 31; Leon Werdinger, p. 11, 20; and Barry Wong, p. 63. Other photographs by Photo Services, The Evergreen State College.

Profile / Calendar / Contacting Evergreen

Campus Profile (1980-81)

Faculty	133	40+ age group	9%	Financial aid	
Ph.D. or Terminal degree	66%	Students living on campus	1100	Full-time student aid	55%
Third World	11%	Entering class	1353	Average award	\$2200
Student/faculty ratio	20/1	Applicants, degree-seeking	2289	Placement	
Staff	251	Admitted (77%)	1778	1979-80 class	93%
Enrollment	2805	Enrolled (61%)	1078	Employed	73%
Female	1517	Nondegree-seeking enrollment	275	Graduate school	10%
Male	1288	Washington	997	Travel, homemaking, etc.	10%
Third World	7%	Region (OR, ID, MT, AK, HI)	39	1971-1980 classes	93%
Full-time	77%	California	31	Employed	68%
Part-time	23%	Other states	262	Graduate school	19%
18-24 age group	55%	Other countries	24	Travel, homemaking, etc.	6%
25-29 age group	20%	Retention		Graduating class (1981)	624
30-39 age group	16%	Fall to Winter	84%		
		Winter to Spring	82%		

Academic Calendar 1982-83

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer full session</i>	<i>1st 5 weeks</i>	<i>2nd 5 weeks</i>
Begins	Sept. 27	Jan. 3	March 28	June 20	June 20	July 25
Ends	Dec. 17	March 17	June 10	Aug. 31	July 27	Aug. 31

Evaluation

Week of	Dec. 12-17	March 11-17	June 6-10	Aug. 25-31	July 21-27	Aug. 25-31
---------	------------	-------------	-----------	------------	------------	------------

Vacation Dates

November 22-26, Thanksgiving break; December 22-24, Christmas break; February 21, Washington's Birthday; May 30, Memorial Day celebration, July 4, Independence Day.

Contacting Evergreen

Persons with inquiries about admissions should contact: Director of Admissions, The Evergreen State College, Olympia, Washington 98505 (206) 866-6170, or call toll-free within Washington state, 1-800-562-6106.

General information may be obtained through the Office of College Relations, 866-6128.

Direct all correspondence to the appropriate office, The Evergreen State College, Olympia, Washington 98505.

Important offices and their phone numbers include:		Facilities	866-6120
Academic Advising	866-6312	Financial Aid	866-6205
Academic Deans	866-6310	Food Services	866-6281
Academic Vice-President	866-6400	Handicap Access	866-6361
Admissions	866-6170	Housing	866-6132
Alumni Office	866-6566	Information Center	866-6300
Bookstore	866-6216	KEY (Special Services)	866-6464
Business Office	866-6450	Learning Resource Center	866-6420
Career Planning and Placement	866-6193	Library	866-6250
College Relations	866-6128	President's Office	866-6100
Computer Services	866-6232	Recreation Center	866-6530
Cooperative Education	866-6391	Registrar	866-6180
Development Office	866-6565	Third World Coalition	866-6034
Directory Assistance	866-6000	Veterans Affairs	866-6254
External Credit	866-6170	Vice-President for Business	866-6500

