Archives
The Evergreen State College
Olympia, Washington

THE EVERGREEN STATE COLLEGE

OLYMPIA, WASHINGTON

CATALOG

1988-1989

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

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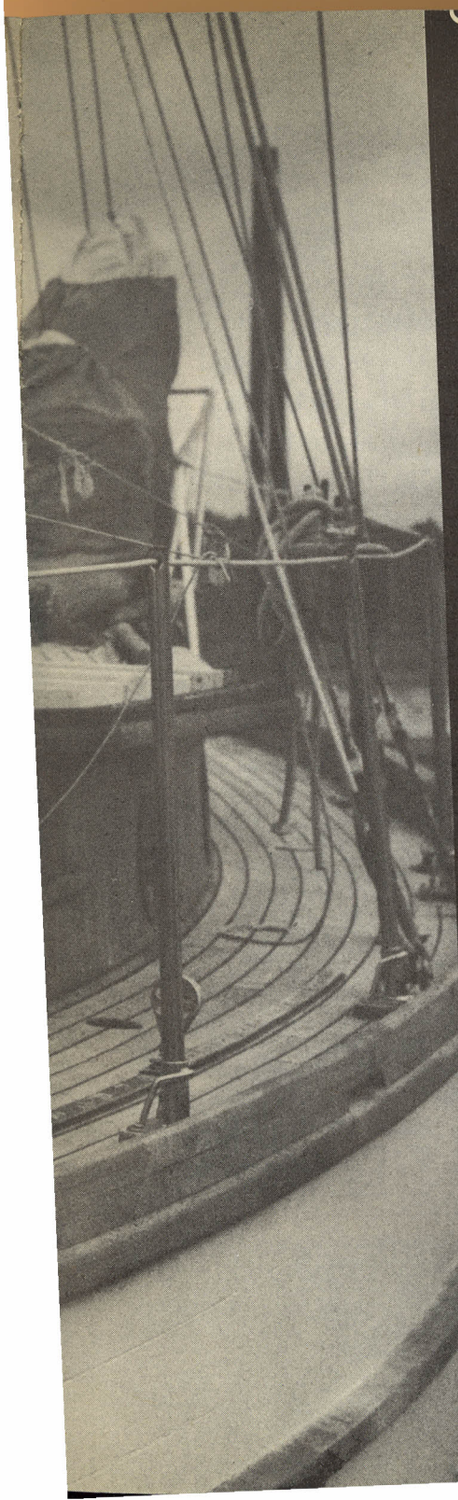


KODAK VHC 6329

"The year-long 'Exploration' program culminated Spring Quarter in a week-long sailing/seminar expedition on Puget Sound. What I'll remember is one evening when we raised the sails about 7 p.m. By 8:30, the wind had picked up to 40 miles-per-hour and we were facing three- to five-foot seas. We were way over-canvassed. The crew had to go up on deck and take the jib down in the dark.

"On one side were the lights of Seattle; on the other was the dark of Bainbridge Island. When the waves crested I could see the phosphorescence blowing in the wind. Our skipper, Don Fassett, who's owned the Swirl for 28 years, said he'd never seen the boat heel so hard. While he brought the mainsail into the wind for half a minute or so, we'd work at getting the jib down. It was cold and it was hard. We had to have one hand on the boat and one on the jib, with only seconds to unfasten halyards and rigging. The whole process took us about ten minutes. I kept thinking about 'Endurance: Shackleton's Incredible Voyage,' a book we read in class about an open boat voyage in Antarctica in 1914. I thought, 'Hey, we're in relative comfort.'

"It was a great, great experience. Most of us, like myself, had just learned to sail that fall. Everybody came together. It felt real good. We were a crew."

ANDREW POULTRIDGE, 27
Freshman
Hometown: Bellevue, Washington
Current program: "Exploration, Discovery and Empire"
Campus activities: KAOS FM radio station, Campus Bike Shop
Career Goals: Physical sciences, geography

Education with a Difference

Fitting the Pieces Together

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

President Joseph D. Olander
The Evergreen State College

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

Why do we think interdisciplinary study is so important?

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

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

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

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

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

CAB
Unless you're calling a taxi, "CAB" refers to the Campus Activities Building. See page 100.

"I've acted in high school and summer stock productions, but theatre at Evergreen is so different. It's much less nerve-racking. Auditions, for example, are much more open. The directors don't have preconceived ideas of what role they're going to give you.

"You meet a lot of friends during a production and you stay friends after the show. You stay friends with people even if you get the part they wanted. There's a closeness, a willingness to trust each other."

KATHY DOCKINS, 19
Sophomore
Hometown: Seattle, Washington
Current Program: "Introduction to Performing Arts"
Campus Activities: "Narrow Focus," a live, student-produced, on-campus television news and entertainment show; "Alive in Olympia," a live production of Evergreen's community radio station, KAOS (89.3) FM, cast member in "Dusa, Fish, Stassa and Vi."
Career Goals: Stage Acting

"You don't have to wear Birkenstocks to come here. Likewise, you don't have to wear a shirt and tie and dress shoes or tennis shoes or anything in particular. You can wear what you want and be who you are."

TODD STANLEY, 20
Sophomore
Hometown: Seattle, Washington
Current program: "Performance Media In Contemporary Culture"
Campus activities: Peer Advisor, produced soundtracks for videos, Housing student manager, aerobics, weight room, played and recorded music.
Career goals: Sound engineer, musician

A Sense of Community

The "you" referred to throughout this catalog is *you*, the reader. Although we aspire to speak to every reader at a personal level, we know the collective readership of Evergreen's catalog is not one "you," but many, a wide array of individuals with different interests, backgrounds, talents and capabilities.

Evergreen's planners were inspired by Paul Goodman's book, *Communitas*. They envisioned a college that would be a community of students, faculty and staff working together harmoniously and creatively. As Evergreen has grown in size and diversity, a sense of genuine community has become more important.

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

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

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

Evergreen's Three Campuses, 1986-87

	Total	*Olympia— Main campus*	*Tacoma Program*	*Vancouver Program*
Students				
Caucasian	2678/90%	2510/92%	54/39%	123/93%
Students of Color	287/10%	209/ 8%	69/61%	9/ 7%
Female	1565/53%	1427/52%	46/40%	92/70%
Male	1400/47%	1292/48%	68/60%	40/30%

Evergreen Students, 1986-87
For more information, see page 113.

Enrollment	**2965**
Olympia	2585/87%
Graduate students	134/ 5%
Tacoma	114/ 4%
Vancouver	132/ 4%
Race	
Asian	82/3%
Black	94/3%
Caucasian	2678/90%
Mexican/Latino	52/2%
Native American	59/2%
Age	
18-24 years old	1527/51%
25-29 years old	433/15%
30-39 years old	639/22%
40+ years old	366/12%
Median Age:	25

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

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

Contracts
There are three kinds of academic contracts at Evergreen: Group Contracts, Individual Learning Contracts and Internship Contracts. See the chart, "Major Modes of Study," on page 11.

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

Core Programs
Introductory programs designed for first-year college students, which are sometimes appropriate for transfer and returning students as well. You can think of Core Programs as Coordinated Studies for beginners because they emphasize studying in several disciplines and improving skills such as college-level reading, writing and research. For more information, turn to page 12 and 33.

At Evergreen, You Help Design Your Education

You have the opportunity—and the responsibility—to tailor your own education at Evergreen.

Evergreen's philosophy is that education should enhance the breadth and depth of students' knowledge and skill. Two basic tenets of this philosophy are (1) that students should begin in broad, interdisciplinary programs and work toward more independent, specialized study and (2) students know best what subjects and styles of learning they need in their four years of college.

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

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

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

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

Courses
Part-time courses supplement the main curriculum. For a sense of how they fit in, see the "Major Modes of Study" on page 11.

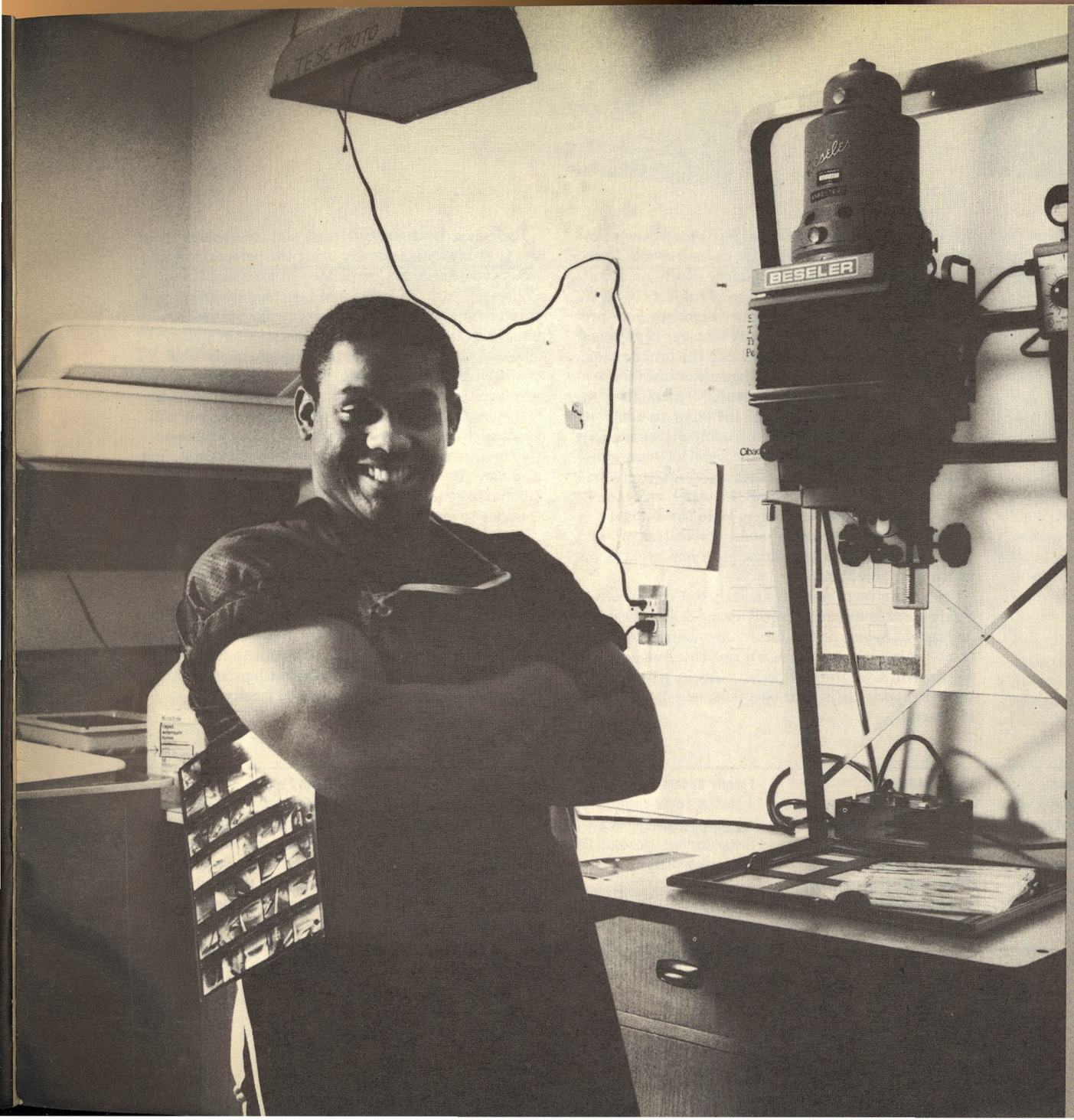
CPJ
Stands for the *Cooper Point Journal,* Evergreen's student newspaper.

Credits
Full-time students at Evergreen earn 12-16 credits, or quarter hours, per quarter; the maximum allowed is 16. The amount of credit generated by a program is clearly specified at the end of the evaluation written by the faculty member on the student's academic performance. See program descriptions, pages 33-89.

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

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

Equivalencies
The approximate course titles and credit hours listed at the end of the program descriptions on pages 33-89. These will be listed as final "course equivalencies" at the end of a faculty evaluation of your academic work. This is the way Evergreen translates interdisciplinary studies into course titles similiar to those at other institutions. Students may earn equivalencies in four to six disciplines. For example, you might be awarded credit in history, mathematics, science and writing for your work in a single Coordinated Study.



"My biggest accomplishment so far was coordinating the Martin Luther King birthday program. I put it together—got ideas and suggestions from people, recruited speakers, scheduled the space, worked on publicity and recorded the program on video tape. Friends came up to me afterwards and told me how great it was. That felt good."

ANTHONY GREENRIDGE, 22
Junior
Hometown: Tacoma, Washington
Current program: Individual Contract in "Mass Media Production: Radio, Video and Photography."
Campus activities: Co-coordinator of Umoja (Swahili for "unity"), KAOS radio producer
Career goals: Radio, television producer

How the Curriculum Works

Ideally, you should start out at Evergreen in Coordinated Study Programs, then move on to Group Contracts, and then to the options of Individual Learning Contracts and Internships.

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

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

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

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

An additional benefit is the community of learning that evolves far beyond the confines of a one-hour class. Collaborative and individual study co-exist at Evergreen, and are meant to extend from the academic community into campus social life, extracurricular activities and governance of the institution itself. More than a degree, you'll graduate from Evergreen with professional relationships and lasting friendships with other students and faculty.

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

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

Faculty Advisor
A faculty member whose expertise complements your main academic or career field. Ask the Academic Advising office or your program faculty for help in selecting an academic advisor.

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

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

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

Major Modes of Study

	Coordinated Study Program*	Group Contract	Individual Learning Contract	Internship	Part-time Study
Levels of study	Beginning, Intermediate, Advanced	Mostly Intermediate, Advanced	Mostly Intermediate, Advanced	Intermediate, Advanced—Seniors	Beginning, Intermediate Advanced
Typical credits per quarter	12-16	12-16	4-16	4-16	4-11
Nature of Study	►Two to five faculty ►40 to 100 students ►Students work with several faculty, primarily with their seminar leader ►Central theme studied through different disciplines ►Integrates seminars, lectures, workshops, field trips, etc. ►Broadly interdisciplinary	►One to two faculty ►20-40 students ►Integrates seminars, lectures, etc., similar to Coordinated Study ►Unlike Coordinated Study, has a narrower, more disciplinary focus	►Study plan agreed on by student and faculty sponsor ►Sponsor provides consultation/advice ►Contract includes activities such as readings, research papers, field studies ►Can be combined with self-paced learning, work in programs, courses and internships	►Learning on the job in business and public agencies with guidance of field supervisor ►Supported by academic activities with faculty sponsor ►Emphasis on practical experience ►Can be combined with programs, courses and Individual Learning Contracts	►Usually taught on one subject or narrow focus by one faculty ►Similar to traditional college course ►Also part-time options in full-time programs ►Also half-time programs on Saturdays and evenings
Examples	►Any Core Program ►"Mass Media and Popular Culture," "Ecological Agriculture," "Children of One Sun," and many others throughout Specialty Areas	►"Evolutionary Biology" ►"Shadows IV" (photography) ►"French Culture" ►"Problem Youth" ►"Washington Centennial" ►Chemical Systems"	►A study of shorebird habitat ►A study of the writings of Mark Twain ►A study of passive solar walls ►A study of the ethics of military software	►Assistant gallery manager ►Advertising account management ►Psychological counseling ►Legislative liaison assistant ►Wildlife biology	►"Life Drawing" ►"Computer Architecture" ►"Organic Chemistry" ►"Principles of Economics" ►Half-time programs "Effective Writing"
For more information	►Read Core Descriptions, pages 33-37 ►Read Specialty Area offerings, pages 39-89	►Read Specialty Area Offerings, pages 39-89	►See Academic Advising for list of faculty contract sponsors	►See Internships, page 90	►Read full-time program descriptions for part-time and half-time options, pages 33-89 ►See *The Evergreen Times*, published quarterly

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

Eight Easy Steps to Picking Your Program

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

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

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

- *If you are a freshman,*
your choice should be one of the *Core Programs* that interest you the most. Core Programs are described on pages 33 to 37. Any Core Program can lead into any later area of specialization.

- *If you are a transfer student,*
look up the subjects that interest you in the *Academic Index*, beginning on page 111. This lists all the programs which cover your subjects. Sometimes a Core Program will look just right, especially if you are transferring as a first- or second-year student. For some transfers, an intermediate or advanced program in a specialty area may be the right choice. If a *Specialty Area* is listed under your subject in the index, read over all the offerings in that area.

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

- Look at the *Academic Pathways* described in the Specialty Areas where your interests lie. *Pathways* will suggest a logical sequence for your years of study in a particular field, and help you decide where to begin.

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

- Browse over a number of *possibilities* before you settle on one. Try to choose at least three alternates before you take the next step.

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

Governance
An ongoing process at Evergreen, where we try to make decisions together. Governance is conducted 3-5 p.m. on Mondays and Wednesdays, and 12:30-2 p.m. on Fridays. Students participate in governance along with staff and faculty members—don't be surprised if you're asked to serve as a member of a DTF. Participatory democracy is hard work and time-consuming, but you have a voice in what happens at Evergreen if you choose to exercise this unusual and valuable franchise.

Greener
Short for Evergreener.

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

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

5. **Attend the Academic Fair,**
which is described on page 4. The faculty will be assembled there, all in one place at one time, sitting at tables marked with their program titles. You can discuss program content, style and requirements directly with the program faculty.

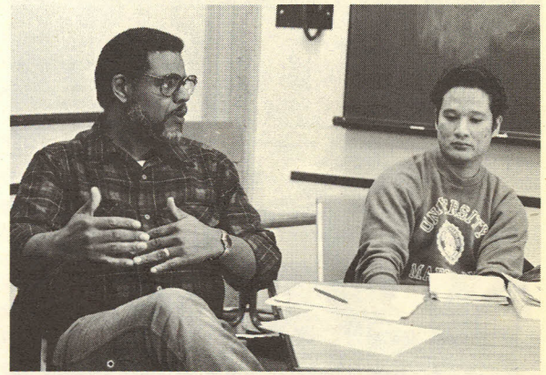
- Ask *all* questions, share your puzzlements and enthusiasms. Don't hesitate to ask for advice. If a program isn't right for you, faculty will direct you to other options.

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

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

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

8. **Pay your tuition by the deadline,**
and that's it! You're ready to attend your first seminar.



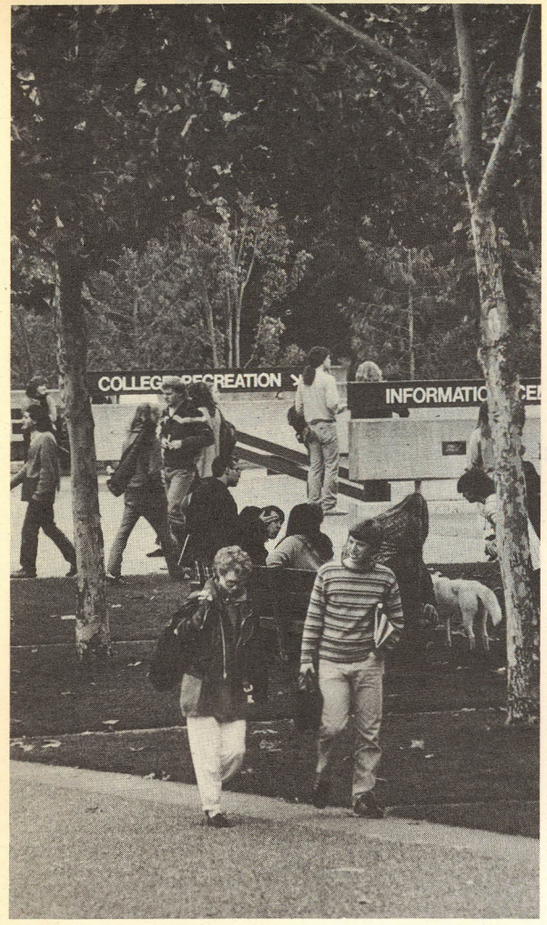
Individual Learning Contracts
An individual study plan agreed to by a student and a faculty sponsor. May include readings, writing, painting, photography, field studies and research—whatever suits your academic needs and interests. Requires considerable well-defined goals, self-discipline, lots of motivation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

Internships
Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through the Office of Cooperative Education. Seniors are generally given priority, as are students in academic programs that require Internships. For additional information, see the "Major Modes of Study" chart on page 12, read the information on page 91, and visit the Cooperative Education office.

Organic Farm
Interested in learning about agriculture? See page 49.

Part-time Study
Most Evergreen programs are designed for full-time study, but some offer part-time options in the evening for working adults. Evergreen offers some half-time programs for working students,

continued on next page



Evergreen Works

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

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

Answers To Some Frequently Asked Questions

I'm undecided about what I want to study. Do I need to know exactly what I want to do?
No. Although it often helps, sometimes it's a hindrance if you want to explore. Coordinated Study programs are excellent places for pursuing what you want to do, or discovering directions that are wholly new and unexpected.

Who will help me choose which program to take each quarter?
The Academic Advising Office, your current program faculty, the faculty in areas which interest you. The Academic Fair (page 4) is an unexcelled opportunity to figure out exactly which of the upcoming offerings is best for you. If you want to select a faculty advisor, contact Academic Advising.

Who will help me plan my degree program?
Your academic advisor, your program faculty and the Student Advising Center, specifically, the Academic Advising and Career Development Office which are part of SAC. Any or all of the above. When in doubt, ask the Student Advising Center.

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usually on Saturdays, and there are also part-time courses (4 quarter hours) which can fit into most any schedule. Sometimes part-time courses are available only to regularly-admitted students.

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

Prior Experiential Learning
Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit. See pages 19 and 92 for more information.

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

Retreat
Many academic programs go on retreat during the year, often off campus. Retreats allow for secluded work on a particular project or the finale to an entire year's studies. Also, the whole curriculum is planned at an annual Faculty Retreat. The programs in this catalog were planned at the Faculty Retreat of spring, 1987.

Self-evaluation
Your evaluation of your own academic work, as measured against your objectives at the beginning of a quarter and the requirements of your program, contract or Internship.

Who is allowed to do an Internship? When?
Some programs incorporate Internships in their learning plan. Internships can also be arranged outside of programs through Individual Learning Contracts. A limited number of Internships are available, and priority for independent Internships is given to seniors. All Internships must be approved by the Office of Cooperative Education, which is part of the Student Advising Center. See pages 91 and 93.

Will I receive letter or numerical grades?
The faculty assess the quality of the work done by means of detailed written evaluations. Evergreen uses this system in lieu of letter or numerical grades. See page 16.

Are all 1988-89 programs listed in this catalog, or are others added later?
Most full-time programs were planned more than a year before the 1988-89 academic year. Information about changes and additions will be available at the Academic Advising Office. Part-time offerings, which are described briefly in this catalog, are planned only months before the quarter they are offered. They are publicized in a quarterly publication distributed on campus, *The Evergreen Times.*

What are Evergreen's areas of study?
Most of the conventional college subjects, plus a number of specialties. Consult the *Academic Index* (page 111), and browse through the Specialty Area descriptions (pages 39-89). Advisors and Admissions counselors can give you detailed information about offerings in the fields that interest you.

What degrees and certificates do you offer?
The Bachelor of Arts, the Bachelor of Science, the Initial Teaching Certificate, the Master of Public Administration and the Master of Environmental Studies.

What do Evergreen graduates do?
Our graduates undertake all the usual careers, and invent some of their own. Environmental sciences and health services are two fields commonly chosen by Evergreen graduates. See "Evergreen Works" on page 14.

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

Can I take more than one program at a time?
Although the major mode of study at Evergreen is one full-time program per quarter, some half-time programs (8 quarter hours) are offered. It is possible, with faculty permission, to enroll in one half-time program and a course, courses or an individual contract.

Can I take courses in addition to a full-time program?
Sometimes. Each program description in this catalog specifies whether additional courses may be substituted for portions of that program, if they are more in keeping with your academic goals. You can also negotiate this with program faculty.

Who is allowed to do an individual learning contract?
Usually advanced, highly-motivated students with a specific project in mind. Also, many programs allow individual projects.

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

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

Specialty Area
An interdisciplinary grouping of Evergreen faculty, all of whom are interested in a specific set of disciplines or issues. Faculty within each Specialty Area meet regularly to plan curriculum and often teach together. Evergreen's eight Specialty Areas are listed in "The Condensed Curriculum" on page 28.

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

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

Other Evergreen Differences

Our Faculty

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

At Evergreen, You'll Become an Independent Thinker

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

Narrative Evaluations

At the end of each academic quarter, your faculty member will write a narrative evaluation describing your academic work for the quarter and appraising your performance. He or she probably will comment on your academic strengths and weaknesses, and offer suggestions to help you continue to progress.

At the same time, you will write a self-evaluation in which you describe and appraise your efforts. Evaluation conferences, where you and your faculty member discuss these narratives, are often where you learn just how much you did learn after a quarter of study. In addition, you will be asked to write an evaluation of how the faculty member performed. To avoid any conflict of interest, you have the option of discussing this evaluation during the conference, or handing it in directly to your program secretary for processing. Faculty members and academic deans also write self-evaluations each year.

We believe narrative evaluations provide more accurate, precise and useful information on your progress as a student than letter or numerical grades. We also believe that the process of self-evaluation involves you in reflecting on your accomplishments and in making focused and realistic academic plans.

A Typical Week in the Life of an Evergreen Student*

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

*This is one example of a schedule in a Coordinated Study Program. The schedule of your program, group contract or internship may differ from the above. Not included are other study times, group project work, consultations with faculty, participating in governance during the other weekly times Evergreen has set aside for decision-making (Monday, 3-5 p.m. and Friday, 12:30-2 p.m.), work-study hours, recreational events and other activities.

Admissions

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

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

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

Requirements for First-Year Students

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

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

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

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

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

Requirements for Transfer Students

Transfer students will be considered for admission if they have made satisfactory progress in academic transfer courses at a previous college(s) and exited in good academic standing. Normally, a 2.0 minimum GPA (or equivalent) is required. We encourage college transfers to have completed the English composition course sequence (including research paper) at their present college, if currently enrolled.

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

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

Other Requirements

1. *GED.* Applications will be considered from persons 18 or older who have not graduated from an accredited high school but who have completed the General Educational Development tests. Normally, GED test scores should be at the 60th percentile or above in all categories.
2. *Conditional Admission.* Students whose high school and/or college record falls below the criteria described above may apply for conditional admission by submitting additional information such as a personal letter or essay, letters of recommendation, test scores (SAT, ACT or WPCT), samples of their work or other information requested by the Admissions Office.
3. *Returning Students.* Former students planning to return to Evergreen after withdrawing, graduating, or taking a leave of absence of more than four quarters must complete the regular application process and submit transcripts from all institutions attended since leaving Evergreen. An admission decision is subject to the admission criteria and deadlines that apply to the requested quarter of entrance.

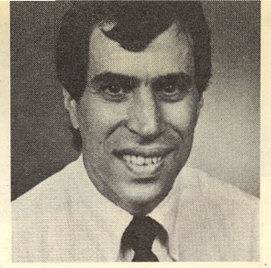
4. *International Students.* The college will consider applications from international students who have met the minimum entrance requirements for universities in their native country and who can provide evidence of their proficiency in English. International students transferring from a college or university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

To Apply for Admission

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

1. The Washington Uniform Application, accompanied by a non-refundable application fee of $25.
2. Official transcripts of all previous college studies and, for those applying directly from high school or those with less than 45 quarter hours of college studies, a record of completed high school courses including rank in the graduating class. A transcript is considered official if it (a) bears the seal of the institution, (b) is signed by an appropriate school official and (c) is sent directly from the school to Evergreen's Admissions Office.

Christine Kerlin,
Director of Admissions



Doug Scrima,
Coordinator of High School Relations

Application Deadlines

The college accepts applications on a rolling basis until enrollment limits are reached; specific deadlines are not necessarily set in advance. Early application is recommended. Applications may be submitted beginning a year in advance of the desired quarter of admission.

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

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

Notification and Deposit

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

Deferred Application

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

Attention: Housing and Scholarship Applicants

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

Admission deadlines and scholarship deadlines often vary. In order to be considered for an Evergreen scholarship you should be admitted to the college first.

Special Students and Auditors

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

Special Student and Auditor are categories for local residents interested in college work but not currently seeking a baccalaureate degree. Both categories may be limited in the amount of credit for which students can register. Auditors are generally limited to 11 credits.

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

Auditors receive neither credit or narrative evaluation to be advanced toward a degree if they later apply for admission.

Summer Quarter

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

Diane Kahaumia,
Coordinator for Minority Recruitment

Teri Ramsauer,
Coordinator for Transfer Student Outreach

Transfer of Credit

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

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

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

Community College Transfer

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

Upside-Down Program

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

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

Minimum eligibility criteria include cumulative grade average of at least a 2.5 and satisfactory completion of at least one, preferably two, English composition course(s). Generally, associate degrees in forestry, fisheries, business, computer programming, social services, nursing, education, communications and health services are acceptable for the Upside-Down Program. Please contact the Admissions Office about your eligibility, which must be approved no later than the 30th day of your first quarter.

Credit for Military and Flight Training

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

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

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

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

Credit for Training Sequences

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

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

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

"I thought I had outgrown my shyness, so I was surprised to see it resurface in my first quarter here. I was impressed by the quality of the speaking skills of other students, even the younger ones fresh out of high school. I wouldn't feel confident about speaking in seminar until I had the exact words I was going to say lined up in a row. My Faculty Member, Lovern King, encouraged me to relax and unrehearse. It was a gradual change, but quarter after quarter, my ability to put my thoughts together and speak extemporaneously has been sharpened and refined."

CHERYL CULVER, 32
Senior
Hometown: Tacoma, Washington
Current Program: Internship through the "Management in the Public Interest" program research for the Tacoma Area Campfire Council
Campus Activities: Informal support group for older, re-entry women students
Career Goals: Management position in communications

Financial Aid

Georgette Chun
Director of Financial Aid

Betty Muncton
Financial Aid Counselor

Karen Wade James
Financial Aid Counselor

Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial application packets are generally available by mid-January. Because funds are limited, it is recommended you submit your 1988-89 Financial Aid form to the College Scholarship Service by March 1, 1988, to receive full consideration for all available campus-based financial aid. For more information, pick up a brochure on Student Financial Aid which outlines the application process, deadlines and other details.

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

Financial aid is distributed quarterly by the Financial Aid Office to coincide with tuition and fee payments. All charges are deducted from the quarterly award, with the balance paid to you during the first week of instruction. Exceptions are Guaranteed Student Loans, which have rolling disbursement dates based on remittance by the student's lender, and on-campus work-study earnings, which are distributed through monthly payroll checks.

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

Emergency Loan Program

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

Scholarships

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

- *Mark Blakley Memorial Scholarship:* awarded to new or continuing student pursuing the creative arts.
- *Ward Bowden Memorial Scholarship:* awarded to new and continuing students with financial need and who are interested in the field of journalism or political science.
- *Roger F. Camp Memorial Scholarship:* awarded to a full-time second-year Evergreen student with financial need.
- *Lloyd Colfax Memorial Scholarship:* awarded to a Native American student who has been admitted to the Teacher Education Program.
- *Carleton Morris Cooley Scholarship:* awarded to a continuing student with senior standing who has excellent writing skills and participates in college governance.
- *Cultural Diversity Scholarships:* awarded to American students who can contribute to the cultural and ethnic diversity of the college.
- *Edith K. Draham Scholarship:* awarded to new and continuing Evergreen students with financial need and demonstrated ability in fiction writing.
- *First Peoples Scholarships:* awarded on the basis of merit to new students of color.
- *Foundation Scholarships:* awarded to new full-time students who have made distinguished contributions in their community, studies or other work.
- *Saul and Dayee G. Haas Foundation Award of Merit:* awarded to a continuing Evergreen student with junior or senior standing pursuing studies in the communications field.
- *Gordon Herom Memorial Scholarship:* awarded to students who are at least 40 years old and display superior academic promise, and who are returning to college or entering for the first time after an extended time away from higher education.
- *Ethel MacPhail Scholarship:* awarded to a new or continuing female student with junior or senior standing pursuing full-time studies in business management or a related field.
- *Shauna May Memorial Scholarship:* awarded to a new or continuing student pursuing studies in the humanities.
- *Charles J. McCann Merit Scholarship:* awarded to a full-time senior who has been at Evergreen for at least a year and who has shown the capacity to work well with others and demonstrates the ability to design and carry out a plan of study, and does it well.
- *Pleneurethics Society Scholarships:* awarded to continuing upper-division students in anthropology, journalism, literature, mathematics, natural sciences, philosophy or psychology
- *Scholar-Athlete Awards:* given as needed to students who demonstrate dedication to their studies and athletic endeavors.
- *Jess and Hanna Spielholz Scholarship:* awarded to upper-division continuing students who have successfully completed academic work in health education or a closely related field and who demonstrate excellent communications skills.
- *Masters in Public Administration Fellowship:* awarded to a student in the program who demonstrates promise for continued intellectual and professional development.
- *Masters in Environmental Studies Fellowship:* awarded to a student in the program who demonstrates promise for continued intellectual and professional development.
- *John Walker MPA Fellowship:* awarded to a woman in the MPA program based on her promise for continued intellectual and professional development.

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

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

Tuition and Fees

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

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

Applications to change residency status must be made no later than the 30th calendar day of the quarter in which you become eligible. Applications are available at the Office of Registration and Records. Apply early, and allow at least ten days for processing your application.

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

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

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

If you register during the "regular registration" period, you must pay tuition and fees at that time. You have an option to pay at least half of your tuition and fees by the assigned due date and the balance in full by the 30th calendar day of the quarter (counting from the first day of class).

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

Estimated Expenses
These estimates are for a single student who lives on or off campus during the nine-month academic year. They are *projections* for the 1988-89 year and *subject to change.*

	Residents	*Nonresidents*
Tuition and Fees (Full-time undergraduate)	$1317	$4581
Books and Supplies	480	480
Housing and Meals	3261	3261
Personal Needs	1050	1050
In-State Travel	690	690
Total	$6798	$10,062

Refunds/Appeals
Refunds of tuition and fees are allowed if you withdraw from college or are called into military service. In addition, if you change your credit load, the schedule below will determine what refund, if any, you will receive. If you follow proper procedures at the Office of Registration and Records, you will be refunded as follows:

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

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

Miscellaneous Fees

Mandatory health fee (quarterly)	$ 20*
WashPIRG (quarterly; refundable)	2.50**
Housing deposit/administrative fee	
Rental contract	60
Unit lease	100
Transcript	10
Extra transcripts ordered at same time	5
ID card replacement	5
Returned check	6
Application fee (non-refundable)	25
Admission deposit (non-refundable)	50
Late registration fee	15
Reinstatement/late registration fee	50
Graduation fee	25
Lab fee (varies)	10-25
Leisure Education (varies)	5-100

	Per Day	*Quarter*	*Year*
Parking			
Automobiles	.75	$22	$54
Motorcycles	.75	11	27

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

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

Tuition and Fees

These are *projected* tuition and fees* for the 1988-89 academic year** and may be *subject to change.*

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

*A $73.50 fee for student Services and Activities (see page 99) is included in tuition. For other fees, see the "Miscellaneous Fees" chart on this page.

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

► For more information about **Tuition and Fees**, call (206) 866-6000, ext. 6180

Academic Regulations

Registration

New and Continuing Student Enrollment Process
If you are a continuing student, you should consult registration information that is mailed out each quarter. You should select your academic programs for the following year during advance registration in mid-May.

If you are a new student, you will come to campus for a check-in appointment at a time provided by Admissions. At this meeting, you will discuss your personal interests and concerns, evaluate your study skills, and receive advising and registration forms.

All programs are filled on a first-come, first-served basis, and some require a faculty interview or audition for entry. So early registration will increase your chances of getting into the program of your choice.

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

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

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

Throughout the year, important information will be mailed to you, therefore *you are required to keep a current address*—even those of short duration— on file with the Office of Registration and Records throughout your stay at the college. (See also Billing and Payment Procedures, page 22.)

To Drop Or Change A Program
If you want to reduce credit, or drop or change a program, you must do so by the 30th calendar day of the quarter. Use a Change of Registration Form from the Office of Registration and Records, and also check to see if faculty signatures are required for the particular programs involved. It is essential to complete these in advance. See Refunds/Appeals on page 22.

Withdrawal
You may withdraw any time up to the 30th calendar day of the quarter, but please inform the Office of Registration and Records. See the tuition and fee refund schedule on page 22.

Enrollment Status

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

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

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

Academic Credit

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

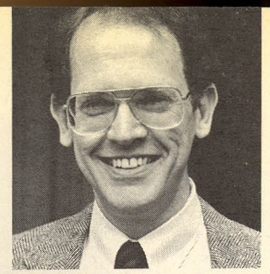
Partial Credit Options
Some programs will make provisions for partial credit; others will not. That determination rests with the faculty of each particular program or contract. Faculty will announce their policy at the outset of the quarter. Exceptions are made only with their approval.

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

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, two evaluations are written about your academic accomplishments—one by your faculty member and one by yourself. For more about this unique way of grading, turn to page 16.

Record Keeping

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



Arnaldo Rodriguez
Dean of Enrollment Services

Judy Huntley
Assistant to the Dean for Registration and Records

Unless you go on a leave of absence, withdraw or change programs, credit and evaluations are reported only at the end of a program or contract. Once the evaluation is accepted in the Office of Registration and Records, a copy is sent to you. If you need your faculty to further revise your evaluation, you have 60 days or until you request your transcript to be sent out, whichever comes first.

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

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

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

Retention of Records

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

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

Confidentiality of Records

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

Academic Standing Policy

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

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

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

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

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

Graduation Requirements

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

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

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

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

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

An application, exit interview and payment of a $25 fee are necessary for graduation. Contact the Office of Registration and Records at least one quarter in advance of the anticipated graduation date.

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

Academic Offerings

"I went through a real attitude change last quarter. Class would end at 3:30 and our faculty member would stay as late as six o'clock, talking to us until his wife, who also teaches here, would come to drag him home for dinner. I thought, 'Gee, here's this guy who's been teaching for 30 years and he's still excited about learning!'

"That got to me. I was inspired to apply what we were studying to my life. It sort of crystallized for me one morning. It was freezing cold and I was out running, wondering, 'Why in the world am I out here?' At the time we were reading Montaigne, and one of his things is to keep asking, 'What do I know?" Well, it was pitch black, but the sun was coming up and I thought, 'I'm beginning to know myself.'"

MICHELLE CONNOR, 19
Freshman
Hometown: Olympia, Washington
Current Program: "Great Books"
Campus Activities: Writing and running
Career Goals: International relations and writing

KODAK VHC 6329

Condensed Curriculum

Core Programs	Credits	F	W	S*
Classical and Modern: An Integrated Approach to Education, *34*	48	►	►	►
Reflections on Nature, *34*	48	►	►	►
Democracy and Tyranny, *35*	48	►	►	►
Science and Perception, *35*	48	►	►	►
The Age of Revolution: 1775-1875, *35*	48	►	►	►
Image and Idea: The Past Hundred Years, *36*	48	►	►	►
Thinking Straight, *36*	16			►

Applied Social Theory				
Mass Media & Popular Culture, *40*	48	►	►	►
Intercultural Communication: The Global Village, *40*	48	►	►	►
Advanced Seminar on Gender and Class, *41*	16			►
Problem Youth, *41*	48	►	►	►
Teacher Education, *42*				

Environmental Studies	Credits	F	W	S
Habitats: Marine, Terrestrial and Human, *46*	48	►	►	►
Ecological Agriculture, *46*	48	►	►	►
Principles of Biology: Cells and Organisms, *47*	8	►		
Global Environmental Destruction: Myth or Reality? *47*	16		►	
Culture and Design: Pacific Northwest Traditions, *47*	48	►	►	►
Evolutionary Ecology, *48*	8	►		
The Nature of Natural History, *48*	16		►	
Field Natural History, *48*	16			►
Topics in Marine Biology, *49*	16			►

Expressive Arts				
Inter-Arts Foundations *Studio Project, 52*	48	►	►	►
Interaction in the Performing Arts, 52	48	►	►	►
Children of One Sun, *53*	48	►	►	►
The American Dream? *53*	48	►	►	►
Words and Music: Meaning and Emotion in Music and Literature, *54*	48	►	►	►
Experiments in Space, *54*	16	►		
Group Images, *55*	32	►	►	
Hand in Hand: Feminist Film, Theory and Practice, *55*	32	►	►	
Visual Humor, *55*	16			►
S.O.S. (Student Originated Studies), *56*	32		►	►
Shadows IV, *56*	32		►	►

Humanities	Credits	F	W	S
The Mythic Image, *60*	48	►	►	►
Mexico Since the Revolution, *60*	48	►	►	►
Words and Music: Meaning and Emotion in Music and Literature, *60*	48	►	►	►
The Limits of Reason: Europe 1760s-1860s, *61*	48	►	►	►
War: Military Industrial Complex, *61*	32	►	►	
Twentieth Century American Culture and Literature, *61*	16			►

Language and Culture Center				
Spanish Forms in Life and Art, *64*	48	►	►	►
French Culture, *64*	48	►	►	►
Italian Culture, *65*	48	►	►	►
Japanese Language and Culture: Stories of Tokyo and Kyoto, *65*	48	►	►	►
Intercultural Communication: The Global Village, *65*	48	►	►	►

Management and the Public Interest	*Credits*	*F*	*W*	*S*
Management and the Public Interest, *67*	*48*	►	►	►
Creating Organizational Futures, *67*	*32*	►	►	
Transition: Studyplace to Workplace, *67*	*16*			►

Native American Studies				
Change: A Self-Balancing Process, *70*	*48*	►	►	►
Culture and Design: Pacific Northwest Traditions, *70*	*48*	►	►	►
The American Dream? *71*	*48*	►	►	►
Problem Youth, *71*	*48*	►	►	►
Children of One Sun, *71*	*48*	►	►	►
Intercultural Communication: The Global Village, *71*	*48*	►	►	►

Political Economy and Social Change				
Political Economy and Social Change: Race/Class/Gender, *75*	*32*	►	►	
Advanced Seminar on Gender and Class, *75*	*16*			►
Washington Centennial, *75*	*16*			►

Center for the Study of Science and Human Values				
Human Condition: BioTech, Science, Values, *77*	*48*	►	►	►
Liberation Theology: Three Faces of God, *77*	*16*			►
Visual Humor, *77*	*16*			►

Science, Technology and Health	*Credits*	*F*	*W*	*S*
Matter and Motion, *83*	*48*	►	►	►
Chemical Systems and Environmental Analysis, *83*	*48*	►	►	►
Molecule to Organism, *83*	*48*	►	►	►
Physical Systems, *84*	*48*	►	►	►
Data to Information, *84*	*48*	►	►	►
Computability and Cognition, *85*	*48*	►	►	►
Children of One Sun, *85*	*48*	►	►	►
Human Health and Behavior, *86*	*48*	►	►	►
Social Science in Perspective, *86*	*32*	►	►	
Psychological Counseling, *86*	*48*	►	►	►
The Helping Professional, *87*	*48*	►	►	►
The Human Condition, *87*	*48*	►	►	►
Problem Youth, *87*	*48*	►	►	►
Ecological Agriculture, *87*	*48*	►	►	►

Off-Campus Programs				
Tacoma Campus: Shaping Policy for the 21st Century, *89*	*48*	►	►	►
Vancouver Campus: Human Environments, Human Expressions, *89*	*48*	►	►	►

Special Forms of Study and Academic Resources, *91*	*Credits*	*F*	*W*	*S*

Graduate Study at Evergreen				
Master of Environmental Studies, *94*				► ► ►
Master of Public Administration, *94*				► ► ►

Key

* *F*–Fall Quarter *W*–Winter Quarter *S*–Spring Quarter

Special Features of the Curriculum

Advanced Interdivisional Coordinated Study Programs

Evergreen has created two year-long Coordinated Study Programs for 1988-89 that will explore themes and issues spanning a number of disciplines and educational approaches. These advanced interdivisional programs will provide special opportunities for upper-division students who have well-developed reading and writing skills. "The Human Condition" will incorporate history, biology, social science and the philosophy of science in an examination of the radical evolution of change in modern science and scientists (for a full description, see page 77). "Children of One Sun" will study the impact of technology on society through the disciplinary perspectives of music, psychology, theater and computer science, and culminate in the performance of an original musicial (see page 53). The two programs will be only the first of what Evergreen plans to be annual advanced interdivisional offerings that feature intensive collaboration and pursue issues across several disciplinary boundaries.

Evergreen and the Washington State Centennial

In conjunction with Washington's 1989 Centennial celebration, Evergreen will offer related studies in state history, culture, art, science, politics and economics. The centennial year extends from November 11, 1988, to a grand finale on November 11, 1989, overlapping Evergreen's 1988-89 curriculum. While the once-in-a-century state celebration will feature exhibits, speakers, community renovation projects, athletic games and a host of other activities, Evergreen's centennial programs will focus some portion of their studies on Washington's past, present and future. "Washington Centennial," offered Spring Quarter, 1989, will be entirely for students with an intensive research project related to Washington's 100th birthday. Evergreen programs that will offer a Washington Centennial component include:

Democracy and Tyranny, page 35
Mass Media and Popular Culture, page 40
Children of One Sun, page 53
The American Dream? page 71
Washington Centennial, page 75
The Human Condition, page 77

International Studies and Opportunities to Study Abroad

Evergreen offers a variety of ways to study different cultures both in Olympia and abroad. Every Spring Quarter, a limited number of Evergreen students who have had at least one year of college may enroll in programs in England or Japan. In addition, the 1988-89 curriculum offers several programs with an international theme, four of which have an overseas component.

In cooperation with the Southwest Washington Consortium for International Studies—an arrangement between Evergreen and the nine community colleges of southwest Washington—Evergreen will offer integrated programs of study in London, England, and Kyoto, Japan, during Spring Quarter, 1989. The Kyoto program will include instruction in "Japanese Language and Culture" and other subjects that are to be determined. Similarly, the London program will have components in "British Life and Culture" and other subject areas. There will be an interesting mixture of people in the programs themselves, as the students and faculty will come from the nine southwest Washington community colleges as well as Evergreen. Even though there are travel and accommodation costs

above tuition, student demand is expected to exceed the space available in the two International Studies programs. For more information, contact Administrative Assistant Kris Johansson, Library 3130, or extension 6402.

Other programs in the '88-89 curriculum offer an international focus. The *Language and Culture Center*, in particular, usually offers one or more programs each year that travels abroad for at least a portion of its studies. Evergreen programs which have an overseas component during the 1988-89 year are indicated with an (*).

*Intercultural Communication: The Global Village, page 40
Ecological Agriculture: Food, Nutrition and Agriculture, page 46
Mexico Since the Revolution, page 60
*French Culture, page 64
*Italian Culture, page 65
Spanish Forms in Life and Art, page 64
*Japanese Language and Culture: Stories of Tokyo and Kyoto, page 65
Liberation Theology: Three Faces of God, page 77

Cross-Listed Programs

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

Intercultural Communication: The Global Village
Primary Area: Applied Social Theory
Cross-list Areas: Language and Cultural Center
Native American Studies

Advanced Seminar on Gender and Class
Primary Area: Applied Social Theory
Cross-list Area: Political Economy and Social Change

Ecological Agriculture: Food, Culture and Agriculture
Primary Area: Environmental Studies
Cross-list Area: Science, Technology and Health

Children of One Sun
Primary Area: Expressive Arts
Cross-list Areas: Native American Studies
Science, Technology and Health

Visual Humor
Primary Area: Expressive Arts
Cross-list Area: Science and Human Values

Words and Music: Meaning and Emotion in Music and Literature
Primary Area: Expressive Arts
Cross-list Area: Humanities

Culture and Design: Pacific Northwest Traditions
Primary Area: Native American Studies
Cross-list Area: Environmental Studies

Problem Youth
Primary Area: Native American Studies
Cross-list Area: Applied Social Theory

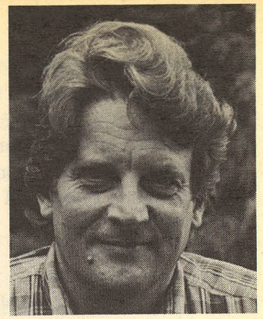
American Dream?
Primary Area: Native American Studies
Cross-list Area: Expressive Arts

JNZELL

"I had this feeling that I was waiting on the sidelines at the college I went to before, waiting to get into the game. The first day in my first program at Evergreen, the faculty, Charlie Teske, asked a question at one point during his introductory lecture. When no one spoke up, he yelled, 'Come on, people, I don't have all the answers!' It woke me up. I knew I wouldn't have to wait anymore. Evergreen was going to be different than any school I'd ever attended."

PETE STADDLER, 27
Junior
Hometown: Leadville, Colorado
Current Program: "The Classical World"
Campus Activities: Student coordinator of the Wilderness Center
Career Goal: Interdisciplinary graduate studies in history and philosophy; then teaching at the college level.

Core Programs



Convener: Larry Eickstaedt

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

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

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

Classical and Modern: An Integrated Approach to Education

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

For years, Americans knew what an "educated" person should study: the "classics" from Homer and Plato to Marx and Freud. But since the 1960s, the conception of the educated person has become problematic and controversial, with students and teachers questioning the kind of knowledge that will suit the individual of the modern world. Recently, educational tradition has been challenged by such writers as Allan Bloom, who argues (in *The Closing of the American Mind*) that we no longer know what kind of education suits our students or our society.

In this program we shall explore and *experience* the classical approach to higher education, whose ideal is to produce a citizen capable of participating in the public and political life of the community. But we will not receive this tradition uncritically. We will confront it with alternatives which represent internal challenges, minority and feminist views, and cross-cultural comparisons. We will examine its relevance to our modern technological, scientific and nuclear age.

We will also examine and experience the contrast between classical and modern *modes* of education—for example, oral versus written communication; human versus computer memory; live versus filmed drama; logical versus statistical inference.

The goal of our studies is for each individual to arrive at an integrated set of educational values that draw upon the past but are responsive to the present—values that are viable in the modern world.

Planned equivalencies in quarter hours:
To be distributed in literature, social sciences, philosophy, psychology, history, expository writing, statistics.
Total: 48 credits

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

Reflections on Nature

Fall, Winter, Spring / Coordinated Study
Coordinator: Jean Mandeberg
Enrollment: 110 F, W; 88 S
Faculty: 5 F, W; 4 S
Prerequisites: None
Special Expenses: Drawing and natural history supplies; field trip expenses
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, Spring Quarter

Being out in the natural world is a pleasure. It is also one of the primary inspirations for biology, physics, visual art, literature, music and mathematics. This program will present an integrated introduction to the college-level study of these six subjects based on their connections to natural patterns and processes. Science and art will receive equal weight, and the connections between the two will be special objects of study. Both beginners and more knowledgeable students will find challenges appropriate to their level.

Fall Quarter will focus on the art and science of observing and describing nature, especially outdoor nature. Students will learn how to write a natural history field journal, draw and use basic statistics, and will do background studies in the six program subjects.

Observing and background studies will continue in Winter Quarter, and we will start work on "stories and theories." We'll study major creations of art and science such as Impressionist painting, the theory of evolution, *Moby Dick*, geometry and other works whose authors have been strongly moved by the natural world.

All these studies will continue in Spring Quarter, together with a new issue: the moral and ethical question of the proper role of human beings in the natural world. In what ways should people make use of living things, minerals, or other natural resources, or intervene to change nature's course? Are there times or places when nature should be left undisturbed? How have different cultures handled these questions?

The program will give students a substantial introduction to what the six program subjects have to say about the natural world, and to the ideas and techniques they employ.

Planned equivalencies in quarter hours:
Will be distributed in expository writing, natural history (biological and physical), artistic composition and design (drawing and music), introductory mathematics and logic, introductory cultural anthropology, literature.
Total: 48 credits

Program is preparatory for careers and/or future study in a wide variety of natural sciences, humanities and arts.

Democracy and Tyranny

Fall, Winter, Spring / Coordinated Study
Coordinator: Guy Adams
Enrollment: 92 *Faculty:* 4
Prerequisites: None
Special Expenses: Field trips (only a few)
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The freedoms of one become the chains of another. Such paradoxes emerge when the meaning of freedom is critically examined. The tension between tyranny and democracy in social, political and cultural life makes for a particularly rich examination of the multiple and ambiguous paradoxes of freedom. Is freedom individual or social? Is the modern state fundamentally tyrannical, or can it be made democratic? What are the obligations of citizenship? We will ask these, and other questions of our heritage and of our future. We will seek clarity in our thinking about what it means to be free.

"Democracy and Tyranny" is a program which will integrate study in literature, philosophy, social and political theory, history, performance and expository writing. Classical Greece is a starting point for our investigations and contemporary America will be the final focus, but our journey will take us to those times and places which best bear the weight of our questions. We will certainly take advantage of the centennial of the state of Washington to put the question of freedom to our future in the Pacific Northwest.

We will search for our roots in the past, in an attempt to understand the present, and an analysis of our hopes and fears for the future. We will try to find out who we are and what kind of human beings we should become. We will ask which of our traditions are worth saving. The problems we will study are old, and ever new: problems of domination and liberation, peace and war, courage and cowardice, the individual and society, the beautiful and the ugly, good and evil.

Planned equivalencies in quarter hours:
To be distributed in the humanities, social sciences, arts and expository writing.
Total: 48 credits

Program is preparatory for careers and/or future study in most fields.

Science and Perception

Fall, Winter, Spring / Coordinated Study
Coordinator: Burton S. Guttman
Enrollment: 88 *Faculty:* 4
Prerequisites: None
Special Expenses: None
Part-time Options: Possibly
Internship Possibilities: No
Additional Course Allowed: Possibly

This program will examine how people think, analyze, and perceive the world and come to know it. We will treat scientific knowledge as one aspect of human knowledge and treat basic logic and mathematics as major analytical tools that humans use to understand their world. This work will provide a solid introduction to basic mathematics and natural science.

We will emphasize the development of critical reading and clear writing because learning to read and write well is learning to think clearly. We will link this work to the study of logic—to the analysis of arguments—which will be a foundation for elementary mathematics. At first we will stress logic and mathematics as game playing and puzzle solving to take some anxiety out of the study of math. We will then develop standard precalculus math at a few levels for students with different degrees of preparation. Students will then be able to apply their developing analytical abilities in basic sciences, especially chemistry, stressing ways of thinking and solving problems. Science will be considered in an historical context, emphasizing perception and the process of discovery.

We will examine cultural differences, as well as commonalities, and philosophical and psychological issues surrounding perception and knowledge. By the end of the program students should have good analytical skills, including facility with mathematics; they will understand fundamental concepts and problems of science and philosophy and will have a general understanding of humans as knowers and perceivers of the world.

Planned equivalencies in quarter hours:
12—natural science; 9—mathematics and logic;
15—philosophy, psychology and cognitive science;
12—expository writing
Total: 48 credits

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

The Age of Revolution: 1775-1875

Fall, Winter, Spring / Coordinated Study
Coordinator: Paul E. Mott
Enrollment: 60-70 *Faculty:* 3
Prerequisites: None
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Many of the issues that concern us today and many of the philosophies and ideologies that we use for guidance originated in Europe in the century after 1775. Industrialization was the major event, but it was accompanied by fascinating developments in intellectual and everyday life. It was an age of revolution that saw the end of many monarchies and the beginning of socialisms, pluralist democracies and Jacobinisms, to mention a few. In direct response to the issues of the times, economics and sociology were developed. Urbanism became the way of life for an increasing number of people. This program will examine developments in philosophy, politics, mathematics and science, and the social sciences during the century after 1775. It will also study parallel developments in literature and the arts, such as the shift from religious to secular subjects in fine arts, the role of science in novels like Goethe's *Elective Affinities* and the abandonment of rural living as a theme in Victorian poetry.

Planned equivalencies in quarter hours:
12—history
4—philosophy
8—introduction to social science
8—introduction to physical science
12—literature and writing
4—Third World studies
Total: 48 credits

Program is preparatory for careers and/or future study in humanities, social sciences and physical sciences.

Image and Idea: The Past Hundred Years

Fall, Winter, Spring / Coordinated Study
Coordinator: Susan Aurand
Enrollment: 60 *Faculty:* 3
Prerequisites: None
Special Expenses: $15-20/qtr. model fee for drawing and art supplies; $25/qtr. photo lab fee and materials cost
Part-time Options: By permission of the faculty
Internship Possibilities: No
Additional Course Allowed: By permission of the faculty or for work in the Learning Resource Center

In "Image and Idea" we will examine American life and the important ideas of the past hundred years through art and literature. Each quarter we will focus on a particular time period in the past century and study the images and novels of the time. Our aim will be to understand the social, psychological, religious and political ideas and events which informed these works. Our study will reflect the fact that America is a society of diverse cultural perspectives. From our work we will gain a better understanding of our culture and lives, and of how culture and experience shape the work of artists and writers. Each quarter, students will have the opportunity to do personal research and image-making projects on topics related to the program theme. From these projects, students will learn how to use images as a means of expressing their own ideas and experiences and their understanding of American culture.

Students and faculty will meet regularly for image workshops (drawing/design or painting or photography), book and image seminars, lectures, writing workshops, films and project discussions. We will also take field trips to galleries and museums. The aim of the program is to help students improve their skills in expository writing, critical analysis, oral communication, research techniques, visual literacy and a two-dimensional medium. No prior art experience is needed.

Planned equivalencies in quarter hours:
9—distributed among history, sociology and psychology
9—expository writing and research techniques
9—art history
9—literature
12—to be specified by the faculty upon evaluation of the student's studio project work
Total: 48 credits

Program is preparatory for careers and/or future study in the arts and humanities and for students needing or wanting arts and humanities experience before doing intermediate and advanced work in the sciences, social sciences or technical fields.

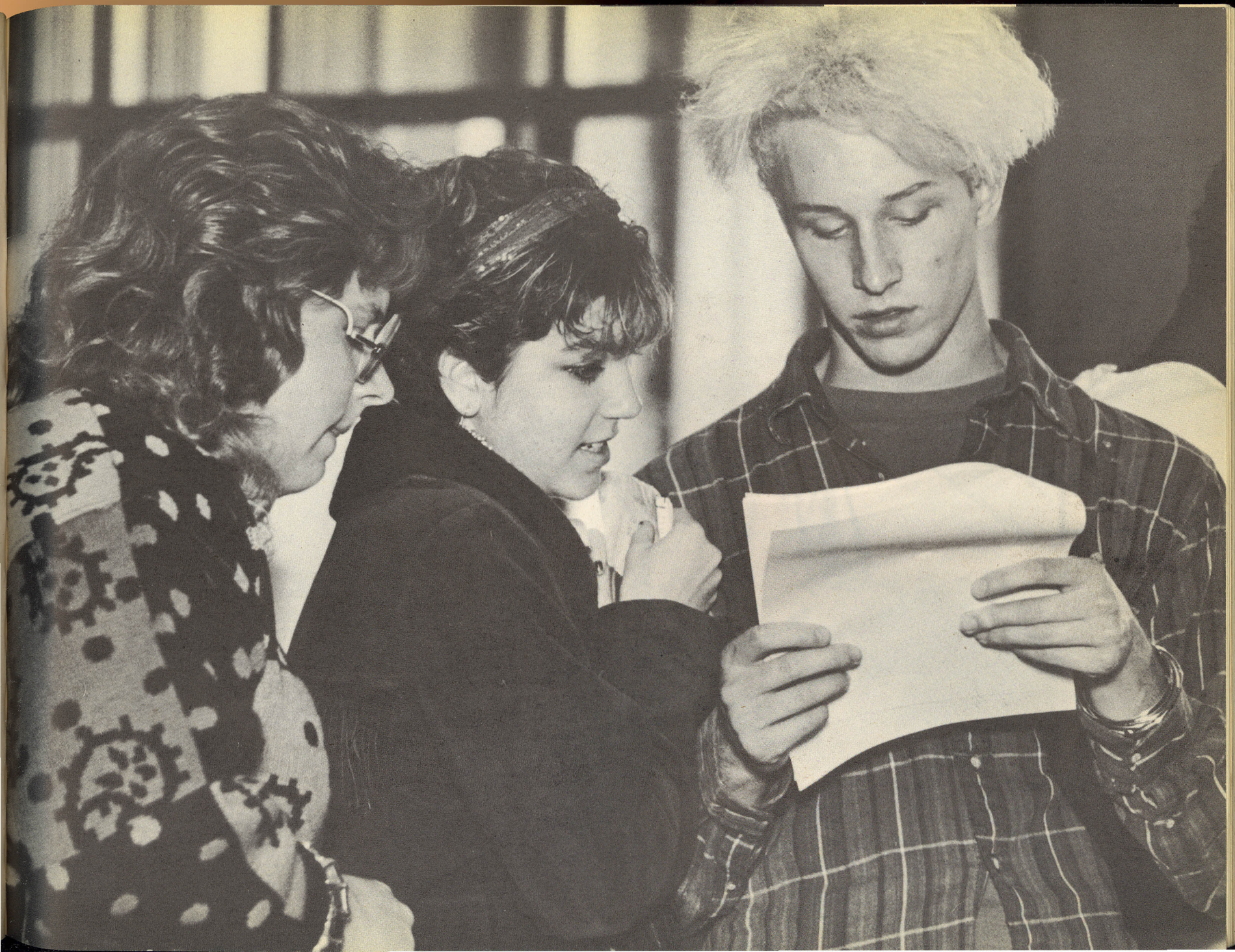
Thinking Straight

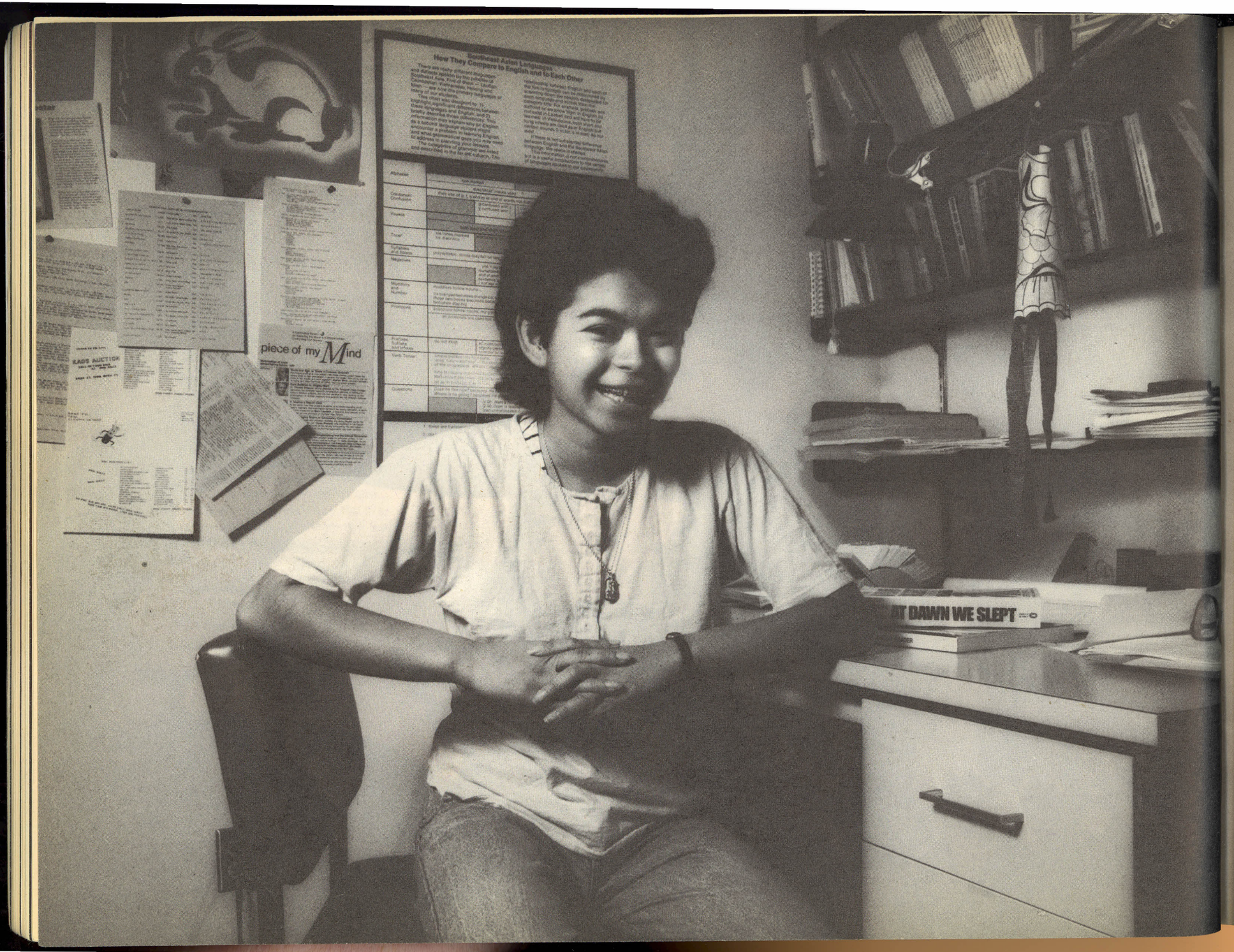
Spring / Group Contract
Sponsor: Chuck Pailthorp
Enrollment: 40 *Faculty:* 2
Prerequisites: None
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

This program focuses on analyzing, criticizing and inventing rational arguments. We'll consider, as a frame for our work, the limits of rationality and its relation to other modes of thinking. The program should help students in science, the social sciences or the humanities who want to learn to think, talk and write more effectively about logical arguments, whether in scientific articles or newspaper editorials. About half the program involves the steady practice of writing, working in groups and toiling alone. The other half of the program applies these methods to contemporary issues.

Planned equivalencies in quarter hours:
4—informal logic
4—English composition
4—philosophical issues in contemporary culture
4—contemporary social problems
Total: 16 credits

Program is preparatory for careers and/or future study in law, management, journalism, social sciences and the humanities.

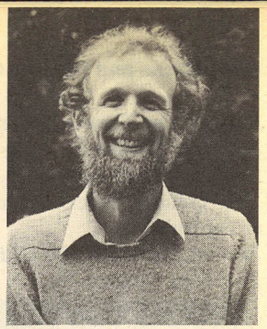



Southeast Asian Languages
How They Compare to English and to Each Other
piece of my Mind
AT DAWN WE SLEPT

"I'm becoming much more aware of my ethnicity. I'm proud of being a Filipina. It's true—Evergreen can be difficult for a person of color. Olympia and the college are pretty much culturally and racially homogenous. But the First Peoples' Coalition here on campus really helps. I have a family, understanding friends and respect. . . respect."

REGINA BONNEVIE, 20
Sophomore
Hometown: Seattle, Washington
Current program: "Matter and Motion"
Campus activities: Co-coordinator of Asian/Pacific Isle Coalition, Peer Advisor.
Career goals: Physician

Applied Social Theory



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

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

Convener: Thad Curtz

Affiliated Faculty: Nancy Allen, Thad Curtz, Helen Darrow, Betsy Diffendal, Don Finkel, Lovern Root King, Rita Pougiales and Sy Schwartz

Mass Media and Popular Culture

Fall, Winter, Spring / Group Contract
Sponsor: Thomas H. Foote
Enrollment: 48 *Faculty:* 2
Prerequisites: Successful completion of Core Program or equivalent
Special Expenses: $10 lab fee
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

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

Fall Quarter will focus on the nature of popular cultures and their relationship to folk cultures. There will be workshops on the methodology for accomplishing successful field research. Students will learn to conduct an ethnography. And they will gain an understanding of how folk and popular cultures function in the larger society, for groups and the individual.

In audio and video workshops students will learn to use those media as tools to document their fieldwork. In interpretation workshops, students and faculty will engage in dialogue concerning relevant pieces of materials such as films, ethnographic documentaries and interviews.

The schedule will accommodate the following topics and activities: *Fall Quarter:* General overview, interviewing, methodology (skills workshops), how to conduct an ethnography, interpretation workshop and book seminar. *Winter Quarter:* Site identification, project selection, developing the ethnography, media projects, book seminar and interpretation workshop. *Spring Quarter:* Presentations, all campus festival, book seminar and interpretation workshop.

Planned equivalencies in quarter hours:
4—introduction to folklore
4—introduction to popular culture
8—field study
2—oral history and tradition
4—folklore methodology
8—conducting the ethnography
2—interviewing
2—audio production: documentation
2—video production: documentation
4—writing in cultural perspective
4—projects in popular culture
4—applied folklore studies
Total: 48 credits

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

Intercultural Communication: The Global Village

Fall, Winter, Spring / Group Contract
Sponsor: Lovern Root King
Enrollment: 24
Prerequisites: Core Program or equivalent, junior standing, faculty signature required, foreign language proficiency preferred
Special Expenses: Field trips, retreats, $15 lab fee, travel abroad costs
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

This program is for students planning to study, live or work outside the United States. It will also develop awareness of the significant differences among diverse cultures within the United States. Emphasized are skills in cross-cultural observations in communication and awareness of the culture one is considering entering, as well as the culture one is emerging from. This program will also look at the ways ideologies and value systems are reflected in different societies, including comparative religious and political systems. Work will include reading, writing, seminars, cross-cultural simulations, field trips and guest speakers. Students should take a foreign language at the same time, and an intensive study of beginning Spanish is planned.

Fall Quarter will emphasize the analysis and evaluation of personal and national identity and values, and begin to apply them in the international context in a negotiation workshop.

Winter Quarter will explore comparative political systems and religious beliefs and their impact/influence on different cultures. A cultural notebook on a specific country/culture will be due at the end of this quarter.

Spring Quarter will be a group contract in which students will actually travel to their selected country/culture and do pre-determined assignments.

Planned equivalencies in quarter hours:
12—intercultural communication; 8—anthropology; 5—comparative political systems; 5—comparative religions; 4—sociology; 4—social geography; 10—introduction to specific research of country chosen.
Total: 48 credits

Program is preparatory for careers and/or future study in foreign service, international business and intercultural communications.

Advanced Seminar on Gender and Class

Spring / Group Contract
Sponsor: Stephanie Coontz
Enrollment: 48 *Faculty:* 2
Prerequisites: "Political Economy and Social Change," "Family, Community and Personal Life," or advanced work in American history or political economy; faculty signature required
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

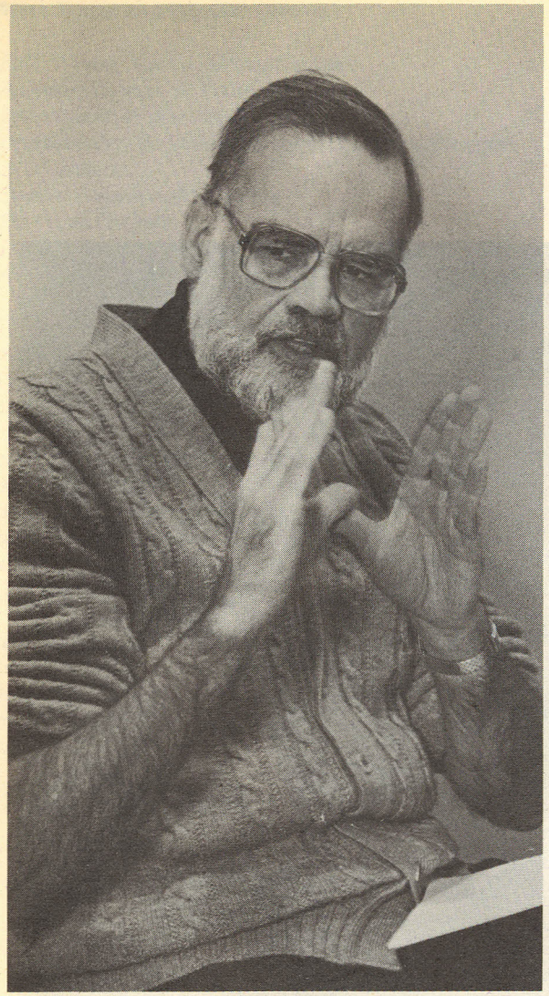
This one-quarter program will explore the connections between gender and class. We will analyze the explanatory value of both concepts and discuss how they can be integrated into a coherent theoretical perspective. We will focus our readings on one or two books, such as Nancy Hartsock's *Money, Sex, and Power*, and assign collateral reading with each chapter. Students will be expected to participate actively in seminar, conduct independent research and make presentations when necessary. Faculty members will discuss their own attempts to integrate class and gender into the study of history and political science.

Planned equivalencies in quarter hours:
Will be distributed in political science, sociology, social science theory and women's studies.
Total: 16 credits

Program is preparatory for careers and/or future study in history, political science, feminist studies, sociology and law.

Problem Youth

This program is designed for students seeking academic training and practical experience in the field of juvenile justice in the state of Washington. For a complete description, turn to page 71 in the *Native American Studies* specialty area.



Director: John Parker

Teacher Education at Evergreen

Director: John Parker

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

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

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

Major and Minor Fields

Students who pursue a Secondary Certificate complete a major in a particular field. The following majors are available at Evergreen: art, biology, English, physics, science, mathematics and social science. Some secondary students may opt to do an additional minor. Students pursuing an Elementary Certificate complete two 30-credit minors. Minors are available in a variety of fields for both secondary and elementary education and include art, biology, chemistry, economics, English, foreign languages, history, mathematics, natural science, physics and social science. See the *Teacher Education at Evergreen* brochure available from the Admissions Office, Academic Advising Office and Teacher Education Office for complete descriptions of the requirements for specific majors and minors.

Admissions Requirements

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

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

As part of the admission process, applicants must also take, and pass at prescribed levels, standard aptitude tests in reading, English, and mathematics such as ACT, SAT, WPCT, and TETEP. Students may take mock versions of the test in order to assuage any "test anxiety," identify areas of weakness, or just prepare for their first attempt. The mathematics mock test and reading and writing tests are available in the Learning Resource Center (LRC). For further information on the tests and when they are given contact the Teacher Education Office.

Students wishing to apply for admission to this program should complete all admission requirements, including letters of recommendation and the special application form from the Admissions Office, prior to March 11. Students who are selected for admission at this time will be notified in writing prior to the Academic Fair in early May. The late application deadline is May 2, when late applicants will be considered on a space available basis. Applications completed after May 2 will be considered if space remains after the first two filing periods. Students interested in enrolling at Evergreen for the first time, Evergreen graduates seeking a second bachelor's degree, or students returning to Evergreen after an absence of over one year must meet the regular admission and deadline criteria for entrance to undergraduate studies as well as meet the regular admission and deadline criteria for admission to the Teacher Education program. Full information may be obtained through the Admissions, Advising and Teacher Education offices.

Types of Certification

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

Your Advisor

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

See your advisor frequently for assistance in planning your curriculum. If you haven't been assigned an advisor yet, see Evergreen's Academic Advising Office for assistance.

Academic Advisors for the Teacher Education Program

Art:
Jean Mandeberg, Paul Sparks
Biology:
Burt Guttman, Larry Eickstaedt
Chemistry:
Fred Tabbutt, Byron Youtz
English:
contact John Parker
Foreign Languages:
Andrew Hanfman
Mathematics:
Hazel Jo Reed
Natural Science:
Byron Youtz
Physics:
Byron Youtz
Social Sciences (history, political science and economics):
Barbara Smith, Greg Weeks

"Evergreen is rich in hidden gems, one of which is the Organic Farm. I feel a personal relationship with the place. I've done a lot of gardening all over the country—New York, Pennsylvania, New Jersey and Hawaii and I feel very fortunate to be able to study ecological sustainability in the field, right here on campus. It's enriched me and I've been able to give something back."

TOM NICHOLSON, 29
Senior
Hometown: Philadelphia, Pennsylvania
Current program: Individual Contract on "Advanced Soils and Organic Chemistry"
Campus activities: Student and Activities liaison to the Organic Farm, Community Garden Coordinator
Career goals: Farmer, ecologist

Environmental Studies

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

Specifically, the goals of *Environmental Studies* are:

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

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

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

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

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

Convener: Kaye V. Ladd

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

Associated Faculty: Rob Cole, Rainer Hasenstab and Matt Smith

Career Pathways in Environmental Studies

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

Environmental Studies has close working relationships with two other Specialty Areas. *Political Economy and Social Change* provides a strong social science component, particularly in environmental politics, economics and the social impacts of technology. *Science, Technology and Health* provides additional work in the physical sciences, including chemistry and energy studies; and in the biological sciences, emphasizing molecular and organismal biology. Most faculty in *Environmental Studies* are also affiliated with Evergreen's Graduate Program in Environmental Studies (MES). Advanced

undergraduates may be able to enroll in a graduate course with the permission of the instructor if it is appropriate to their curriculum and they have the necessary prerequisites.

First Year:
Any Core Program; students interested in *Environmental Studies* may want to consider the following Core Programs: "Reflections on Nature," "Science and Perception"

Second or Third Years:
Within *Environmental Studies* one of:
"Habitats"
"Ecological Agriculture"
"Culture and Design-Pacific Northwest Traditions"

Within *Science, Technology and Health* one of:
"Matter and Motion"
"Molecule to Organism"

Within *Political Economy and Social Change:*
"Political Economy and Social Change"

Third or Fourth Years:
"Global Environmental Destruction"
"Evolutionary Ecology"
"The Nature of Natural History"
"Field Natural History"
"Topics in Marine Biology"

Habitats: Marine, Terrestrial and Human

Fall, Winter, Spring / Coordinated Study
Coordinator: Jaime Kooser
Enrollment: 96 *Faculty:* 4
Prerequisites: Core Program or equivalent
Special Expenses: About $100 for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program enables students to begin study of marine and terrestrial natural history and sciences at an intermediate level. Studies of these subjects will be integrated with analyses of human interactions with natural environments.

During Fall Quarter we will begin with ecological, geographical principles, map reading, national issues, and quantitative environmental techniques (chemistry, statistics). During winter and spring, we will focus more closely upon marine biology and environments, terrestrial organisms and ecosystems, hydrology and geology. The marine sector of the program will survey the organisms and plants of the sea, and study water quality, nutrient cycles and physical phenomena. The terrestrial sector will address identification of Northwest plant and animal species, habitats and biomes. Water, a connecting link between terrestrial and marine systems, will be studied in the context of streamflow and its effects on landforms, human structures and organisms.

Environmental chemistry and statistical work will continue into the winter. Students will also participate, at that time, in seminars focusing upon global environmental issues, including selected endangered species and the efficacy of parks, zoos and other wildlife and biome preserves. The class will apply the techniques learned during the first two quarters to a field/library research project to be conducted during the spring.

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

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

Ecological Agriculture: Food, Nutrition and Agriculture

Fall, Winter, Spring / Group Contract
Sponsor: Pat Labine
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent; introductory college work in biology, ecology and chemistry; Chemistry I & II may be taken concurrently
Special Expenses: $75 field trip fees
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Only if student has already completed Chemistry I & II

This year-long, interdisciplinary program will examine food in terms of production, processing, consumption and nutrition from an ecological perspective. Students can expect intensive work in nutrition, human ecology, agriculture, chemistry and scientific methodology.

Seminar readings and workshops in fall and winter will explore such topics as the development of agricultural societies, the determinants and consequences of personal and cultural food choices, the political economy of agriculture and food, and the future impact of biotechnology on food production. Spring term will emphasize agriculture, food, nutrition and development issues in the Third World.

Food production skills will be emphasized in Farm Practicum, one day a week. Students will help maintain the demonstration and market gardens of Evergreen's Organic Farm, and will obtain training in intensive vegetable and fruit production, plant propagation, marketing and general farm maintenance. There will be extensive field trips to farming and food processing operations throughout the Pacific Northwest.

Planned equivalencies in quarter hours:
8—food, culture, and agriculture (seminar, fall and winter); 4—food, agriculture and development in the Third World (seminar, spring); 8—nutrition; 4—human ecology; 4—research methods; 8—chemistry I, II; 12—farm practicum
Total: 48 credits

Program is preparatory for careers and/or future studies in the Peace Corps, agroecology, nutrition, or a range of internships in urban agriculture, farm management, community service and small-scale agriculture.

Principles of Biology: Cells and Organisms

Fall / Half-time Group Contract
Sponsor: Richard Cellarius
Enrollment: 48
Prerequisites: None, but high school chemistry and advanced algebra or one quarter of college chemistry and algebra strongly recommended

This contract will study the major principles of cellular and organismal biology, focusing on structure, function, and interrelationships. Topics will include biological organization, bioenergetics, cell structure and metabolism, genetics, evolution, plant and animal structure and physiology, and development. Ecological concepts will not be covered except in the context of evolution and cellular and organismal physiology. Basic introduction to the major groups of organisms will occur throughout the quarter. Laboratory exercises will illustrate principles and important biological techniques. Classes will consist of six hours of lecture/discussion and six hours of laboratory each week.

Planned equivalencies in quarter hours:
8—principles of biology 1 and 2 (cells and organisms)
Total: 8 credits

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

Global Environmental Destruction: Myth or Reality?

Winter / Group Contract
Sponsor: Richard Cellarius
Enrollment: 24
Prerequisites: Third-year standing; "Habitats," with additional work in political economy recommended, or "Political Economy and Social Change," with additional work in environmental studies recommended.
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: Yes

This group contract will undertake a detailed analysis of the claims that the capacity of the global environment to sustain life is being seriously damaged by human activity. Among the factors to be investigated are overpopulation, desertification, removal of tropical forests and global climate change. For each factor, technical, social and economic aspects will be analyzed, as well as the interactions between development and developing countries. In addition to reading historical and contemporary general analyses such as *The Global 2000 Report* and *The Resourceful Earth*, students will investigate the technical literature underlying the claims in these analyses and present written and oral reports of their findings to the group. An important aspect will be the study of current efforts worldwide to respond to these issues.

Planned equivalencies in quarter hours:
8—seminar in global environmental issues
4—TBA, dependent on student work (potential for up to 4 upper division natural science credits depending on individual project work)
Total: 12 credits

Program is preparatory for careers and/or future study in environmental studies, political economy and international affairs—including law, business and technological assistance.

Culture and Design: Pacific Northwest Traditions

This year-long program will examine important traditional and contemporary cultural, social and physical aspects of environmental design which are specific to the Pacific Northwest. For a complete description, turn to page 70 in the *Native American Studies* specialty area.

Evolutionary Ecology

Fall / Group Contract
Sponsor: Steven G. Herman
Enrollment: 24
Prerequisites: Basic biology
Special Expenses: $35 for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

This group contract will examine modern approaches to evolutionary ecology through lectures, texts, field trips and museum exercises. Descriptive ecology will be covered, as well as such subjects as population dynamics, natural selection, predation, coevolution, the ecological niche, community structure, punctuated equilibria, energetics and biogeography. The text will be *Evolutionary Ecology* by Pianka.

Planned equivalencies in quarter hours:
8—evolutionary ecology
Total: 8 credits

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

The Nature of Natural History

Winter / Group Contract
Sponsors: Alfred M. Wiedemann and Steven G. Herman
Enrollment: 48; *Faculty:* 2
Prerequisites: None
Special Expenses: $75 for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The objective of this program is to provide the student with the basic skills and understanding necessary to competently observe, record, and interpret natural phenomena (plants, animals and the landscapes in which they live). The program thence will be the nature and history of natural history, developed through lectures, seminars, laboratory work, reading and short field trips. Instruction will emphasize the proper use of the field journal and species accounts, plant and animal morphology and identification of plants and animals in winter. There will be a three-day field trip the first week of the quarter, four one-day field trips during the quarter and an overnight field trip at the end of the quarter.

Planned equivalencies in quarter hours:
3—history and scope of natural history
5—field records in natural history
4—winter field biology
4—identification morphology of plants and animals
Total: 16 credits

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

Field Natural History

Spring / Group Contract
Sponsors: Steven G. Herman and Alfred M. Wiedemann
Enrollment: 25; *Faculty:* 2
Prerequisites: "The Nature of Natural History" or equivalent; approval of instructors
Special Expenses: $400 for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The program is designed to follow "The Nature of Natural History" and to involve students from that program at a more advanced level. Intensive field work will involve the identification of landscape components, animal behavior and plant phenology. A rigorous record-keeping system (naturalist field journal and species accounts) will be the nucleus of student work. Instruction will emphasize advanced techniques of vascular plant and vertebrate animal identification. Herbarium and museum techniques (collection, preservation and cataloging) will also be covered.

Field Trips: Most of the last half of the quarter will be spent in the field.

Planned equivalencies in quarter hours:
3—natural history of the Pacific Northwest
4—field records in natural history
3—field zoology
3—field botany
3—community ecology
Total: 16 credits

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

Topics in Marine Biology

Spring / Group Contract
Sponsor: Pete Taylor
Enrollment: 24
Prerequisites: Third or fourth year standing, introductory marine biology ("Habitats" 1987-88), or introductory biology and introductory chemistry (college-level)
Special Expenses: Field trip costs (transportation, food and camp fees) for two day-trips and possibly one overnight trip
Part-time Options: Yes, offered for 8 or 12 units
Internship Possibilities: Yes, to supplement 8 or 12 units
Additional Course Allowed: Yes

This program will include a seminar on readings in marine ecology, a seminar on marine paleohistory and biogeography, and individual literature-research on selected marine biology topics. The marine ecology seminar will be based on reading scientific articles about various aspects of coastal marine ecology, including the intertidal, estuarine, subtidal and coral-reef environments. The marine paleohistory and biogeography seminar will require library-research efforts by student teams to present selected topics about marine environments, organisms and their distributions through earth history. Two or three field trips will be conducted to exemplify topics featured in the seminars.

Planned equivalencies in quarter hours:
2—seminar on marine ecology
6—seminar on marine paleohistory and biogeography
4—topic in marine biology: literature-research review
Total: 12 credits

Program is preparatory for careers and/or future study in marine biology, environmental science, marine resource management, marine environmental policy and related fields.

Other Opportunities at Evergreen

Malheur Field Station

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

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

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

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

Malheur Bird Observatory

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

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

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

The Organic Farm

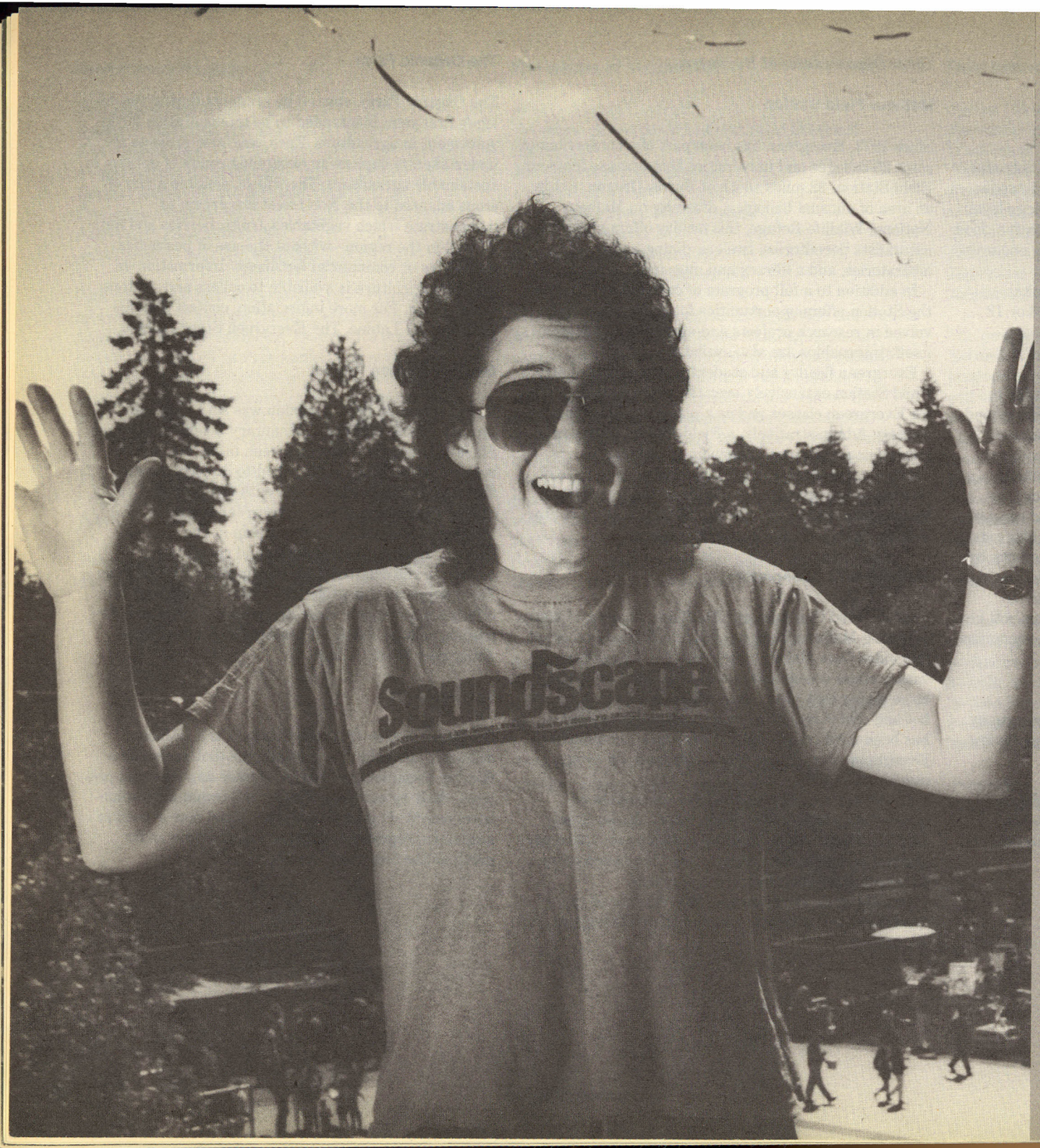
The Organic Farm, started by students during the college's first year, is intended to be an inspiration for involvement in agriculture. Each year new projects are undertaken to explore an expanding range of options in sustainable agriculture. The widest possible array of crops adapted to the Northwest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

Garfield Garden Project

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

The Seawulff

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



"Evergreen feels like a national park. Take a walk down the parkway and you see huge, beautiful trees and sometimes even a deer. I love to walk outside, smelling the freshness, listening to the birds sing. This is a college that renews your spirit."

SHEILA FOX, 29
Junior
Hometown: Ukiah, California
Current Program: Internship with Evergreen Media Services
Campus Activities: Evergreen Expressions, productions and stage management, Media Services aide, Tides of Change (Evergreen women's production company).
Career Goal: Stage management and production

Expressive Arts

Convener: Sally Cloninger

Affiliated Faculty: Susan Aurand, Andrew Buchman, Sally Cloninger, Doranne Crable, Llyn DeDanaan, Marilyn Frasca, Bob Haft, Barbara Hammer, Meg Hunt, Bud Johansen, Jean Mandeberg, Pat Matheny-White, Terry Setter, Paul Sparks, Charles Teske, Ainara Wilder and Bill Winden.

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

The *Expressive Arts* faculty are committed to the importance of creative work as a central element in a liberal arts education. The skills learned in *Expressive Arts* programs will aid a student in any other academic work she or he may pursue. At the same time, it is important for a student entering *Expressive Arts* to have had a broad range of other academic experiences. A student should not expect to focus his or her undergraduate work only in *Expressive Arts*, but rather to move into and out of the area, taking advantage of opportunities to work in other specialty areas. While studying within *Expressive Arts*, a student should work in more than one art area and consider undertaking multi-media collaborative projects with other students. The faculty believe that a broad range of experiences, in the arts and other disciplines, is necessary to developing students' creativity. As a future goal, the *Expressive Arts* faculty are working toward creating a learning environment that supports a strong multicultural perspective in the work of students. Each year, the offerings in *Expressive Arts* include:

A sophomore-level Coordinated Study program ("Inter-Arts Foundations");

Junior-and senior-level, work-based group contracts (for example, "The Moving Image");

Opportunities for individual contracts (advanced students only) and Internships in arts management: and

Skill-development courses to supplement your work in your program or group contract.

Career Pathways in Expressive Arts

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

THE EVERGREEN STATE COLLEGE

OLYMPIA, WASHINGTON

ACADEMIC PROGRAMS
1988-1989

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

Financial Aid

Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial application packets are generally available by mid-January. Because funds are limited, it is recommended you submit your 1988-89 Financial Aid form to the College Scholarship Service by March 1, 1988, to receive full consideration for all available campus-based financial aid. For more information, pick up a brochure on Student Financial Aid which outlines the application process, deadlines and other details.

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

Financial aid is distributed quarterly by the Financial Aid Office to coincide with tuition and fee payments. All charges are deducted from the quarterly award, with the balance paid to you during the first week of instruction. Exceptions are Guaranteed Student Loans, which have rolling disbursement dates based on remittance by the student's lender, and on-campus work-study earnings, which are distributed through monthly payroll checks.

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

Emergency Loan Program

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

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

Tuition and Fees

Residency Status for Tuition and Fees

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

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

Applications to change residency status must be made no later than the 30th calendar day of the quarter in which you become eligible. Applications are available at the Office of Registration and Records. Apply early, and allow at least ten days for processing your application.

Washington/Oregon, Washington/British Columbia Reciprocity

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

Billing and Payment Procedures

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

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

If you register during the "regular registration" period, you must pay tuition and fees at that time. You have an option to pay at least half of your tuition and fees by the assigned due date and the balance in full by the 30th calendar day of the quarter (counting from the first day of class).

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

Estimated Expenses

These estimates are for a single student who lives on or off campus during the nine-month academic year. They are *projections* for the 1988-89 year and *subject to change.*

	Residents	*Nonresidents*
Tuition and Fees (Full-time undergraduate)	$1317	$4581
Books and Supplies	480	480
Housing and Meals	3261	3261
Personal Needs	1050	1050
In-State Travel	690	690
Total	$6798	$10,062

Refunds/Appeals

Refunds of tuition and fees are allowed if you withdraw from college or are called into military service. In addition, if you change your credit load, the schedule below will determine what refund, if any, you will receive. If you follow proper procedures at the Office of Registration and Records, you will be refunded as follows:

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

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

Tuition and Fees

These are *projected* tuition and fees* for the 1988-89 academic year** and may be *subject to change.*

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

*A $73.50 fee for student Services and Activities is included in tuition. For other fees, see the "Miscellaneous Fees" chart on this page.

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

Academic Regulations

Miscellaneous Fees	
Mandatory health fee (quarterly)	$ 20*
WashPIRG (quarterly; refundable)	2.50**
Housing deposit/administrative fee	
Rental contract	60
Unit lease	100
Transcript	10
Extra transcripts ordered at same time	5
ID card replacement	5
Returned check	6
Application fee (non-refundable)	25
Admission deposit (non-refundable)	50
Late registration fee	15
Reinstatement/late registration fee	50
Graduation fee	25
Lab fee (varies)	10-25
Leisure Education (varies)	5-100

	Per Day	*Quarter*	*Year*
Parking			
Automobiles	.75	$22	$54
Motorcycles	.75	11	27

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

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

Registration

New and Continuing Student Enrollment Process

If you are a continuing student, you should consult registration information that is mailed out each quarter. You should select your academic programs for the following year during advance registration in mid-May.

If you are a new student, you will come to campus for a check-in appointment at a time provided by Admissions. At this meeting, you will discuss your personal interests and concerns, evaluate your study skills, and receive advising and registration forms.

All programs are filled on a first-come, first-served basis, and some require a faculty interview or audition for entry. So early registration will increase your chances of getting into the program of your choice.

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

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

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

Throughout the year, important information will be mailed to you, therefore *you are required to keep a current address*—even those of short duration—on file with the Office of Registration and Records throughout your stay at the college. (See also Billing and Payment Procedures, page 1.)

To Drop Or Change A Program

If you want to reduce credit, or drop or change a program, you must do so by the 30th calendar day of the quarter. Use a Change of Registration Form from the Office of Registration and Records, and also check to see if faculty signatures are required for the particular programs involved. It is essential to complete these in advance. See Refunds/Appeals on page 2.

Withdrawal

You may withdraw any time up to the 30th calendar day of the quarter, but please inform the Office of Registration and Records. See the tuition and fee refund schedule on page 2.

Enrollment Status
Leave of Absence

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

Enrollment Status

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

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

Academic Credit

General Policies

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

Partial Credit Options

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

Evaluation

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

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, two evaluations are written about your academic accomplishments—one by your faculty member and one by yourself.

Record Keeping

Transcript and Portfolio

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

Unless you go on a leave of absence, withdraw or change programs, credit and evaluations are reported only at the end of a program or contract. Once the evaluation is accepted in the Office of Registration and Records, a copy is sent to you. If you need your faculty to further revise your evaluation, you have 60 days or until you request your transcript to be sent out, whichever comes first.

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

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

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

Retention of Records

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

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

Confidentiality of Records

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

Academic Standing Policy

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

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

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

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

2. *Required Leave of Absence.* A student who has received an Academic Warning and who, at the next evaluation period, receives either an incomplete or

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

Graduation Requirements

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

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

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

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

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

An application, exit interview and payment of a $25 fee are necessary for graduation. Contact the Office of Registration and Records at least one quarter in advance of the anticipated graduation date.

Reflections on Nature

Fall, Winter, Spring / Coordinated Study
Coordinator: Jean Mandeberg
Enrollment: 110 F, W; 88 S
Faculty: 5 F, W; 4 S
Prerequisites: None
Special Expenses: Drawing and natural history supplies; field trip expenses
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, Spring Quarter

Being out in the natural world is a pleasure. It is also one of the primary inspirations for biology, physics, visual art, literature, music and mathematics. This program will present an integrated introduction to the college-level study of these six subjects based on their connections to natural patterns and processes. Science and art will receive equal weight, and the connections between the two will be special objects of study. Both beginners and more knowledgeable students will find challenges appropriate to their level.

Fall Quarter will focus on the art and science of observing and describing nature, especially outdoor nature. Students will learn how to write a natural history field journal, draw and use basic statistics, and will do background studies in the six program subjects.

Observing and background studies will continue in Winter Quarter, and we will start work on "stories and theories." We'll study major creations of art and science such as Impressionist painting, the theory of evolution, *Moby Dick*, geometry and other works whose authors have been strongly moved by the natural world.

All these studies will continue in Spring Quarter, together with a new issue: the moral and ethical question of the proper role of human beings in the natural world. In what ways should people make use of living things, minerals, or other natural resources, or intervene to change nature's course? Are there times or places when nature should be left undisturbed? How have different cultures handled these questions?

The program will give students a substantial introduction to what the six program subjects have to say about the natural world, and to the ideas and techniques they employ.

Planned equivalencies in quarter hours:
Will be distributed in expository writing, natural history (biological and physical), artistic composition and design (drawing and music), introductory mathematics and logic, introductory cultural anthropology, literature.
Total: 48 credits

Program is preparatory for careers and/or future study in a wide variety of natural sciences, humanities and arts.

Classical and Modern: An Integrated Approach to Education

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

For years, Americans knew what an "educated" person should study: the "classics" from Homer and Plato to Marx and Freud. But since the 1960s, the conception of the educated person has become problematic and controversial, with students and teachers questioning the kind of knowledge that will suit the individual of the modern world. Recently, educational tradition has been challenged by such writers as Allan Bloom, who argues (in *The Closing of the American Mind*) that we no longer know what kind of education suits our students or our society.

In this program we shall explore and *experience* the classical approach to higher education, whose ideal is to produce a citizen capable of participating in the public and political life of the community. But we will not receive this tradition uncritically. We will confront it with alternatives which represent internal challenges, minority and feminist views, and cross-cultural comparisons. We will examine its relevance to our modern technological, scientific and nuclear age.

We will also examine and experience the contrast between classical and modern *modes* of education—for example, oral versus written communication; human versus computer memory; live versus filmed drama; logical versus statistical inference.

The goal of our studies is for each individual to arrive at an integrated set of educational values that draw upon the past but are responsive to the present—values that are viable in the modern world.

Planned equivalencies in quarter hours:
To be distributed in literature, social sciences, philosophy, psychology, history, expository writing, statistics.
Total: 48 credits

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

Democracy and Tyranny

Fall, Winter, Spring / Coordinated Study
Coordinator: Guy Adams
Enrollment: 92 *Faculty:* 4
Prerequisites: None
Special Expenses: Field trips (only a few)
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The freedoms of one become the chains of another. Such paradoxes emerge when the meaning of freedom is critically examined. The tension between tyranny and democracy in social, political and cultural life makes for a particularly rich examination of the multiple and ambiguous paradoxes of freedom. Is freedom individual or social? Is the modern state fundamentally tyrannical, or can it be made democratic? What are the obligations of citizenship? We will ask these, and other questions of our heritage and of our future. We will seek clarity in our thinking about what it means to be free.

"Democracy and Tyranny" is a program which will integrate study in literature, philosophy, social and political theory, history, performance and expository writing. Classical Greece is a starting point for our investigations and contemporary America will be the final focus, but our journey will take us to those times and places which best bear the weight of our questions. We will certainly take advantage of the centennial of the state of Washington to put the question of freedom to our future in the Pacific Northwest.

We will search for our roots in the past, in an attempt to understand the present, and an analysis of our hopes and fears for the future. We will try to find out who we are and what kind of human beings we should become. We will ask which of our traditions are worth saving. The problems we will study are old, and ever new: problems of domination and liberation, peace and war, courage and cowardice, the individual and society, the beautiful and the ugly, good and evil.

Planned equivalencies in quarter hours:
To be distributed in the humanities, social sciences, arts and expository writing.
Total: 48 credits

Program is preparatory for careers and/or future study in most fields.

Science and Perception

Fall, Winter, Spring / Coordinated Study
Coordinator: Burton S. Guttman
Enrollment: 88 *Faculty:* 4
Prerequisites: None
Special Expenses: None
Part-time Options: Possibly
Internship Possibilities: No
Additional Course Allowed: Possibly

This program will examine how people think, analyze, and perceive the world and come to know it. We will treat scientific knowledge as one aspect of human knowledge and treat basic logic and mathematics as major analytical tools that humans use to understand their world. This work we will provide a solid introduction to basic mathematics and natural science.

We will emphasize the development of critical reading and clear writing because learning to read and write well is learning to think clearly. We will link this work to the study of logic—to the analysis of arguments—which will be a foundation for elementary mathematics. At first we will stress logic and mathematics as game playing and puzzle solving to take some anxiety out of the study of math. We will then develop standard precalculus math at a few levels for students with different degrees of preparation. Students will then be able to apply their developing analytical abilities in basic sciences, especially chemistry, stressing ways of thinking and solving problems. Science will be considered in an historical context, emphasizing perception and the process of discovery.

We will examine cultural differences, as well as commonalities, and philosophical and psychological issues surrounding perception and knowledge. By the end of the program students should have good analytical skills, including facility with mathematics; they will understand fundamental concepts and problems of science and philosophy and will have a general understanding of humans as knowers and perceivers of the world.

Planned equivalencies in quarter hours:
12—natural science; 9—mathematics and logic;
15—philosophy, psychology and cognitive science;
12—expository writing
Total: 48 credits

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

The Age of Revolution: 1775-1875

Fall, Winter, Spring / Coordinated Study
Coordinator: Paul E. Mott
Enrollment: 60-70 *Faculty:* 3
Prerequisites: None
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Many of the issues that concern us today and many of the philosophies and ideologies that we use for guidance originated in Europe in the century after 1775. Industrialization was the major event, but it was accompanied by fascinating developments in intellectual and everyday life. It was an age of revolution that saw the end of many monarchies and the beginning of socialisms, pluralist democracies and Jacobinisms, to mention a few. In direct response to the issues of the times, economics and sociology were developed. Urbanism became the way of life for an increasing number of people. This program will examine developments in philosophy, politics, mathematics and science, and the social sciences during the century after 1775. It will also study parallel developments in literature and the arts, such as the shift from religious to secular subjects in fine arts, the role of science in novels like Goethe's *Elective Affinities* and the abandonment of rural living as a theme in Victorian poetry.

Planned equivalencies in quarter hours:
12—history
4—philosophy
8—introduction to social science
8—introduction to physical science
12—literature and writing
4—Third World studies
Total: 48 credits

Program is preparatory for careers and/or future study in humanities, social sciences and physical sciences.

Image and Idea: The Past Hundred Years

Fall, Winter, Spring / Coordinated Study
Coordinator: Susan Aurand
Enrollment: 60 *Faculty:* 3
Prerequisites: None
Special Expenses: $15-20/qtr. model fee for drawing and art supplies; $25/qtr. photo lab fee and materials cost
Part-time Options: By permission of the faculty
Internship Possibilities: No
Additional Course Allowed: By permission of the faculty or for work in the Learning Resource Center

In "Image and Idea" we will examine American life and the important ideas of the past hundred years through art and literature. Each quarter we will focus on a particular time period in the past century and study the images and novels of the time. Our aim will be to understand the social, psychological, religious and political ideas and events which informed these works. Our study will reflect the fact that America is a society of diverse cultural perspectives. From our work we will gain a better understanding of our culture and lives, and of how culture and experience shape the work of artists and writers. Each quarter, students will have the opportunity to do personal research and image-making projects on topics related to the program theme. From these projects, students will learn how to use images as a means of expressing their own ideas and experiences and their understanding of American culture.

Students and faculty will meet regularly for image workshops (drawing/design or painting or photography), book and image seminars, lectures, writing workshops, films and project discussions. We will also take field trips to galleries and museums. The aim of the program is to help students improve their skills in expository writing, critical analysis, oral communication, research techniques, visual literacy and a two-dimensional medium. No prior art experience is needed.

Planned equivalencies in quarter hours:
9—distributed among history, sociology and psychology
9—expository writing and research techniques
9—art history
9—literature
12—to be specified by the faculty upon evaluation of the student's studio project work
Total: 48 credits

Program is preparatory for careers and/or future study in the arts and humanities and for students needing or wanting arts and humanities experience before doing intermediate and advanced work in the sciences, social sciences or technical fields.

Thinking Straight

Spring / Group Contract
Sponsor: Chuck Pailthorp
Enrollment: 40 *Faculty:* 2
Prerequisites: None
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

This program focuses on analyzing, criticizing and inventing rational arguments. We'll consider, as a frame for our work, the limits of rationality and its relation to other modes of thinking. The program should help students in science, the social sciences or the humanities who want to learn to think, talk and write more effectively about logical arguments, whether in scientific articles or newspaper editorials. About half the program involves the steady practice of writing, working in groups and toiling alone. The other half of the program applies these methods to contemporary issues.

Planned equivalencies in quarter hours:
4—informal logic
4—English composition
4—philosophical issues in contemporary culture
4—contemporary social problems
Total: 16 credits

Program is preparatory for careers and/or future study in law, management, journalism, social sciences and the humanities.

Applied Social Theory

Mass Media and Popular Culture

Fall, Winter, Spring / Group Contract
Sponsor: Thomas H. Foote
Enrollment: 48 *Faculty:* 2
Prerequisites: Successful completion of Core Program or equivalent
Special Expenses: $10 lab fee
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

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

Fall Quarter will focus on the nature of popular cultures and their relationship to folk cultures. There will be workshops on the methodology for accomplishing successful field research. Students will learn to conduct an ethnography. And they will gain an understanding of how folk and popular cultures function in the larger society, for groups and the individual.

In audio and video workshops students will learn to use those media as tools to document their fieldwork. In interpretation workshops, students and faculty will engage in dialogue concerning relevant pieces of materials such as films, ethnographic documentaries and interviews.

The schedule will accommodate the following topics and activities: *Fall Quarter:* General overview, interviewing, methodology (skills workshops), how to conduct an ethnography, interpretation workshop and book seminar. *Winter Quarter:* Site identification, project selection, developing the ethnography, media projects, book seminar and interpretation workshop. *Spring Quarter:* Presentations, all campus festival, book seminar and interpretation workshop.

Planned equivalencies in quarter hours:
4—introduction to folklore
4—introduction to popular culture
8—field study
2—oral history and tradition
4—folklore methodology
8—conducting the ethnography
2—interviewing
2—audio production: documentation
2—video production: documentation
4—writing in cultural perspective
4—projects in popular culture
4—applied folklore studies
Total: 48 credits

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

Intercultural Communication: The Global Village

Fall, Winter, Spring / Group Contract
Sponsor: Lovern Root King
Enrollment: 24
Prerequisites: Core Program or equivalent, junior standing, faculty signature required, foreign language proficiency preferred
Special Expenses: Field trips, retreats, $15 lab fee, travel abroad costs
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

This program is for students planning to study, live or work outside the United States. It will also develop awareness of the significant differences among diverse cultures within the United States. Emphasized are skills in cross-cultural observations in communication and awareness of the culture one is considering entering, as well as the culture one is emerging from. This program will also look at the ways ideologies and value systems are reflected in different societies, including comparative religious and political systems. Work will include reading, writing, seminars, cross-cultural simulations, field trips and guest speakers. Students should take a foreign language at the same time, and an intensive study of beginning Spanish is planned.

Fall Quarter will emphasize the analysis and evaluation of personal and national identity and values, and begin to apply them in the international context in a negotiation workshop.

Winter Quarter will explore comparative political systems and religious beliefs and their impact/influence on different cultures. A cultural notebook on a specific country/culture will be due at the end of this quarter.

Spring Quarter will be a group contract in which students will actually travel to their selected country/culture and do pre-determined assignments.

Planned equivalencies in quarter hours:
12—intercultural communication; 8—anthropology; 5—comparative political systems; 5—comparative religions; 4—sociology; 4—social geography; 10—introduction to specific research of country chosen.
Total: 48 credits

Program is preparatory for careers and/or future study in foreign service, international business and intercultural communications.

Advanced Seminar on Gender and Class

Spring / Group Contract
Sponsor: Stephanie Coontz
Enrollment: 48 *Faculty:* 2
Prerequisites: "Political Economy and Social Change," "Family, Community and Personal Life," or advanced work in American history or political economy; faculty signature required
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This one-quarter program will explore the connections between gender and class. We will analyze the explanatory value of both concepts and discuss how they can be integrated into a coherent theoretical perspective. We will focus our readings on one or two books, such as Nancy Hartsock's *Money, Sex, and Power*, and assign collateral reading with each chapter. Students will be expected to participate actively in seminar, conduct independent research and make presentations when necessary. Faculty members will discuss their own attempts to integrate class and gender into the study of history and political science.

Planned equivalencies in quarter hours:
Will be distributed in political science, sociology, social science theory and women's studies.
Total: 16 credits

Program is preparatory for careers and/or future study in history, political science, feminist studies, sociology and law.

Problem Youth

This program is designed for students seeking academic training and practical experience in the field of juvenile justice in the state of Washington. For a complete description, turn to page 25 in the *Native American Studies* specialty area.

Teacher Education at Evergreen

Director: John Parker

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

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

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

Major and Minor Fields

Students who pursue a Secondary Certificate complete a major in a particular field. The following majors are available at Evergreen: art, biology, English, physics, science, mathematics and social science. Some secondary students may opt to do an additional minor. Students pursuing an Elementary Certificate complete two 30-credit minors. Minors are available in a variety of fields for both secondary and elementary education and include art, biology, chemistry, economics, English, foreign languages, history, mathematics, natural science, physics and social science. See the *Teacher Education at Evergreen* brochure available from the Admissions Office, Academic Advising Office and Teacher Education Office for complete descriptions of the requirements for specific majors and minors.

Admissions Requirements

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

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

As part of the admission process, applicants must also take, and pass at prescribed levels, standard aptitude tests in reading, English, and mathematics such as ACT, SAT, WPCT, and TETEP. Students may take mock versions of the test in order to assuage any "test anxiety," identify areas of weakness, or just prepare for their first attempt. The mathematics mock test and reading and writing tests are available in the Learning Resource Center (LRC). For further information on the tests and when they are given contact the Teacher Education Office.

Students wishing to apply for admission to this program should complete all admission requirements, including letters of recommendation and the special application form from the Admissions Office, prior to March 11. Students who are selected for admission at this time will be notified in writing prior to the Academic Fair in early May. The late application deadline is May 2, when late applicants will be considered on a space available basis. Applications completed after May 2 will be considered if space remains after the first two filing periods. Students interested in enrolling at Evergreen for the first time, Evergreen graduates seeking a second bachelor's degree, or students returning to Evergreen after an absence of over one year must meet the regular admission and deadline criteria for entrance to undergraduate studies as well as meet the regular admission and deadline criteria for admission to the Teacher Education program. Full information may be obtained through the Admissions, Advising and Teacher Education offices.

Types of Certification

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

Your Advisor

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

See your advisor frequently for assistance in planning your curriculum. If you haven't been assigned an advisor yet, see Evergreen's Academic Advising Office for assistance.

Academic Advisors for the Teacher Education Program

Art:
Jean Mandeberg, Paul Sparks
Biology:
Burt Guttman, Larry Eickstaedt
Chemistry:
Fred Tabbutt, Byron Youtz
English:
contact John Parker
Foreign Languages:
Andrew Hanfman
Mathematics:
Hazel Jo Reed
Natural Science:
Byron Youtz
Physics:
Byron Youtz
Social Sciences (history, political science and economics):
Barbara Smith, Greg Weeks

Environmental Studies

Principles of Biology: Cells and Organisms

Fall / Half-time Group Contract
Sponsor: Richard Cellarius
Enrollment: 48
Prerequisites: None, but high school chemistry and advanced algebra or one quarter of college chemistry and algebra strongly recommended

This contract will study the major principles of cellular and organismal biology, focusing on structure, function, and interrelationships. Topics will include biological organization, bioenergetics, cell structure and metabolism, genetics, evolution, plant and animal structure and physiology, and development. Ecological concepts will not be covered except in the context of evolution and cellular and organismal physiology. Basic introduction to the major groups of organisms will occur throughout the quarter. Laboratory exercises will illustrate principles and important biological techniques. Classes will consist of six hours of lecture/discussion and six hours of laboratory each week.

Planned equivalencies in quarter hours:
8—principles of biology 1 and 2 (cells and organisms)
Total: 8 credits

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

Habitats: Marine, Terrestrial and Human

Fall, Winter, Spring / Coordinated Study
Coordinator: Jaime Kooser
Enrollment: 96 *Faculty:* 4
Prerequisites: Core Program or equivalent
Special Expenses: About $100 for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program enables students to begin study of marine and terrestrial natural history and sciences at an intermediate level. Studies of these subjects will be integrated with analyses of human interactions with natural environments.

During Fall Quarter we will begin with ecological, geographical principles, map reading, national issues, and quantitative environmental techniques (chemistry, statistics). During winter and spring, we will focus more closely upon marine biology and environments, terrestrial organisms and ecosystems, hydrology and geology. The marine sector of the program will survey the organisms and plants of the sea, and study water quality, nutrient cycles and physical phenomena. The terrestrial sector will address identification of Northwest plant and animal species, habitats and biomes. Water, a connecting link between terrestrial and marine systems, will be studied in the context of streamflow and its effects on landforms, human structures and organisms.

Environmental chemistry and statistical work will continue into the winter. Students will also participate, at that time, in seminars focusing upon global environmental issues, including selected endangered species and the efficacy of parks, zoos and other wildlife and biome preserves. The class will apply the techniques learned during the first two quarters to a field/library research project to be conducted during the spring.

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

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

Ecological Agriculture: Food, Nutrition and Agriculture

Fall, Winter, Spring / Group Contract
Sponsor: Pat Labine
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent; introductory college work in biology, ecology and chemistry; Chemistry I & II may be taken concurrently
Special Expenses: $75 field trip fees
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Only if student has already completed Chemistry I & II

This year-long, interdisciplinary program will examine food in terms of production, processing, consumption and nutrition from an ecological perspective. Students can expect intensive work in nutrition, human ecology, agriculture, chemistry and scientific methodology.

Seminar readings and workshops in fall and winter will explore such topics as the development of agricultural societies, the determinants and consequences of personal and cultural food choices, the political economy of agriculture and food, and the future impact of biotechnology on food production. Spring term will emphasize agriculture, food, nutrition and development issues in the Third World.

Food production skills will be emphasized in Farm Practicum, one day a week. Students will help maintain the demonstration and market gardens of Evergreen's Organic Farm, and will obtain training in intensive vegetable and fruit production, plant propagation, marketing and general farm maintenance. There will be extensive field trips to farming and food processing operations throughout the Pacific Northwest.

Planned equivalencies in quarter hours:
8—food, culture, and agriculture (seminar, fall and winter); 4—food, agriculture and development in the Third World (seminar, spring); 8—nutrition; 4—human ecology; 4—research methods; 8—chemistry I, II; 12—farm practicum
Total: 48 credits

Program is preparatory for careers and/or future studies in the Peace Corps, agroecology, nutrition, or a range of internships in urban agriculture, farm management, community service and small-scale agriculture.

Global Environmental Destruction: Myth or Reality?

Winter / Group Contract
Sponsor: Richard Cellarius
Enrollment: 24
Prerequisites: Third-year standing; "Habitats," with additional work in political economy recommended, or "Political Economy and Social Change," with additional work in environmental studies recommended.
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: Yes

This group contract will undertake a detailed analysis of the claims that the capacity of the global environment to sustain life is being seriously damaged by human activity. Among the factors to be investigated are overpopulation, desertification, removal of tropical forests and global climate change. For each factor, technical, social and economic aspects will be analyzed, as well as the interactions between development and developing countries. In addition to reading historical and contemporary general analyses such as *The Global 2000 Report* and *The Resourceful Earth*, students will investigate the technical literature underlying the claims in these analyses and present written and oral reports of their findings to the group. An important aspect will be the study of current efforts worldwide to respond to these issues.

Planned equivalencies in quarter hours:
8—seminar in global environmental issues
4—TBA, dependent on student work (potential for up to 4 upper division natural science credits depending on individual project work)
Total: 12 credits

Program is preparatory for careers and/or future study in environmental studies, political economy and international affairs—including law, business and technological assistance.

Culture and Design: Pacific Northwest Traditions

This year-long program will examine important traditional and contemporary cultural, social and physical aspects of environmental design which are specific to the Pacific Northwest. For a complete description, turn to page 24 in the *Native American Studies* specialty area.

Evolutionary Ecology

Fall / Group Contract
Sponsor: Steven G. Herman
Enrollment: 24
Prerequisites: Basic biology
Special Expenses: $35 for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

This group contract will examine modern approaches to evolutionary ecology through lectures, texts, field trips and museum exercises. Descriptive ecology will be covered, as well as such subjects as population dynamics, natural selection, predation, coevolution, the ecological niche, community structure, punctuated equilibria, energetics and biogeography. The text will be *Evolutionary Ecology* by Pianka.

Planned equivalencies in quarter hours:
8—evolutionary ecology
Total: 8 credits

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

The Nature of Natural History

Winter / Group Contract
Sponsors: Alfred M. Wiedemann and Steven G. Herman
Enrollment: 48; *Faculty:* 2
Prerequisites: None
Special Expenses: $75 for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The objective of this program is to provide the student with the basic skills and understanding necessary to competently observe, record, and interpret natural phenomena (plants, animals and the landscapes in which they live). The program thence will be the nature and history of natural history, developed through lectures, seminars, laboratory work, reading and short field trips. Instruction will emphasize the proper use of the field journal and species accounts, plant and animal morphology and identification of plants and animals in winter. There will be a three-day field trip the first week of the quarter, four one-day field trips during the quarter and an overnight field trip at the end of the quarter.

Planned equivalencies in quarter hours:
3—history and scope of natural history
5—field records in natural history
4—winter field biology
4—identification morphology of plants and animals
Total: 16 credits

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

Field Natural History

Spring / Group Contract
Sponsors: Steven G. Herman and Alfred M. Wiedemann
Enrollment: 25; *Faculty:* 2
Prerequisites: "The Nature of Natural History" or equivalent; approval of instructors
Special Expenses: $400 for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The program is designed to follow "The Nature of Natural History" and to involve students from that program at a more advanced level. Intensive field work will involve the identification of landscape components, animal behavior and plant phenology. A rigorous record-keeping system (naturalist field journal and species accounts) will be the nucleus of student work. Instruction will emphasize advanced techniques of vascular plant and vertebrate animal identification. Herbarium and museum techniques (collection, preservation and cataloging) will also be covered.

Field Trips: Most of the last half of the quarter will be spent in the field.

Planned equivalencies in quarter hours:
3—natural history of the Pacific Northwest
4—field records in natural history
3—field zoology
3—field botany
3—community ecology
Total: 16 credits

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

Topics in Marine Biology

Spring / Group Contract
Sponsor: Pete Taylor
Enrollment: 24
Prerequisites: Third or fourth year standing, introductory marine biology ("Habitats" 1987-88), or introductory biology and introductory chemistry (college-level)
Special Expenses: Field trip costs (transportation, food and camp fees) for two day-trips and possibly one overnight trip
Part-time Options: Yes, offered for 8 or 12 units
Internship Possibilities: Yes, to supplement 8 or 12 units
Additional Course Allowed: Yes

This program will include a seminar on readings in marine ecology, a seminar on marine paleohistory and biogeography, and individual literature-research on selected marine biology topics. The marine ecology seminar will be based on reading scientific articles about various aspects of coastal marine ecology, including the intertidal, estuarine, subtidal and coral-reef environments. The marine paleohistory and biogeography seminar will require library-research efforts by student teams to present selected topics about marine environments, organisms and their distributions through earth history. Two or three field trips will be conducted to exemplify topics featured in the seminars.

Planned equivalencies in quarter hours:
2—seminar on marine ecology
6—seminar on marine paleohistory and biogeography
4—topic in marine biology: literature-research review
Total: 12 credits

Program is preparatory for careers and/or future study in marine biology, environmental science, marine resource management, marine environmental policy and related fields.

Other Opportunities at Evergreen

Malheur Field Station

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

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

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

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

Malheur Bird Observatory

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

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

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

The Organic Farm

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

Garfield Garden Project

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

The Seawulff

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

Expressive Arts

Inter-Arts Foundations (1) Studio Project

Fall, Winter, Spring / Group Contract
Sponsor: Paul Sparks (F), Sally Cloninger (W), Phil Harding (S)
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent; sophomore or above
Special Expenses: $10 screening fee plus art supplies each quarter
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

"Studio Project" is one of two entry-level programs in the Expressive Arts. Paul Sparks will begin the sequence with an introduction to a wide range of drawing methods and materials. Students will be expected to work in the studio a minimum of four hours per day. Elements of aesthetics, basic design, topics in art history, life drawing and working from personal themes will form directions for Fall Quarter.

In winter Sally Cloninger will continue the group contract with an introduction to the fundamentals of video production. Students will explore topics and historical themes related to the development of media technology and complete a series of production exercises designed to familiarize them with the principles of videography, editing and pre-production planning.

In spring Phil Harding will introduce students to the technical, historical and aesthetic considerations of contemporary sculpture in "3-D Art." Emphasis will be placed on experimentation with forms and materials, imaginative applications of ideas and development of personal imagery.

In addition, students will be introduced to various other aspects of visual arts (aesthetics, theory and practice) during all three quarters.

Planned equivalencies in quarter hours:
16—drawing/visual art
16—media arts/video
16—3-D/visual design
Total: 48 credits
Program is preparatory for careers and/or future study in visual media and arts.

Inter-Arts Foundations (2) Interaction in the Performing Arts

Fall, Winter, Spring / Coordinated Study
Coordinator: Bud Johansen
Enrollment: 72 *Faculty:* 3
Prerequisites: Core Program or equivalent
Special Expenses: Field trips and rehearsal clothes
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

This is an entry-level program for students interested in the practical and theoretical aspects of the performing arts. Students will be given a survey of the history of the performing arts to examine the roots of contemporary arts. Through readings, analyzing and critiquing live performance, video, audio recordings and films, the students will develop critical and analytic skills. Workshops will be offered in acting, choreography and music with hands-on work in the arts.

Fall Quarter, we will explore roots which influence our contemporary trends in the arts. We will concentrate on arts which show unification of music/theatre/dance, etc., to see *the links* in the performing arts. What happens when two or more art forms connect? Are the arts *pure* in form? Is there a new language to be learned? One example might be El Teatro Campesino (contemporary Chicano theatre) and its links with Mayan and Aztec myths.

Winter Quarter, we will deal with 19th and 20th century Europe and the influences from other countries upon the arts of Europe. An example would be the African influence on music in the 20th century.

Spring Quarter, we will focus on contemporary American art, showing the melding of many cultures to create new art forms from several countries. An example would be jazz and its changes from Africa to America as the result of new instruments and cultural changes.

Workshops will be offered in all three areas to develop skills in acting, choreography and music performance/composition. Students will concentrate on one area with the culmination of collaborative projects, hopefully, involving two or more disciplines to be presented in Spring Quarter.

Planned equivalencies in quarter hours:
12-24—theatre/dance/music history
6-12—theatre/dance music criticism and aesthetics
12—acting
12—choreography
12—music workshop
Total: 48 credits

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

Children of One Sun

Fall, Winter, Spring / Coordinated Study
Coordinator: Andrew Buchman
Enrollment: 96 F & W; 72 S *Faculty:* 4 F & W; 3 S
Prerequisites: Upper-division standing and demonstrated competence in one of these areas—music, theatre, writing, psychology or computer science
Special Expenses: Field trips, performance lab kit
Part-time Options: No
Internship Possibilities: Yes (spring only)
Additional Course Allowed: Yes

The drama between humanity and technology rules our future. Our studies will include cultural perspectives on the dreams, reality and nightmares that technology has brought us. Our efforts will culminate in the public presentation of an original musical growing out of faculty collaboration. While the program will address the needs of upper-division students in the *Expressive Arts,* it will be truly interdisciplinary, integrating computer science and psychological topics. One focus will be a cross-cultural examination of our *fears* of technology, using the works of Carl Jung as a starting point. Another focus will be the *benefits* technology brings to the performing arts. Computer workshops will bring together students from a variety of disciplines to use technology in music composition, writing, set design and research.

Fall Quarter, we will study computer skills in the arts, nuclear issues (including the history of Hanford), pre-Christian religious symbols, images of the sun in various cultures and the history of musicals containing social comment. Workshops will include: songwriting, bookwriting, acting, and musical rehearsals. Works studied may include: Jungk, *Brighter Than a Thousand Suns;* Loeb, *Nuclear Culting;* Jung, *Man and His Symbols;* Gershwin, *Of Thee I Sing* and Trudeau/Swados, *Rapmaster Ronnie.*

Winter Quarter, students will concentrate on the musical (performing or production) and continue studies in computer science and psychology.

Spring Quarter, students may work on individual or group production, research projects or internships (subject to Cooperative Education approval). Theoretical studies will become a focus with a return to nuclear issues, psychological and cultural studies, and the history of musicals.

Planned equivalencies in quarter hours:
8—computer applications in the arts
12—courses in students' specialties (within or outside program)
8—trans-cultural psychology
8—cultural history
8—musical theatre, computer science, or psychology (as assigned)
4—research project
Total: 48 credits

Program is preparatory for careers and/or future study in performing arts, psychology or computer science.

American Dream?

Native Americans and immigrants to the Pacific Northwest have long wondered about the American Dream—whether there is one for them and when or where they can find it. Shifts in cultural values and perceptions—points of creative friction—are the intellectual concerns of this program. For a complete description, turn to page 25 in the *Native American Studies* specialty area.

Words and Music: Meaning and Emotion in Music and Literature

Fall, Winter, Spring / Group Contract
Sponsor: Bill Winden
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program, ability to read music and do research
Special Expenses: Audio tape and slide film
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

Music is often cited as the art form which most immediately and intensely elicits human emotion. At the same time, it is the art in which specific meaning seems most elusive. The meaning of plays or stories, on the other hand, seem immediately accessible, while the emotions they elicit are often contradictory and elusive. The two arts complement each other, the one supplying what the other lacks, and this union of music and words has been a powerful ambition of artists of all cultures.

We will concentrate on music inspired by or designed to accompany stories, and literary works with the most direct associations with music. These words and music can be created as music theatre, or as parts of films, or as love songs or ballads. We particularly want to examine the collaboration of story and music in rituals and ceremonial occasions.

We may draw on the Northern Arapaho Eagle Dance, Eisenstein's film *Alexander Nevsky*, performances by Laurie Anderson, traditional Japanese theatre, or the *St. Matthew Passion* of Bach. In every case we plan to combine close formal examination of specific works with broad exploration of their historical and philosophic contexts.

The theme of Love and Death, for instance, might begin with troubadour ballads, Arthurian Romances, Elizabethan love songs and Shakespearean plays, and continue through 19th and 20th century theatre pieces to contemporary songs with side excursions into similar stories from other cultures. We will devote ourselves to the close study of these works.

Students will listen to and analyze music. Seminars on works of literature and music will be held. We will see films and videos and attend performances. Those not wishing to take an outside course will complete a research project each quarter.

Planned equivalencies in quarter hours:
18—music history
18—literature
12—research project
Total: 48 credits

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

Experiments in Space

Fall / Group Contract
Sponsor: Phil Harding
Enrollment: 24 *Faculty:* 1
Prerequisites: Core Program and "Inter-arts Foundations," or equivalent and signature
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Three- and four-dimensional spatial constructions offer an alternative medium in which to explore situations, themes and personal experiences. This group contract will center on building things and considering them and the processes involved in building them. Work will consist of a series of individual and group exercises in selected media, critiquing in verbal, written and drawing media, maintenance of a drawing (non-verbal) journal, seminars, and an individual or small group project which explores a theme of your choice using spatial constructions. Media in this construction is limited only by students' abilities to complete production within the time frame of the contract.

This aims to be an *experimental* class, not a design class. It is a class where non-functional, sculptural concepts are explored in abstract 3-D form. The constructions are expected to tell you something about why you are constructing and what you are constructing.

Planned equivalencies in quarter hours:
8—art, sculpture
4—art, drawing
4—art (to be arranged)
Total: 16 credits

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

Group Images

Fall, Winter / Coordinated Study
Coordinator: Marilyn Frasca
Enrollment: 72 *Faculty:* 3
Prerequisites: Skill in one area of expressive arts (writing, drawing, painting or performance) and signature of faculty
Special Expenses: Cost of project materials
Part time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

"Group Images" is a program for students with skill in writing, drawing, painting and/or performance who want to work in a small interdisciplinary group to make and present an image. During Fall Quarter, each student will participate in: (1) an Intensive Journal Workshop in which he or she will find his or her own images; (2) a skill workshop in which he or she will improve his or her skill in writing, drawing, painting, or performance; (3) a faculty conference with his or her small group/image group; and (4) an all-program critique of work in progress. During Winter Quarter the workshops, conferences and all-program critiques will continue. In addition, guest groups will be invited to the program to present their work. At the end of Winter Quarter each small group in the program will present its finished image.

Planned equivalencies in quarter hours:
4—intensive journal work
8—writing or painting or performance
16—multi-media presentation
4—aesthetics
Total: 32 credits

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

Hand in Hand: Feminist Film, Theory and Practice

Fall, Winter / Group Contract
Sponsor: TBA
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent, sophomore or above
Special Expenses: $10 screening fee plus film and video supplies each quarter
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

As feminism developed from a grass-roots, women-sparked initiative of action and idea during the second wave of the Seventies, so too has feminist film theory been intimately connected with film practice. This program affords an opportunity for the student to concurrently study various genre (experimental, documentary, narrative) and cross-genre films made by feminists situated in historical context. Philosophy, especially aesthetics, has developed hand-in-hand with the practice of making the moving image. Particularly interesting will be the conjunction of French feminist literary theorists (Irigary, Cixous, Kristera) and the possibilities of visual interpretation that these new and exciting theorists inspire. As students base their foundation in visual and written theory and film, production teams will begin, develop and complete film projects related to the course material.

Planned equivalencies in quarter hours:
16—media/film and video production
16—history, aesthetics and philosophy of feminist film
Total: 32 credits

Program is preparatory for careers and/or future study in advanced feminist studies and/or visual and media arts.

Visual Humor

Spring / Group Contract
Sponsors: Sally Cloninger and Sandra Simon
Enrollment: 48 *Faculty:* 2
Prerequisites: Junior/senior standing, experience with textual analysis or skill development in one arts discipline, signature required
Special Expenses: Screening fee of $25 plus materials for collaborative student project (cost dependent upon selected medium)
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The serious part of our program will be watching and analyzing the work of Charlie Chaplin, Imogene Coca, Harold Lloyd, Carol Burnett, the Marx Brothers, Lily Tomlin, Billy Wilder, Martha Raye and Monty Python among others. The fun part will be speculating on how physical humor functions with and without a verbal basis; how film sequence, an intrinsic part of cinematic art, reinforces comedic progress; and how films of the 80's, with all of their graphic realism, can honor classic comedy's balance between humor and violence. The scary part will be a final comic project: either a skit, script or video.

Other topics to be explored include questions about gender and humor, cross-cultural perspectives on the visual joke and a consideration of visual sociology.

Planned equivalencies in quarter hours:
4—sociology of humor
6—media analysis and criticism
2—American cultural studies
4—collaborative production project
Total: 16 credits

Program is preparatory for careers and/or future study in visual and media arts, creative writing and performance.

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

Winter, Spring / Group Contract
Sponsor: Phil Harding (W), Marilyn Frasca (S)
Enrollment: 48 *Faculty:* 2
Prerequisites: Two years of college work at Evergreen, signature of faculty
Special Expenses: TBA
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

"S.O.S." is an opportunity for students to originate their own program plan for either Winter or Spring Quarters. Students are encouraged to develop ideas for studies which grow out of previous work at Evergreen and involve others in the creation of a proposal which should include: (1) a goals statement or program description; (2) a description of program meeting times and activities; and (3) a covenant describing the responsibilities and obligations of all participants. Each proposal submitted must have the full commitment of at least 12 students and will be chosen for sponsorship by faculty assigned to teach in "S.O.S."

To work with Phil Harding Winter Quarter, proposals must be submitted to him by October 30, 1988. To work with Marilyn Frasca Spring Quarter, proposals must be submitted to her by February 28, 1989.

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

Planned equivalencies in quarter hours:
Depend on design of student-originated study.
Total: 16 credits

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

Shadows IV

Winter, Spring / Group Contract
Sponsor: Paul Sparks
Enrollment: 24
Prerequisites: Basic photographic skills and a demonstrated readiness to do intermediate or advanced level work
Special Expenses: Personal photo supplies, books, speakers, and field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

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. There will be an on-going 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. This is an intensive program aimed at the student who wants to be serious about his or her photography. Both the expectations and workload will be higher than normal.

Planned equivalencies in quarter hours:
8—intermediate or advanced photography
4—history of photography
4—aesthetics and criticism
Total: 16 credits

Program is preparatory for careers and/or future study in photography, 2-D visual art, communications and journalism.

Humanities

The Mythic Image

Fall, Winter, Spring / Group Contract
Sponsor: Gordon Beck
Enrollment: 24
Prerequisites: Junior/senior standing, Core Program or equivalent and one other program in humanities, expressive arts or social sciences
Special Expenses: $20-25 for performance tickets and field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program is a study of the dominant myths and images of societies from the pre-historic to our own time. It includes literature, folk tales, mythology, art, artifacts and social customs.

We will search for answers to these questions: What value is a myth or an image to society? What is the connection between myth and image? How does the mythic image change to suit the needs of society? Do societies make myths or do myths make societies? Are images made for societies or by societies? Do social values control the image and myth maker; or does the myth and image maker control social values?

Fall will be devoted to the ancient world, 3500 B.C. to 600 A.D., including cultures from the first civilizations and the classical civilizations of Mesopotamia, Egypt, Assyria, Nubia, China, India, Greece, Persia and the Roman Empire.

Winter will be devoted to the world of divided regions and the emerging West: Europe, China, India, Middle East, Africa, pre-Columbian America and the expansion of America to 1815.

Spring will be devoted to the age of European dominance and the age of global civilization from 1815 to the present.

Planned equivalencies in quarter hours:

Fall
6—comparative mythology and folklore, prehistoric and ancient societies
4—comparative literature, Indo-European civilizations, 3500 B.C.-600 A.D.
6—art history, prehistoric and ancient
Winter
6—comparative mythology and folklore; pre-Columbian America, Europe, Africa and Asia, 150 B.C.-1815 A.D.
4—comparative literature, medieval, Renaissance and modern (to 1815)
6—art history, pre-Columbian America, medieval, Renaissance and modern (to 1815)
Spring
6—comparative mythology and folklore, machine age to the present
4—comparative literature, 1800-present
6—art history, 1800-present
Total: 48 credits

Program is preparatory for careers and/or future study in the humanities and the humanistic social sciences; careers in art, writing and intercultural affairs.

Mexico Since the Revolution

Spring / Group Contract
Sponsor: Gil Salcedo
Enrollment: 48 *Faculty:* 2
Prerequisites: One year college humanities or equivalent
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This is a full-time program focusing on politics, society and literature since Mexico's cataclysmic entry into the modern age. We will read such writers as Carlos Fuentes, Octavio Paz, and Martin Luis Guzman. We will look at the great art of Diego Rivera and Frida Kahlo. We will analyze the Revolution's successes and shortcomings currently: Mexican population of 82 million growing by 2.1 million annually; a staggering economy with a foreign debt of 102 billion dollars; Mexico City with 1 million people crowding into "ciudades perdidas," lost cities without electricity or running water. We will speculate on the fate of a proud and struggling Mexican people.

Planned equivalencies in quarter hours:
4—history of Mexico since the revolution
4—contemporary literature of Mexico
4—contemporary anthropology of Mexico
4—independent research topic
Total: 16 credits

Program is preparatory for careers and/or future study in humanities and social sciences and advanced work in Latin American studies.

Words and Music: Meaning and Emotion in Music and Literature

The program will concentrate on music inspired by or designed to accompany stories and literary works. We want particularly to examine the collaboration of story and music in rituals and ceremonial occasions. For a complete description, turn to page 54 in the *Expressive Arts* specialty area.

The Limits of Reason: Europe 1760s-1860s

Fall, Winter, Spring / Group Contract
Sponsor: Charles Pailthorp
Enrollment: 48 *Faculty:* 2
Prerequisites: One year of college
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The period of 1760-1860 in Europe witnessed major upheavals in political and social organization: it saw revolutionary extensions of bourgeois democratic institutions, and broad changes in class stratification brought on by industrialization and urbanization. These social and political revolutions were accompanied by philosophical "revolutions" directed against the claims of reason and sense and by artistic "revolutions" aimed at the dominant classicist canons of aesthetic value. Did this work in philosophy and art *cause* these changes in society, or did it passively *reflect* them? Either answer is too simple. Jointly and individually, we will study particular cases, seeking general conclusions when they can be discerned. We will never be content with the idea that "Great Work" is simply the product of genius since accounting for the reception of a work is at least as important as explaining its production.

We will read romantic works of poetry and fiction, listen to music of the period (especially song and opera) and study such philosophers as Rousseau, Kant, Schoppenhauer and Hegel. Historical work will be essential, although we will rely on secondary sources.

Planned equivalencies in quarter hours:
8—literature of early romanticism
8—music history: early romanticism
8—history of philosophy: Rousseau to Hegel
8—social history: 1760s-1860s
8—expository writing
8—music: critical listening
Total: 48 credits

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

War: The Military Industrial Complex

Fall, Winter / Coordinated Study
Coordinator: Mark Papworth
Enrollment: 72 *Faculty:* 3
Prerequisites: Core Program or basic courses in reading and writing
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The first "War" program was offered in 1985-86. In it, we learned that war is too complex to be studied as a single phenomenon. "War: The Military Industrial Complex" will build on what we learned before.

We will study what people think war is. We will look at emotional responses to war in art and literature. Famous war novels will be opposed by famous anti-war poems. Films, music and propaganda of all kinds will be considered as well as classical academic statements such as Clauswitz'. We shall then turn to war as a cultural phenomenon. We will examine societies which dealt in war and see how each had a support system proper to its propagation. We shall study the history of the current military industrial complex to find how it grew, making use of antiquated cultural elements already in place and reinforced by elaborate traditions. We will also study great peace movements like Ghandi's and King's which made effective use of religious traditions. We will attempt to understand how war is not the result of *evil forces* but depends upon good people for its existence.

The final part of our study will be built around the future of war as it will continue to plague mankind into the next century. What new forms have come to replace world wars of the traditional industrial type and how will they be handled and what will the likely results be? Studying war should result in useful ideas which students can take away with them. It will be an all-out effort to re-define war for the next generation in a way that could make a difference in their lives.

Planned equivalencies in quarter hours:
4—modern literature; 8—political economy; 8—U.S. history; 8—world history; 4—anthropology
Total: 32 credits

Program is preparatory for careers and/or future study in history or American studies.

Twentieth Century American Culture and Literature

Spring / Group Contract
Sponsor: Dave Hitchens
Enrollment: 48 *Faculty:* 2
Prerequisites: Evergreen Coordinated Study Program or equivalent
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The program will be an intense examination of the intellectual and creative responses to modern life on the part of thinking Americans. We will study the life, work and influence of the men and women who have formed our larger culture—its history and literature. Figures studied, for example, will be W.E.B. DuBois, Margaret Mead, William Carlos Williams, W. H. Auden, Anne Sexton, Edward R. Murrow, Betty Friedan and others who have made major contributions to our time. Lectures will provide the historic framework and chronological threads as backdrop for our consideration of each figure.

Students will be required to research and write an 18-24 page paper on a figure of their choosing. Full credit is predicated on satisfactory participation in all aspects of the work.

Planned equivalencies in quarter hours:
4—Twentieth Century America, 1900-1970
4—American social and intellectual history, 1900-1970
4—American poetry, 1900-1970
4—American literature, 1900-1970
Total: 16 credits

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

Language and Culture Center

Spanish Forms in Life and Art

Fall, Winter, Spring / Group Contract
Sponsor: Nancy Allen
Enrollment: 24
Prerequisites: Core Program or equivalent
Special Expenses: None
Part-time Options: Half-time language or history/culture
Internship Possibilities: No
Additional Course Allowed: Part-time students only

Since Spain's rivalry with England in the 16th century, when England circulated the "black legend" of Spain's violence and superstition, outsiders have approached Spain with awe, romance and ignorance. We will study the originality of Spain's cultural and social forms in relation to social contexts from the realistic epic *Poem of the Cid* to the heroic evacuation of Basque children during the Spanish Civil War; from Islamic irrigation to Garcia Lorca's surrealist drama. We will often use Spaniards' perspectives on their own culture.

Fall Quarter, we'll concentrate on the rich cultural interactions among Christians, Muslims, and Jews in medieval Spain, and the militant Christian ethic which produced the Inquisition, the "Reconquest," and the conquest of America. Student groups will research such topics as women in medieval Spain, monastic life and pre-Columbian civilizations.

During the winter, we will read through Cervantes' masterpiece *Don Quixote de la Mancha.* Students will develop skills in literary analysis and an understanding of this novel's statement about Spanish history. Midquarter, we'll spend two weeks on Saint Teresa's *Life,* which demonstrates another kind of Christian heroism. Each student will research some individually-chosen topic from medieval Spain or the Golden Age.

Spring will be devoted to the 20th century: the cultural analyses attempted by the Generation of '98, the Civil War, and post-Franco Spain.

Intensive classes (eight hours per week) in beginning and intermediate Spanish are offered every quarter.

Planned equivalencies in quarter hours:
24—beginning, intermediate and advanced Spanish
12—Spanish literature in translation
12—social and cultural history of Spain
Total: 48 credits

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

French Culture

Fall, Winter, Spring / Group Contract
Sponsor: Susan Fiksdal
Enrollment: 48 *Faculty:* 2
Prerequisites: 1 year college French (or equivalent), Core Program, entrance exam
Special Expenses: $2700 for Spring Quarter homestay in Lyon
Part-Time Options: 8 qtr. hrs—French Language; 2 qtr. hrs—Introduction to Language
Internship Possibilities: No
Additional Course Allowed: Yes

We will study the language, history, literature and art of France since the French Revolution. We will devote half our time to the study of French with the goal of conversing easily with native French speakers by Spring Quarter. When we travel to Lyon, France, students will live with French host families. The other half of our time will be spent examining French culture from a variety of texts in both English and French; for example, we will read Voltaire's *Candide* in French and Balzac's *Pere Goriot* in English. Other authors we may read include Rousseau, Dumas, Sand and Hugo as we examine the causes, events, and results of the French Revolution. Delacroix, David and Corot will be some of the artists whose work we will examine. In addition to this work, students will have two options at the beginning of the year: to study linguistics and second language learning or to conduct a research project.

Winter Quarter, we will focus primarily on two movements following World War I: surrealism and existentialism. We will read Sartre, de Beauvoir, Camus, Breton and Aragon and look at paintings by Magritte and Dali.

Spring Quarter, students who have been successful in the contract may wish to travel to France where they will visit Paris and the Loire valley, then live with host families in Lyon. Once in Lyon, the focus of the contract will be on contemporary France—the media, cinema, arts, fiction and music. Reading and writing will be emphasized in weekly assignments, but field trips, speakers and interviews will emphasize speaking and listening skills. The major Spring Quarter project will be an ethnography.

Planned equivalencies in quarter hours:
Will be distributed among French culture, 18th, 19th and 20th century French literature, social history of France, art history, social science research (ethnography), French grammar, composition and conversation.
Total: 48 credits

Italian Culture

Fall, Winter, Spring / Group Contract
Sponsor: Andrew M. Hanfman
Enrollment: 24
Prerequisites: Core Program or one year of college
Special Expenses: $2500-2800 in case of study in Italy during Spring Quarter
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Part-time students only

"Italian Culture" is subdivided into three one-quarter units which can be taken separately. Each quarter will deal with an important period of Italian political and cultural history. The language component can be taken separately in Fall and Winter Quarters and is open as a course to outside students.

Fall Quarter: The "Trecento." The study centers on the great monuments of Italian literature: Dante's "Divine Comedy," Boccaccio's "Decameron," and Petrarca's poetry, as well as Italian medieval and pre-Renaissance art.

Winter Quarter: "The Renaissance." The emphasis will be on the history of Italian city-states, especially Florence and the Medici family, Renaissance art, literature and the rise of Humanism.

Spring Quarter: "Modern Italy." If feasible, the program will transfer to Italy (possibly to a town in Umbria or the vicinity of Florence) and study modern and contemporary Italy with emphasis on the Fascist period and post World-War II developments. Intensive study of Italian language, some travel and visits to museums and theatres will supplement the formal study. If the program cannot be conducted in Italy, the content of the contract will remain the same.

Planned equivalencies in quarter hours:
14—Italian language
8—Italian history
12—Italian literature
4—Renaissance studies
10—Italian art
Total: 48 credits

Program is preparatory for careers and/or future study in romance languages, European history, the Renaissance, and for careers in teaching and journalism.

Japanese Language and Culture: Stories of Tokyo and Kyoto

Fall, Winter, Spring / Group Contract
Sponsor: Setsuko Tsutsumi
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program
Special Expenses: $3500 fee for "Study Tour to Japan" Spring Quarter
Part-time Options: To be considered
Internship Possibilities: No
Additional Course Allowed: No

The purpose of the program is to explore various aspects of Japanese language and civilization. In order to develop a strong foundation for an understanding and appreciation of Japan, past and present, the approach will be multi-disciplinary and closely integrated.

Language is a reflection of a society and a tangible measure of creativity and aesthetic sensibility. First and second year Japanese will be offered throughout the year with emphasis on the oral-aural approach.

Even with the constant change and a succession of foreign influences, Japan has kept strong traces of tradition. This change and continuity is best exemplified in the comparison of the cultures of Tokyo, the present capital, and Kyoto, the ancient capital.

Fall Quarter, we will focus on the world/life of Tokyo, its historical past and its vibrant present. Consideration will be given to major examples of the arts encompassing the 17th through the 20th century. Attention will be given to topics such as family life, social and economic changes, and aesthetic and philosophical values as well as historical events.

Winter Quarter will be given to a consideration of the culture and its history symbolized by Kyoto from the 8th to 15th century.

Spring Quarter a field seminar in Japan takes place. By residing in a small community with host families, along with local field trips and individual projects, Spring Quarter will provide an opportunity to examine a special region of Japan and, therefore, present a third vantage point in examining the political, social and cultural relationship among the central and regional communities.

Planned equivalencies in quarter hours:
18—Japanese language (1st and 2nd year)
12—Japanese literature
6—Japanese theatre
12—Japanese history
Total: 48 credits

Program is preparatory for careers and/or future study in Japanese literature, Japanese history, Asian studies, international relations and comparative studies.

Intercultural Communication: The Global Village

This program is designed for students planning to study, live or work outside the United States. It is also helpful for developing an awareness of the significant differences among the diverse cultures within the United States. For a complete description, turn to page 9 in the *Applied Social Theory* specialty area.

Management and the Public Interest

Management and the Public Interest

Fall, Winter, Spring / Coordinated Study
Coordinator: Duke Kuehn
Enrollment: 120 *Faculty:* 5
Prerequisites: Microeconomics, principles of accounting
Special Expenses: None
Part-time Options: No
Internship Possibilities: Yes, Spring Quarter
Additional Course Allowed: No

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

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

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

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

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

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

Planned equivalencies in quarter hours:
Will be distributed in accounting, economics, business administration, finance, management, marketing, sociology and statistics.
Total: 48 credits

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

Creating Organizational Futures

Fall, Winter / Group Contract
Sponsor: Virginia Ingersoll
Enrollment: 48 *Faculty:* 2
Prerequisites: "Management and the Public Interest" (1 year), principles of microeconomics, managerial economics, managerial accounting, principles of marketing, business policy and statistics
Special Expenses: Travel costs to research sites
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

To anticipate their needs and resources, to set new directions and to formulate strategies, organizations must regularly formulate some images of the future. In doing so, they not only respond to an idea of where the world is going, they also play a role in creating the future for themselves and others. The purposes of this program are: to examine how selected regional organizations imagine and create their futures; to acquire some of the skills needed to make those images; and to critically assess the ways those skills illuminate and distort the realities they attempt to capture. During Fall Quarter the program will include learning about regional forecasting and futures research practices, as well as developing skills at economic forecasting and research methodology. In the winter, students will conduct forecasts and market research to benefit local organizations.

Planned equivalencies in quarter hours:
4—business forecasting
4—future studies
5—organizational change
5—market research
5—research methods
4—strategic planning
5—field research
Total: 32 credits

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

Transition: Studyplace to Workplace

Spring / Group Contract
Sponsor: Chuck Nisbet
Enrollment: 48 *Faculty:* 2
Prerequisites: First year MPI, "Creating Organizational Futures"
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

The aim of this spring Group Contract is to plan and implement the transition from college study to career organization. Course work, individualized study and Internships will be designed to match each student's desire to round out his/her undergraduate studies and meet career goals. A common seminar on readings on contemporary business and career planning workshops will be offered to all students.

Planned equivalencies in quarter hours:
4—business literature
12—individual study/Internship/practicum
Total: 16 credits

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

Native American Studies

Culture and Design: Pacific Northwest Traditions

Fall, Winter, Spring / Group Contract
Sponsor: Rainer Hasenstab
Enrollment: 24
Prerequisites: One year of college, interview and faculty signature
Special Expenses: Field trips
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This program will examine important traditional and contemporary cultural, social and physical aspects of environmental design of the Pacific Northwest. Our focus will be on the past, the present and the future of our unique region and its people. We will learn about the enduring traditional Native American cultural values of the dignity of the individual, cultural hospitality and the fundamental respect for elders, community and nature. We will develop an understanding of individual and collective responsibilities for the environment and for those who come after us.

We will examine four important human relationships: (1) to the land, (2) to others, (3) to work, and (4) to the unknown. Central to our study will be an examination of cultural and environmental systems as they are expressed in the design of human communities and shelter.

This program will work in close, invitational partnership with faculty and students in the concurrent 1988-89 Northwest Native American Studies program, *Change: A Self Balancing Process.* Directed individual research, group project work and internships will be encouraged.

Readings will include: *Cedar* and *Indian Artifacts of the Northwest Coast,* Stewart; *God is Red,* Deloria; *Mountain in the Clouds: A Search for the Wild Salmon,* Brown; *Architecture Without Architects* and *The Prodigious Builder,* Rudofsky; *House Form and Culture,* Rapoport; *Tradition and Change on the Northwest Coast,* Kirk; *Guidelines for Bias-Free Publishing,* McGraw-Hill; *Treaties on Trial,* Cohen; *Suquamish Tideland Rights Ignored,* Lawrence; *Portrait in Time,* The Makah Cultural and Research Center.

Planned equivalencies in quarter hours:
Will be distributed among cultural, natural, and environmental design research projects, environmental design theory, environmental ethics, environmental planning and policy, community development and cross-cultural studies.
Total: 48 credits

Program is preparatory for careers and/or future study in environmental policy and management, urban studies, community development and cross-cultural studies.

Change: A Self-Balancing Process

Fall, Winter, Spring / Coordinated Study
Coordinator: David Whitener
Enrollment: 120 *Faculty:* 5
Prerequisites: Signature on registration form
Special Expenses: Field trips, tapes
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

"Change" is a student-centered, open, alternative educational opportunity to promote intellectual stimulation and integrate valuable and valid self-designed projects into a coordinated studies theme of constant change in a constantly changing plural society.

Hospitality is designed into the program to encourage students and faculty to provide ideas and expertise leading toward and resulting in valuable educational outcomes based upon mutually-shared responsibility and authority.

The program is a *Celebration* of cultural diversity as well as the recognition that significant difference exists among people as we attempt to understand one another. Celebration is a component of the continuing educational process of lifelong learning which examines the value of competency recognition.

The program will present the concept of change as well as other ideas in an atmosphere of *humility.* It will also attempt to inspire students to acquaint themselves with the responsibilities of their choices.

Inspiration will be provided for students by the faculty as each does what they do best to provide an example to students who will be asked to answer four major educational questions. (1) What do I plan to do? (2) How do I plan to do it? (3) What do I plan to learn? (4) What difference will it make?

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

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

The American Dream?

Fall, Winter, Spring / Coordinated Study
Coordinator: Craig Carlson
Enrollment: 60 *Faculty:* 2½
Prerequisites: Core Program or demonstrated writing skills, signature required
Special Expenses: Field trip
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

Native Americans and immigrants to the Pacific Northwest have long wondered about the American Dream—whether there is one for them and when or where they can find it. Often their perspective is ironic, humorous and a sharp contrast to the aspirations inculcated in the dominant culture; often their response is artistic and embodies a separate and distinct psychology, iconography and imagery. These shifts in cultural values and perceptions—points of creative friction—are the concerns of this program.

Students will work on composition and research writing, as well as creative writing, in seminar and workshops. Projects in community service are required each quarter. For example, one might contribute biographical writing or stories to the Nordic Heritage Museum. Projects in photography, video, radio, journalism or a studio art form are also required. The faculty's American Dream is to help students polish their expressive abilities in writing, art and media. If you like to read great books about other cultural values and realities and express your understanding in a scholarly and artistic way, this program is for you.

Our reading list will be similar to the following: ***The American Dream, No No Boy, My Heart is in America, Oysterville, Music From Home, Notes From a Scandinavian Parlor*** and ***Voices of the Rainbow.***

Planned equivalencies in quarter hours:
8—contemporary American literature; 4—art history; 4—advanced composition; 4—creative writing; 8—minority literature; 4—advanced composition; 4—American history; 4—research writing; 8—media or art project.
Total: 48 credits

Program is preparatory for careers and/or future study in law, teacher certification, human services, art and graduate school.

Problem Youth

Fall, Winter, Spring / Group Contract
Sponsor: Mary F. Nelson
Enrollment: 24
Prerequisites: Background in counseling, psychology, minority studies or sociology; faculty signature required
Special Expenses: Field trips
Part-time options: No; no audits
Internship Possibilities: Yes, Spring Quarter
Additional Course Allowed: Yes, if it applies to program

This program is designed for students seeking academic training and practical experience in the field of juvenile justice in the state of Washington. The central theme will be directed toward juvenile justice. We will listen to lectures and participate in demonstration/workshops from various agencies in the juvenile justice system: courts, probation, diversion programs, juvenile institutions, youth group homes, rehabilitation and child protection and other agencies.

Fall Quarter, we will cover the U.S. history of juvenile justice, as well as having emphasis on the minority youthful offender, since 50% of incarcerated youth in the U.S. are minorities.

Winter Quarter, we will study family dynamics, counseling theories and techniques. Workshops will deal with stress management in the self, client and fellow workers, burnout and dealing with difficult people. During Winter Quarter, spring Internships will be set up.

Spring Quarter students will intern in the agencies previously mentioned or other related agencies.

The book list will include *Counseling the Culturally Different, Juvenile Delinquency; Children of Ishmael; Controlling Stress and Tension: A Holistic Approach; Memories of Alhambra; Weeping in the Playtime of Others; Washington State Juvenile Justice Systems and Codes; The Third Woman; No No Boy; Native Son; Winter in the Blood; Ultima,* and others.

Planned equivalencies in quarter hours:
Fall:
4—juvenile law/diagnostic orientation
4—cross cultural perspectives in counseling
4—literature (minority)
4—ethnocultural studies
Winter:
4—counseling youth/theory
4—psychology/youth
4—sociology
4—writing and research
Spring:
16—applied counseling
Total: 48 credits

Program is preparatory for careers and/or future study in counseling, psychology and minority issues, and juvenile justice.

Children of One Sun

The drama between humanity and technology rules our future. Studies will include a variety of cultural perspectives on the dreams, the reality, and the possible nightmares that technology has brought to us. For a complete description, turn to page 15 in the *Expressive Arts* specialty area.

Intercultural Communication: The Global Village

This program is designed for students planning to study, live or work outside the United States. It is also helpful for developing an awareness of the significant differences among the diverse cultures within the United States. For a complete description, turn to page 9 in the *Applied Social Theory* specialty area.

Political Economy and Social Change

Political Economy and Social Change: Race/Class/Gender

Fall, Winter / Coordinated Study
Coordinator: Ken Dolbeare
Enrollment: 96 *Faculty:* 4
Prerequisites: Core Program or equivalent
Special Expenses: None
Part-Time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program explores the relationship between race, gender and class, and the distribution of wealth, status and power in American society. We shall trace the evolution of this relationship from its roots in Europe to its effects in shaping our social order today, with particular attention to (a) the social and political theories that have dominated our thinking, including liberalism, conservatism and their alternatives; (b) the rise of capitalism and its rationale, including micro and macroeconomics; and (c) the part played by law and the legal system in these processes. Our goal is to understand how and why race, gender, and class have shaped the American social order as they have, and what kinds of political economic changes would be required to reduce their impact.

Planned equivalencies in quarter hours:
4—microeconomics
4—macroeconomics
8—political and social theory
8—American history
8—contemporary social problems
Total: 32 credits

Program is preparatory for careers and/or future study in political science, economics, law and public policy.

Advanced Seminar on Gender and Class

Spring / Group Contract
Sponsor: Stephanie Coontz
Enrollment: 48 *Faculty:* 2
Prerequisites: "Political Economy and Social Change," "Family, Community and Personal Life," or advanced work in American history or political economy; faculty signature required
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This one-quarter program will explore the connections between gender and class. We will analyze the explanatory value of both concepts and discuss how they can be integrated into a coherent theoretical perspective. We will focus our readings on one or two books, such as Nancy Hartsock's *Money, Sex, and Power,* and assign collateral reading with each chapter. Students will be expected to participate actively in seminar, conduct independent research and make presentations when necessary. Faculty members will discuss their own attempts to integrate class and gender into the study of history and political science.

Planned equivalencies in quarter hours:
Will be distributed among political science, sociology, social science theory and women's studies.
Total: 16 credits

Program is preparatory for careers and/or future study in history, political science, feminist studies, sociology and law.

Washington Centennial

Spring / Group Contract
Sponsor: Ken Dolbeare
Enrollment: 24
Prerequisites: Core Program or equivalent
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course allowed: Yes

This contract is intended for students who have previously studied some aspect of Washington state history, present circumstances, or possible futures, and now want to focus intensive research on a topic related to the pending centennial. A variety of perspectives, topics, and/or activities will be appropriate, provided only that a quality research or action product is accomplished.

Planned equivalencies in quarter hours:
8—Washington State history
8—Washington State political economy
Total: 16 credits

Program is preparatory for careers and/or future study in politics, economics and law.

Center for the Study of Science & Human Values

The Human Condition: BioTech, Science, Values

Fall, Winter, Spring / Coordinated Study
Coordinator: Beryl Crowe
Enrollment: 72 *Faculty:* 3
Prerequisites: Upper-division standing or permission of faculty
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, one

As societies change, institutions and activities reach a point where they change so radically that they must be renamed to be understood. It is the thesis of this program that science has become such a term. Using "science" to describe pre-atomic and post-atomic research so obscures political and social thought and policy that traditional science and society are endangered. The program will look at science and the concept of expertise in America in three periods:

Fall: Science as Hope, 1880-1940; the philosophy and history of science in Europe and America to 1880; the closing of the frontier and the search for a new frontier; nature in American thought, including the masculinization of science; progress, utopia and technology in American thought.

Winter: Science as Power, funding and technology 1940-1971; technology and the new frontier; the Manhattan project; political and social history of NSF; the AEC and science; DNA—the last frontier; science and the academy, and the military-industrial complex; and the scientist as expert.

Spring: Science as Business; bio-technology in the academy, and the military-industrial complex; contemporary philosophy of science, nature and progress; and new age holistic science.

Students will conduct a project over the year which will produce papers and visual images. In observance of the state centennial, the projects will be on the history of science in Washington, 1890-1987.

Planned equivalencies in quarter hours:
8—American history; 8—biology; 8—philosophy of science; 8—social science; 8—directed research; 8—expository writing.
Total: 48 credits

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

Liberation Theology: Three Faces of God

Spring / Group Contract
Sponsor: York Wong
Enrollment: 48 *Faculty:* 2
Prerequisites: Advanced standing, faculty permission
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, with permission from faculty

As with all religions, Christianity informs social and political decisions. However, these secular programs often point to conflicting directions. Today's currents are, perhaps, symbolized by Catholic priests calling for revolution in Latin America in contrast to television preachers supporting the status quo in the U.S., while others become political candidates for reform. Each claims his/her commitment to a theology of liberation.

What precisely is "liberated"? How does each religious interpreter justify his/her role as liberator? Are these merely outdated remedies for (post) modern problems? Is there a new Reformation in the air? Students will use these organizing questions to direct the study on the history, spirit and actions of liberation theology.

Planned equivalencies in quarter hours:
4—social science research
4—humanities
4—social science
4—international studies
Total: 16 credits

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

Visual Humor

This program will watch and analyze the work of various entertainers and speculate on how physical humor functions with and without a verbal basis. Questions about gender and humor, cross-cultural perspectives on the visual joke and a consideration of visual sociology will be explored. For a complete description, turn to page 17 in the *Expressive Arts* specialty area.

Science, Technology and Health

Physical Systems

Fall, Winter, Spring / Group Contract
Sponsor: G. S. Kutter
Enrollment: 24
Prerequisites: One year of calculus and of quantitative physics or engineering ("Matter and Motion," "Energy Systems," or equivalent)
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This contract is designed to meet the needs of students in the physical sciences, applied mathematics and engineering. It will meet the requirements of students in the "3/2 Engineering" program with the University of Washington.

Fall Quarter: Structure—statics, linear algebra and multivariable calculus; topical discussions of natural and man-made structures.

Winter Quarter: Dynamics—differential equations, vector calculus; thermodynamics (to be taken in "Energy Systems"), topical discussion of dynamic phenomena.

Spring Quarter: Quantum and Field—modern physics, partial differential equations; topical discussion of modern physics.

Components are as follows: "*Statics*—a full introduction to engineering statics; *Linear Algebra and Multivariable Calculus*—introduction to vectors, matrices, determinants, systems of linear equations, eigenvalues and eigensolutions, partial differentiation and multivariable integration; *Dynamics*—discussions of Newton's Laws, conservation laws, gravitation, harmonic oscillator, projectiles, Kepler's laws, rocket motion, motion of a rigid body, pendulum, and introduction to fluid dynamics; *Differential Equations and Vector Calculus*—introduction to first-and second-order ordinary differential equations; div, grad, curl, and Laplacian operators; *Modern Physics*—discussion of the development of quantum mechanics; the Schrodinger equation, the harmonic oscillator, and the hydrogen atom; *Partial Differential Equations*—introduction to second-order differential equations of physics; separation of variables; boundary conditions; Fourier series, Legendre and Bessel functions; Sturm-Liouville theory and *Topical Discussions*—qualitative/semi-quantitative analyses of topics chosen to illustrate applications of physical theories.

Planned equivalencies in quarter hours:
4—engineering statics
4—classical dynamics
4—linear algebra
4—ordinary differential equations
4—partial differential equations and vector calculus
4—optics and waves
4—electromagnetism
4—quantum and modern physics
8—special topics in physics
8—seminar on science, culture and society
Total: 48 credits

Program is preparatory for careers and/or future study in physics, engineering, energy-related fields and applied mathematics. Fall and Winter Quarters provide part of Evergreen's third-year requirements for students in the "3/2 Engineering" program.

Chemical Systems and Environmental Analysis

Fall, Winter, Spring / Group Contract
Sponsor: Clyde Barlow
Enrollment: 12 *Faculty:* 1/2
Prerequisites: "Matter and Motion," or equivalent, especially college chemistry and calculus
Special Expenses: Lab fee up to $40 per quarter
Part-time Options: 4 quarter hours, 8 quarter hours
Internship Possibilities: No
Additional Course Allowed: Yes

Fall Quarter: We will cover the theory of chemical equilibrium using the modern log C approach, and chemical thermodynamics with emphasis on state functions, gases and solutions. Students will apply the concepts of free energy and chemical potential to reactions of biological, environmental, geological and chemical systems. An optional lab component will introduce instruments used in environmental analysis and apply them to an environmental or chemical project.

Winter Quarter: The basis of chemical changes will be studied not only from a molecular perspective but in the broader context of dynamic systems. Students will be introduced to mathematical and computer modeling techniques applicable to both chemical systems, e.g., modeling of the ozone shield, and more general systems, e.g., World III Model of *Limits to Growth*. An optional lab will introduce the use of the computer in the laboratory and sophisticated chemical kinetic experiments.

Spring Quarter: Understanding the theoretical and experimental basis for our knowledge of molecular structure will be the central goal. Quantum chemistry and X-ray crystallography will be covered to achieve this. The concept of symmetry and computer use will be developed. An optional, project-oriented lab, will introduce spectroscopic techniques as well as methods for analyzing X-ray reflection data.

Planned equivalencies in quarter hours:
4—chemical equilibrium and thermodynamics;
4—chemical kinetics and dynamic systems;
4—structure and quantum chemistry; 6—laboratory and research project; 6—physical chemistry laboratory.
Total: 24 credits

Program is preparatory for careers and/or future study in chemistry, physics, environmental analysis and biomedical research.

Molecule to Organism

Fall, Winter, Spring / Group Contract
Sponsor: Betty Kutter
Enrollment: 48 *Faculty:* 2
Prerequisites: General chemistry, college mathematics and general biology strongly recommended
Special Expenses: Lab fees of $40 per quarter
Part-time Options: Yes, 12 or 16 quarter hours
Internship Possibilities: No
Additional Course Allowed: Yes, by arrangement with faculty

This year-long coordinated study will develop an integrated view of modern biological systems. From the molecular basis of life, through organic and biochemistry to organism-level biology, this program includes much of the topics traditionally taken by junior/senior-level college biology and pre-med students.

Major emphasis will be placed on biochemistry and molecular biology on the one hand and on an integrated coverage of anatomy, physiology and developmental biology on the other. Thus students will learn to make connections between the chemical and organism levels of biology.

Laboratories will play a central and substantial role in the program and will include explorations of both biochemical and biological topics. A seminar will address matters of significant social and philosophical implications that arise from the impact on society of scientific advances.

An optional year-long coverage of organic chemistry will provide a basis for the consideration of the role of chemicals in biological organisms and will be available in the program. This portion of the program will also include laboratory work during each quarter.

Planned equivalencies in quarter hours:
Will be distributed among anatomy, biochemistry, developmental biology, molecular biology, organic chemistry and physiology.
Total: 48 credits

Program is preparatory for careers and/or future study in biological, chemical and health sciences.

Matter and Motion

Fall, Winter, Spring / Coordinated Study
Coordinator: Jeff Kelly
Enrollment: 60 *Faculty:* 2 ½
Prerequisites: Proficiency in precalculus math, high school chemistry or equivalent, entrance exam in mathematics
Special Expenses: Up to $40 per quarter lab fees
Part-time Options: With permission of faculty
Internship Possibilities: No
Additional Course Allowed: Only with permission of faculty

This program is designed for students with a keen desire to develop a firm physical science and mathematics background for pursuing advanced work in the physical and biological sciences. In addition to teaching the central concepts and methods of these disciplines, "Matter and Motion" investigates how discovery happens—both inside and outside the sciences.

This program combines material from first-year physics, chemistry and calculus with history, philosophy and literature in an exciting exploration of the nature of inquiry and the basis of scientific discovery. Differential and integral calculus provide a foundation for the study of general chemistry and physics, including mechanics, chemical equilibrium, bonding, modern physics, chemical kinetics and thermodynamics.

There will be special emphasis on laboratory and seminar work. In the laboratory, students will use microcomputers for simulating concepts, running experiments, collecting and processing data, and interfacing with experimental measuring devices. In seminar, students will study issues in ethics, literature and history to see what the sciences can—and cannot—contribute to human affairs.

Planned equivalencies in quarter hours:
12—calculus; 12—chemistry; 12—physics; 6—computer programming and science laboratory; 6—the nature and methods of discovery.
Total: 48 credits

Program is preparatory for careers and/or future study in physical sciences, health and biological sciences, chemistry, physics, mathematics or "3/2 Engineering."

Data to Information

Fall, Winter, Spring / Group Contract
Sponsor: George Dimitroff
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent, intermediate algebra
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Possibly, if math background is extensive

"Data to Information" is for students planning to go on to advanced work in computer science. An integrative seminar and lecture series accompany the core studies of the program every quarter. The seminar deals with such topics as the organization and management of technology, the nature of science and scientific research and ethical issues in computing and technology. Students will work every quarter in mathematics related to computers, assembly language programming and programming in a high-level language.

Fall Quarter: Organization of computers, assembly language programming, programming in a high-level language (probably Pascal), introduction to systems and information theory. Math will include exponentials and logs, order of magnitude calculation, matrices and propositional logic.

Winter Quarter: Data structures and computer architecture. Math will include predicate logic, statistical measures, trees and algorithms.

Spring Quarter: Operating systems will be included, as well as intermediate-level data structures. Math will include such topics as SPSS^{x} statistical methods, computability and recursive function theory.

Planned equivalencies in quarter hours:
8—data structures; 8—machine organization and computer architecture; 4—operating systems; 4—programming language; 4—quantitative methods; 4—logic and discrete mathematics; 4—introductory statistics and data analysis; 4—management of technology; 4—philosophy of science; 4—science and ethics.
Total: 48 credits

Program is preparatory for careers and/or future study in computer science and information systems.

Computability and Cognition

Fall, Winter, Spring / Group Contract
Sponsor: David Paulsen
Enrollment: 48 *Faculty:* 2
Prerequisites: One year of college; successful completion of entrance exam; permission of faculty
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes, with permission of faculty

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

The mathematics and logic of formal, computational systems constitute the foundation of this program. Topics and assignments will be selected not only because they are interesting in their own right, but also because they have important applications in computer and cognitive science. Seminars will examine the implication of the results in the theory of computation to our understanding of how the mind might work, particularly in how it might process natural language.

Students will engage in programming designed to investigate and implement their understanding of logic and cognitive science in computer software. Students will be taught Prolog and LISP computer languages and may undertake a programming project in artificial intelligence, computational linguistics or expert systems.

Beyond intermediate algebra, there are no prerequisites in math for this program. The experience of advanced math is desirable, not so much for its content as for the exposure to the mathematical way of thinking. It will be assumed that students have sufficient aptitude and motivation to think logically and to deal with symbolic languages and abstract concepts.

Planned equivalencies in quarter hours:
4—discrete mathematics
4—abstract algebra
4—mathematical logic
4—automata theory
4—computability theory
4—logic programming in prolog
4—LISP programming and AI techniques
4—philosophy of mind
4—cognitive science
4—linguistics and philosophy of language
4—formal language theory
4—project
Total: 48 credits

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

Children of One Sun

Students who have completed "Data to Information," or who have equivalent background in computer science, should also consider "Children of One Sun," listed in *Expressive Arts* on page 15, which will provide an opportunity to explore applications of computers in the arts.

Human Health and Behavior

Fall, Winter, Spring / Coordinated Study
Coordinator: Janet F. Ott
Enrollment: 96 *Faculty:* 4
Prerequisites: One year of college
Special Expenses: Retreat and field trip costs approximately $50
Part-time Options: Yes
Internship Possibilities: None
Additional Course Allowed: Yes

This program provides students with an opportunity to participate in a personal and collective inquiry into the nature of health. It is our underlying assumption that health involves integration between self and the larger community; a connectedness and dynamic balance between one and the other. We will explore the relationships among our scientific and cultural knowledge, our attitudes and our behaviors.

The threads we will follow in our explorations include gender issues; biological, psychological and spiritual identity; and motivation for change. We will draw from the disciplines of mythology, biology, psychology, environmental studies, anthropology, nutrition and methods of scientific inquiry.

Program activities will include seminars, field trips, lectures, and workshops in writing, experimental design and scientific methodology. These activities shape a common core of 12 quarter hours. Students may select an additional course.

Planned equivalencies in quarter hours:
9—biology
12—psychology
6—anthropology
3—philosophy
6—nutrition
Total: 36 credits

Program is preparatory for careers and/or future study in health, human services, biology or psychology.

Social Science in Perspective

Fall, Winter / Coordinated Study
Coordinator: Greg Stuewe-Portnoff
Enrollment: 72 *Faculty:* 3
Prerequisites: Junior standing
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Psychosocial life is a continuous process of taking in information, making sense of it in accord with what we already know, and expressing the outcome to others. The sciences and arts are specialized ways of doing the same thing. This program will explore the science and art of understanding what it is to be human. Its intent is to provide grounding in social science essential for further study and effective performance in service professions.

Our orientation toward social science will be threefold: (1) We will study its subject matter, human beings and the diverse patterns of relationship among them, through a survey of contemporary theory and research (particularly sociology and psychology). (2) We will learn the methods employed by social scientists. This will entail an introduction to research methods and statistics. (3) We will test the limits of scientific vision by familiarizing ourselves with critiques and alternative perspectives drawn from other disciplines and cultures. A major focus will be the use of non-rational, *right-brain* methods (particularly body language and movement) for exploring and expressing the human condition.

Planned equivalencies in quarter hours:
4—social science research methods
4—contemporary social problems
4—systems and theories of psychology
4—nonverbal expression
4—independent project
4—statistics
4—arts and culture
4—social psychology
Total: 32 credits

Program is preparatory for careers and/or future study in social science and social service.

Psychological Counseling

Fall, Winter, Spring / Group Contract
Sponsor: TBA
Enrollment: 24
Prerequisites: Background in psychology, senior standing, career plans in counseling and mental health
Special Expenses: Travel to Internship
Part-time Options: No
Internship Possibilities: Yes, half-time Internship required
Additional Course Allowed: Consult faculty

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

The academic component is an integrated equivalent of courses in: (1) introduction to clinical procedures, (2) introduction to family therapy and systems analysis, and (3) structure dynamics and development of personality, and (4) abnormal psychology. Students who have taken comparable courses will be expected to teach one or more classes in order to be engaged at a more advanced level.

Internship component. Internships will be supervised by a counseling or mental health professional. Internships must involve a six-month, half-time commitment to one agency, repeated face-to-face contact with adolescent or older clients, and counseling experience involving psychological adjustment or development.

The academic and Internship components will be integrated through workshops, seminars on Internship experience and written assignments involving the relation of theory to practice.

Planned equivalencies in quarter hours:
8—psychology: introduction to clinical practice
8—introduction to family therapy and systems analysis
8—structure, dynamics and development of personality
8—abnormal psychology
16—clinical practicum
Total: 48 credits

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

The Helping Professional

Fall, Winter, Spring / Group Contract
Sponsor: Diana Cushing
Enrollment: 24
Prerequisites: Senior standing, background in psychology, permission of faculty
Special Expenses: $30 for retreat and laboratory/workshop fee, approximately $40 per quarter
Part-time Options: No
Internship Possibilities: Yes, half-time Spring Quarter
Additional Course Allowed: No, except in spring as alternate to statistics

This advanced group contract is designed for those who plan to work in a helping profession and who may eventually attend graduate school in psychology, social work or a related area. It has three major components: the study of much of the material usually prerequisite to graduate work; development of interpersonal skills in one-to-one, small group, and large group contexts; and intensive personal growth work, since being an effective helper requires that one be relatively unhindered by one's own *stuff*.

During three full days per week (1 1/2 in spring), we will explore theories and models of human growth and change, primarily through interactive modes, including lecture-discussions and seminars. Experiential workshops led by faculty and others will provide the primary means of skill development and learning. Students will be expected to be co-creators of the learning experience, and will have many opportunities to do so. We will study Re-evaluation Counseling and participate in a co-counseling relationship throughout the year. The opportunity to practice and hone skills is provided by a class project: working to end child abuse in the U.S. Through it, students will be challenged to exercise their knowledge and skills in the *real* world.

Internship Component. In Spring Quarter, students will assume a helping role in a human service agency (16-20 hours per week).

Through the retreat, social activities, and frequent opportunities for feedback in all directions, we will create a warmly supportive, nurturing, stimulating and exciting learning community.

Planned equivalencies in quarter hours:
4—structure and dynamics of personality
4—adolescent and adult development
8—psychology: theories and methods of counseling
4—abnormal psychology
8—communication skills
4—sexuality and relationships
4—statistics
4—issues and ethics in helping
8—clinical practicum
Total: 48 credits

Program is preparatory for graduate study in psychology, social work, and behavioral sciences and careers in human services and helping professions.

The Human Condition

This program will examine science and the concept of scientific expertise in America from 1880 to the present with emphases in the philosophy of science and social science perspective. For a complete description, turn to page 27 in the *Center for the Study of Science and Human Values.*

Problem Youth

This program is designed for students seeking academic training and practical experience in the field of juvenile justice in the state of Washington. For a complete description, turn to page 25 in the *Native American Studies* specialty area.

Ecological Agriculture: Food, Nutrition and Agriculture

This year-long, interdisciplinary program will examine food—its production, processing and consumption—from an ecological perspective. For a complete description, turn to page 11 in the *Environmental Studies* specialty area.

Governance

Governance and the Social Contract

The Evergreen system of governance includes open and ready access to information, but foremost, the system rests on the willingness of all members of the campus community to participate in the spirit of compromise and consensus. Weekly times set aside for governance activities are Monday and Wednesday at 3-5 p.m., and Friday at 12:30-2 p.m. Decisions, and methods used for their implementation, must be handled at a level of responsibility and accountability established 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 WAC 174-107, copies of which are available in the Information Center, Student Communications Center and Vice President for Student Affairs Office. All of these require full community acceptance to be successful.

Another integral part of Evergreen's system of governance is the Social Contract. Rather than a list of prohibitions and negative rules, the Social Contract is a positive document that states the mutual goals and purposes of the college as reflected in the rights and responsibilities of all members of the campus community.

The Campus Adjudicator, who is presently Faculty Member Phil Harding, oversees the enforcement of the Social Contract. A committee of students, faculty, staff and administrators regularly review and update the Social Contract, which is printed below and in the Evergreen Administrative Code (WAC 174-107-010).

Students are encouraged to participate in campus decision-making by signing the volunteer service list at the Student Communications Center and Information Center in the CAB. If you are interested in a specific area, please express your interest.

The Social Contract: Students' Rights and Responsibilities

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

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

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

3. The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats and from uncivil abuse. Civility is not just a word; it must be present in all our interactions.

Similarly the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the right accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments and opinions in speech or

writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The Board of Trustees or the President speak on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

4. Each member of the community must protect: (1) The fundamental rights of others in the community as citizens; (2) the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; (3) the rights and obligations of Evergreen as an institution established by the state of Washington; and (4) individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

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

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

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

8. There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment or promotion. To this end the college has adopted an affirmative action policy (See Evergreen Administrative Code WAC 174-109, Equal Opportunity Policies and Procedures-Affirmative Action Program). Affirmative Action charges shall not be handled through the governance document because of the legal implications of such matters.

9. 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.

10. 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.

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

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

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

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

15. 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. Meetings of public significance cannot be held in secret.

16. 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.

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

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

19. Decision-making processes must provide equal opportunity to initiate and participate in policy making, and Evergreen policies apply equally regardless of job description, status or role in the community.

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

Facilities/Use Regulations

Because Evergreen is state-owned, there are responsibilities to the state and county that must be met.

Alcoholic Beverages

No liquor is allowed on campus, or in campus facilities, unless a banquet permit has been issued by the State Liquor Control Board in accordance with state regulations. Rooms in the residence halls and modular units are homes, and drinking is legally permissible for students 21 or older.

Using College Premises
Evergreen's facilities may be used for activities other than education, provided that users meet eligibility requirements, suitable space is available, and adequate preparations are made.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 214.

Evergreen students, faculty and staff who want to schedule a special event or outside speaker must contact the Production Clearance Coordinator, CAB 305.

Reservations for space and/or facilities are made through the Space and Scheduling Office, Seminar Building, room 4109.

Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited at on-campus events or meetings without written permission from the Production Clearance Coordinator or Conference Services.

Firearms
The college discourages anyone from bringing any firearm or weapon on to campus, however, firearms that must be brought on campus property will be checked in and retained by Campus Security. A special explanation must be filed with the Security Chief accompanying the retention request for handguns. Persons in possession of an unchecked firearm on campus will be subject to immediate expulsion from Evergreen, or to criminal charges.

Pets
Pets are not allowed on campus unless under physical control by their owner. At no time are pets allowed in buildings. Stray animals will be turned over to the Humane Society.

Bicycles
Bicycles should be locked in parking blocks provided at various locations around campus. They should not be placed in, or alongside, buildings, and should not be locked to railings. Bicycle registration/licenses that aid in recovery of lost or stolen bicycles are available at the Campus Security office for a small fee.

Smoking
Smoking is only allowed in "Smoking Permitted Areas," which are limited to the following:

Enclosed office space, as long as door is closed, designated lounges in the Communications Building and LAB II Building, CAB 104, alcove adjacent to CAB 110, CAB third floor east end balcony, Library basement, custodial locker room, designated lounges on first and second floors of Library, Library third floor north balcony, and Emergency Communication Center wing in the Seminar Building.

The intent of the Smoking Policy, established in 1986, is to protect the health and welfare of the non-smoker in public facilities where she or he must be present or pass through in order to perform work or carry on personal activities. Therefore, designated smoking permitted areas are primarily restricted to spaces where non-smokers are not required to be present or pass through. This means that smoking is not permitted in college vans; elevators; hallways; corridors; stairways; classrooms; teaching labs; lecture halls; studios; production rooms; computer centers; Library service areas; all social, business, food and service areas of the college; shared open work areas; meeting rooms; open and closed reception areas; undesignated lobbies and waiting areas; all storage, mechanical, construction and repair spaces; and all other spaces not identified as smoking permitted areas. Members of the campus community are expected to respect this policy by their actions and accept shared responsibility for its enforcement.

Parking Regulations
Motor vehicles must display valid parking permits, available at the prices below:

(Put in parking fees chart here)

Daily permits can be purchased at the information booth on the front entrance road to campus. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver. The college cannot assume responsibility for any vandalism or theft to vehicles while parked on campus.

Affirmative Action

The Board of Trustees of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, national origin, sex, marital status, religion, sexual preference, age, disability or veteran status. The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs.

To implement this commitment, Evergreen has developed an Affirmative Action Policy, which is published in the Washington Administrative Code under WAC 174-109, (available in the Library and Affirmative Action Office).

Persons who wish legal or statistical information on Affirmative Action, or who believe they have been discriminated against at Evergreen, are urged to contact the Affirmative Action Officer, ext. 6368, or V/TDD, (206) 866-6834.

► Campus Profile (1986-87)

Faculty		**138**
Ph.D. or Terminal degree		74%
Percent female		33%
Percent male		67%
Faculty of color—total		12%
Olympia Campus		9%
Tacoma Campus		67%
Vancouver Campus		33%
Average student/faculty ratio		20/1
Staff		**368**
Enrollment		**2965**
Graduate	5%	134
Undergraduate	95%	2831
Olympia Campus		2585
Tacoma Campus		114
Vancouver Campus		132
Female		1565
Male		1400
Full-time		85%
Part-time		15%

18-24 age group	51%
25-29 age group	15%
30-39 age group	22%
40+ age group	12%
Students living on campus	1000
Students of color—total	10%
Asian	3%
Black	3%
Mexican/Latino	2%
Native American	2%
Olympia Campus	8%
Tacoma Enrollment	114
Male	60%
Female	40%
Students of color	61%
Vancouver Enrollment	132
Male	30%
Female	70%
Students of color	7%

Entering Class	**1273**
Applicants, degree-seeking	2458
Admitted 66%	1611
Enrolled 75%	1212
Nondegree-seeking enrollment	61
Washington	1057
Region (OR, ID, MT, AK, HI)	88
California	30
Other states	81
Other countries	17
Financial aid	
Full-time students receiving aid	50%
Average award	$5200
Placement	
1984-85 classes	94%
Employed	72%
Graduate school	11%
Travel, homemaking, etc.	11%
Graduating class (1987)	**840**

► Academic Calendar

The Evergreen State College is studying the possibility of converting to a semester system. If we do change, it will go into effect during the 1989-90 academic year.

1988-89	Fall	Winter	Spring	Summer	First Session	Second Session
Begins	Sept. 26	Jan. 3	March 27	June 24	June 24	July 31
Ends	Dec. 17	March 18	June 10	Sept. 2	July 29	Sept. 2
Evaluations	Dec. 12-17	March 13-18	June 5-10		July 26-29	Aug. 30-Sept. 2
Vacations	*Fall*	*Winter*	*Spring*	*Summer*	*First Session*	*Second Session*
	Thanksgiving Nov. 20-27	Martin Luther King Day, Jan. 16	Memorial Day, May 29	Independence Day, July 4	Independence Day, July 4	—
	Winter Break Dec. 18-Jan. 2	President's Day Feb. 20				
		Spring Break March 19-26				

► Contacting Evergreen

All calls to Evergreen go through Directory Assistance at 866-6000. Specific offices and people may be reached by then asking for them by name or extension number.

Persons with inquiries about admission should contact: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, (206) 866-6000, ext. 6170.

General information may be obtained through the Office of Information Services, ext. 6128.

Direct all correspondence to the appropriate office at The Evergreen State College, Olympia, Washington 98505.

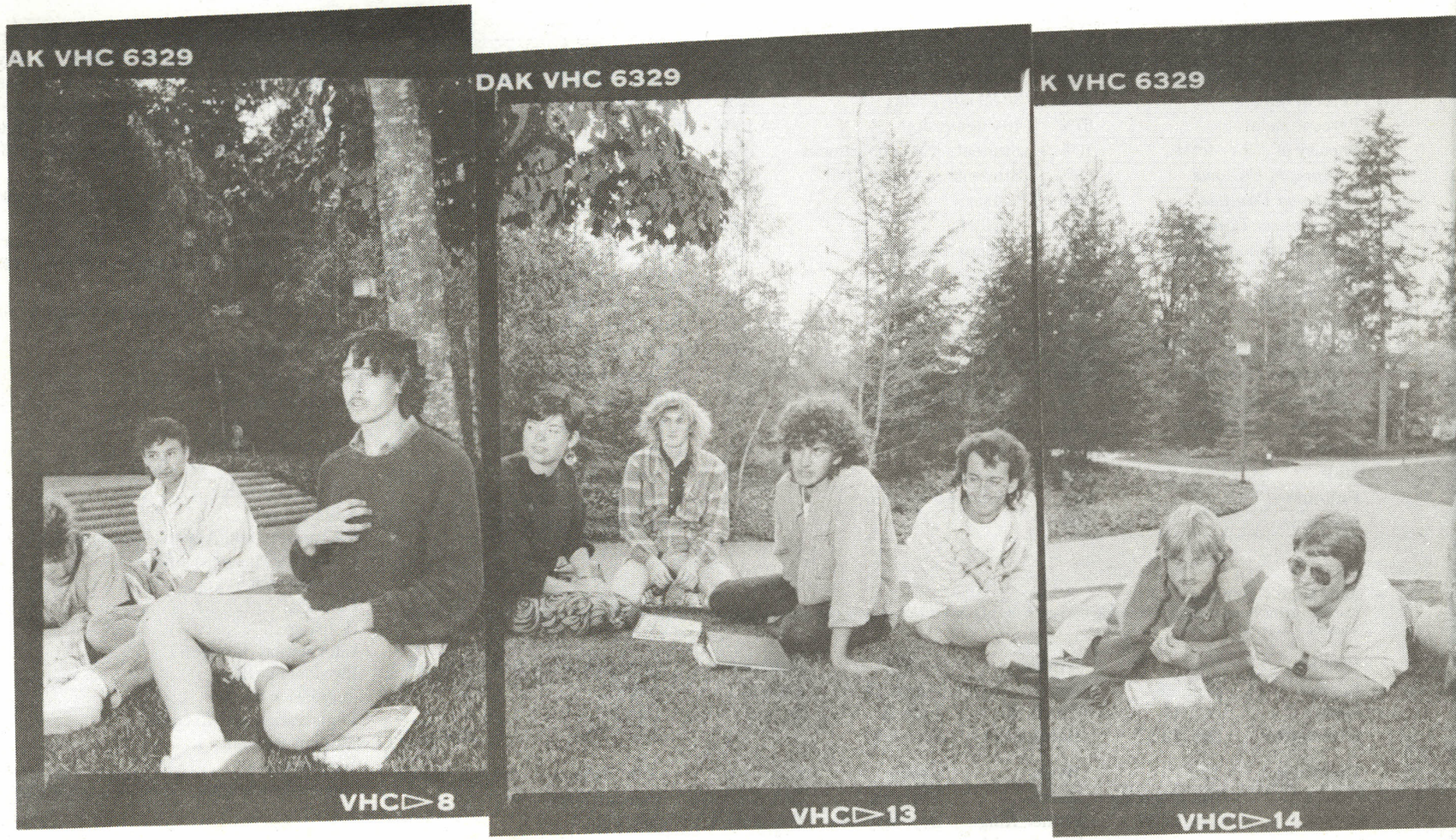
Important offices and their extension numbers include:

Dial 866-6000, then ask for

Academic Advising ..... ext. 6312
Academic Deans ..... ext. 6870
Vice Presidents:
  Academic Affairs ..... ext. 6400
  Development & Admin. Services ..... ext. 6500
  Student Affairs ..... ext. 6296
Admissions ..... ext. 6170
Community and Alumni Relations ..... ext. 6192
Controller/Business Office ..... ext. 6450
Development ..... ext. 6565
Financial Aid ..... ext. 6205
Housing ..... ext. 6132
Information Services ..... ext. 6128
President's Office ..... ext. 6100
Recreation Center ..... ext. 6530
Registration and Records ..... ext. 6180
Student Accounts ..... ext. 6447
Tacoma Campus ..... (206) 593-5915
Vancouver Campus ..... (206) 699-0269

Admissions Office
The Evergreen State College
Olympia, Washington 98505

(206) 866-6000, ext. 6170



Inter-Arts Foundations
(1) Studio Project

Fall, Winter, Spring / Group Contract
Sponsor: Paul Sparks (F), Sally Cloninger (W), Phil Harding (S)
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent; sophomore or above
Special Expenses: $10 screening fee plus art supplies each quarter
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

"Studio Project" is one of two entry-level programs in the Expressive Arts. Paul Sparks will begin the sequence with an introduction to a wide range of drawing methods and materials. Students will be expected to work in the studio a minimum of four hours per day. Elements of aesthetics, basic design, topics in art history, life drawing and working from personal themes will form directions for Fall Quarter.

In winter Sally Cloninger will continue the group contract with an introduction to the fundamentals of video production. Students will explore topics and historical themes related to the development of media technology and complete a series of production exercises designed to familiarize them with the principles of videography, editing and pre-production planning.

In spring Phil Harding will introduce students to the technical, historical and aesthetic considerations of contemporary sculpture in "3-D Art." Emphasis will be placed on experimentation with forms and materials, imaginative applications of ideas and development of personal imagery.

In addition, students will be introduced to various other aspects of visual arts (aesthetics, theory and practice) during all three quarters.

Planned equivalencies in quarter hours:
16—drawing/visual art
16—media arts/video
16—3-D/visual design
Total: 48 credits

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

Inter-Arts Foundations
(2) Interaction in the Performing Arts

Fall, Winter, Spring / Coordinated Study
Coordinator: Bud Johansen
Enrollment: 72 *Faculty:* 3
Prerequisites: Core Program or equivalent
Special Expenses: Field trips and rehearsal clothes
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

This is an entry-level program for students interested in the practical and theoretical aspects of the performing arts. Students will be given a survey of the history of the performing arts to examine the roots of contemporary arts. Through readings, analyzing and critiquing live performance, video, audio recordings and films, the students will develop critical and analytic skills. Workshops will be offered in acting, choreography and music with hands-on work in the arts.

Fall Quarter, we will explore roots which influence our contemporary trends in the arts. We will concentrate on arts which show unification of music/theatre/dance, etc., to see *the links* in the performing arts. What happens when two or more art forms connect? Are the arts *pure* in form? Is there a new language to be learned? One example might be El Teatro Campesino (contemporary Chicano theatre) and its links with Mayan and Aztec myths.

Winter Quarter, we will deal with 19th and 20th century Europe and the influences from other countries upon the arts of Europe. An example would be the African influence on music in the 20th century.

Spring Quarter, we will focus on contemporary American art, showing the melding of many cultures to create new art forms from several countries. An example would be jazz and its changes from Africa to America as the result of new instruments and cultural changes.

Workshops will be offered in all three areas to develop skills in acting, choreography and music performance/composition. Students will concentrate on one area with the culmination of collaborative projects, hopefully, involving two or more disciplines to be presented in Spring Quarter.

Planned equivalencies in quarter hours:
12-24—theatre/dance/music history
6-12—theatre/dance music criticism and aesthetics
12—acting
12—choreography
12—music workshop
Total: 48 credits

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

Children of One Sun

Fall, Winter, Spring / Coordinated Study
Coordinator: Andrew Buchman
Enrollment: 96 F & W; 72 S *Faculty:* 4 F & W; 3 S
Prerequisites: Upper-division standing and demonstrated competence in one of these areas—music, theatre, writing, psychology or computer science
Special Expenses: Field trips, performance lab kit
Part-time Options: No
Internship Possibilities: Yes (spring only)
Additional Course Allowed: Yes

The drama between humanity and technology rules our future. Our studies will include cultural perspectives on the dreams, reality and nightmares that technology has brought us. Our efforts will culminate in the public presentation of an original musical growing out of faculty collaboration. While the program will address the needs of upper-division students in the *Expressive Arts*, it will be truly interdisciplinary, integrating computer science and psychological topics. One focus will be a cross-cultural examination of our *fears* of technology, using the works of Carl Jung as a starting point. Another focus will be the *benefits* technology brings to the performing arts. Computer workshops will bring together students from a variety of disciplines to use technology in music composition, writing, set design and research.

Fall Quarter, we will study computer skills in the arts, nuclear issues (including the history of Hanford), pre-Christian religious symbols, images of the sun in various cultures and the history of musicals containing social comment. Workshops will include: songwriting, bookwriting, acting, and musical rehearsals. Works studied may include: Jungk, *Brighter Than a Thousand Suns;* Loeb, *Nuclear Culting;* Jung, *Man and His Symbols;* Gershwin, *Of Thee I Sing* and Trudeau/Swados, *Rapmaster Ronnie.*

Winter Quarter, students will concentrate on the musical (performing or production) and continue studies in computer science and psychology.

Spring Quarter, students may work on individual or group production, research projects or internships (subject to Cooperative Education approval). Theoretical studies will become a focus with a return to nuclear issues, psychological and cultural studies, and the history of musicals.

Planned equivalencies in quarter hours:
8—computer applications in the arts
12—courses in students' specialties (within or outside program)
8—trans-cultural psychology
8—cultural history
8—musical theatre, computer science, or psychology (as assigned)
4—research project
Total: 48 credits

Program is preparatory for careers and/or future study in performing arts, psychology or computer science.

American Dream?

Native Americans and immigrants to the Pacific Northwest have long wondered about the American Dream—whether there is one for them and when or where they can find it. Shifts in cultural values and perceptions—points of creative friction—are the intellectual concerns of this program. For a complete description, turn to page 71 in the *Native American Studies* specialty area.

Words and Music: Meaning and Emotion in Music and Literature

Fall, Winter, Spring / Group Contract
Sponsor: Bill Winden
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program, ability to read music and do research
Special Expenses: Audio tape and slide film
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

Music is often cited as the art form which most immediately and intensely elicits human emotion. At the same time, it is the art in which specific meaning seems most elusive. The meaning of plays or stories, on the other hand, seem immediately accessible, while the emotions they elicit are often contradictory and elusive. The two arts complement each other, the one supplying what the other lacks, and this union of music and words has been a powerful ambition of artists of all cultures.

We will concentrate on music inspired by or designed to accompany stories, and literary works with the most direct associations with music. These words and music can be created as music theatre, or as parts of films, or as love songs or ballads. We particularly want to examine the collaboration of story and music in rituals and ceremonial occasions.

We may draw on the Northern Arapaho Eagle Dance, Eisenstein's film *Alexander Nevsky*, performances by Laurie Anderson, traditional Japanese theatre, or the *St. Matthew Passion* of Bach. In every case we plan to combine close formal examination of specific works with broad exploration of their historical and philosophic contexts.

The theme of Love and Death, for instance, might begin with troubadour ballads, Arthurian Romances, Elizabethan love songs and Shakespearean plays, and continue through 19th and 20th century theatre pieces to contemporary songs with side excursions into similar stories from other cultures. We will devote ourselves to the close study of these works.

Students will listen to and analyze music. Seminars on works of literature and music will be held. We will see films and videos and attend performances. Those not wishing to take an outside course will complete a research project each quarter.

Planned equivalencies in quarter hours:
18—music history
18—literature
12—research project
Total: 48 credits

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

Experiments in Space

Fall / Group Contract
Sponsor: Phil Harding
Enrollment: 24 *Faculty:* 1
Prerequisites: Core Program and "Inter-arts Foundations," or equivalent and signature
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Three- and four-dimensional spatial constructions offer an alternative medium in which to explore situations, themes and personal experiences. This group contract will center on building things and considering them and the processes involved in building them. Work will consist of a series of individual and group exercises in selected media, critiquing in verbal, written and drawing media, maintenance of a drawing (non-verbal) journal, seminars, and an individual or small group project which explores a theme of your choice using spatial constructions. Media in this construction is limited only by students' abilities to complete production within the time frame of the contract.

This aims to be an *experimental* class, not a design class. It is a class where non-functional, sculptural concepts are explored in abstract 3-D form. The constructions are expected to tell you something about why you are constructing and what you are constructing.

Planned equivalencies in quarter hours:
8—art, sculpture
4—art, drawing
4—art (to be arranged)
Total: 16 credits

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

Group Images

Fall, Winter / Coordinated Study
Coordinator: Marilyn Frasca
Enrollment: 72 *Faculty:* 3
Prerequisites: Skill in one area of expressive arts (writing, drawing, painting or performance) and signature of faculty
Special Expenses: Cost of project materials
Part time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

"Group Images" is a program for students with skill in writing, drawing, painting and/or performance who want to work in a small interdisciplinary group to make and present an image. During Fall Quarter, each student will participate in: (1) an Intensive Journal Workshop in which he or she will find his or her own images; (2) a skill workshop in which he or she will improve his or her skill in writing, drawing, painting, or performance; (3) a faculty conference with his or her small group/image group; and (4) an all-program critique of work in progress. During Winter Quarter the workshops, conferences and all-program critiques will continue. In addition, guest groups will be invited to the program to present their work. At the end of Winter Quarter each small group in the program will present its finished image.

Planned equivalencies in quarter hours:
4—intensive journal work
8—writing or painting or performance
16—multi-media presentation
4—aesthetics
Total: 32 credits

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

Hand in Hand: Feminist Film, Theory and Practice

Fall, Winter / Group Contract
Sponsor: TBA
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent, sophomore or above
Special Expenses: $10 screening fee plus film and video supplies each quarter
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

As feminism developed from a grass-roots, women-sparked initiative of action and idea during the second wave of the Seventies, so too has feminist film theory been intimately connected with film practice. This program affords an opportunity for the student to concurrently study various genre (experimental, documentary, narrative) and cross-genre films made by feminists situated in historical context. Philosophy, especially aesthetics, has developed hand-in-hand with the practice of making the moving image. Particularly interesting will be the conjunction of French feminist literary theorists (Irigary, Cixous, Kristera) and the possibilities of visual interpretation that these new and exciting theorists inspire. As students base their foundation in visual and written theory and film, production teams will begin, develop and complete film projects related to the course material.

Planned equivalencies in quarter hours:
16—media/film and video production
16—history, aesthetics and philosophy of feminist film
Total: 32 credits

Program is preparatory for careers and/or future study in advanced feminist studies and/or visual and media arts.

Visual Humor

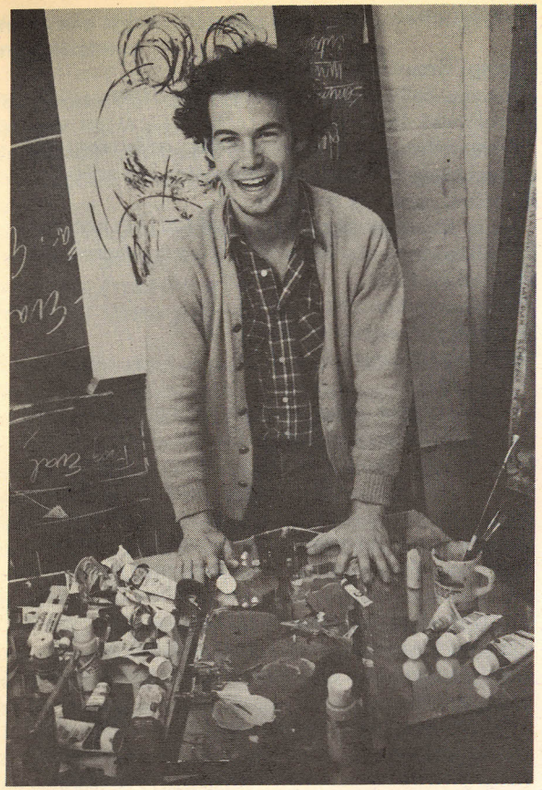
Spring / Group Contract
Sponsors: Sally Cloninger and Sandra Simon
Enrollment: 48 *Faculty:* 2
Prerequisites: Junior/senior standing, experience with textual analysis or skill development in one arts discipline, signature required
Special Expenses: Screening fee of $25 plus materials for collaborative student project (cost dependent upon selected medium)
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The serious part of our program will be watching and analyzing the work of Charlie Chaplin, Imogene Coca, Harold Lloyd, Carol Burnett, the Marx Brothers, Lily Tomlin, Billy Wilder, Martha Raye and Monty Python among others. The fun part will be speculating on how physical humor functions with and without a verbal basis; how film sequence, an intrinsic part of cinematic art, reinforces comedic progress; and how films of the 80's, with all of their graphic realism, can honor classic comedy's balance between humor and violence. The scary part will be a final comic project: either a skit, script or video.

Other topics to be explored include questions about gender and humor, cross-cultural perspectives on the visual joke and a consideration of visual sociology.

Planned equivalencies in quarter hours:
4—sociology of humor
6—media analysis and criticism
2—American cultural studies
4—collaborative production project
Total: 16 credits

Program is preparatory for careers and/or future study in visual and media arts, creative writing and performance.



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

Winter, Spring / Group Contract
Sponsor: Phil Harding (W), Marilyn Frasca (S)
Enrollment: 48 *Faculty:* 2
Prerequisites: Two years of college work at Evergreen, signature of faculty
Special Expenses: TBA
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

"S.O.S." is an opportunity for students to originate their own program plan for either Winter or Spring Quarters. Students are encouraged to develop ideas for studies which grow out of previous work at Evergreen and involve others in the creation of a proposal which should include: (1) a goals statement or program description; (2) a description of program meeting times and activities; and (3) a covenant describing the responsibilities and obligations of all participants. Each proposal submitted must have the full commitment of at least 12 students and will be chosen for sponsorship by faculty assigned to teach in "S.O.S."

To work with Phil Harding Winter Quarter, proposals must be submitted to him by October 30, 1988. To work with Marilyn Frasca Spring Quarter, proposals must be submitted to her by February 28, 1989.

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

Planned equivalencies in quarter hours:
Depend on design of student-originated study.
Total: 16 credits

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

Shadows IV

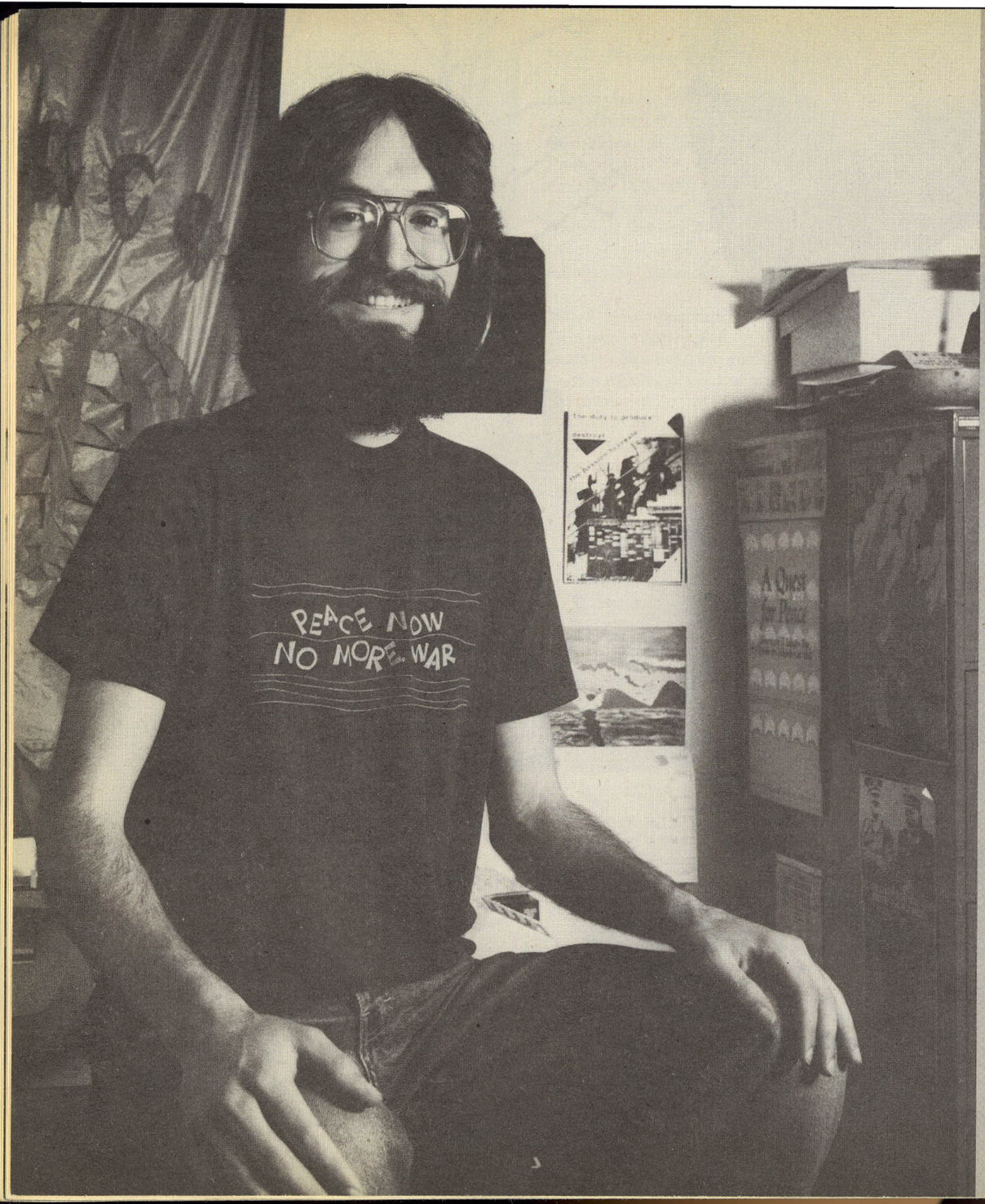
Winter, Spring / Group Contract
Sponsor: Paul Sparks
Enrollment: 24
Prerequisites: Basic photographic skills and a demonstrated readiness to do intermediate or advanced level work
Special Expenses: Personal photo supplies, books, speakers, and field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

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. There will be an on-going 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. This is an intensive program aimed at the student who wants to be serious about his or her photography. Both the expectations and workload will be higher than normal.

Planned equivalencies in quarter hours:
8—intermediate or advanced photography
4—history of photography
4—aesthetics and criticism
Total: 16 credits

Program is preparatory for careers and/or future study in photography, 2-D visual art, communications and journalism.

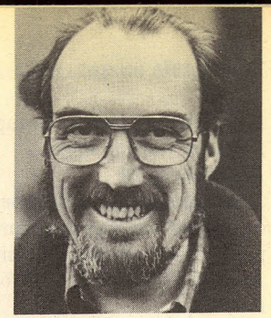
DIXIELAND
ORCHESTRATIONS
TED BROWN MUSIC



"The feeling here between faculty and students is different than any other academic situation I've experienced. I knew from friends and from what I had read about Evergreen that students and faculty work closely together, but I was totally surprised at our first class when Faculty Members Kaye V. Ladd and Pat Labine cooked lunch for us at the Organic Farmhouse. There just doesn't appear to be any real distance between students and faculty."

ERIC KUHNER, 22
Sophomore
Hometown: Bainbridge Island, Washington
Current program: "Dreams"
Campus activities: Co-coordinator of Peace and Conflict Resolution Center; member of the Student Governance DTF (Disappearing Task Force); conga drummer.
Career goals: "Never to have one;" environmental design.

Humanities



Convener: Pete Sinclair

Affiliated Faculty: Richard Alexander, Gordon Beck, Stephanie Coontz, Virginia Darney, David Hitchens, Richard Jones, Hiro Kawasaki, Eric Larson, Mark Levensky, Charles McCann, David Marr, Rudy Martin, Chuck Pailthorp, Mark Papworth, David Powell, Gil Salcedo, Pete Sinclair, Nancy Taylor and Kirk Thompson.

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

The nature and value of written, visual, musical and oral texts;

Connections between language, thought, value, behavior and society;

Conceptions of the nature of a person or people;

Evaluations of the relationships between a person or people and other men and women, private and public institutions and the gods; and

Attempts to imagine and make new relationships, and new societies.

We do some work on one or more of these themes in each of our programs. In addition, we design each of our programs to:

Emphasize great texts and/or artifacts and their relation to our specialty area themes;

Require wide reading and the sister skills of critical thinking and independent formulation of ideas;

Encourage discussion in seminar groups;

Help each student improve his or her writing;

Promote cooperative interdisciplinary study; and

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

Career Pathways in Humanities

Our curriculum of Coordinated Studies, Group Contracts and Courses is varied but connected. New *Humanities* programs begin each quarter. Students who complete one *Humanities* program have an opportunity to join another complementary program in the *Humanities* area. We have laid out no prescribed pathways, as a student guided by developing personal interests who progresses carefully among these offerings and who devotes her or his senior year to advanced work will emerge with a strong concentration in the *Humanities. Humanities* area faculty will also teach part-time noon, evening and weekend courses and sponsor individual contract projects.

Work that a student does in the *Humanities* specialty area helps prepare him or her for future undergraduate and graduate work in the humanities or social sciences and, in general, for a significant, reflective adult life.

The Mythic Image

Fall, Winter, Spring / Group Contract
Sponsor: Gordon Beck
Enrollment: 24
Prerequisites: Junior/senior standing, Core Program or equivalent and one other program in humanities, expressive arts or social sciences
Special Expenses: $20-25 for performance tickets and field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program is a study of the dominant myths and images of societies from the pre-historic to our own time. It includes literature, folk tales, mythology, art, artifacts and social customs.

We will search for answers to these questions: What value is a myth or an image to society? What is the connection between myth and image? How does the mythic image change to suit the needs of society? Do societies make myths or do myths make societies? Are images made for societies or by societies? Do social values control the image and myth maker; or does the myth and image maker control social values?

Fall will be devoted to the ancient world, 3500 B.C. to 600 A.D., including cultures from the first civilizations and the classical civilizations of Mesopotamia, Egypt, Assyria, Nubia, China, India, Greece, Persia and the Roman Empire.

Winter will be devoted to the world of divided regions and the emerging West: Europe, China, India, Middle East, Africa, pre-Columbian America and the expansion of America to 1815.

Spring will be devoted to the age of European dominance and the age of global civilization from 1815 to the present.

Planned equivalencies in quarter hours:

Fall
6—comparative mythology and folklore, prehistoric and ancient societies
4—comparative literature, Indo-European civilizations, 3500 B.C.-600 A.D.
6—art history, prehistoric and ancient
Winter
6—comparative mythology and folklore; pre-Columbian America, Europe, Africa and Asia, 150 B.C.-1815 A.D.
4—comparative literature, medieval, Renaissance and modern (to 1815)
6—art history, pre-Columbian America, medieval, Renaissance and modern (to 1815)
Spring
6—comparative mythology and folklore, machine age to the present
4—comparative literature, 1800-present
6—art history, 1800-present
Total: 48 credits

Program is preparatory for careers and/or future study in the humanities and the humanistic social sciences; careers in art, writing and intercultural affairs.

Mexico Since the Revolution

Spring / Group Contract
Sponsor: Gil Salcedo
Enrollment: 48 *Faculty:* 2
Prerequisites: One year college humanities or equivalent
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This is a full-time program focusing on politics, society and literature since Mexico's cataclysmic entry into the modern age. We will read such writers as Carlos Fuentes, Octavio Paz, and Martin Luis Guzman. We will look at the great art of Diego Rivera and Frida Kahlo. We will analyze the Revolution's successes and shortcomings currently: Mexican population of 82 million growing by 2.1 million annually; a staggering economy with a foreign debt of 102 billion dollars; Mexico City with 1 million people crowding into "ciudades perdidas," lost cities without electricity or running water. We will speculate on the fate of a proud and struggling Mexican people.

Planned equivalencies in quarter hours:
4—history of Mexico since the revolution
4—contemporary literature of Mexico
4—contemporary anthropology of Mexico
4—independent research topic
Total: 16 credits

Program is preparatory for careers and/or future study in humanities and social sciences and advanced work in Latin American studies.

Words and Music: Meaning and Emotion in Music and Literature

The program will concentrate on music inspired by or designed to accompany stories and literary works. We want particularly to examine the collaboration of story and music in rituals and ceremonial occasions. For a complete description, turn to page 54 in the *Expressive Arts* specialty area.

The Limits of Reason: Europe 1760s-1860s

Fall, Winter, Spring / Group Contract
Sponsor: Charles Pailthorp
Enrollment: 48 *Faculty:* 2
Prerequisites: One year of college
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The period of 1760-1860 in Europe witnessed major upheavals in political and social organization: it saw revolutionary extensions of bourgeois democratic institutions, and broad changes in class stratification brought on by industrialization and urbanization. These social and political revolutions were accompanied by philosophical "revolutions" directed against the claims of reason and sense and by artistic "revolutions" aimed at the dominant classicist canons of aesthetic value. Did this work in philosophy and art *cause* these changes in society, or did it passively *reflect* them? Either answer is too simple. Jointly and individually, we will study particular cases, seeking general conclusions when they can be discerned. We will never be content with the idea that "Great Work" is simply the product of genius since accounting for the reception of a work is at least as important as explaining its production.

We will read romantic works of poetry and fiction, listen to music of the period (especially song and opera) and study such philosophers as Rousseau, Kant, Schoppenhauer and Hegel. Historical work will be essential, although we will rely on secondary sources.

Planned equivalencies in quarter hours:
8—literature of early romanticism
8—music history: early romanticism
8—history of philosophy: Rousseau to Hegel
8—social history: 1760s-1860s
8—expository writing
8—music: critical listening
Total: 48 credits

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

War: The Military Industrial Complex

Fall, Winter / Coordinated Study
Coordinator: Mark Papworth
Enrollment: 72 *Faculty:* 3
Prerequisites: Core Program or basic courses in reading and writing
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The first "War" program was offered in 1985-86. In it, we learned that war is too complex to be studied as a single phenomenon. "War: The Military Industrial Complex" will build on what we learned before.

We will study what people think war is. We will look at emotional responses to war in art and literature. Famous war novels will be opposed by famous anti-war poems. Films, music and propaganda of all kinds will be considered as well as classical academic statements such as Clauswitz'. We shall then turn to war as a cultural phenomenon. We will examine societies which dealt in war and see how each had a support system proper to its propagation. We shall study the history of the current military industrial complex to find how it grew, making use of antiquated cultural elements already in place and reinforced by elaborate traditions. We will also study great peace movements like Ghandi's and King's which made effective use of religious traditions. We will attempt to understand how war is not the result of *evil forces* but depends upon good people for its existence.

The final part of our study will be built around the future of war as it will continue to plague mankind into the next century. What new forms have come to replace world wars of the traditional industrial type and how will they be handled and what will the likely results be? Studying war should result in useful ideas which students can take away with them. It will be an all-out effort to re-define war for the next generation in a way that could make a difference in their lives.

Planned equivalencies in quarter hours:
4—modern literature; 8—political economy; 8—U.S. history; 8—world history; 4—anthropology
Total: 32 credits

Program is preparatory for careers and/or future study in history or American studies.

Twentieth Century American Culture and Literature

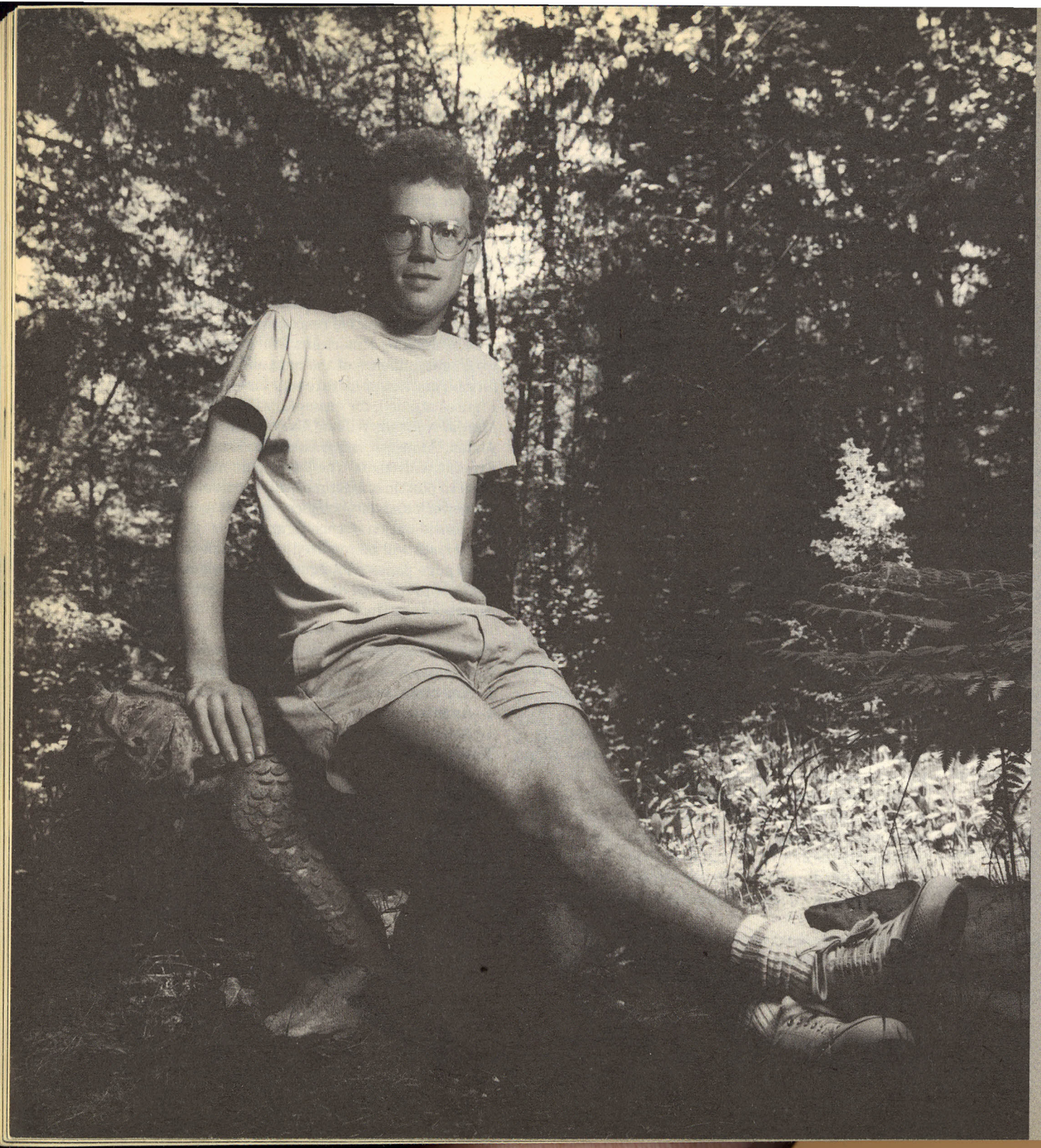
Spring / Group Contract
Sponsor: Dave Hitchens
Enrollment: 48 *Faculty:* 2
Prerequisites: Evergreen Coordinated Study Program or equivalent
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The program will be an intense examination of the intellectual and creative responses to modern life on the part of thinking Americans. We will study the life, work and influence of the men and women who have formed our larger culture—its history and literature. Figures studied, for example, will be W.E.B. DuBois, Margaret Mead, William Carlos Williams, W. H. Auden, Anne Sexton, Edward R. Murrow, Betty Friedan and others who have made major contributions to our time. Lectures will provide the historic framework and chronological threads as backdrop for our consideration of each figure.

Students will be required to research and write an 18-24 page paper on a figure of their choosing. Full credit is predicated on satisfactory participation in all aspects of the work.

Planned equivalencies in quarter hours:
4—Twentieth Century America, 1900-1970
4—American social and intellectual history, 1900-1970
4—American poetry, 1900-1970
4—American literature, 1900-1970
Total: 16 credits

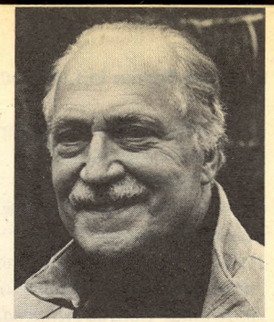
Program is preparatory for careers and/or future study in the humanities and social sciences.



"My first paper came back covered with red ink. But on the last page my faculty member wrote, 'In spite of all my red marks, this is a very good paper.' That was a dream—to receive all those good suggestions and solid criticism and then, at the end, a positive statement. It kept me going."

BRADY SMITH, 21
Junior
Hometown: Seattle, Washington
Current Program: "Romanticism"
Campus Activities: Evergreen softball team, Peer Advisor, KAOS radio station, Boomerang-throwing, Narrow Focus, writing
Career Goals: Writing, English teacher

Language and Culture Center



Director: Andrew Hanfman

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

The Center coordinates study abroad programs and counsels students on studies at foreign or local universities with expanded area offerings. The Center may also sponsor individual contracts involving language and culture studies in foreign countries. For a related opportunity to study abroad, see "Special Features of the Curriculum," page 30.

In the 1988-89 academic year, four year-long language and culture programs are being offered under the auspices of the Center: "French Culture," "Spanish Forms," "Japanese Language and Culture" and "Italian Culture."

For students interested only in language studies, Evergreen offers a predictable series of part-time courses. Most of these courses are offered during evening hours. Language components of area programs may also be taken as separate courses, but they are mostly conducted during the day. Students interested in careers in business, journalism, education, anthropology and human services may want to consider such language study. The Director of the Center will advise students on the appropriateness of various types of language study to their individual goals. In the 1988-89 academic year, courses in first-year college Spanish, French, German, Russian and, possibly, Japanese will be offered as well as second-year French and Russian.

The following list includes the academic programs in this area planned through 1991:

1988-89
"French Culture," study abroad
"Italian Culture," study abroad to be announced
"Spanish Forms"
"Japanese Language and Culture," study abroad

1989-1990
"Classical World," Fall, Winter, Spring
"Japanese Studies," Fall, Winter, Spring; study abroad to be announced
Possibly, "German Culture," Fall, Winter, Spring; study abroad to be announced

1990-1991
"Russia/USSR," Fall, Winter, Spring. Summer '91 trip to the Soviet Union
"French Culture," Fall, Winter, Spring; study abroad to be announced
"Spanish Forms," Fall, Winter, Spring

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

Evergreen students of junior and senior standing who have met the necessary prerequisites may be eligible to spend up to a full year studying language, area studies or international political economics as special students in the University of Washington's Jackson School of International Studies. Along with Harvard, Stanford and a small number of other universities, The School of International Studies has been a pioneer in offering programs in non-Western languages and cultural studies.

The School of International Studies offers interdisciplinary curricula organized to emphasize both regional and topical studies. Students may concentrate their study on a major world area within the context of the humanities and the social sciences, they may specialize in topical studies, or they may pursue a more general course of study within the program.

Major areas available through this program include: *Chinese Studies; Japanese Studies; Korean Studies; Latin American Studies; Middle Eastern Studies; Russian and East European Studies; South Asian Studies; Comparative Religion*

It is also possible to integrate the international or regional study with an emphasis on business, health or political economy. The study of a foreign language is an integral part of the program at the School of International Studies.

Application to participate in a year at the School of International Studies should be made through the Director of the *Language and Culture Center*, Dr. Andrew Hanfman. Application must be made before April 1 of the year preceding admission to the University of Washington. For advice on this program, contact Dr. Hanfman as early as possible.

Spanish Forms in Life and Art

Fall, Winter, Spring / Group Contract
Sponsor: Nancy Allen
Enrollment: 24
Prerequisites: Core Program or equivalent
Special Expenses: None
Part-time Options: Half-time language or history/culture
Internship Possibilities: No
Additional Course Allowed: Part-time students only

Since Spain's rivalry with England in the 16th century, when England circulated the "black legend" of Spain's violence and superstition, outsiders have approached Spain with awe, romance and ignorance. We will study the originality of Spain's cultural and social forms in relation to social contexts from the realistic epic *Poem of the Cid* to the heroic evacuation of Basque children during the Spanish Civil War; from Islamic irrigation to Garcia Lorca's surrealist drama. We will often use Spaniards' perspectives on their own culture.

Fall Quarter, we'll concentrate on the rich cultural interactions among Christians, Muslims, and Jews in medieval Spain, and the militant Christian ethic which produced the Inquisition, the "Reconquest," and the conquest of America. Student groups will research such topics as women in medieval Spain, monastic life and pre-Columbian civilizations.

During the winter, we will read through Cervantes' masterpiece *Don Quixote de la Mancha.* Students will develop skills in literary analysis and an understanding of this novel's statement about Spanish history. Mid-quarter, we'll spend two weeks on Saint Teresa's *Life,* which demonstrates another kind of Christian heroism. Each student will research some individually-chosen topic from medieval Spain or the Golden Age.

Spring will be devoted to the 20th century: the cultural analyses attempted by the Generation of '98, the Civil War, and post-Franco Spain.

Intensive classes (eight hours per week) in beginning and intermediate Spanish are offered every quarter.

Planned equivalencies in quarter hours:
24—beginning, intermediate and advanced Spanish
12—Spanish literature in translation
12—social and cultural history of Spain
Total: 48 credits

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

French Culture

Fall, Winter, Spring / Group Contract
Sponsor: Susan Fiksdal
Enrollment: 48 *Faculty:* 2
Prerequisites: 1 year college French (or equivalent), Core Program, entrance exam
Special Expenses: $2700 for Spring Quarter homestay in Lyon
Part-Time Options: 8 qtr. hrs—French Language; 2 qtr. hrs—Introduction to Language
Internship Possibilities: No
Additional Course Allowed: Yes

We will study the language, history, literature and art of France since the French Revolution. We will devote half our time to the study of French with the goal of conversing easily with native French speakers by Spring Quarter. When we travel to Lyon, France, students will live with French host families. The other half of our time will be spent examining French culture from a variety of texts in both English and French; for example, we will read Voltaire's *Candide* in French and Balzac's *Pere Goriot* in English. Other authors we may read include Rousseau, Dumas, Sand and Hugo as we examine the causes, events, and results of the French Revolution. Delacroix, David and Corot will be some of the artists whose work we will examine. In addition to this work, students will have two options at the beginning of the year: to study linguistics and second language learning or to conduct a research project.

Winter Quarter, we will focus primarily on two movements following World War I: surrealism and existentialism. We will read Sartre, de Beauvoir, Camus, Breton and Aragon and look at paintings by Magritte and Dali.

Spring Quarter, students who have been successful in the contract may wish to travel to France where they will visit Paris and the Loire valley, then live with host families in Lyon. Once in Lyon, the focus of the contract will be on contemporary France—the media, cinema, arts, fiction and music. Reading and writing will be emphasized in weekly assignments, but field trips, speakers and interviews will emphasize speaking and listening skills. The major Spring Quarter project will be an ethnography.

Planned equivalencies in quarter hours:
Will be distributed among French culture, 18th, 19th and 20th century French literature, social history of France, art history, social science research (ethnography), French grammar, composition and conversation.
Total: 48 credits

Italian Culture

Fall, Winter, Spring / Group Contract
Sponsor: Andrew M. Hanfman
Enrollment: 24
Prerequisites: Core Program or one year of college
Special Expenses: $2500-2800 in case of study in Italy during Spring Quarter
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Part-time students only

"Italian Culture" is subdivided into three one-quarter units which can be taken separately. Each quarter will deal with an important period of Italian political and cultural history. The language component can be taken separately in Fall and Winter Quarters and is open as a course to outside students.

Fall Quarter: The "Trecento." The study centers on the great monuments of Italian literature: Dante's "Divine Comedy," Boccaccio's "Decameron," and Petrarca's poetry, as well as Italian medieval and pre-Renaissance art.

Winter Quarter: "The Renaissance." The emphasis will be on the history of Italian city-states, especially Florence and the Medici family, Renaissance art, literature and the rise of Humanism.

Spring Quarter: "Modern Italy." If feasible, the program will transfer to Italy (possibly to a town in Umbria or the vicinity of Florence) and study modern and contemporary Italy with emphasis on the Fascist period and post World-War II developments. Intensive study of Italian language, some travel and visits to museums and theatres will supplement the formal study. If the program cannot be conducted in Italy, the content of the contract will remain the same.

Planned equivalencies in quarter hours:
14—Italian language
8—Italian history
12—Italian literature
4—Renaissance studies
10—Italian art
Total: 48 credits

Program is preparatory for careers and/or future study in romance languages, European history, the Renaissance, and for careers in teaching and journalism.

Japanese Language and Culture: Stories of Tokyo and Kyoto

Fall, Winter, Spring / Group Contract
Sponsor: Setsuko Tsutsumi
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program
Special Expenses: $3500 fee for "Study Tour to Japan" Spring Quarter
Part-time Options: To be considered
Internship Possibilities: No
Additional Course Allowed: No

The purpose of the program is to explore various aspects of Japanese language and civilization. In order to develop a strong foundation for an understanding and appreciation of Japan, past and present, the approach will be multi-disciplinary and closely integrated.

Language is a reflection of a society and a tangible measure of creativity and aesthetic sensibility. First and second year Japanese will be offered throughout the year with emphasis on the oral-aural approach.

Even with the constant change and a succession of foreign influences, Japan has kept strong traces of tradition. This change and continuity is best exemplified in the comparison of the cultures of Tokyo, the present capital, and Kyoto, the ancient capital.

Fall Quarter, we will focus on the world/life of Tokyo, its historical past and its vibrant present. Consideration will be given to major examples of the arts encompassing the 17th through the 20th century. Attention will be given to topics such as family life, social and economic changes, and aesthetic and philosophical values as well as historical events.

Winter Quarter will be given to a consideration of the culture and its history symbolized by Kyoto from the 8th to 15th century.

Spring Quarter a field seminar in Japan takes place. By residing in a small community with host families, along with local field trips and individual projects, Spring Quarter will provide an opportunity to examine a special region of Japan and, therefore, present a third vantage point in examining the political, social and cultural relationship among the central and regional communities.

Planned equivalencies in quarter hours:
18—Japanese language (1st and 2nd year)
12—Japanese literature
6—Japanese theatre
12—Japanese history
Total: 48 credits

Program is preparatory for careers and/or future study in Japanese literature, Japanese history, Asian studies, international relations and comparative studies.

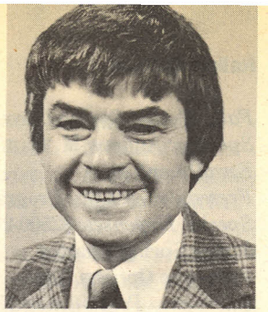
Intercultural Communication: The Global Village

This program is designed for students planning to study, live or work outside the United States. It is also helpful for developing an awareness of the significant differences among the diverse cultures within the United States. For a complete description, turn to page 40 in the *Applied Social Theory* specialty area.

"I started out at Evergreen as a working mother several years ago in 'Re-introduction to Education,' and other part-time offerings in the evenings and weekends. It was a big change in dynamics to go full time during the day in the MPI Program. The youth of the other students was the biggest difference. There was more exchange, more give and take in seminars. Going to Evergreen has made me more tolerant and taught me to how to work in groups."

KATHRYN RAUDENBUSH, 38
Senior
Hometown: Rochester, Washington
Current Program: "Management in the Public Interest"
Campus Activities: Organizing an effort to establish a bank or credit union at Evergreen.
Career Goal: Graduate studies or work in labor relations

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. During the first year, the "MPI" program provides students with the opportunity to acquire essential managerial skills and concepts. The program will address broader issues such as the ability of the private and/or public sector to meet the public's needs. This program is designed for full-time students.

Convener: Chuck Nisbet

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

Management and the Public Interest

Fall, Winter, Spring / Coordinated Study
Coordinator: Duke Kuehn
Enrollment: 120 *Faculty:* 5
Prerequisites: Microeconomics, principles of accounting
Special Expenses: None
Part-time Options: No
Internship Possibilities: Yes, Spring Quarter
Additional Course Allowed: No

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

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

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

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

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

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

Planned equivalencies in quarter hours:
Will be distributed in accounting, economics, business administration, finance, management, marketing, sociology and statistics.
Total: 48 credits

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

Creating Organizational Futures

Fall, Winter / Group Contract
Sponsor: Virginia Ingersoll
Enrollment: 48 *Faculty:* 2
Prerequisites: "Management and the Public Interest" (1 year), principles of microeconomics, managerial economics, managerial accounting, principles of marketing, business policy and statistics
Special Expenses: Travel costs to research sites
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

To anticipate their needs and resources, to set new directions and to formulate strategies, organizations must regularly formulate some images of the future. In doing so, they not only respond to an idea of where the world is going, they also play a role in creating the future for themselves and others. The purposes of this program are: to examine how selected regional organizations imagine and create their futures; to acquire some of the skills needed to make those images; and to critically assess the ways those skills illuminate and distort the realities they attempt to capture. During Fall Quarter the program will include learning about regional forecasting and futures research practices, as well as developing skills at economic forecasting and research methodology. In the winter, students will conduct forecasts and market research to benefit local organizations.

Planned equivalencies in quarter hours:
4—business forecasting
4—future studies
5—organizational change
5—market research
5—research methods
4—strategic planning
5—field research
Total: 32 credits

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

Transition: Studyplace to Workplace

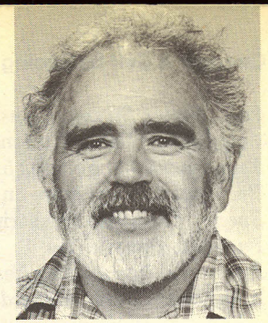
Spring / Group Contract
Sponsor: Chuck Nisbet
Enrollment: 48 *Faculty:* 2
Prerequisites: First year MPI, "Creating Organizational Futures"
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

The aim of this spring Group Contract is to plan and implement the transition from college study to career organization. Course work, individualized study and Internships will be designed to match each student's desire to round out his/her undergraduate studies and meet career goals. A common seminar on readings on contemporary business and career planning workshops will be offered to all students.

Planned equivalencies in quarter hours:
4—business literature
12—individual study/Internship/practicum
Total: 16 credits

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

Native American Studies



Convener: David Whitener

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

Associated Faculty: Betty Kutter, Betsy Diffendal and Gail Tremblay

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

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

Native American Studies includes at least one major program, two auxiliary programs, and one course each year. In addition, the area collaborates to design symposium components with other Specialty Areas on topics such as health, science, environmental studies and art. We also train people in gallery management using a multicultural focus.

Career Pathways in Native American Studies

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

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

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

Students can use various methods to build strength and skill. For example:

. . .they can study a year in *Native American Studies* programs (in 1988-89, "Change: A Self-Balancing Process" or "Problem Youth");

. . .they can combine study in our programs with study in programs outside our area;

. . .and some students will spend additional time working with the faculty in the central program.

The *Native American Studies* area also advises students wishing to do gallery and museum work in Native American and other ethnic communities.

"Before Evergreen I had never heard of an Indian professor and never read a book written by an Indian. So it's been a very moving experience to have an Indian faculty member standing before me, giving me novels written by Indians, Asians, Chicanos and Blacks.

"Yvonne Peterson has been a real inspiration. She knows what it's like to be an Indian in a non-Indian environment. As a faculty member, as an Indian woman, she has the ability—without letting you know it—to empower you, to let you believe that you have the right answers, that you are a leader."

BARBARA LAWRENCE, 29
Sophomore
Hometown, Suquamish, Washington
Current Program: "Indigenous Wisdom"
Campus Activities: Co-ordinator of The Evergreen Indian Center, winner of the Evergreen Humanitarian Award, helped organize Indian Heritage Week and Tribute to Salish Peoples Day, an event that celebrated the accomplishments and contributions of Indians of the Puget Sound area.
Career Goals: High school history teacher

Change: A Self-Balancing Process

Fall, Winter, Spring / Coordinated Study
Coordinator: David Whitener
Enrollment: 120 *Faculty:* 5
Prerequisites: Signature on registration form
Special Expenses: Field trips, tapes
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

"Change" is a student-centered, open, alternative educational opportunity to promote intellectual stimulation and integrate valuable and valid self-designed projects into a coordinated studies theme of constant change in a constantly changing plural society.

Hospitality is designed into the program to encourage students and faculty to provide ideas and expertise leading toward and resulting in valuable educational outcomes based upon mutually-shared responsibility and authority.

The program is a *Celebration* of cultural diversity as well as the recognition that significant difference exists among people as we attempt to understand one another. Celebration is a component of the continuing educational process of lifelong learning which examines the value of competency recognition.

The program will present the concept of change as well as other ideas in an atmosphere of *humility*. It will also attempt to inspire students to acquaint themselves with the responsibilities of their choices.

Inspiration will be provided for students by the faculty as each does what they do best to provide an example to students who will be asked to answer four major educational questions. (1) What do I plan to do? (2) How do I plan to do it? (3) What do I plan to learn? (4) What difference will it make?

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

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

Culture and Design: Pacific Northwest Traditions

Fall, Winter, Spring / Group Contract
Sponsor: Rainer Hasenstab
Enrollment: 24
Prerequisites: One year of college, interview and faculty signature
Special Expenses: Field trips
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This program will examine important traditional and contemporary cultural, social and physical aspects of environmental design of the Pacific Northwest. Our focus will be on the past, the present and the future of our unique region and its people. We will learn about the enduring traditional Native American cultural values of the dignity of the individual, cultural hospitality and the fundamental respect for elders, community and nature. We will develop an understanding of individual and collective responsibilities for the environment and for those who come after us.

We will examine four important human relationships: (1) to the land, (2) to others, (3) to work, and (4) to the unknown. Central to our study will be an examination of cultural and environmental systems as they are expressed in the design of human communities and shelter.

This program will work in close, invitational partnership with faculty and students in the concurrent 1988-89 Northwest Native American Studies program, *Change: A Self Balancing Process.* Directed individual research, group project work and internships will be encouraged.

Readings will include: *Cedar* and *Indian Artifacts of the Northwest Coast*, Stewart; *God is Red*, Deloria; *Mountain in the Clouds: A Search for the Wild Salmon*, Brown; *Architecture Without Architects* and *The Prodigious Builder*, Rudofsky; *House Form and Culture*, Rapoport; *Tradition and Change on the Northwest Coast*, Kirk; *Guidelines for Bias-Free Publishing*, McGraw-Hill; *Treaties on Trial*, Cohen; *Suquamish Tideland Rights Ignored*, Lawrence; *Portrait in Time*, The Makah Cultural and Research Center.

Planned equivalencies in quarter hours:
Will be distributed among cultural, natural, and environmental design research projects, environmental design theory, environmental ethics, environmental planning and policy, community development and cross-cultural studies.
Total: 48 credits

Program is preparatory for careers and/or future study in environmental policy and management, urban studies, community development and cross-cultural studies.

The American Dream?

Fall, Winter, Spring / Coordinated Study
Coordinator: Craig Carlson
Enrollment: 60 *Faculty:* 2½
Prerequisites: Core Program or demonstrated writing skills, signature required
Special Expenses: Field trip
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

Native Americans and immigrants to the Pacific Northwest have long wondered about the American Dream—whether there is one for them and when or where they can find it. Often their perspective is ironic, humorous and a sharp contrast to the aspirations inculcated in the dominant culture; often their response is artistic and embodies a separate and distinct psychology, iconography and imagery. These shifts in cultural values and perceptions—points of creative friction—are the concerns of this program.

Students will work on composition and research writing, as well as creative writing, in seminar and workshops. Projects in community service are required each quarter. For example, one might contribute biographical writing or stories to the Nordic Heritage Museum. Projects in photography, video, radio, journalism or a studio art form are also required. The faculty's American Dream is to help students polish their expressive abilities in writing, art and media. If you like to read great books about other cultural values and realities and express your understanding in a scholarly and artistic way, this program is for you.

Our reading list will be similar to the following: *The American Dream, No No Boy, My Heart is in America, Oysterville, Music From Home, Notes From a Scandinavian Parlor* and *Voices of the Rainbow.*

Planned equivalencies in quarter hours:
8—contemporary American literature; 4—art history; 4—advanced composition; 4—creative writing; 8—minority literature; 4—advanced composition; 4—American history; 4—research writing; 8—media or art project.
Total: 48 credits

Program is preparatory for careers and/or future study in law, teacher certification, human services, art and graduate school.

Problem Youth

Fall, Winter, Spring / Group Contract
Sponsor: Mary F. Nelson
Enrollment: 24
Prerequisites: Background in counseling, psychology, minority studies or sociology; faculty signature required
Special Expenses: Field trips
Part-time options: No; no audits
Internship Possibilities: Yes, Spring Quarter
Additional Course Allowed: Yes, if it applies to program

This program is designed for students seeking academic training and practical experience in the field of juvenile justice in the state of Washington. The central theme will be directed toward juvenile justice. We will listen to lectures and participate in demonstration/workshops from various agencies in the juvenile justice system: courts, probation, diversion programs, juvenile institutions, youth group homes, rehabilitation and child protection and other agencies.

Fall Quarter, we will cover the U.S. history of juvenile justice, as well as having emphasis on the minority youthful offender, since 50% of incarcerated youth in the U.S. are minorities.

Winter Quarter, we will study family dynamics, counseling theories and techniques. Workshops will deal with stress management in the self, client and fellow workers, burnout and dealing with difficult people. During Winter Quarter, spring Internships will be set up.

Spring Quarter students will intern in the agencies previously mentioned or other related agencies.

The book list will include *Counseling the Culturally Different, Juvenile Delinquency; Children of Ishmael; Controlling Stress and Tension: A Holistic Approach; Memories of Alhambra; Weeping in the Playtime of Others; Washington State Juvenile Justice Systems and Codes; The Third Woman; No No Boy; Native Son; Winter in the Blood; Ultima,* and others.

Planned equivalencies in quarter hours:
Fall:
4—juvenile law/diagnostic orientation
4—cross cultural perspectives in counseling
4—literature (minority)
4—ethnocultural studies
Winter:
4—counseling youth/theory
4—psychology/youth
4—sociology
4—writing and research
Spring:
16—applied counseling
Total: 48 credits

Program is preparatory for careers and/or future study in counseling,psychology and minority issues, and juvenile justice.

Children of One Sun

The drama between humanity and technology rules our future. Studies will include a variety of cultural perspectives on the dreams, the reality, and the possible nightmares that technology has brought to us. For a complete description, turn to page 53 in the *Expressive Arts* specialty area.

Intercultural Communication: The Global Village

This program is designed for students planning to study, live or work outside the United States. It is also helpful for developing an awareness of the significant differences among the diverse cultures within the United States. For a complete description, turn to page 40 in the *Applied Social Theory* specialty area.

63- C. EXP
64- C. EXP IT
65- C. Bld
81- Gill Lt
82- Gill Lt IT
83- Gill Medium
84 Gill med IT

"As a reporter for the Cooper Point Journal, I've met a whole array of fascinating and diverse people, and witnessed and participated in an intricate, sometimes crazy and unique self-governing system. To be completely honest, I think the greatest part of my education has come from non-credit activities. There's the sciences, the humanities, the arts, and then there's Evergreen—a research project unto itself."

BEN TANSEY, 25
Senior
Hometown: Redondo Beach, California
Current program: Internship with the *Cooper Point Journal*, Evergreen's student newspaper
Campus activities: Native American Studies Disappearing Task Force
Career goals: Promote betterment of the world, write

Political Economy and Social Change

Political Economy and Social Change integrates anthropology, economics, history, law, political science and sociology as a way of understanding the modern world and as a set of tools for analyzing contemporary public problems. We focus particularly on those problems involving scientific, technological and environmental applications. We are interested in how such problems evolved, how they are understood, how and why certain decisions are made about them, and what difference all this makes for the quality of human life.

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

Convener: Peta Henderson

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

Career Pathways in Political Economy and Social Change

There are three pathways, or areas of concentration, students can pursue after they take the foundations program, "Political Economy and Social Change":

Government and Public Policy
This pathway includes the structure and decision-making processes of governments at all levels. We also examine what governments have done with respect to public problems and, in general, what difference governments have made for people.

Economics
This pathway includes economic history, intensive theoretical and practical work in micro- and macroeconomics, critical evaluation of their applications, and a survey of possible alternatives.

Law and Society
This pre-law pathway includes the philosophical foundations and historical development of law and legal systems, their social effects and functions, and the governing role of law and lawyers in the United States today.

These pathways lead to careers in law, government, business, education and professional social science. While we assume that most students who undertake studies in "Political Economy and Social Change" are preparing themselves for a basic critical understanding of today's problems, we shall also assure that those who specialize in the area are fully prepared for graduate and professional education in the disciplines represented here.

Students are encouraged to undertake senior theses or projects, or Internships, as integral parts of their academic work. Faculty in "Political Economy and Social Change" make a special effort to prepare students for Internships with the state Legislature, executive departments, or other agencies and organizations.

Political Economy and Social Change: Race/Class/Gender

Fall, Winter / Coordinated Study
Coordinator: Ken Dolbeare
Enrollment: 96 *Faculty:* 4
Prerequisites: Core Program or equivalent
Special Expenses: None
Part-Time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program explores the relationship between race, gender and class, and the distribution of wealth, status and power in American society. We shall trace the evolution of this relationship from its roots in Europe to its effects in shaping our social order today, with particular attention to (a) the social and political theories that have dominated our thinking, including liberalism, conservatism and their alternatives; (b) the rise of capitalism and its rationale, including micro and macroeconomics; and (c) the part played by law and the legal system in these processes. Our goal is to understand how and why race, gender, and class have shaped the American social order as they have, and what kinds of political economic changes would be required to reduce their impact.

Planned equivalencies in quarter hours:
4—microeconomics
4—macroeconomics
8—political and social theory
8—American history
8—contemporary social problems
Total: 32 credits

Program is preparatory for careers and/or future study in political science, economics, law and public policy.

Advanced Seminar on Gender and Class

Spring / Group Contract
Sponsor: Stephanie Coontz
Enrollment: 48 *Faculty:* 2
Prerequisites: "Political Economy and Social Change," "Family, Community and Personal Life," or advanced work in American history or political economy; faculty signature required
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This one-quarter program will explore the connections between gender and class. We will analyze the explanatory value of both concepts and discuss how they can be integrated into a coherent theoretical perspective. We will focus our readings on one or two books, such as Nancy Hartsock's *Money, Sex, and Power*, and assign collateral reading with each chapter. Students will be expected to participate actively in seminar, conduct independent research and make presentations when necessary. Faculty members will discuss their own attempts to integrate class and gender into the study of history and political science.

Planned equivalencies in quarter hours:
Will be distributed among political science, sociology, social science theory and women's studies.
Total: 16 credits

Program is preparatory for careers and/or future study in history, political science, feminist studies, sociology and law.

Washington Centennial

Spring / Group Contract
Sponsor: Ken Dolbeare
Enrollment: 24
Prerequisites: Core Program or equivalent
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course allowed: Yes

This contract is intended for students who have previously studied some aspect of Washington state history, present circumstances, or possible futures, and now want to focus intensive research on a topic related to the pending centennial. A variety of perspectives, topics, and/or activities will be appropriate, provided only that a quality research or action product is accomplished.

Planned equivalencies in quarter hours:
8—Washington State history
8—Washington State political economy
Total: 16 credits

Program is preparatory for careers and/or future study in politics, economics and law.

"I went to a big university in California for three years. I did well, but learning wasn't fun. Classes were huge and there was no personal contact between students and faculty. Evergreen is more personal, creative and exciting. You can get as much (or as little) guidance as you want. Our faculty member has been stimulating, supportive—and accessible. He's encouraged us to meet him outside class if we need to, or even to call him at home. He's there for us."

ANNE PHILLIPS, 48
Senior
Hometown: Olympia, Washington
Current program: "Adult Life Explorations"
Career goals: Public Relations

Center for the Study of Science & Human Values

Convener: Sandra Simon

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

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

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

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

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

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

The Human Condition: BioTech, Science, Values

Fall, Winter, Spring / Coordinated Study
Coordinator: Beryl Crowe
Enrollment: 72 *Faculty:* 3
Prerequisites: Upper-division standing or permission of faculty
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, one

As societies change, institutions and activities reach a point where they change so radically that they must be renamed to be understood. It is the thesis of this program that science has become such a term. Using "science" to describe pre-atomic and post-atomic research so obscures political and social thought and policy that traditional science and society are endangered. The program will look at science and the concept of expertise in America in three periods:

Fall: Science as Hope, 1880-1940; the philosophy and history of science in Europe and America to 1880; the closing of the frontier and the search for a new frontier; nature in American thought, including the masculinization of science; progress, utopia and technology in American thought.

Winter: Science as Power, funding and technology 1940-1971; technology and the new frontier; the Manhattan project; political and social history of NSF; the AEC and science; DNA—the last frontier; science and the academy, and the military-industrial complex; and the scientist as expert.

Spring: Science as Business; bio-technology in the academy, and the military-industrial complex; contemporary philosophy of science, nature and progress; and new age holistic science.

Students will conduct a project over the year which will produce papers and visual images. In observance of the state centennial, the projects will be on the history of science in Washington, 1890-1987.

Planned equivalencies in quarter hours:
8—American history; 8—biology; 8—philosophy of science; 8—social science; 8—directed research; 8—expository writing.
Total: 48 credits

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

Liberation Theology: Three Faces of God

Spring / Group Contract
Sponsor: York Wong
Enrollment: 48 *Faculty:* 2
Prerequisites: Advanced standing, faculty permission
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, with permission from faculty

As with all religions, Christianity informs social and political decisions. However, these secular programs often point to conflicting directions. Today's currents are, perhaps, symbolized by Catholic priests calling for revolution in Latin America in contrast to television preachers supporting the status quo in the U.S., while others become political candidates for reform. Each claims his/her commitment to a theology of liberation.

What precisely is "liberated"? How does each religious interpreter justify his/her role as liberator? Are these merely outdated remedies for (post) modern problems? Is there a new Reformation in the air? Students will use these organizing questions to direct the study on the history, spirit and actions of liberation theology.

Planned equivalencies in quarter hours:
4—social science research
4—humanities
4—social science
4—international studies
Total: 16 credits

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

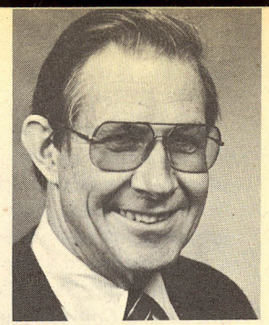
Visual Humor

This program will watch and analyze the work of various entertainers and speculate on how physical humor functions with and without a verbal basis. Questions about gender and humor, cross-cultural perspectives on the visual joke and a consideration of visual sociology will be explored. For a complete description, turn to page 55 in the *Expressive Arts* specialty area.

"Bob Sluss has been great. He's the kind of faculty that is so interested in everything around him that he makes you interested too. He gets a big kick out of looking at simple things—ants, slugs, bugs—and showing you how complex they really are. I've never had a teacher who's been so animated, who gives you his interest."

ERINN MARR, 19
Freshman
Hometown: Olympia, Washington
Current program: "Explorations, Discovery and Empire"
Campus activities: Weight Room supervisor
Career goals: Biologist, human physiologist, nutritionist

Science, Technology and Health



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

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

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

We do not want students to spend all their time in a single subject.

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

Convener: Byron Youtz

Affiliated Faculty: John Aikin, Clyde Barlow, Michael Beug, Judy Bayard, Rob Cole, Diana Cushing, George Dimitroff, Tom Grissom, Burt Guttman, Will Humphreys, Neil Jacobsen, Linda Kahan, Jeff Kelly, Rob Knapp, Betty Kutter, Sig Kutter, Al Leisenring, Earle McNeil, Janet Ott, Willie Parson, David Paulsen, Fred Tabbutt, Terry Tafoya and Byron Youtz

Associated Faculty: Hazel Jo Reed

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

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

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

In addition, we offer a number of courses in which a single subject is taught. These courses typically award 4 or 6 quarter hours of credit or about 1/4 to 1/3 of a full-time load. These courses are useful for gaining prerequisites, for pursuing part-time studies, or simply for gaining an acquaintance with a subject without making a full-time commitment to it.

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

Career Pathways in Science, Technology and Health

Chemical Systems

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

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

First Year:
Any Core Program, plus courses, if necessary, to meet prerequisites for "Matter and Motion," e.g., math and/or chemistry. Well-prepared students may take "Matter and Motion" directly in the first year.

Second Year:
"Matter and Motion"

Third Year and Fourth Year:
"Organic Chemistry I, II and III" course sequence from "Molecule to Organism"; "Chemical Systems and Environmental Analysis"; outside studies and senior thesis

Computer Studies

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

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

The structure of the pathway:

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

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

Third and Fourth Year:
Advanced offerings alternate, with one group of topics offered in even years (e.g., 1988-89) and another group in odd years (e.g., 1989-90). The programs in each are:

Even years:
"Computability, Cognition and the Modeling of Mind"

Odd years:
"The Business of Computers"

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

Energy Studies

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

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

The suggested pathway:

First Year:
Any Core Program

Second Year:
Electives (Introductory calculus and physics are useful though not required for entry into "Energy Systems")

Third Year and Fourth Year:
"Energy Systems"; any combination of senior thesis, Internships, portions of "Physical Systems," or electives

Note: Energy Systems is not offered in 1988-89 but will be offered in 1989-90

Human Health and Behavior

The Human Health and Behavior pathway has three main, often intersecting branches: psychological counseling, human services and health sciences. Workers in all three areas need to be fully aware of the interaction of social, psychological and biological forces which affect human health and behavior.

Each of the three branches needs to develop its own set of tools, but with full awareness of the impacts of all three sets of factors and of the complementary roles of the other health and human service professionals. The entry-level program, "Human Health and Behavior," is designed to provide this shared perspective as well as a common language and skills. More specialized programs, courses and internships develop the special skills needed in each area.

Psychological Counseling provides preparation for paraprofessional work in the counseling and mental health fields, and also prepares students for graduate study in psychology, social work and counseling. A strong liberal arts and sciences background is recommended, as is the program, "Psychological Counseling," or Group Contracts. Students preparing for a graduate program are urged to include courses in developmental psychology, personality theory, abnormal psychology, and statistics and research methodology.

Human Services provides preparation for careers in advocacy, case work, administration, planning or counseling in a variety of settings and for graduate work in many human service areas. Additional work includes statistics and research methodology, addictions, the "Psychological Counseling" program, additional studies in economics and public policy (particularly as such factors affect health and human services), and appropriate internships.

Health Sciences provides preparation for paraprofessional jobs such as counseling in nutrition and health; for professional training in dentistry, medicine, veterinary medicine, naturopathic medicine and midwifery; and for graduate work in nutrition, biochemistry, genetics, microbiology and pathology. Students should expect to study inorganic chemistry (possibly coupled with physics and math in "Matter and Motion"), organic chemistry and "Molecule to Organism." They often select additional work in such programs and areas as addictions; family, community and personal life; the "Psychological Counseling" and "Nutrition" programs; health policy planning; computers; and statistics and experimental design.

Laboratory Biology

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

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

Second Year:
"Matter and Motion" or "Human Health and Behavior" (the courses, "Principles of Chemistry" and "Principles of Biology," should be taken during either the first or second year) or "Organic Chemistry I, II and III" course sequence

Third Year:
"Molecule to Organism" or outside studies

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

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

Mathematics

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

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

A recommended pathway:

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

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

Third and Fourth Year:
"Mathematical Systems," a full-time program in mathematical structures and advanced calculus; or "Computability, Cognition, and the Modeling of Mind," a full-time program in mathematical structures and advanced calculus; or an advanced individual contract.

Note: "Mathematical Systems" will be offered in 1989-90.

Physical Systems

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

The suggested academic pathway:

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

Second Year:
"Matter and Motion"

Third or Fourth Year:
Chemistry emphasis in "Chemical Systems"

Physics emphasis
"Physical Systems"

3/2 Engineering Partnership with the University of Washington

Evergreen has joined with the University of Washington to offer a cooperative program in engineering. Beginning at Evergreen, students study interdisciplinary liberal arts and complete a full set of engineering prerequisites and then, if recommended by the *Science, Technology and Health* faculty, will be considered for direct transfer into professional programs (junior and senior years) in the University's School of Engineering. On completing both parts of the program (three years at Evergreen, two at the University), students receive two degrees, a B.A. from Evergreen and a B.S. in a specific engineering field from the University of Washington.

At present, this program allows entry to five engineering departments at the University of Washington: Aeronautical/Astronautical, Chemical, Civil, Electrical and Mechanical Engineering. A limited number of places is available and only students with excellent academic records will be recommended.

The suggested academic pathway for 3/2 Engineering is as follows:

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

Second Year;
"Matter and Motion"

Third Year:
"Physical Systems" (Fall, Winter, Spring) with some options available from 'Energy Systems" or "Chemical Systems" upon advisement.

Matter and Motion

Fall, Winter, Spring / Coordinated Study
Coordinator: Jeff Kelly
Enrollment: 60 *Faculty:* 2½
Prerequisites: Proficiency in precalculus math, high school chemistry or equivalent, entrance exam in mathematics
Special Expenses: Up to $40 per quarter lab fees
Part-time Options: With permission of faculty
Internship Possibilities: No
Additional Course Allowed: Only with permission of faculty

This program is designed for students with a keen desire to develop a firm physical science and mathematics background for pursuing advanced work in the physical and biological sciences. In addition to teaching the central concepts and methods of these disciplines, "Matter and Motion" investigates how discovery happens—both inside and outside the sciences.

This program combines material from first-year physics, chemistry and calculus with history, philosophy and literature in an exciting exploration of the nature of inquiry and the basis of scientific discovery. Differential and integral calculus provide a foundation for the study of general chemistry and physics, including mechanics, chemical equilibrium, bonding, modern physics, chemical kinetics and thermodynamics.

There will be special emphasis on laboratory and seminar work. In the laboratory, students will use microcomputers for simulating concepts, running experiments, collecting and processing data, and interfacing with experimental measuring devices. In seminar, students will study issues in ethics, literature and history to see what the sciences can—and cannot—contribute to human affairs.

Planned equivalencies in quarter hours:
12—calculus; 12—chemistry; 12—physics; 6—computer programming and science laboratory; 6—the nature and methods of discovery.
Total: 48 credits

Program is preparatory for careers and/or future study in physical sciences, health and biological sciences, chemistry, physics, mathematics or "3/2 Engineering."

Chemical Systems and Environmental Analysis

Fall, Winter, Spring / Group Contract
Sponsor: Clyde Barlow
Enrollment: 12 *Faculty:* ½
Prerequisites: "Matter and Motion," or equivalent, especially college chemistry and calculus
Special Expenses: Lab fee up to $40 per quarter
Part-time Options: 4 quarter hours, 8 quarter hours
Internship Possibilities: No
Additional Course Allowed: Yes

Fall Quarter: We will cover the theory of chemical equilibrium using the modern log C approach, and chemical thermodynamics with emphasis on state functions, gases and solutions. Students will apply the concepts of free energy and chemical potential to reactions of biological, environmental, geological and chemical systems. An optional lab component will introduce instruments used in environmental analysis and apply them to an environmental or chemical project.

Winter Quarter: The basis of chemical changes will be studied not only from a molecular perspective but in the broader context of dynamic systems. Students will be introduced to mathematical and computer modeling techniques applicable to both chemical systems, e.g., modeling of the ozone shield, and more general systems, e.g., World III Model of *Limits to Growth*. An optional lab will introduce the use of the computer in the laboratory and sophisticated chemical kinetic experiments.

Spring Quarter: Understanding the theoretical and experimental basis for our knowledge of molecular structure will be the central goal. Quantum chemistry and X-ray crystallography will be covered to achieve this. The concept of symmetry and computer use will be developed. An optional, project-oriented lab will introduce spectroscopic techniques as well as methods for analyzing X-ray reflection data.

Planned equivalencies in quarter hours:
4—chemical equilibrium and thermodynamics;
4—chemical kinetics and dynamic systems;
4—structure and quantum chemistry; 6—laboratory and research project; 6—physical chemistry laboratory.
Total: 24 credits

Program is preparatory for careers and/or future study in chemistry, physics, environmental analysis and biomedical research.

Molecule to Organism

Fall, Winter, Spring / Group Contract
Sponsor: Betty Kutter
Enrollment: 48 *Faculty:* 2
Prerequisites: General chemistry, college mathematics and general biology strongly recommended
Special Expenses: Lab fees of $40 per quarter
Part-time Options: Yes, 12 or 16 quarter hours
Internship Possibilities: No
Additional Course Allowed: Yes, by arrangement with faculty

This year-long coordinated study will develop an integrated view of modern biological systems. From the molecular basis of life, through organic and biochemistry to organism-level biology, this program includes much of the topics traditionally taken by junior/senior-level college biology and pre-med students.

Major emphasis will be placed on biochemistry and molecular biology on the one hand and on an integrated coverage of anatomy, physiology and developmental biology on the other. Thus students will learn to make connections between the chemical and organism levels of biology.

Laboratories will play a central and substantial role in the program and will include explorations of both biochemical and biological topics. A seminar will address matters of significant social and philosophical implications that arise from the impact on society of scientific advances.

An optional year-long coverage of organic chemistry will provide a basis for the consideration of the role of chemicals in biological organisms and will be available in the program. This portion of the program will also include laboratory work during each quarter.

Planned equivalencies in quarter hours:
Will be distributed among anatomy, biochemistry, developmental biology, molecular biology, organic chemistry and physiology.
Total: 48 credits

Program is preparatory for careers and/or future study in biological, chemical and health sciences.

Physical Systems

Fall, Winter, Spring / Group Contract
Sponsor: G. S. Kutter
Enrollment: 24
Prerequisites: One year of calculus and of quantitative physics or engineering ("Matter and Motion," "Energy Systems," or equivalent)
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This contract is designed to meet the needs of students in the physical sciences, applied mathematics and engineering. It will meet the requirements of students in the "3/2 Engineering" program with the University of Washington.

Fall Quarter: Structure—statics, linear algebra and multivariable calculus; topical discussions of natural and man-made structures.

Winter Quarter: Dynamics—differential equations, vector calculus; thermodynamics (to be taken in "Energy Systems"), topical discussion of dynamic phenomena.

Spring Quarter: Quantum and Field—modern physics, partial differential equations; topical discussion of modern physics.

Components are as follows: "*Statics*—a full introduction to engineering statics; *Linear Algebra and Multivariable Calculus*—introduction to vectors, matrices, determinants, systems of linear equations, eigenvalues and eigensolutions, partial differentiation and multivariable integration; *Dynamics*—discussions of Newton's Laws, conservation laws, gravitation, harmonic oscillator, projectiles, Kepler's laws, rocket motion, motion of a rigid body, pendulum, and introduction to fluid dynamics; *Differential Equations and Vector Calculus*—introduction to first-and second-order ordinary differential equations; div, grad, curl, and Laplacian operators; *Modern Physics*—discussion of the development of quantum mechanics; the Schrodinger equation, the harmonic oscillator, and the hydrogen atom; *Partial Differential Equations*—introduction to second-order differential equations of physics; separation of variables; boundary conditions; Fourier series, Legendre and Bessel functions; Sturm-Liouville theory and *Topical Discussions*—qualitative/semi-quantitative analyses of topics chosen to illustrate applications of physical theories.

Planned equivalencies in quarter hours:
4—engineering statics
4—classical dynamics
4—linear algebra
4—ordinary differential equations
4—partial differential equations and vector calculus
4—optics and waves
4—electromagnetism
4—quantum and modern physics
8—special topics in physics
8—seminar on science, culture and society
Total: 48 credits

Program is preparatory for careers and/or future study in physics, engineering, energy-related fields and applied mathematics. Fall and Winter Quarters provide part of Evergreen's third-year requirements for students in the "3/2 Engineering" program.

Data to Information

Fall, Winter, Spring / Group Contract
Sponsor: George Dimitroff
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent, intermediate algebra
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Possibly, if math background is extensive

"Data to Information" is for students planning to go on to advanced work in computer science. An integrative seminar and lecture series accompany the core studies of the program every quarter. The seminar deals with such topics as the organization and management of technology, the nature of science and scientific research and ethical issues in computing and technology. Students will work every quarter in mathematics related to computers, assembly language programming and programming in a high-level language.

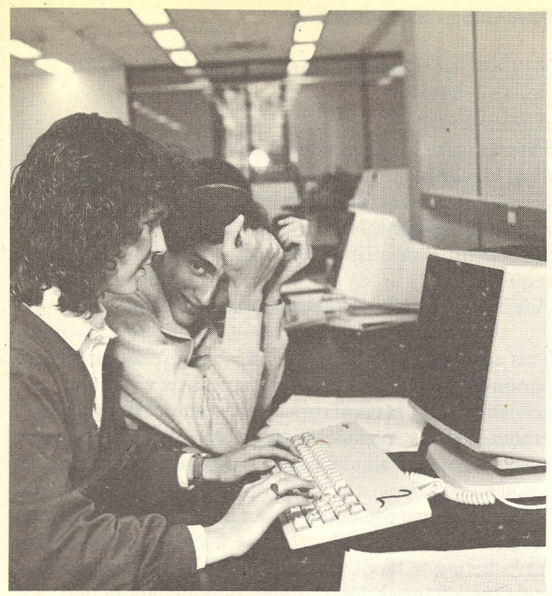
Fall Quarter: Organization of computers, assembly language programming, programming in a high-level language (probably Pascal), introduction to systems and information theory. Math will include exponentials and logs, order of magnitude calculation, matrices and propositional logic.

Winter Quarter: Data structures and computer architecture. Math will include predicate logic, statistical measures, trees and algorithms.

Spring Quarter: Operating systems will be included, as well as intermediate-level data structures. Math will include such topics as SPSS^{x} statistical methods, computability and recursive function theory.

Planned equivalencies in quarter hours:
8—data structures; 8—machine organization and computer architecture; 4—operating systems; 4—programming language; 4—quantitative methods; 4—logic and discrete mathematics; 4—introductory statistics and data analysis; 4—management of technology; 4—philosophy of science; 4—science and ethics.
Total: 48 credits

Program is preparatory for careers and/or future study in computer science and information systems.



Computability and Cognition

Fall, Winter, Spring / Group Contract
Sponsor: David Paulsen
Enrollment: 48 *Faculty:* 2
Prerequisites: One year of college; successful completion of entrance exam; permission of faculty
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes, with permission of faculty

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

The mathematics and logic of formal, computational systems constitute the foundation of this program. Topics and assignments will be selected not only because they are interesting in their own right, but also because they have important applications in computer and cognitive science. Seminars will examine the implication of the results in the theory of computation to our understanding of how the mind might work, particularly in how it might process natural language.

Students will engage in programming designed to investigate and implement their understanding of logic and cognitive science in computer software. Students will be taught Prolog and LISP computer languages and may undertake a programming project in artificial intelligence, computational linguistics or expert systems.

Beyond intermediate algebra, there are no prerequisites in math for this program. The experience of advanced math is desirable, not so much for its content as for the exposure to the mathematical way of thinking. It will be assumed that students have sufficient aptitude and motivation to think logically and to deal with symbolic languages and abstract concepts.

Planned equivalencies in quarter hours:
4—discrete mathematics
4—abstract algebra
4—mathematical logic
4—automata theory
4—computability theory
4—logic programming in prolog
4—LISP programming and AI techniques
4—philosophy of mind
4—cognitive science
4—linguistics and philosophy of language
4—formal language theory
4—project
Total: 48 credits

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

Children of One Sun

Students who have completed "Data to Information," or who have equivalent background in computer science, should also consider "Children of One Sun," listed in *Expressive Arts* on page 53, which will provide an opportunity to explore applications of computers in the arts.

Human Health and Behavior

Fall, Winter, Spring / Coordinated Study
Coordinator: Janet F. Ott
Enrollment: 96 *Faculty:* 4
Prerequisites: One year of college
Special Expenses: Retreat and field-trip costs approximately $50
Part-time Options: Yes
Internship Possibilities: None
Additional Course Allowed: Yes

This program provides students with an opportunity to participate in a personal and collective inquiry into the nature of health. It is our underlying assumption that health involves integration between self and the larger community; a connectedness and dynamic balance between one and the other. We will explore the relationships among our scientific and cultural knowledge, our attitudes and our behaviors.

The threads we will follow in our explorations include gender issues; biological, psychological and spiritual identity; and motivation for change. We will draw from the disciplines of mythology, biology, psychology, environmental studies, anthropology, nutrition and methods of scientific inquiry.

Program activities will include seminars, field trips, lectures, and workshops in writing, experimental design and scientific methodology. These activities shape a common core of 12 quarter hours. Students may select an additional course.

Planned equivalencies in quarter hours:
9—biology
12—psychology
6—anthropology
3—philosophy
6—nutrition
Total: 36 credits

Program is preparatory for careers and/or future study in health, human services, biology or psychology.

Social Science in Perspective

Fall, Winter / Coordinated Study
Coordinator: Greg Stuewe-Portnoff
Enrollment: 72 *Faculty:* 3
Prerequisites: Junior standing
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Psychosocial life is a continuous process of taking in information, making sense of it in accord with what we already know, and expressing the outcome to others. The sciences and arts are specialized ways of doing the same thing. This program will explore the science and art of understanding what it is to be human. Its intent is to provide grounding in social science essential for further study and effective performance in service professions.

Our orientation toward social science will be threefold: (1) We will study its subject matter, human beings and the diverse patterns of relationship among them, through a survey of contemporary theory and research (particularly sociology and psychology). (2) We will learn the methods employed by social scientists. This will entail an introduction to research methods and statistics. (3) We will test the limits of scientific vision by familiarizing ourselves with critiques and alternative perspectives drawn from other disciplines and cultures. A major focus will be the use of non-rational, *right-brain* methods (particularly body language and movement) for exploring and expressing the human condition.

Planned equivalencies in quarter hours:
4—social science research methods
4—contemporary social problems
4—systems and theories of psychology
4—nonverbal expression
4—independent project
4—statistics
4—arts and culture
4—social psychology
Total: 32 credits

Program is preparatory for careers and/or future study in social science and social service.

Psychological Counseling

Fall, Winter, Spring / Group Contract
Sponsor: TBA
Enrollment: 24
Prerequisites: Background in psychology, senior standing, career plans in counseling and mental health
Special Expenses: Travel to Internship
Part-time Options: No
Internship Possibilities: Yes, half-time Internship required
Additional Course Allowed: Consult faculty

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

The academic component is an integrated equivalent of courses in: (1) introduction to clinical procedures, (2) introduction to family therapy and systems analysis, and (3) structure dynamics and development of personality, and (4) abnormal psychology. Students who have taken comparable courses will be expected to teach one or more classes in order to be engaged at a more advanced level.

Internship component. Internships will be supervised by a counseling or mental health professional. Internships must involve a six-month, half-time commitment to one agency, repeated face-to-face contact with adolescent or older clients, and counseling experience involving psychological adjustment or development.

The academic and Internship components will be integrated through workshops, seminars on Internship experience and written assignments involving the relation of theory to practice.

Planned equivalencies in quarter hours:
8—psychology: introduction to clinical practice
8—introduction to family therapy and systems analysis
8—structure, dynamics and development of personality
8—abnormal psychology
16—clinical practicum
Total: 48 credits

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

Fall, Winter, Spring / Group Contract
Sponsor: Diana Cushing
Enrollment: 24
Prerequisites: Senior standing, background in psychology, permission of faculty
Special Expenses: $30 for retreat and laboratory/workshop fee, approximately $40 per quarter
Part-time Options: No
Internship Possibilities: Yes, half-time Spring Quarter
Additional Course Allowed: No, except in spring as alternate to statistics

This advanced group contract is designed for those who plan to work in a helping profession and who may eventually attend graduate school in psychology, social work or a related area. It has three major components: the study of much of the material usually prerequisite to graduate work; development of interpersonal skills in one-to-one, small group, and large group contexts; and intensive personal growth work, since being an effective helper requires that one be relatively unhindered by one's own *stuff.*

During three full days per week (1½ in spring), we will explore theories and models of human growth and change, primarily through interactive modes, including lecture-discussions and seminars. Experiential workshops led by faculty and others will provide the primary means of skill development and learning. Students will be expected to be co-creators of the learning experience, and will have many opportunities to do so. We will study Re-evaluation Counseling and participate in a co-counseling relationship throughout the year. The opportunity to practice and hone skills is provided by a class project: working to end child abuse in the U.S. Through it, students will be challenged to exercise their knowledge and skills in the *real* world.

Internship Component. In Spring Quarter, students will assume a helping role in a human service agency (16-20 hours per week).

Through the retreat, social activities, and frequent opportunities for feedback in all directions, we will create a warmly supportive, nurturing, stimulating and exciting learning community.

Planned equivalencies in quarter hours:
4—structure and dynamics of personality
4—adolescent and adult development
8—psychology: theories and methods of counseling
4—abnormal psychology
8—communication skills
4—sexuality and relationships
4—statistics
4—issues and ethics in helping
8—clinical practicum
Total: 48 credits

Program is preparatory for graduate study in psychology, social work, and behavioral sciences and careers in human services and helping professions.

This program will examine science and the concept of scientific expertise in America from 1880 to the present with emphases in the philosophy of science and social science perspective. For a complete description, turn to page 77 in the *Center for the Study of Science and Human Values.*

Problem Youth

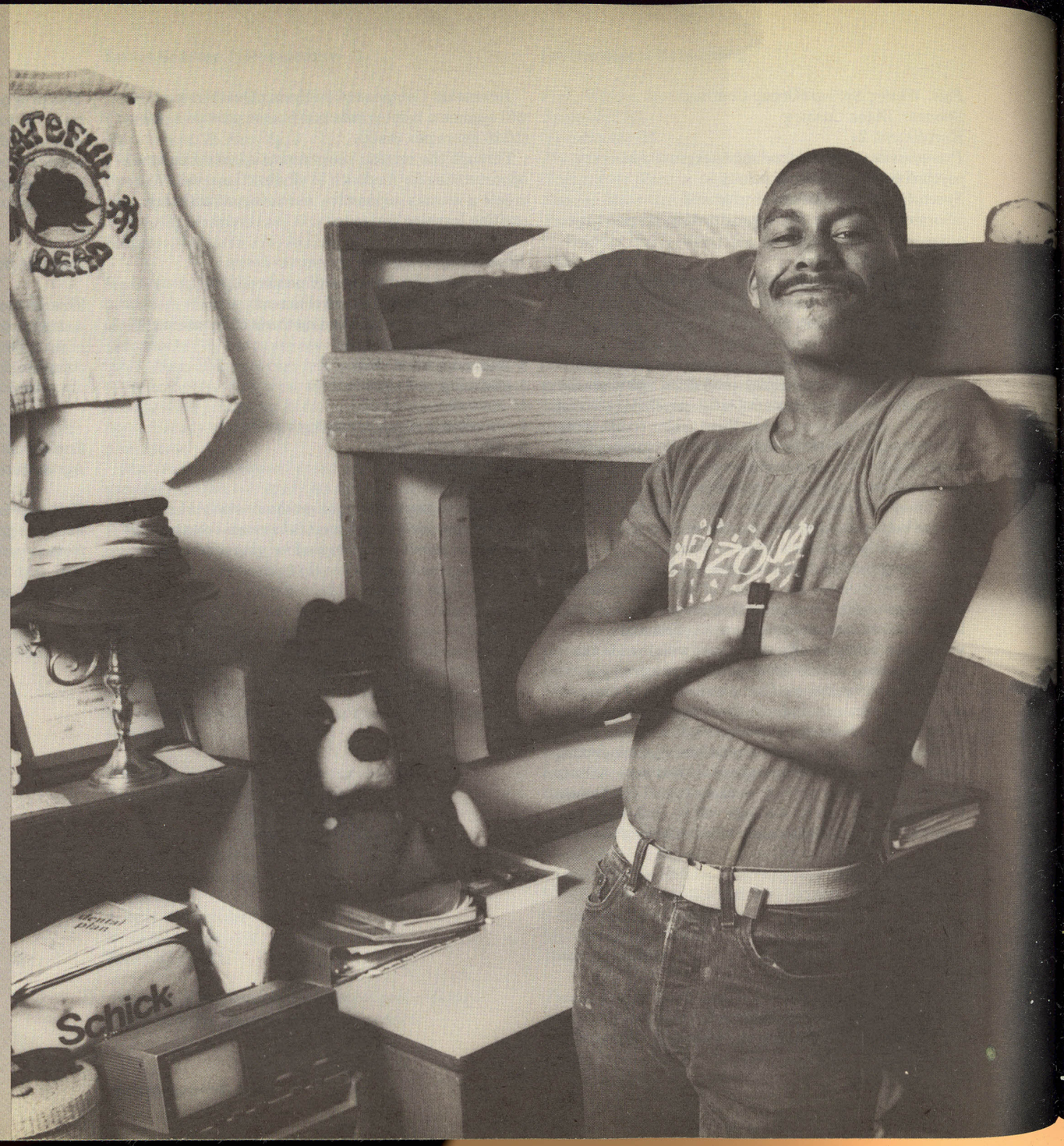
This program is designed for students seeking academic training and practical experience in the field of juvenile justice in the state of Washington. For a complete description, turn to page 71 in the *Native American Studies* specialty area.

Ecological Agriculture: Food, Nutrition and Agriculture

This year-long, interdisciplinary program will examine food—its production, processing and consumption—from an ecological perspective. For a complete description, turn to page 46 in the *Environmental Studies* specialty area.

"Evergreen helps you become who you are. Seminars, close faculty contact, internships and individual contracts help you find your own way. But at the same time, you learn to appreciate other cultures and other peoples. While encouraging your individuality, Evergreen teaches you the importance of interaction and cooperation."

TERRELL BOONE, 21
Freshman
Hometown: New York, New York
Current program: "Human Condition"
Campus activities: Basketball, soccer, and KEY (Keep Enhancing Yourself), Housing Student Manager
Career goals: Open



Off-Campus Programs

Evergreen offers two off-campus programs, one in Vancouver, Washington; the other in downtown Tacoma. Both of these off-campus centers provide two-year, upper-division programs leading to a Bachelor of Arts degree. Classes are scheduled at times convenient for working people. Serving a student population composed primarily of working adults, The Evergreen State College-Vancouver offers part-time studies and evening courses, as well as independent study and Internships. For more information about the program, write Virginia Darney, Director, The Evergreen State College-Vancouver, 1812 East McLoughlin Boulevard, Vancouver, WA 98663, or call (206) 699-0269.

The Evergreen State College-Tacoma is designed for working adults over 25 years old. Evergreen-Tacoma provides a broad-based liberal arts education in the arts and sciences which recognizes the importance of good communication skills to work effectively in today's society. More detailed information can be obtained by contacting Director Maxine Mimms in Tacoma at (206) 593-5915 or through the main campus in Olympia, (206) 866-6000, ext. 6004.

Students wishing to enroll in an off-campus program must have completed at least 90 quarter hours of transferable college-level work before entering. Detailed information on admission is also available through the Admissions Office in Olympia.

Shaping Policy for the 21st Century

Fall, Winter, Spring / Coordinated Study
Coordinator: W. J. Hardiman
Enrollment: 120 *Faculty:* 5
Prerequisites: Signature required for entry
Special Expenses: None
Part-time: No
Internship Possibilities: No
Additional Course Allowed: No

This year-long advanced interdisciplinary program will examine selected Federal and Washington State documents and consider their implications for the establishment of local, national, and international policy in critical areas of change. Among the primary areas of concern to the global society in the coming century will be: how to live in cities; how to live within our means; how to live with one another; how to live with technology and how to live within the environment.

Faculty with expertise in geography and environmental studies, biology and public health, cultural and applied anthropology, and education and public policy will form the core resources of the program.

Fall Quarter, we will begin with an examination of the U.S. Constitution, the Bill of Rights, and other selected national documents and treaties. National policy issues deriving from some of these fundamental documents will be considered in the light of present and future problems.

Winter Quarter, we will focus on the constitution of Washington and other state documents. Faculty and speakers will explore current and projected state policy issues, including Indian Fishing Rights.

Spring Quarter, Tacoma and Pierce County will be the focus of studies, which will include visits to meetings in city and county governing bodies.

The primary goal of the program will be for students to consider their roles as citizens in shaping policies that affect their communities and the world community.

Planned equivalencies in quarter hours:
Will be distributed among social sciences, natural sciences and humanities.
Total: 48 credits

Program is preparatory for careers and/or future study in public policy, community development and urban studies, public health and applied social sciences.

Human Environments, Human Expressions

Fall, Winter, Spring / Coordinated Study
Coordinator: Virginia Darney
Enrollment: 84 *Faculty:* 3.5
Prerequisites: Junior standing
Special Expenses: None
Part-time: Yes
Internship Possibilities: Yes
Additional Course Allowed: No

This interdisciplinary liberal arts program encompasses three concentrations: Management, Humanities, and Health and Human Services. You may do most of your upper-division work in one concentration or design your own program from a combination of the offerings. All students participate in a year-long interdisciplinary core. All components of the program emphasize writing, speaking and analytical skills.

Planned equivalencies in quarter hours:
Will be distributed among history, literature, public policy, management, exposition and philosophy.
Total: 48 credits

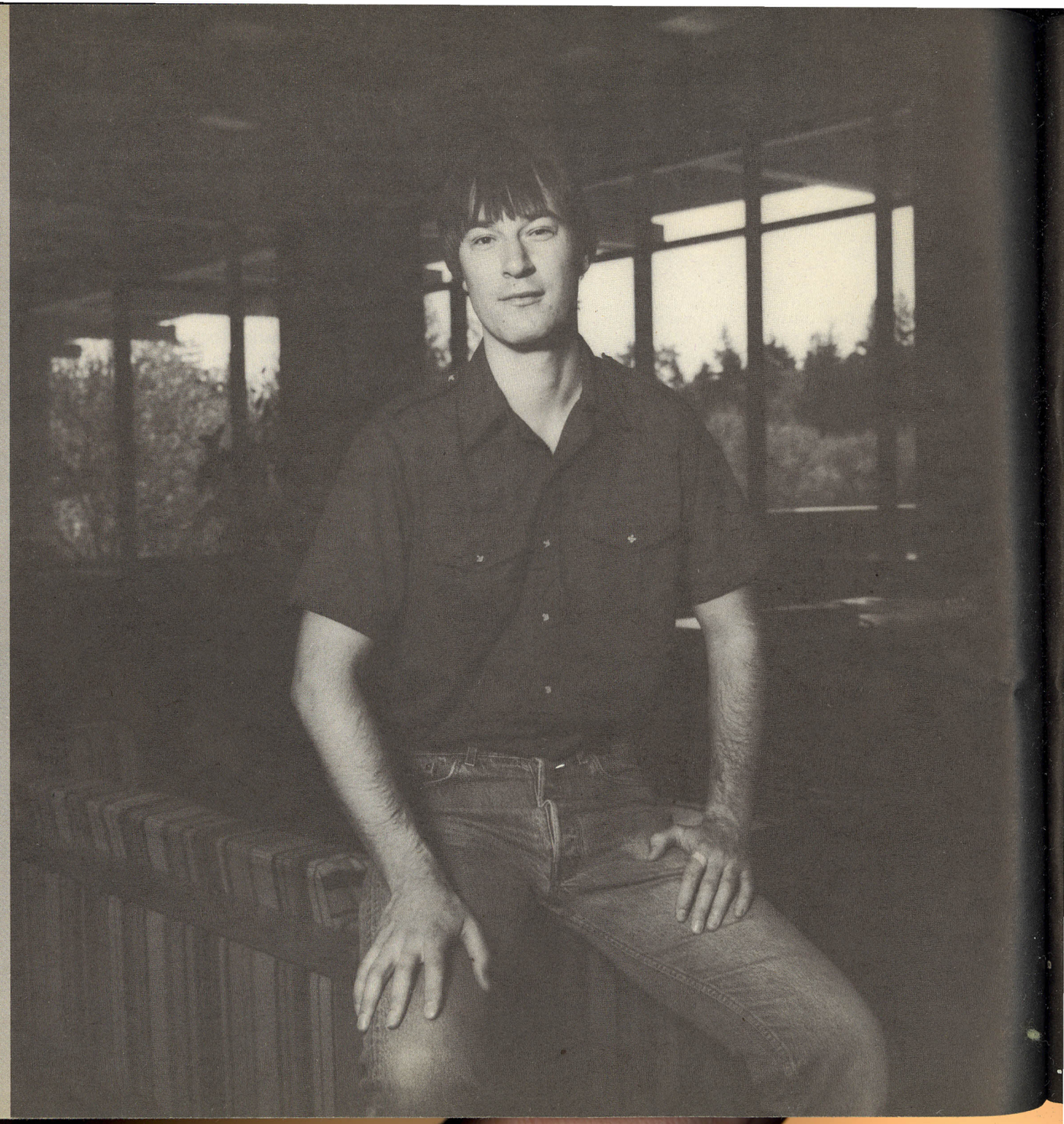
Program is preparatory for careers and/or future study in human services, management, law and the liberal arts.

Director:
Virginia Darney

Director:
Maxinne Mimms

"I was surprised by the lectures here. You don't get a summary of the texts you've read. And—unlike my previous college—you don't get faculty that show up at a lecture to entertain you. What you get is new information. The faculty gives you background, theory and new perspectives on the central issues of what you're studying."

DAN BARCLAY, 26
Junior
Hometown: Kirkland, Washington
Current Program: Individual Contract, "European History"
Campus Activities: Academic Advising Advisory Board, Peer Advisor
Career Goals: Graduate school in history, teaching and writing



Special Forms of Study & Academic Resources

Internships and Cooperative Education

More than half of Evergreen's students complete one or more Internships by the time they graduate. This compares with a nationwide figure of fewer than two percent. Although most Interns work in businesses, schools, government agencies, or nonprofit organizations in southwest Washington, Internships are also available throughout the state, outside the state, and even in other countries.

Each Internship must be approved in advance by the Office of Cooperative Education, which is part of Evergreen's Student Advising Center (see page 93). Opportunities to conduct Internships are built into many academic programs. They also are available for upper-division students through Individual Learning Contracts. Unless an Internship is required as part of one's work in a Coordinated Studies Program or Group Contract, students are eligible to conduct Internships only after they have been enrolled at Evergreen for at least one quarter. Priority access to Internships through Individual Learning Contracts is given to seniors.

Each Internship is sponsored by an Evergreen faculty member (or approved staff sponsor) who works closely with the Intern and her or his field supervisor for the term of the Internship contract. Activities at the Internship site are guided by a field supervisor. At the end of the quarter, the faculty sponsor, with the benefit of the field supervisor's evaluation, determines the amount of credit to be awarded for Internship-related learning and performance.

Each quarter of an Internship is planned, arranged, conducted and evaluated based on the student's academic objectives for that quarter. Those objectives and all other Internship-related matters are negotiated and agreed to by the student, sponsor and field supervisor before the Internship begins. These agreements are formalized in an Internship document that is signed by all parties. Internships invariably include a strong component of academic activities such as related reading, a daily journal, weekly conferences with one's sponsor and various written reports.

Listed below are some of the many fields in which Evergreen students have recently conducted Internships:

Agriculture
Arts management
Business administration
Community development
Computer science
Corrections Counseling (all types)
Education
Environmental sciences
Graphics
Health and medical care services
Health education and sciences
Journalism (print and electronic)
Law
Marine biology
Marketing
Nutrition education
Outdoor/environmental education
Planning
Political science and government
Psychology
Public administration
Public relations
Social service (all types)
Theater production

The Office of Cooperative Education is the central source of current information about Internship program policies and procedures, available Internship positions and Internship sponsors. Co-op staff are available throughout the year to answer questions about the program and to assist students, sponsors and field supervisors with all activities involved in planning, arranging and conducting Internships. For more information, call or write the Office of Cooperative Education, The Evergreen State College, Olympia, Washington 98505.

Part-time Studies

Part-time courses are offered throughout the year at Evergreen. Please check with the Admissions Office, however, if you only want to enroll part-time, as priority goes to full-time students. Up-to-date descriptions of part-time offerings are published quarterly in *The Evergreen Times.*

Prior Learning Programs

Credit for learning which has occurred prior to your enrollment at Evergreen, or during a leave of absence from the college, can be applied to your graduation requirements if it conforms to all transfer credit requirements or is evaluated as comparable to college-level academic work. Sources of credit for prior learning are described below.

Prior Learning from Experience

Prior Learning from Experience is a structured program for adult students who want to examine their pre-college experience for academic and personal relevance, often as a prelude to setting new academic and career objectives. PLE students plan, develop and write an extended paper which discusses the content and significance of their experiential learning, and evaluates that learning in the context of their broader educational goals.

The program offers both a supervised non-credit independent study option and a credit-generating instructional option for writing the paper. The instructional option is "Writing from Experience," a part-time course usually offered in the summer, which grants credit in writing. Qualified papers are then submitted to the PLE Credit Evaluation Committee for assessment of credit for prior learning.

Applications for enrollment in PLE are due early in Spring Quarter. When space is available, applications may also be accepted Fall Quarter. Enrollment is limited, and decisions are made within ten days of the application deadline. Interested students are encouraged to contact the PLE office early, and to consider doing their PLE work prior to admission, after receiving notice of acceptance to the college. Most students complete their papers in a two-quarter sequence; a third quarter is required for evaluation.

For application forms and further information about PLE, request the "Learner's Guide to Prior Learning from Experience" from the Admissions, Academic Advising or PLE Offices. The program coordinator is Cher Stuewe-Portnoff, ext. 6415.

Learning Resource Center

The Learning Resource Center (LRC) is available to any student who would like help with reading, study skills, or writing. You may work on a walk-in basis or do work for credit. Diagnostic testing and individual conferences are available to help determine needs. You can work on reading and writing improvement with self-paced programs, work within small response groups, or receive individualized help from the LRC professional staff and student tutors. Whatever your writing level or concerns, you can receive help at the LRC.

Math Skills Center

The Math Skills Center provides students with help in mathematics and other related areas. You may receive help on a walk-in basis or take a course for credit. Some courses are self-paced while others are taught by instructors. Diagnostic testing to identify problems is also available.

Self-Paced Learning

Since Evergreen opened it has been building a collection of slide-tapes, computer-assisted instruction, video-tapes, programmed texts, and other resources with which you can independently study such diverse areas as science, management, music, mathematics and languages. Credit for self-paced studies can be earned either on an individual contract or, sometimes, in regular academic programs. Self-paced learning resources that do not require computers are housed in the Library. Computer-assisted resources are housed in the Computer Center.

Library

To complement its extensive resources, the Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but who want to share what they know with you. The selection of books, equipment and other materials is carefully coordinated with the college's academic programs. Staff members are always on hand to help you relate the Library's resources to your academic work and personal enrichment.

The Library's resources are the "what" of information usage while the Library's staff provides the "how" through workshops on locating and using printed, filmed, taped and microfiched information, free instruction in the use of media equipment, and courses in library research methods and basic media.

"What" you will find in the Library includes 4,000 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment); over 210,000 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches, drafting tables, and 1,500 periodical subscriptions. In addition to its on-hand resources, Evergreen's Library offers you access to books and periodicals through the computerized database of the Washington Library Network and through on-line database searching. In fact, Evergreen students and faculty borrow more Interlibrary Loan materials than any other college in the Northwest, and the Library circulates much more of its collections proportionately than most colleges—over 190,000 volumes last year.

More details can be found in the *Library Calendiary* publication, which can be picked up just inside the Library's main doors. You can also call ext. 6250 for more information, or drop in and talk to any Library staff member.

Computer Services

In Academic Computing, the emphasis is on the student rather than technology. Emphasis is also placed on providing students with broad opportunities throughout the curriculum, rather than in just a few computer science classes. The use of facilities continues to grow as Evergreen adds microcomputers and as more academic programs recognize the value of computing within their instruction. There is no charge to students for the use of computing facilities and, through Media Loan in the Library, students may even check out a terminal like a book and take it home, and communicate with the college's mainframe via the telephone.

Located in Library 2408, the Computer Center is a place where individual attention comes first. Ask the Computer Center's receptionist or student aides if you have any questions.

There are a growing number of microcomputers in the Computer Center which are used for a variety of applications. Many students use the college's Data General MV10000 "super-mini" computer, which offers several computer languages, including Pascal, COBOL and BASIC, as well as software like SPSS^{x} and DBMS. In 1986, Evergreen received a National Science Foundation grant to create a microcomputer-based computer laboratory. The Microcomputer Laboratory contains 30 AT&T microcomputers, video projection equipment and access to the Data General computer. This facility enhances the college's capacity in computer science and general use applications.

Some equipment for plotting and graphics is also available in the Computer Center, as are manuals, specially-designed reference materials and workshops to help you make the best use of the facilities. The Center also contains a number of PLATO microcomputer workstations for computer-assisted instruction in BASIC and Pascal. Microcomputers designed for natural science applications are located in LAB II, see page 100.

Student Advising Center

The Student Advising Center (SAC) exists to coordinate academic advising services between faculty, students and the SAC staff. SAC includes the offices of *Academic Advising; Career Development*, which provides students with career planning and placement; *Cooperative Education* which is described on page 91; *KEY-Special Services*, which provides personal and academic skills development; the *First Peoples' Coalition*, which works to support students of color (and five student organizations: Umoja for Afro-Americans, MEChA for Chicano/Latinos, the Evergreen Indian Center, the Asian-Pacific Isle Coalition and the Women of Color Coalition); and the Dean of Student Development. Located in the 1600 wing of the Library, the Student Advising Center provides up-to-date information on new programs and program changes, faculty and other academic resources for students. SAC also offers numerous workshops throughout the year on such themes as writing evaluations, how to compile and maintain Evergreen portfolios, developing study skills, and how to do academic planning. See the Student Advising Center's publication, the *Student Advising Handbook*, for more about SAC and advising at Evergreen.

Student Development Programs

While each of the offices listed below provides a specific service to students, they are all linked together by the Office of Student Development, which promotes an overall effort to assist students as they work toward their educational goals. Student Development also works with and within the Student Advising Center to provide students coordinated advising. SAC and Student Development share the support and administration of Career Development, the First Peoples' Coalition and KEY-Special Services. Offices under Student Development that are devoted to personal, versus academic, development and services are Student Activities, the Counseling and Health Center, Upward Bound and the Evergreen Childcare Center. See the *Student Advising Handbook* for more about the Office of Student Development, or contact the Dean of Student Development in the 1600 wing of the Library, ext. 6034, or the office that is directly related to your area of concern.

Graduate Study at Evergreen

Master of Environmental Studies

Director: Thomas B. Rainey

The *Graduate Program in Environmental Studies* opened in September, 1984, and has reached its steady state capacity of approximately 60 students. Our first graduates, June, 1986, are now in public and private sector jobs, as well as continuing graduate studies in related fields. The program is integrated and interdisciplinary. A primary objective for study is a deep understanding of environmental policy development and implementation. Study will focus on the relationship between science and policy. Students can expect an open-minded curriculum which considers and seeks creative solutions to contemporary environmental issues.

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

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

The MES Program consists primarily of three parts: (1) a core taken by all students, (2) electives and (3) a thesis. The core is taught by an interdisciplinary team, usually a social scientist and a natural scientist. It is 8 quarter hours per quarter and constitutes the full load for part- time students. The core runs consecutively for four quarters: Fall, Winter, Spring and Fall. All students are required to complete an original thesis which has policy implications. It may be the written result of an individual or small group project. Students will enroll in the following core sequence:

Societal and Environmental Processes
(8 quarter hours)

Population, Energy and Resources
(8 quarter hours)

Quantative Analysis for the Public Sector: MES
(8 quarter hours)

Case Studies: Environmental Assessment, Policy and Management
(8 quarter hours)

Electives include land resources, natural resource economics, environmental policy, ecological methods, environmental management, ecological principles, environmental philosophy and ethics, and American environmental history. Electives are 4 quarter hours each. Some variation from year to year will occur based on student interest and faculty availability.

Questions concerning the MES Program should be directed to Thomas B. Rainey, Director, Graduate Program in Environmental Studies, The Evergreen State College, Olympia, WA 98505; 206/866-6000, ext 6750.

Master of Public Administration

Director: Priscilla Bowerman

The *Graduate Program in Public Administration* offers a master's degree in public administration (MPA). The program's primary commitment is to challenge and thoroughly prepare students to seek democratic, equitable and practical solutions to the problems which face state and local governments in the Pacific Northwest. The program welcomes both students intending to pursue a public sector career and those already working for government or organizations involved in public issues.

The MPA program is open to both full- and part-time students. Most students enrolled in the program are employed full time by state or local governments and are pursuing their graduate studies on a part-time basis. To accommodate these working students, classes are concentrated in the evenings.

A part-time student can complete the 60 quarter hour degree requirement in eight academic quarters. A full-time student may complete the requirement in five or six quarters. Students lacking significant public sector experience are expected to complete an internship for at least one academic quarter.

To satisfy the degree requirement a student must participate in a sequence of five core programs and complete three elective courses and an applications project. Each core program is interdisciplinary and team taught by two or three faculty. The core sequence provides sustained instruction in the analytical, administrative and communication skills needed for effective public service. It is also designed to imbue students with the habit of examining the political and economic context of public administration and policy making, of addressing the ethical dimension of administration and policy, and of attending to the roles and issues of race and gender in the workplace and in public policy.

Elective courses allow a student to broaden the study of the public sector beyond the range of the core programs, or to concentrate intensely on a specific public sector issue.

The applications project is an individually authored, focused research effort. The topic, form and content of any project will vary with the student's interests, opportunities and development. But every project represents the culmination of all the student's work in the program and provides the student a document which demonstrates his/her knowledge and ability.

The MPA curriculum is:

Core Programs

The Political and Economic Context of Public Administration
(8 quarter hours)

Managing Human Resources
(8 quarter hours)

Managing Fiscal Resources
(8 quarter hours)

Quantitative Analysis for the Public Sector
(8 quarter hours)

Public Policy and Its Administrative Implications
(8 quarter hours)

Electives
(12 quarter hours; typically, three 4 quarter hour courses)

Application Project in Public Policy and Administration
(8 quarter hours)

Inquiries about the MPA program should be addressed to Priscilla (Pris) Bowerman, Director, Graduate Program in Public Administration, Seminar Building 3122A, The Evergreen State College, Olympia, WA 98505; (206) 866-6000, ext. 6706.

Graduate Program Procedures

Admissions
The application deadline for early admission is March 15. After that date, files will be acted upon as they are completed. Programs will be filled on a first-come, first-serve basis. Individuals interested in receiving a catalog, or in applying for admission to the program, should contact the Admissions Office, The Evergreen State College, Olympia, Washington 98505.

Admission will be competitive. Admission decisions will be based on a thorough review of the following (see graduate catalog for details regarding these procedures):

Academic transcripts including certification of receipt of a bachelor's degree

Brief essay by the applicant

Score on the Miller Analogies Test or GRE

Letters of recommendation
For some who apply, the transcript or admissions material may be an incomplete reflection of their interests and abilities. Our admissions process will consider the applicant's academic preparation as well as his or her professional accomplishments or other public activities, and may require an interview with faculty.

The Graduate Catalog
The Graduate Catalog is available upon request from the Admissions Office. It contains a full description of the curriculum, academic policies, and admissions procedures for both the MPA and MES programs.

Financial Aid

Financial aid is available in the forms of fellowships, assistantships, scholarships, work-study assistance and guaranteed student loans. The Financial Aid application must be completed before any financial aid decision can be made. Financial Aid Forms (FAFs) should be mailed to the College Scholarship service by March 1. Later applicants who qualify for financial aid will compete for the remaining monies. Certain forms of financial aid are available to full-time students; aid to part-time students, however, is more limited. In some cases, the MPA or MES Programs can assist a student in obtaining part-time public sector employment. Information on financial aid is available from the MPA Program, the MES Program and the Financial Aid Office at Evergreen.

Director:
Thomas B. Rainey

Director:
Priscilla Bowerman

"My first seminar in 'Political Ecology' was a real mix. There were students from everywhere—Alaska, California, Colorado, all over Washington. There were 'Joe Average' students, alternative types, older students and wet-behind-the-ears kids like me. It was a good blend. I definitely benefited from the 'out-in-the-real-world' perspective that older, more experienced students brought to class. And I think they learned from us too, what it's like to be growing up now and how much has changed."

SAMANTHA BARCELONA, 19
Freshman
Hometown: Vancouver, Washington
Current Program: "Urban Ecology"
Campus Activities: Intercollegiate and coed soccer, wallyball (a hybrid of volleyball and racquetball), "just hanging out"
Career Goals: Open

Campus Life

Campus Directory

As the state's newest college, Evergreen is able to offer its students access to modern equipment and facilities. A wide array of student services and activities are also available. What follows is an alphabetical listing of many of these resources, with brief descriptions where needed.

Admissions,
see page 17.

Bookstore,
The place for textbooks and supplies, the Bookstore also offers general reading and reference books, recreation wear, film processing, and ticket sales. CAB second floor.

Branch Bookstore,
located in the Community Center at Housing, provides for late night needs such as books and magazines, snacks and groceries, and school supplies.

Bus Service
between campus and the Olympia, Lacey, Tumwater areas is provided Monday through Saturday by Intercity Transit (IT). Buses leave from the Library loop and campus housing every 30 minutes on weekdays and every hour during evenings and on Saturdays. Evergreen's van service runs additional routes to downtown Olympia. In addition to marked stops, you may flag down an Evergreen van anywhere on the route there's a safe place to pull over.

Career Development,
see Student Advising Center, page 93.

Child Care,
see Student Development, page 93.

Computer Services,
See page 93.

Cooperative Education,
see page 91.

The **Cooper Point Journal,**
or CPJ, is a student-run weekly newspaper located in the CAB. A limited number of internships are available and participation is welcome.

The Corner,
operated by a student collective in the Community Center at Housing, offers nutritious, low-cost evening meals often accompanied by live entertainment.

Counseling Services,
see Student Development, page 93.

Events,
Highlighting campus events is the Evergreen Expressions performing arts series, which presents a wide variety of artists in dance, music, theater and performance art. Student drama, dance and art exhibits, and a variety of films, speakers, symposia and workshops occur throughout the year. Two major annual events are Super Saturday, which celebrates the end of the school year in June, and the Tribute to Japan festival in January.

Financial Aid,
see page 21.

The **First Peoples' Coalition,**
see Student Advising Center, page 93.

Food Services
has two locations for your convenience. *The Greenery,* located on the first floor of the CAB, offers a large salad bar, Mexican food, homemade pastries and soup, pizzas made from scratch, an international bar and more. *The Deli* on the floor above has sandwiches, expresso, ice cream, and a full line of beverages. Payment for meals may be cash or on a scrip ticket basis. Scrip tickets are convenient and save 10 percent on food purchases. You may purchase your $50 books of scrip for $45 in the Cafeteria office or the Cashiers Office.

Gardening,
see Organic Farm, page 101.

Handicapped Access,
see Physically Challenged Access.

Health Services/Women's Clinic,
see Student Development, page 93.

Information Center,
operated by students and volunteers in the CAB, has information on times and places of campus events; phone numbers, maps, bus schedules and class schedules; and a listing of student addresses and phone numbers. Also in the Information Center is the Student Communications Center, which keep students abreast of campus governance and decision making.

KAOS FM Radio Station
airs shows created by interns, and student and community volunteers who staff it. Tune into 89.3 FM.

KEY-Special Services,
see Student Advising Center, page 93.

Learning Resource Center,
see page 92.

Legal Aid
for students in need of legal advice is available through the student organization, Evergreen Legal Counseling Services.

Leisure Education
The Leisure Education program's non-credit workshops vary in length from a two-hour, one-time class to eight-week classes in physical wellness: sports techniques, martial arts, dance, aquatics; outdoor pursuits: mountain and marine experiences; enrichment: fine arts, music, business, cooking, writing and more. Workshops vary in price from $5 to $225, with an average price of $25. Offered for fun and fulfillment, workshops are open to students, staff, alumni, seniors and community members. For more information and a brochure, call 866-6000, ext. 6530.

Library,
see page 92.

Mail Services
delivers student mail six days a week and a self-serve postal unit is provided in the CAB. If you're a new student moving into Housing on campus, you can send your belongings ahead of your arrival to Mail Services, The Evergreen State College, Olympia, Washington 98505.

Math Skills Center,
see page 92.

Off-Campus Housing
Housing is one place to start looking for information on rental apartments and houses in the area. Although not a part of Evergreen's housing system, Adult Student Housing (ASH) is within walking distance of campus and offers 170 units of one-, two- and three-bedroom apartments.

Physically Challenged Access
is provided by the Affirmative Action Office in Library 3506. The office coordinates services for students with mobility and sensory impairments, and learning or other disabilities. The Disabled Student Group in Library 3229 promotes awareness of the disabled with social and educational programs.

Campus areas modified for greater access include a science lab, photo darkroom, TV studio control room, post office, racquetball court, showers and swimming pool lift. In addition, Interlibrary Loan in Evergreen's Library provides blind, visually impaired and physically challenged students with books on tape and taping services from the Washington Regional Library for the Blind and Physically Handicapped in Seattle.

Special services for physically and sensory challenged students are determined on an individual basis to insure access to academic programs and campus facilities. For information on special parking, auxiliary aids and support services, contact Affirmative Action, ext. 6364 on campus or (206) 866-6834 for direct Voice/TDD.

Recreation and Athletics
offers a strong health and wellness component through its sports clubs as well as intramural activities in soccer, basketball, softball, volleyball, tennis, cross-country, track and field, ultimate frisbee, crew, climbing, river running, sailing and skiing. Evergreen fields intercollegiate teams in men's and women's soccer, swimming and diving. During the winter, the popular Ski School makes twice-weekly trips to the Cascades.

Registration and Records,
see pages 22-25.

Security
is staffed by officers trained in law enforcement to interact with all members of the campus community in a positive way. While charged with enforcing campus regulations, and state and local laws, Security works to resolve problems by using Evergreen's Social Contract. Security is open 24 hours a day, seven days a week. Although the college is not responsible for the loss of personal property from campus buildings, Security provides cards for listing personal valuables and, for a small fee, will register and license bicycles. Security keeps property information on file in case of loss or theft.

Student Activities,
Student fees ($73.50 per quarter paid with tuition) fund more than 30 student organizations that are coordinated by the Student Activities Office. Some of the services and organizations include *The Cooper Point Journal*, student newspaper; Disabled Student Group; Evergreen Childcare Center; First Peoples' Coalition/Human Rights Support Group; KAOS FM, community radio station; Parent's Resource Center; Recreational sports; Recycling Center; *Slightly West*, student literary magazine; Wilderness Center and Women's Health Clinic. Also see Student Development, page 93.

Veterans Affairs,
assists veterans and other eligible persons with information and all VA-related applications to insure them maximum use of educational entitlements. The Office of Veterans Affairs also provides counseling, advocacy and referral for veteran students.

The **Washington State Institute for Public Policy** coordinates public policy research at Washington's colleges and universities on important statewide issues. The Institute undertakes research studies, sponsors conferences, publishes newsletters and otherwise promotes the flow of information between higher education and public officials. The Institute also provides internship opportunities for Evergreen undergraduate and graduate students.

Women's Clinic,
see Student Development, page 93.

The Physical Campus

Arts and Sciences Laboratory Building
The Laboratory Building provides you with a learning environment and facilities to support the arts and sciences. There's space and equipment for large groups to work together in team-taught Coordinated Study programs, small groups to carry out research, and individual students to pursue special projects.

Lab I
houses a lab supply store, a number of teaching and research labs, an exercise testing lab, electron microscope, advanced microscopy lab, and several instrument labs which feature spectrophotometers, chromatographs, ultra-centrifuges, scintillation counters and other equipment necessary for advanced instruction in the sciences. The entrance to Lab I contains a vivarium of exotic plants.

Lab Annex
houses a ceramic studio; a large area for sculpture, shop work, casting, welding, lapidary, spray painting and sheet metal work; and newly remodeled and expanded painting and design studios.

Lab II
houses the Computer Applications Lab as well as large, open studio spaces; weaving, batiking, jewelry-making, drawing and design facilities; and general laboratory science space.

The Computer Applications Lab is designed to provide students in the science laboratory curriculum with language instruction, experiment and instrument interfacing, high resolution color graphics, simulations, complex calculations, scientific software development, local networking, linear and digital electronics, and microprocessor applications. Acquisition of the microcomputers and graphics equipment was made possible through donations to Evergreen by the Intel, AT&T, Microsoft, Conrac and Polaroid Corporations, and the National Science Foundation.

Library
See Library on page 92 and Computer Services, page 93.

Communications Laboratory
provides a comprehensive instructional, performance and production facility for audio and video communications, film, theater, music, dance and two-dimensional design. The structure houses the 200-seat Recital Hall and the black box Experimental Theater; faculty and staff offices; and recording studios and rehearsal halls for orchestra, chorus, dance and band. The building is state-of-the-art throughout, including facilities for electronic music, filmmaking and previewing.

The **Lecture Hall**
contains five auditoriums with capacities for 75 to 320 people. Each hall is equipped to varying degrees for media presentations such as 16mm feature-length movies, 35mm slide shows, video recording and playback, and overhead or rear-screen projections. Some program lecture sessions meet in the Lecture Halls and campus events are often scheduled in the facility.

Seminar Building
provides seminar rooms, faculty and staff offices, and headquarters for Graphics, Security, Counseling Services, Health Services and the Women's Clinic, and the Washington State Institute for Public Policy.

The **CAB,**
or College Activities Building is the hub of student activity at Evergreen. The CAB houses the Information Center, The Bookstore, The Greenery Food Service and Deli; the Student Activities Administrative Offices, and a postal facility. Various student organizations and activities originate from the CAB: Environmental Resource Center; Wilderness Center; KAOS, Evergreen's community radio station; the *Cooper Point Journal*, the student newspaper; the student-run van service; the student art gallery and the Student Communication Center. A variety of lounge and conference areas serve as areas to socialize or continue important classroom discussions.

Campus Housing
is provided on-campus for about 800 students in 11 residence halls and 19 duplexes. Housing units accommodate from one to six students. All units contain kitchens or share a community kitchen. Units are available on a priority basis, following completion of an application and receipt of deposit. Forms and more information can be obtained directly from Housing, The Evergreen State College, Olympia, Washington 98505.

The **Campus Recreation Center**
is one of the best-equipped facilities in the Pacific Northwest. It sports an 11-lane swimming pool complete with a separate diving well, competition timing system and power lift for the handicapped; sun deck; two sauna baths; showers and locker rooms; multipurpose dance room; martial arts, exercise and weight training rooms, and five racquetball courts.

Downstairs from the swimming pool is the Recreation Equipment Center, where you can rent just about anything you'd want for outdoor activities. Rentals include sailboats, kayaks, canoes, Nordic skis, backpacking equipment and, for day use, volleyballs, nets and softball equipment.

East of the Rec Center are five full-size playfields for field hockey, flag football, rugby, soccer and softball. Also in place are four lighted tennis courts, a rock-climbing wall, a quarter-mile running track, and a covered recreation pavilion for basketball, tennis and indoor soccer. Only a 20-minute walk or short drive away, you'll find the boating facility on Evergreen's 3,300 feet of undisturbed saltwater shoreline.

The **Organic Farm**
is 13 acres of bustling agricultural activity located on the west edge of campus. Evergreen is one of only a few colleges nationwide that has regular offerings in small-scale agriculture. You can raise crops through academic programs such as "Ecological Agriculture," or an individual plot in the Farm's community garden. The multipurpose organic farmhouse provides a getaway meeting place for many academic programs and other campus groups. Take Driftwood Road west and go south on Lewis Road to reach the Farm by car, or walk the quarter-mile footpath from central campus.

The **Seawulff**
and **Malheur Bird Observatory,**
see page 49 for information about these facilities which complement Evergreen's environmental studies.

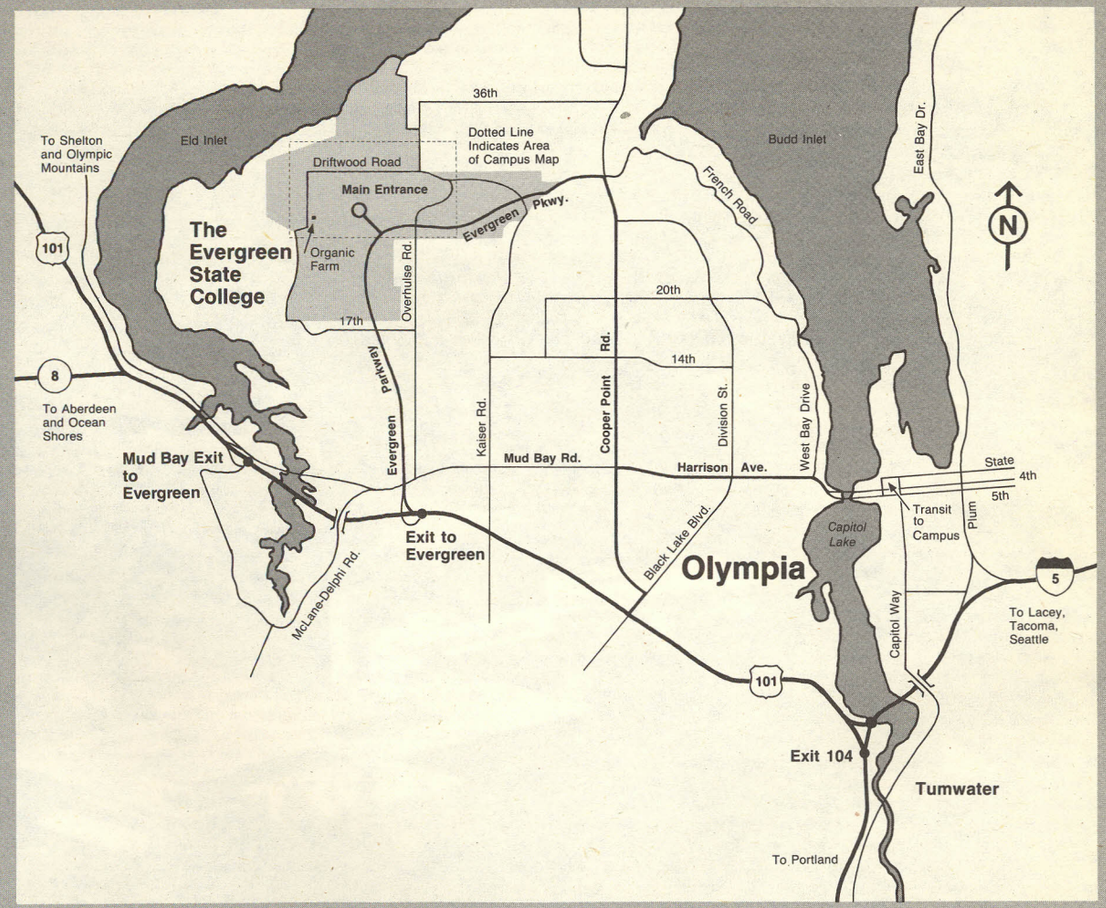
Maps

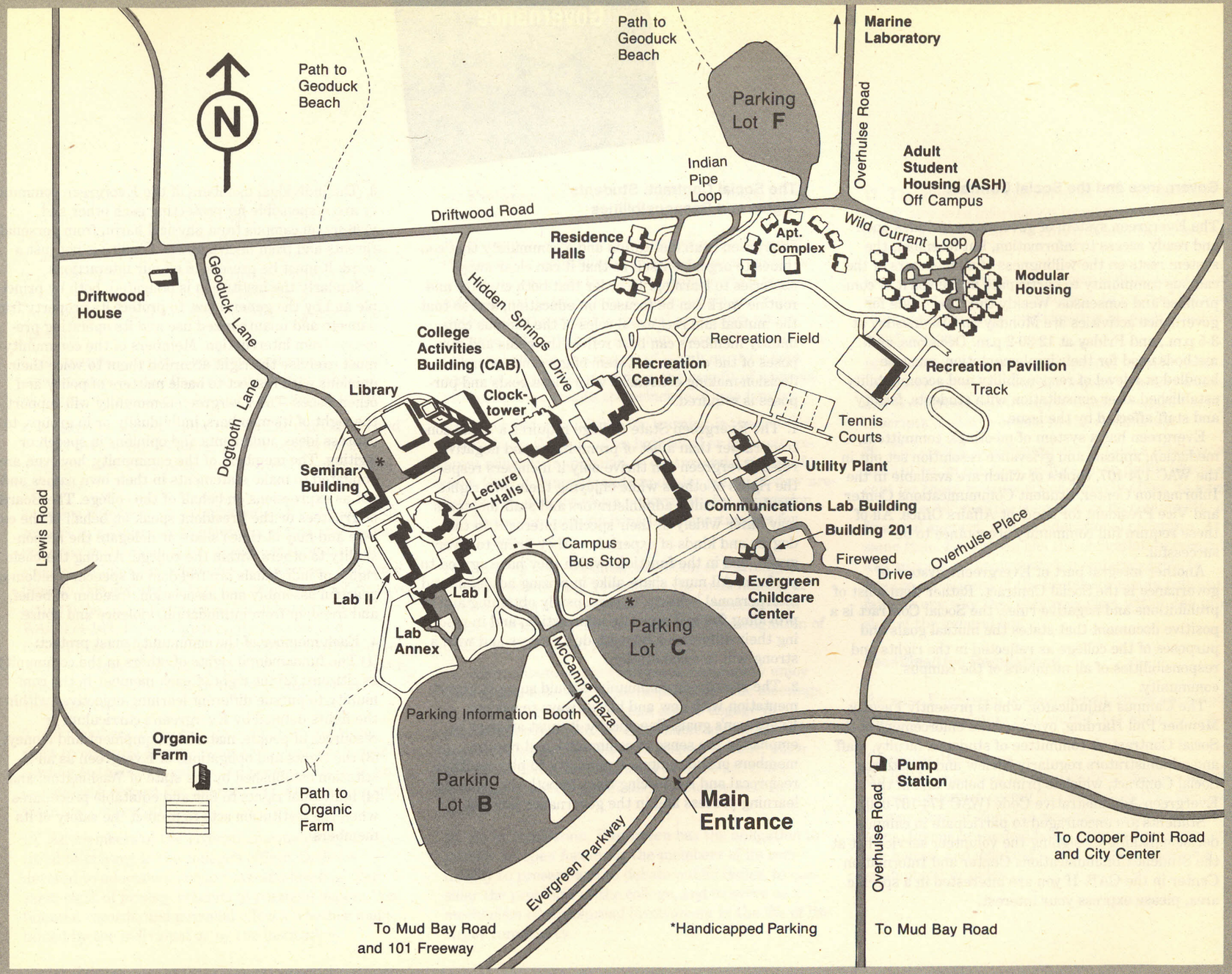
Campus and Vicinity

The Evergreen State College and Olympia are an hour's drive away from the Seattle-Tacoma airport, and also are served by the Greyhound and Trailways bus companies. Evergreen and the State Capital are only a scenic drive from most Washington cities and major points of interest.

How to get here

Whether you are coming from the north or south, you can reach the campus by taking Interstate 5 into Olympia and then turning onto Highway 101 at Exit 104. Follow 101 west for two miles to The Evergreen State College exit, and go another two miles on the Evergreen Parkway to the campus entrance.




N
Path to Geoduck Beach
Path to Geoduck Beach
Parking Lot F
Marine Laboratory
Overhulse Road
Adult Student Housing (ASH) Off Campus
Indian Pipe Loop
Driftwood Road
Residence Halls
Apt. Complex
Wild Currant Loop
Modular Housing
Driftwood House
Geoduck Lane
Hidden Springs Drive
College Activities Building (CAB)
Recreation Field
Recreation Center
Recreation Pavillion
Track
Library
Clock-tower
Tennis Courts
Dogtooth Lane
Seminar Building
Lecture Halls
Utility Plant
Communications Lab Building
Building 201
Lewis Road
Campus Bus Stop
Fireweed Drive
Overhulse Place
Evergreen Childcare Center
Lab II
Lab I
Lab Annex
Parking Lot C
McCann Plaza
Parking Information Booth
Organic Farm
Parking Lot B
Main Entrance
Pump Station
Path to Organic Farm
Evergreen Parkway
To Cooper Point Road and City Center
To Mud Bay Road and 101 Freeway
*Handicapped Parking
To Mud Bay Road

Governance

Governance and the Social Contract

The Evergreen system of governance includes open and ready access to information, but foremost, the system rests on the willingness of all members of the campus community to participate in the spirit of compromise and consensus. Weekly times set aside for governance activities are Monday and Wednesday at 3-5 p.m., and Friday at 12:30-2 p.m. Decisions, and methods used for their implementation, must be handled at a level of responsibility and accountability established 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 WAC 174-107, copies of which are available in the Information Center, Student Communications Center and Vice President for Student Affairs Office. All of these require full community acceptance to be successful.

Another integral part of Evergreen's system of governance is the Social Contract. Rather than a list of prohibitions and negative rules, the Social Contract is a positive document that states the mutual goals and purposes of the college as reflected in the rights and responsibilities of all members of the campus community.

The Campus Adjudicator, who is presently Faculty Member Phil Harding, oversees the enforcement of the Social Contract. A committee of students, faculty, staff and administrators regularly review and update the Social Contract, which is printed below and in the Evergreen Administrative Code (WAC 174-107-010).

Students are encouraged to participate in campus decision-making by signing the volunteer service list at the Student Communications Center and Information Center in the CAB. If you are interested in a specific area, please express your interest.

The Social Contract: Students' Rights and Responsibilities

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

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

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

3. The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats and from uncivil abuse. Civility is not just a word; it must be present in all our interactions.

Similarly the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the right accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The Board of Trustees or the President speak on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

4. Each member of the community must protect: (1) The fundamental rights of others in the community as citizens; (2) the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; (3) the rights and obligations of Evergreen as an institution established by the state of Washington; and (4) individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

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

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

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

8. There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment or promotion. To this end the college has adopted an affirmative action policy (See Evergreen Administrative Code WAC 174-109, Equal Opportunity Policies and Procedures-Affirmative Action Program). Affirmative Action charges shall not be handled through the governance document because of the legal implications of such matters.

9. 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.

10. 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.

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

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

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

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

15. 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. Meetings of public significance cannot be held in secret.

16. 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.

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

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

19. Decision-making processes must provide equal opportunity to initiate and participate in policy making, and Evergreen policies apply equally regardless of job description, status or role in the community.

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

Facilities/Use Regulations

Because Evergreen is state-owned, there are responsibilities to the state and county that must be met.

Alcoholic Beverages

No liquor is allowed on campus, or in campus facilities, unless a banquet permit has been issued by the State Liquor Control Board in accordance with state regulations. Rooms in the residence halls and modular units are homes, and drinking is legally permissible for students 21 or older.

Using College Premises

Evergreen's facilities may be used for activities other than education, provided that users meet eligibility requirements, suitable space is available, and adequate preparations are made.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 214.

Evergreen students, faculty and staff who want to schedule a special event or outside speaker must contact the Production Clearance Coordinator, CAB 305.

Reservations for space and/or facilities are made through the Space and Scheduling Office, Seminar Building, room 4109.

Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited at on-campus events or meetings without written permission from the Production Clearance Coordinator or Conference Services.

Firearms

The college discourages anyone from bringing any firearm or weapon on to campus, however, firearms that must be brought on campus property will be checked in and retained by Campus Security. A special explanation must be filed with the Security Chief accompanying the retention request for handguns. Persons in possession of an unchecked firearm on campus will be subject to immediate expulsion from Evergreen, or to criminal charges.

Pets

Pets are not allowed on campus unless under physical control by their owner. At no time are pets allowed in buildings. Stray animals will be turned over to the Humane Society.

Bicycles

Bicycles should be locked in parking blocks provided at various locations around campus. They should not be placed in, or alongside, buildings, and should not be locked to railings. Bicycle registration /licenses that aid in recovery of lost or stolen bicycles are available at the Campus Security office for a small fee.

Smoking

Smoking is only allowed in "Smoking Permitted Areas," which are limited to the following:

Enclosed office space, as long as door is closed, designated lounges in the Communications Building and LAB II Building, CAB 104, alcove adjacent to CAB 110, CAB third floor east end balcony, Library basement, custodial locker room, designated lounges on first and second floors of Library, Library third floor north balcony, and Emergency Communication Center wing in the Seminar Building.

The intent of the Smoking Policy, established in 1986, is to protect the health and welfare of the non-smoker in public facilities where she or he must be present or pass through in order to perform work or carry on personal activities. Therefore, designated smoking permitted areas are primarily restricted to spaces where non-smokers are not required to be present or pass through. This means that smoking is not permitted in college vans; elevators; hallways; corridors; stairways; classrooms; teaching labs; lecture halls; studios; production rooms; computer centers; Library service areas; all social, business, food and service areas of the college; shared open work areas; meeting rooms; open and closed reception areas; undesignated lobbies and waiting areas; all storage, mechanical, construction and repair spaces; and all other spaces not identified as smoking permitted areas. Members of the campus community are expected to respect this policy by their actions and accept shared responsibility for its enforcement.

Parking Regulations

Motor vehicles must display valid parking permits, available at the prices below:

	Per Day	*Quarter*	*Year*
Automobiles	.75	$22	$54
Motorcycles	.75	11	27

Daily permits can be purchased at the information booth on the front entrance road to campus. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver. The college cannot assume responsibility for any vandalism or theft to vehicles while parked on campus.

Affirmative Action

The Board of Trustees of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, national origin, sex, marital status, religion, sexual preference, age, disability or veteran status. The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs.

To implement this commitment, Evergreen has developed an Affirmative Action Policy, which is published in the Washington Administrative Code under WAC 174-109, (available in the Library and Affirmative Action Office).

Persons who wish legal or statistical information on Affirmative Action, or who believe they have been discriminated against at Evergreen, are urged to contact the Affirmative Action Officer, ext. 6368, or V/TDD, (206) 866-6834.

Trustees, Administration and Faculty

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Faculty

This is a listing of Evergreen's faculty as of 1987-88. A more extensive detailing of Evergreen faculty members' areas of expertise can be found in the *Student Advising Handbook*, available at the Student Advising Center

Humanities-Art

Richard W. Alexander, *English and Literature*, 1970; *Assistant Academic Dean*, 1980-82;
B.A., English, Emory University, 1956; M.A., English, Tulane University, 1961; Ph.D., English, University of Illinois, 1966.

Nancy Allen, *Literature and Languages*, 1971;
B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

Susan M. Aurand, *Art*, 1974;
B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

Gordon Beck, *Art History and Cinema*, 1971;
A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.

Andrew Buchman, *Music*, 1986
B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music History, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.

Craig B. Carlson, *Communications*, 1973;
B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.

Sally J. Cloninger, *Film-Television*, 1978;
B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

Doranne Crable, *Expressive Arts: Performance Art, Literature, Writing, Acting, Movement* 1981;
B.A., English, University of Michigan, 1967; M.A., American Literature, Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., English, Wayne State University, 1977.

Thad B. Curtz, *Literature*, 1972;
B.A., Philosophy-Literature, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.

Leo Daugherty, *Literature and Linguisitics*, 1972; *Academic Dean*, 1975-76;
A.B., English-Art, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970; Postdoctoral year in Linguistics, Harvard University, 1970-71.

Susan R. Fiksdal, *Linguistics and Languages*, 1973
B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1985; Ph.D., Linguistics, University of Michigan, 1986.

Marilyn J. Frasca, *Art*, 1972;
B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.

Ellen R. Grant, *Coordinator of Media Services*, 1987;
A.B., Political Science, Occidental College, 1972; J.D., Washington School of Law, 1976.

Bob Haft, *Expressive Arts;*
B.S. Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.

Barbara Hammer, *Film*, 1986 (visiting);
B.A., Psychology, University of California at Los Angeles, 1961; M.A., English Literature, California State University at San Francisco, 1963; M.A., Film Production, California State University at San Francisco, 1975.

Andrew M. Hanfman, *Senior Member of the Faculty*, 1983; *Language Studies; Russian-Soviet Area Studies*, 1972;
Ph.D., Modern Languages-Comparative Literature, University of Turin, 1937.

W. Joye Hardiman, *Literature and Theater*, 1975;
B.A., Literature, State University of New York at Buffalo, 1968; M.A., Literature, State University of New York at Buffalo, 1968-70; Ph.D., Literature and Education, The Union Graduate School, 1986.

Patrick J. Hill, *Philosophy*, 1983; *Provost and Academic Vice President*, 1983-Present;
A.B. Philosophy, Queens College, 1963; A.M. Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.

Willard Humphreys, *Philosophy;* 1970; *Academic Dean* 1976-80;
A.B., Mathematics, Allegheny College, 1961; M.A., History-Philosophy of Science, Indiana University, 1963; M.A., Philosophy, Yale University, 1965; Ph.D., Philosophy, Yale University, 1966.

Margaret I. Hunt, *Dance*, 1976;
B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.

Brooke Jacobsen, *Theater and Dance*, 1987;
B.A., Anthropology, Portland State University, 1967; M.A., Cinema and Television, University of Southern California, 1985.

Bernard Johansen, *Dance*, 1972.

Kazuhiro Kawasaki, *Art History*, 1976;
B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.

Ernestine Kimbro, *Librarianship*, 1987;
B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.

Mark A. Levensky, *Philosophy*, 1972;
B.A., Philosophy, University of Iowa, 1959; A.M., Philosophy, University of Michigan, 1961; Ph.D., Philosophy, University of Michigan, 1966.

Jean Mandeberg, *Fine Arts*, 1978;
B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.

David Marr, *American Studies and English*, 1971; *Academic Dean*, 1984-87;
B.A., English, University of Iowa, 1965; M.A., English (American Civilization), University of Iowa, 1967; Ph.D., English (American Studies), Washington State University, 1978.

Ingram Marshall, *Electronic Music and Composition*, 1985 (visiting);
B.A., Music, Lake Forest College, 1964; M.A., Electronic Music, Columbia University, 1966; M.F.A., Music Composition, California Institute of the Arts, 1971.

S. R. Martin, Jr., *English and American Studies*, 1970; *Academic Dean*, 1973-76;
A.B., English, University of California at Berkeley, 1957; M.A., English, San Francisco State College, 1961; Ph.D., American Studies, Washington State University, 1974.

Patricia Matheny-White, *Librarianship*, 1978;
B.A., Music, Macalester College, 1967; M.A., Library Science, University of Denver, 1968.

Charles J. McCann, *English*, 1968; *President*, 1968-77;
B.A., Naval Science, Yale University, 1946; M.S., Merchandising, New York University, 1948; M.A. English, Yale University, 1954; Ph.D., English, Yale University, 1956; M.P.P.M., (Honorary), Yale School of Organization and Management, 1979.

Frank Motley, *Librarianship*, 1978;
B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.

Alan Nasser, *Philosophy*, 1975;
A.B. Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.

Mary F. Nelson, *Art, Anthropology, Minority Studies*, 1972;
B.F.A., Art Education, Washington State University, 1966; M.A., Art Anthropology, University of Idaho, 1968.

Sandra L. Nisbet, *Drama*, 1986 (visiting);
B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.

Charles N. Pailthorp, *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 and Humanities, Stanford University, 1971.

David L. Powell, *Literature*, 1972;
B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.

Sarah Rideout, *Librarianship*, 1987
B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.

Terry A. Setter, *Music and Audio*, 1983;
B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.

Sandra M. Simon, *English*, 1973;
B.A., Psychology, University of California at Los Angeles, 1954; M.A. , English, University of California at Los Angeles, 1963.

Leon R. Sinclair, *Literature*, 1971;
B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.

Paul J. Sparks, *Art and Photography*, 1972;
B.A., Art, San Francisco State College, 1968; M.A. Art-Photography, San Francisco State College, 1971.

Charles B. Teske, *Literature*, 1970; *Academic Dean*, 1970-75;
B.A., English, Lafayette College, 1954; M.A., English, Yale University, 1955; Ph.D., English, Yale University, 1962.

Gail Tremblay, *Creative Writing*, 1980;
B.A., Drama, University of New Hampshire, 1967; M.F.A., English (poetry), University of Oregon, 1969.

Setsuko Tsutsumi, *Japanese Language/Culture*, 1985 (visiting);
B.A., Psychology; Teaching license in English and Guidance and Counseling, 1965; M.A., English, 1978; Ph.D., Comparative Literature, 1985.

Sidney D. White, *Art*, 1970;
B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.

Ainara D. Wilder, *Theater and Drama*, 1972;
B.S., Speech, General Science, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.

William C. Winden, *Music*, 1972; *Assistant Academic Dean*, 1976-78;
B.A., Art, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.

Natural Sciences

Clyde Barlow, *Chemistry*, 1981;
B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

Michael W. Beug, *Chemistry*, 1972;
B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.

Richard B. Brian, *Mathematics*, 1970;
B.S., Physics, Grove City College, 1953; M.A., Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.

Paul R. Butler, *Geology*, 1986;
A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.

Richard A. Cellarius, *Plant Biology, Biophysics, Environmental Policy*, 1972;
B.A., Physics, Reed College, 1958; Ph.D., Life Sciences, Rockefeller University, 1965.

Robert Cole, *Physics*, 1981;
B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

John O. Aikin Cushing, *Computer Science*, 1976; *Director of Computer Services;* 1976-1984;
B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.

Judith E. Bayard Cushing, *Computer Science*, 1982;
B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969.

George E. Dimitroff, *Mathematics*, 1973;
B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.

James Jay Ebersole, *Natural Science, Plant Ecology*, 1987;
B.A., Natural Science, Goshen College, 1977; Ph.D., Plant Ecology, University of Colorado at Boulder, 1985.

Larry L. Eickstaedt, *Biology*, 1970; *Academic Advisor*, 1978-81, 1986-88;
B.S., Biology, Buena Vista College, 1961; M.S., Zoology, State University of Iowa, 1964; Ph.D., Biology, Stanford University, 1969.

Betty R. Estes, *History of Science*, 1971;
B.S., Mathematics, University of Oklahoma, 1957; M.A., Mathematics, University of Pennsylvania, 1960.

John-Robert Filmer, *Marine Studies*, 1972;
B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.

Thomas Grissom, *Physics*, 1985;
B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.

Burton S. Guttman, *Biology*, 1972;
B.A., Interdisciplinary Science, University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.

Steven G. Herman, *Biology*, 1971;
B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.

Donald G. Humphrey, *Biology*, 1970; *Emeritus*, 1984; *Academic Dean, Natural Sciences and Mathematics*, 1970-73;
B.S., Physical Education, University of Iowa, 1949; M.S. Physical Education, University of Washington, 1950; Ph.D., Zoology, Oregon State University, 1956.

Neil Jacobsen, *Chemistry*, 1986;
B.S., Chemistry, University of Oregon, 1977; Ph.D., Organic Chemistry, University of California at Berkeley, 1982.

Linda B. Kahan, *Biology*, 1971;
A.B., Zoology, University of California at Berkeley, 1963; M.A., Biology, Stanford University, 1965; Ph.D., Biology, Stanford University, 1967.

Jeffrey J. Kelly, *Chemistry and Biochemistry*, 1972; *Director of Laboratory Computing*, 1984;
B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.

Robert H. Knapp, Jr., *Physics*, 1972; *Assistant Academic Dean*, 1976-79;
B.A., Physics, Harvard University, 1965; D. Phil., Theoretical Physics, Oxford University, England, 1968.

Elizabeth M. Kutter, *Biophysics*, 1972;
B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.

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.

Donald V. Middendorf, *Physics, Physiology*, 1987;
B.A., Biology, University of Missouri, 1977; M.S. Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, 1984.

David H. Milne, *Biology*, 1971;
B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.

Janet Ott, *Biology*, 1985;
B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.

Willie L. Parson, *Microbiology*, 1971; *Academic Dean*, 1974-78;
B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.

John H. Perkins, *Biology, History of Technology and Environment*, 1980; *Academic Dean*, 1980-86;
B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.

Hazel J. Reed, *Mathematics*, 1977;
B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.

Niels A. Skov, *Management*, 1972;
B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Ph.D., Physical Oceanography, Oregon State University, 1968.

Robert R. Sluss, *Biology*, 1970;
B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University, 1955; Ph.D., Entomology, University of California at Berkeley, 1966.

Oscar H. Soule, *Biology*, 1971; *Director of Graduate Program in Environmental and Energy Studies*, 1981-86; *Associate Academic Dean*, 1972-73; *Academic Advisor*, 1983;
B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.

James Stroh, *Geology*, 1975;
B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.

Frederick D. Tabbutt, *Chemistry*, 1970
B.S., Chemistry, Haverford College, 1953; M.A., Chemistry, Harvard University, 1955; Ph.D., Physical Chemistry, Harvard University, 1958.

Peter B. Taylor, *Oceanography*, 1971;
B.S., Biochemistry, Cornell University, 1955; M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.

Alfred M. Wiedemann, *Biology*, 1970;
B.S., Crop Science, Utah State University, 1960; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.

Byron L. Youtz, *Physics*, 1970; *Academic Dean*, 1973-74; *Vice President and Provost*, 1978-83;
B.S., Physics, California Institute of Technology, 1948; Ph.D., Physics, University of California at Berkeley, 1953.

Social Sciences

Guy B. Adams, *Public Administration*, 1978; *Director of Graduate Program in Public Administration*, 1980-81;
B.A., History, Temple University, 1970; M.A., Public Administration, University of New Mexico, 1973; D.P.A., George Washington University, 1977.

Bill Aldridge, *Education-Social Psychology*, 1970;
B.A., Mathematics, Oregon State University, 1959; M.Ed., Guidance, Oregon State University, 1964; D.Ed., Educational Administration, University of Oregon, 1967.

William Ray Arney, *Sociology*, 1981;
B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

Justino Balderrama, *Health and Human Services*, Vancouver, 1984;
B.A., Sociology, California State University, 1962; M.S.W., Social Work, San Jose State University, 1975.

Peter G. Bohmer, *Economics*, 1987;
B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

Priscilla V. Bowerman, *Economics*, 1973; *Director of Graduate Program in Public Administration*, 1986-89;
A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M.Phil., Yale University, 1971.

Jovana J. Brown, *Library and Information Studies*, 1974; *Dean of Library Services*, 1974-81;
A.B., Political Science, University of California Riverside, 1959; M.L.S., University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library and Information Studies, University of California at Berkeley, 1971.

William H. Brown, *Geography*, 1974;
B.A., Geography, Antioch College, 1956; M.A., Geography, University of California at Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.

Bill Bruner, *Economics*, 1981;
B.A., Economics and Mathematics, Western Washington University, 1967.

Stephanie Coontz, *History and Women's Studies*, 1974;
B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.

Beryl L. Crowe, *Political Science*, 1970;
A.B., Political Science, San Francisco State College, 1959; M.A., Political Science, University of California at Berkeley, 1961.

Diana C. Cushing, *Psychology*, 1978;
B.S., Occupational Therapy, University of Buffalo, 1959; Ph.D., Clinical Psychology, State University of New York at Buffalo, 1971.

Virginia Darney, *Literature and Women's Studies*, 1978;
A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College, University of London, 1972; Ph.D., American Studies, Emory University, 1982.

Helen F. Darrow, *Teacher Education*, 1986;
B.S., Elementary Education, Wilson College, 1943; M.A., Education, University of California at Los Angeles, 1948; Ed.D., Curriculum Development, Columbia University, 1956.

Llyn De Danaan (formerly Lynn D. Patterson), *Anthropology*, 1971; *Academic Dean*, 1973-76;
B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968; Ph.D., Cultural Anthropology, The Union Graduate School, 1984.

Elizabeth Diffendal, *Applied Social Science*, 1975; *Academic Dean*, 1981-85;
A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California at Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Graduate School, 1986.

Carolyn E. Dobbs, *Urban Planning*, 1971; *Academic Dean*, 1987;
B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.

Kenneth Dolbeare, *Political Science,* 1981; *Director of Graduate Program in Public Administration,* 1984-85;
B.A., English, Haverford College, 195l; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965.

Donald Finkel, *Psychology,* 1976;
B.A., Philosophy, Yale University, 1965; M.A., Devlopmental Psychology, Harvard University, 1967; Ph.D., Developmental Psychology, Harvard University, 1971.

Thomas H. Foote, *Education-Journalism,* 1972;
B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Western Oregon State College, 1967; Ph.D., Education, Oregon State University, 1970.

Russell R. Fox, *Community Planning,* 1972; *Academic Advisor,* 1981-83;
B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.

Margaret H. Gribskov, *Journalism and Education,* 1973;
Ph.D., Education, University of Oregon, 1973.

Jeanne E. Hahn, *Political Science,* 1972; *Assistant Academic Dean,* 1978-80;
B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; A.B.D., Political Science, Chicago, 1968.

Phillip R. Harding, *Architecture,* 1971;
B., Architecture, University of Oregon, 1963; M., Architecture, University of California at Berkeley, 1970.

Lucia Harrison, *Public Administration,* 1981;
B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.

Rainer G. Hasenstab, *Environmental Design,* 1974;
B., Architecture, University of California at Berkeley, 1965; M., Architecture, University of California at Berkeley, 1970.

Peta M. Henderson, *Anthropology,* 1974;
B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.

David Hitchens, *History,* 1970;
B.A., History, University of Wyoming, 1961; M.A., History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.

Taylor E. Hubbard, *Library Science,* 1986;
B.A., History and Business, University of Vermont, 1966; M.A., History, San Francisco State University, 1968; M.L.S., University of California at Los Angeles, 1969.

Virginia Ingersoll, *Communications,* 1975;
B.A., Journalism-Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.

Winifred Ingram, *Psychology,* 1972; *Emerita,* 1981;
B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951; Fellow of the Mary Ingraham Bunting Institute of Radcliffe College, 1971-72.

Richard M. Jones, *Psychology,* 1970;
A.B., Psychology, Stanford University, 1950; Ph.D., Clinical Psychology, Harvard University, 1956.

Lovern Root King, *Social Sciences,* 1977;
B.A., English, Seattle Pacific College, 1972; M.C., Communications, University of Washington, 1976; Ed.D., Policy, Governance and Administration, University of Washington, 1984.

Jaime C. Kooser, *Environmental Studies,* 1985;
B.A., Geography, Northwestern University, 1975; M.A., Geography, University of California at Berkeley, 1976; Ph.D., Geography, University of California at Berkeley, 1980.

Lowell Kuehn, *Sociology and Public Administration,* 1975; *Acting Director, Washington State Institute for Public Policy,* 1984-85; *Director of Graduate Program in Public Administration,* 1983-84;
B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.

Jan Lambertz, *Recreation and Physical Education,* 1982; *Director of Athletics and Recreation,* 1982-Present
B.S., Recreation and Physical Education, Colorado State University, 1970; M.A., Education, University of Denver, 1971.

Eric H. Larson, *Anthropology,* 1971;
B.A., San Jose State College, 1956; M.S.,San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.

Gerald Lassen, *Public Administration,* 1980;
B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.

Daniel B. Leahy, *Public Administration,* 1985; *Director of Labor Center,* 1987;
B.A., Economics, Seattle University, 1965; M.P.A., NYU Graduate School, 1970.

Russell Lidman, *Economics,* 1974; *Director of Graduate Program in Public Administration,* 1981-83; *Director, Washington State Institute for Public Policy,* 1985-Present;
B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Princeton University, 1968; M.S., Economics, University of Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at Madison, 1972.

Earle W. McNeil, *Sociology,* 1971; *Academic Advisor,* 1983-86;
B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.

Maxine L. Mimms, *Social Services,* 1972;
B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, Union Graduate School-West, 1977.

Paul Mott, *Sociology,* 1984;
B.S., Political Science, Purdue University, 1952; M.A., Political Science, University of Michigan, 1955; Ph.D., Sociology, University of Michigan, 1960.

Arthur Mulka, *Public Administration and Management,* 1979;
B.A., Sacred Heart Seminary, 1954; ST.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1965; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.

Ralph W. Murphy, *Environmental Science,* 1984;
B.A., Political Science and Economics, University of Washington, 1971; M.A. Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.

Charles T. Nisbet, *Economics,* 1971;
B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.

Mark Papworth, *Anthropology,* 1972;
B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.

John L. Parker, *Education,* 1986;
A.B., American Civilization, Brandeis University, 1958; M.A.T., Social Science Curriculum, Harvard University, 1960; Ed.D., Curriculum and Supervision, Harvard University, 1968.

Yvonne Peterson, *Northwest Native American Studies,* 1984 (visiting);
B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.

Rita Pougiales, *Education,* 1979; *Academic Dean,* 1985-88;
B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977, Ph.D., Education and Anthropology, University of Oregon, 1981.

Brian Price, *Political Economy and Social Change,* 1987 (visiting);
B.A., American and English Literature, University of East Anglia (England), 1977; M.A., History and American Studies, Purdue University, 1980; Ph.D., Economic and Labor History, Purdue University, 1987.

Thomas B. Rainey, *History, Political Economy and Russian Studies,* 1972;
A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.

Gilbert G. Salcedo, *History,* 1972;
B.A., U.S. History, San Jose College, 1970.

Sy Schwartz, *Teacher Education,* 1986;
B.S., Social Studies, Wayne State University, 1957; M.S., General Secondary Education, Wayne State University, 1963; Ed.D., Curriculum and Instruction, Wayne State University, 1968.

Barbara L. Smith, *Political Science,* 1978; *Academic Dean,* 1978-Present;
B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.

Matthew E. Smith, *Political Science,* 1973; *Academic Dean,* 1987;
B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.

Camilla Stivers, *Public Administration,* 1987;
B.A., Wellesley College, 1960; M.A., John Hopkins University, 1967; M.P.A., Health Administration, University of California at Los Angeles, 1979; Ph.D., Public Administration, Virginia Polytech Institute and State University, 1987.

Gregory Stuewe-Portnoff, *Psychology,* 1971;
B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psychology, Brooklyn College, 1964; Ph.D., Social Psychology, City University of New York, 1976.

Terry Tafoya, *Psychology,* 1985;
B.A., English, Psychology, University of South Florida, 1973; M.Ed., Higher Education, University of Washington, 1974; M.C., Communications, University of Washington, 1975; Ph.D., Educational Psychology, University of Washington, 1985.

Nancy Taylor, *History-Education,* 1971;
A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.

Ernest L. "Stone" Thomas, *Sociology,* 1984; *Dean of Student Development;*
B.A., Sociology, Washington State University, 1971; M.A., Sociology, University of Massachusetts, Amherst, 1976.

Rosalie T. Thomas, *Psychology,* 1986 (visiting);
R.N., Central Washington Deaconess Hospital School of Nursing, 1966; A.A., Wenatchee Valley Community College, 1966; B.A., Psychology, University of Washington, 1978; M.Ed., Educational Psychology, University of Washington, 1981.

Kirk Thompson, *Psychology and Political Science,* 1971;
B.A., History, Stanford University, 1956; M.A., Political Science, Stanford University, 1958; Ph.D., Political Science, University of California at Berkeley, 1965; Postdoctoral studies, Psychology, C.G. Jung Institute, 1975-77.

Sherry L. Walton, *Education,* 1987;
B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in reading, research and evaluation methodology, University of Colorado, 1980.

Gregory Weeks, *Economics,* 1981;
B.S., Economics, Iowa State College, 1969; M.S., Economics, Pittsburgh State College, 1972; Ph.D., Economics, Washington State University, 1978.

David W. Whitener, *Native American Studies,* 1978;
B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.

York Wong, *Management and Computer Sciences,* 1975; *Director of Computer Services,* 1973-75; *Assistant Academic Dean,* 1979-81;
B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.

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Affirmative Action Policy
The Equal Opportunity Policy of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, marital status, sexual preference, or the presence of any sensory, physical or mental handicap unless based upon a bona fide occupational qualification.

Disclaimer
Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient registration, and to phase out any program. Registration by students signifies their agreement to comply with all regulations of the college whenever approved. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.
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Uniform Undergraduate Application for Admission to Four-Year Colleges and Universities in the State of Washington

I am applying to the campus in:
- ☐ Olympia
- ☐ Tacoma (upper division students only)
- ☐ Vancouver (upper division students only)

Section I PLEASE TYPE OR PRINT

☐ **Beginning Freshman** ☐ **Transfer** PLEASE ATTACH THE APPROPRIATE APPLICATION FEE: **See Below**

1a. Application to (Name of College or University)
The Evergreen State College, Olympia, WA 98505

1b. For admission to (check one term)
☐ Fall ☐ Spring ☐ January Interim 19___
☐ Winter ☐ Summer ☐ Summer only Year

2a. Have you ever applied for admission to the institution to which you are now applying?
☐ Yes ☐ No Year_____ term_____

2b. Have you previously attended this institution? ☐ Yes ☐ No Year_____
☐ Days ☐ Extension ☐ Evenings ☐ Correspondence

3. Name as you wish it to appear on your record
☐ Male ☐ Female
Last First Middle

4. Former Name (if previous academic records under another name)

5. Social Security Number
/ /

6a. **Mailing Address (until)** mo. yr. Number and Street City State Zip

6b. Phone (include area code)
( )

7a. Permanent Address if different Number and Street City State Zip

7b. Phone (include area code)
( )

8. Birthdate
Birthplace

9. Washington resident? ☐ Yes ☐ No
Length of latest period lived in Washington From_____/_____ to_____/_____ mo. yr. mo. yr.

10a. Country of Citizenship

10b. Type of visa or classification

11a. Are you a military veteran? ☐ Yes ☐ No

11b. Months of Active Duty?

11c. Separation Date

11d. Are you the child of a deceased veteran? ☐ Yes ☐ No

12. Religious preference (optional)

13. Do you have a physical or learning disability? (optional) ☐ Yes ☐ No
If yes, please describe and list specific accommodations needed to fully benefit from your educational experience _____

This information is being requested on a voluntary basis and will remain confidential. Failure to provide this information will not affect an admission decision.

14. Ethnic origin (optional)
☐ American Indian or Alaskan Native
☐ Asian or Pacific Islander
☐ Black Non-Hispanic
☐ Hispanic
☐ White Non-Hispanic
☐ Other_____

15a. High school attending or last attended

15b. Location of high school City State Date of graduation

15c. If you do not intend to graduate from high school, indicate highest grade completed and last year attended
Grade _____ Year_____ G.E.D. tests taken? _____ When? _____

16. List all colleges/universities in order of attendance **(no exceptions)**. If still enrolled in a college, indicate leaving date: (mo.)_____ (yr.)_____

	Institution	City	State	Dates attended	Degree or diplomas
1.				From ___/___ to ___/___ (mo./yr. – mo./yr.)	
2.				From ___/___ to ___/___ (mo./yr. – mo./yr.)	
3.				From ___/___ to ___/___ (mo./yr. – mo./yr.)	
4.				From ___/___ to ___/___ (mo./yr. – mo./yr.)	

17. **PLEASE COMPLETE.** If enrolled in high school, list all courses to be completed during your senior year. If enrolled in college, list all courses to be completed during the current academic year.

18. Indicate your educational objective at the college to which you are applying
☐ First Bachelor's degree
☐ Second Bachelor's degree
☐ Courses for personal enrichment
☐ Other (specify)_____

19a. Intended major area of study

19b. If undecided, what subject area or career interests you?

20a. Name of father or legal guardian Living? ☐ Yes ☐ No

21a. Name of mother or legal guardian Living? ☐ Yes ☐ No

20b. Address (Number and Street) (City) (State) (Zip)

21b. Address if different from father's

20c. Colleges attended by father Degrees

21c. Colleges attended by mother Degrees

Revised 1985

Please Attach a non-refundable $25.00 Check or Money Order

22. List your significant school and community activities and awards (attach additional page if needed).

23. Describe any special circumstances which you believe should be considered in connection with this application (attach additional page if needed).

24. Do you plan to apply for college residence hall accommodations?
☐ Yes ☐ No
If you plan to apply for college residence hall accommodations, you must contact the Housing Office of the specified college or university.

25. Do you plan to apply for financial aid from this institution?
☐ Yes ☐ No
If you plan to apply for financial aid from this institution, you must contact the Financial Aid Office of the specified college or university.

26. I understand failure to submit complete official transcripts from all schools, colleges, or universities attended may result in the denial of this application or my subsequent dismissal from this institution. I certify that to the best of my knowledge, all statements I have made in this application are complete and true.

NAME OF APPLICANT (print) _____ SIGNATURE OF APPLICANT _____ DATE _____

BEGINNING FRESHMEN MUST complete Section I and leave this application with your high school counselor or principal, who will complete Section II and forward it to the Office of Admissions of the institution you have named.
TRANSFER APPLICANTS NEED NOT complete Section II but should forward the application to the appropriate Office of Admissions and have the registrar of each college or university previously attended send an official transcript to the Office of Admissions. Some Washington colleges and universities require transfer applicants to submit a high school transcript and test scores. Check the admissions information section of undergraduate catalogs for this requirement.

Section II

(Beginning freshmen only)

To be completed by high school official

Please complete the following, enclose an official transcript and forward to the institution to which the candidate is applying. Washington high schools may substitute the Washington Pre-College Test Guidance Report if the student has not completed the first term of grade 12. In case the applicant will need special consideration, a transcript should be included with the WPCT Guidance Report.

This will certify that the student named above ☐ was ☐ will be graduated _____ (month) _____ (year) ☐ or was not graduated

He/she has a grade point average of _____ and ranks _____ in a class of _____ Class average _____

Class rank and grade-point average above are based on grades earned through the _____th semester/trimester.

College Aptitude Testing Data **(Report standard scores only. Do not list percentiles.)**

1. WPCT Date taken _____ VC _____ QC _____ V _____ M _____
2. SAT Date taken _____ V _____ M _____ TSWE _____
3. ACT Date Taken _____ Engl. _____ Math _____ Soc. St. _____ Nat. Sc. _____ Comp. _____
4. PSAT-NMSQT Date taken _____ V _____ M _____ Selection Index _____

Comments: This space may be used to list special circumstances that may be of assistance to admission officers in considering this student.

Name of high school _____ Signature of high school official _____ Date _____ / _____ / _____

Address of high school _____ Title _____

ETS/ACT School Code Number _____ / WPC School Code Number _____ ( ) High school telephone _____

"Washington four-year colleges and universities subscribe to the principles and laws of the state of Washington and the federal government, including applicable executive orders pertaining to civil rights. These institutions are committed to the policy that all persons shall have equal access to programs and facilities without regard to age, color, creed, marital status, national or ethnic origin, physical handicap, race, religion, or sex."

Campus Profile

► Campus Profile (1986-87)

Faculty		**138**
Ph.D. or Terminal degree		74%
Percent female		33%
Percent male		67%
Faculty of color—total		12%
Olympia Campus		9%
Tacoma Campus		67%
Vancouver Campus		33%
Average student/faculty ratio		20/1
Staff		**368**
Enrollment		**2965**
Graduate	5%	134
Undergraduate	95%	2831
Olympia Campus		2585
Tacoma Campus		114
Vancouver Campus		132
Female		1565
Male		1400
Full-time		85%
Part-time		15%

18-24 age group	51%
25-29 age group	15%
30-39 age group	22%
40+ age group	12%
Students living on campus	1000
Students of color—total	10%
Asian	3%
Black	3%
Mexican/Latino	2%
Native American	2%
Olympia Campus	8%
Tacoma Enrollment	114
Male	60%
Female	40%
Students of color	61%
Vancouver Enrollment	132
Male	30%
Female	70%
Students of color	7%

Entering Class		**1273**
Applicants, degree-seeking		2458
Admitted	66%	1611
Enrolled	75%	1212
Nondegree-seeking enrollment		61
Washington		1057
Region (OR, ID, MT, AK, HI)		88
California		30
Other states		81
Other countries		17
Financial aid		
Full-time students receiving aid		50%
Average award		$5200
Placement		
1984-85 classes		94%
Employed		72%
Graduate school		11%
Travel, homemaking, etc.		11%
Graduating class (1987)		**840**

► Academic Calendar

The Evergreen State College is studying the possibility of converting to a semester system. If we do change, it will go into effect during the 1989-90 academic year.

1988-89	**Fall**	**Winter**	**Spring**	**Summer**	**First Session**	**Second Session**
Begins	Sept. 26	Jan. 3	March 27	June 24	June 24	July 31
Ends	Dec. 17	March 18	June 10	Sept. 2	July 29	Sept. 2
Evaluations	Dec. 12-17	March 13-18	June 5-10		July 26-29	Aug. 30-Sept. 2
Vacations	*Fall*	*Winter*	*Spring*	*Summer*	*First Session*	*Second Session*
	Thanksgiving Nov. 20-27	Martin Luther King Day, Jan. 16	Memorial Day, May 29	Independence Day, July 4	Independence Day, July 4	—
	Winter Break Dec. 18-Jan. 2	President's Day Feb. 20				
		Spring Break March 19-26				

► Contacting Evergreen

All calls to Evergreen go through Directory Assistance at 866-6000. Specific offices and people may be reached by then asking for them by name or extension number.

Persons with inquiries about admission should contact: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, (206) 866-6000, ext. 6170.

General information may be obtained through the Office of Information Services, ext. 6128.

Direct all correspondence to the appropriate office at The Evergreen State College, Olympia, Washington 98505.

Important offices and their extension numbers include:

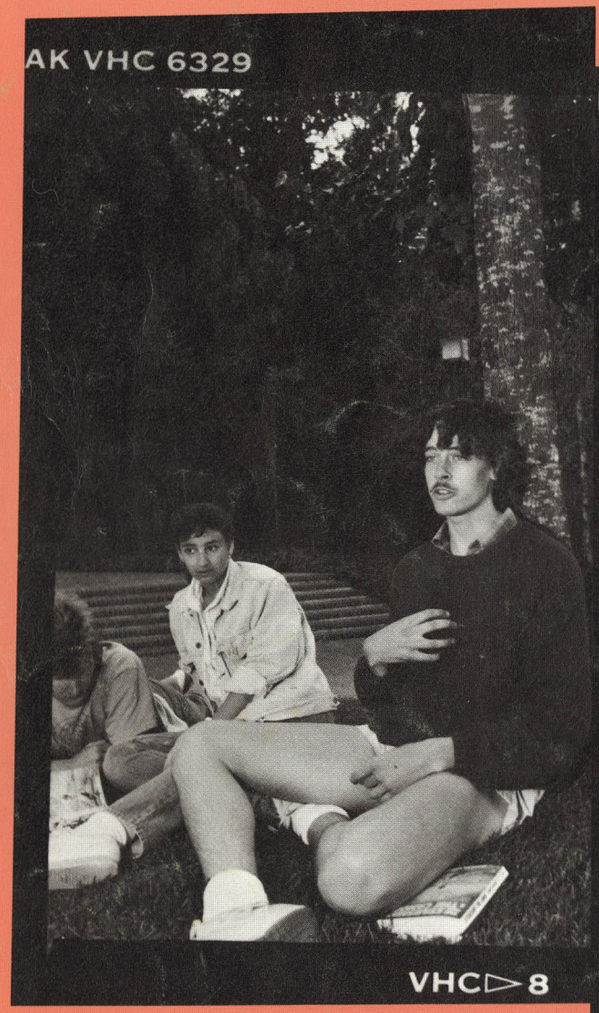
Dial 866-6000, then ask for

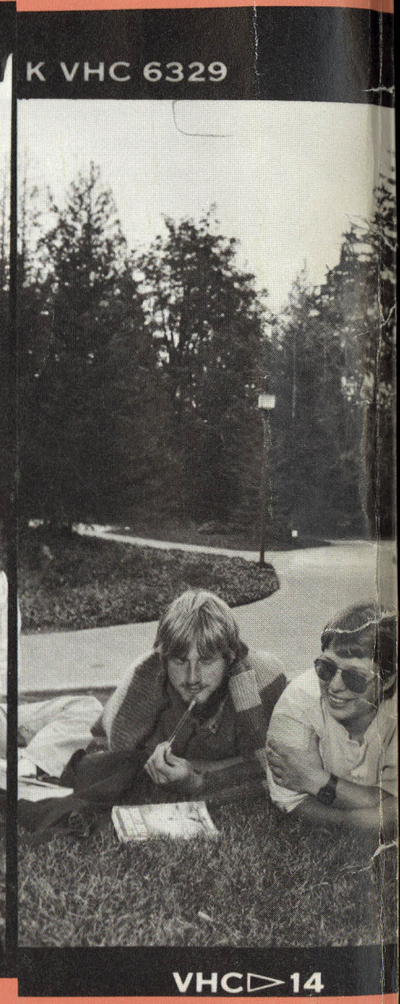
Academic Advising ..... ext. 6312
Academic Deans ..... ext. 6870
Vice Presidents:
  Academic Affairs ..... ext. 6400
  Development & Admin. Services ..... ext. 6500
  Student Affairs ..... ext. 6296
Admissions ..... ext. 6170
Community and Alumni Relations ..... ext. 6192
Controller/Business Office ..... ext. 6450
Development ..... ext. 6565
Financial Aid ..... ext. 6205
Housing ..... ext. 6132
Information Services ..... ext. 6128
President's Office ..... ext. 6100
Recreation Center ..... ext. 6530
Registration and Records ..... ext. 6180
Student Accounts ..... ext. 6447
Tacoma Campus ..... (206) 593-5915
Vancouver Campus ..... (206) 699-0269

Admissions Office
The Evergreen State College
Olympia, Washington 98505

(206) 866-6000, ext. 6170

LARRY R. STENBERG
CAB 214





Special Fourth Class Book Rate

ACADEMIC UPDATE
SPRING QUARTER 1989

This Update contains information for full-time programs offered Spring quarter listed by specialty area, as in the 1988-89 catalog. Descriptions are in the catalog for most of these programs - see Academic Advising (L.1403) for information on those programs not described in the catalog. Part-time offering information is available in The Evergreen Times.

*** KEY ***

The following information is provided for each program:

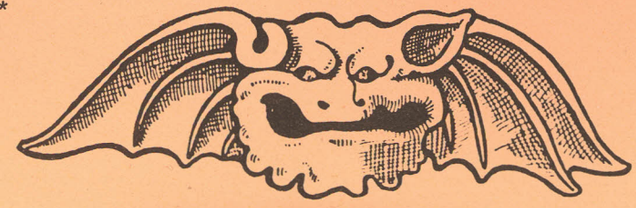
1. TITLE
2. (Catalog page number on which program description appears)
3. Quarters program offered - F = Fall, W = Winter, S = Spring
4. Faculty (Coordinator's name underlined)
5. Signature requirement, if any
6. Prerequisites, if any
7. Part-time options and/or additional course allowed
8. Other useful information

!!
NEW PROGRAMS BEGINNING SPRING QUARTER
!!

Thinking Straight - Core
Advanced Seminar on Gender and Class - Political Economy
Politics of Knowledge - Political Economy and Social Change
Peoples of the Pacific - Political Economy and Social Change
Addictions - Science, Technology and Health
Sing a Song of Social Significance - Expressive Arts
Field Natural History - Environmental Studies
Topics in Marine Biology - Environmental Studies
Visual Humor - Expressive Arts
Mexico Since the Revolution - Humanities
American Fiction and Poetry Between the Wars - Humanities
Transition: Studyplace to Workplace - Management
Washington Centennial - Political Economy and Social Change
Macroeconomics and Institutionalism - Political Econ & Social Change
Liberation Theology - Science and Human Values

****
CORE PROGRAMS
****

>The Age of Revolution (p. 35) F,W,S
Mott, L. Wong, Price, Olson
*** No new students Spring ***



>Classical and Modern (p. 34) F,W,S
Arney, Thompson, Finkel, N. Taylor, S. Nisbet
Prerequisites: Background in Greek philosophy, critical reasoning skills, read The Closing of the American Mind.
Faculty signature required.
No part-time option or additional course.

>Democracy and Tyranny (p. 35) F,W,S
Adams, Daley, Gilbert, Lassen, Powell
*** No new students Spring ***

>Human Development (not in catalog - description available on Academic Advising bulletin boards) W,S
Diffendal, Kutter, Albright
Prerequisites: none

>Image and Idea (p. 36) F,W,S
Aurand, Haft, Sinclair
Prerequisites: Some college work in drawing, photography, creative writing, or a strong portfolio.
Faculty signature required.
No part time option; no additional course.

>Reflections on Nature (p. 34) F,W,S
Mandeberg, Knapp, Sluss, Teske
*** No new students Spring ***

>Science and Perception (p. 35) F,W,S
Guttman, Margolin, Marvin
*** No new students Spring ***

>Thinking Straight (p. 36) S
Levensky, Ballard
No prerequisites, no signature required.

****
APPLIED SOCIAL THEORY
****

>Mass Media and Popular Culture (p. 40) F,W,S
Foote, Schraeger
*** No new students Spring ***

>Intercultural Communication: The Global Village (p. 40) F,W,S
King
*** No new students Spring ***

>Problem Youth (p. 41) F,W,S
Nelson
*** No new students Spring ***

****
ENVIRONMENTAL STUDIES
****

Ecological Agriculture (p. 46) F,W,S
Labine, Leisenring
See faculty for information.

>Field Natural History (p. 48) S
Herman, Wiedemann
Prerequisites: "Nature of Natural History" or equivalent.
Faculty signature required.

>Habitats (p. 46) F,W,S
Kooser, Soule, Butler, Barlow
*** No new students Spring ***

>Topics in Marine Biology (p. 49) S
P. Taylor
Prerequisites: Third or fourth year standing, introductory marine biology (e.g. "Habitats" 1987-88), or strong background in ecology.
Part time option; additional course allowed.

****
EXPRESSIVE ARTS
****

>Interaction in the Performing Arts (p. 52) F,W,S
Johansen, Jang
*** No new students Spring ***

>Shadows IV (p. 56) W,S
Sparks
Prerequisites: Some previous advanced work in photography.
Faculty interview and signature required.
See faculty regarding additional course.

>Sing a Song of Social Significance (not in catalog - see Academic Advising) S
Buchman
Prerequisites: Expertise in an art, science, or social science discipline.
Faculty signature required.
Part time option possible; additional course OK.

>S.O.S. (Student Originated Studies) (p. 56) W,S
Frasca
Prerequisites: Two years of college work at Evergreen. Proposal submitted to faculty - please follow catalog guidelines for submitting a proposal.
Get proposals to faculty as soon as possible.
Faculty signature required.

>Studio Project (p. 52) F,W,S
N. Parsons, Strini
Prerequisites - Painting: Portfolio review and faculty signature.
Prerequisites - Sculpture: Portfolio review and faculty signature.
Limited number of spaces available. (Paul Sparks will sign for sculpture students.)

>Words and Music (p. 54) F,W,S
Winden, Alexander
Prerequisites: Core program or equivalent.
Faculty signature required.
No part time option; additional course OK.

>Visual Humor (p.55) S
Cloninger, Simon
Prerequisites: Junior/Senior standing; experience with textual analysis or skill development in one arts discipline; portfolio review.
Faculty signature required.
No part time option; no additional course.

****
HUMANITIES
****

>American Fiction and Poetry Between the Wars (1917 - 1945) (Not in catalog - see Academic Advising) S
McCann
Perquisites: Junior or Senior standing. Also see note on program description in Academic Advising.
Faculty signature required.
No part time option; no additional course allowed.

>Mexico Since the Revolution (p. 60) S
Salcedo, Larsen
Prerequisites: One year college humanities or equivalent. Strongly recommended: two years college humanities including writing.
Faculty signature required. Faculty will be available at Academic Fair.
NOTE: There will be no "Independent Research Topic" as indicated in the catalog. Instead, there will be several short critical essays required including seminar presentation and discussion of topics.

>The Mythic Image (p. 60) F,W,S
Beck
Prerequisites: Junior/Senior standing, reading of some texts from fall and winter.
Faculty interview and signature required.

Twentieth Century American Culture and Literature (p. 61) S
This program cancelled and replaced by American Fiction and Poetry Between the Wars (1917 - 1945) (Not in catalog - see Academic Advising)

****
LANGUAGE AND CULTURE CENTER
****

>French Culture (p. 64) F,W,S
Fiksdal, Bailey
*** No new students Spring ***
Program going to France!

>Italian Culture (p.65) F,W,S
Hanfman
*** No new students Spring ***
Program going to Italy!

>Japanese Language and Culture (p. 65) F,W,S
Tsutsumi
Prerequisites: For language portion - at least two quarters or equivalent Japanese language.
Faculty signature required.
Part time option possible (may take culture portion of program for 10 credits); additional course allowed.

Spanish Forms in Life and Art (p. 64) F,W,S
Allen
Prerequisites for 8 credits in Spanish history and culture: some knowledge of 20th century European history, literature, or political economy.
Especially appropriate for students from "War" and "Political Economy and Social Change."
Prerequisites for Spanish language portion: Appropriate background in Spanish language, and interview with faculty.
Faculty signature required for Spanish language portion only.

****
MANAGEMENT
****

>MANAGEMENT AND THE PUBLIC INTEREST (p. 67) F,W,S
Kuehn, Mulka, C. Nisbet, Filmer
*** No new students Spring ***

>Transition: Studyplace to Workplace (p. 67) S
Ingersoll
Prerequisites: "Management and the Public Interest", "Creating Organizational Futures".
Part time option possible; additional course allowed.

****
NATIVE AMERICAN STUDIES
****

>The American Dream? (p. 71) F,W,S
Balderrama, Carlson
Faculty signature required. Write a short paragraph explaining why you wish to be a part of the program. Call faculty for more information: Craig: ext. 6083; Justino: ext. 6051 or 754-7645.
No part time option; no additional course.

Change (p.70) F,W,S
Fox, Aldridge, Minugh
See faculty for information.

>Culture and Design (p. 70) F,W,S
Hasenstab
*** No new students Spring ***

>Problem Youth (p. 71) F,W,S
Nelson
*** No new students Spring ***

****
POLITICAL ECONOMY AND SOCIAL CHANGE
****

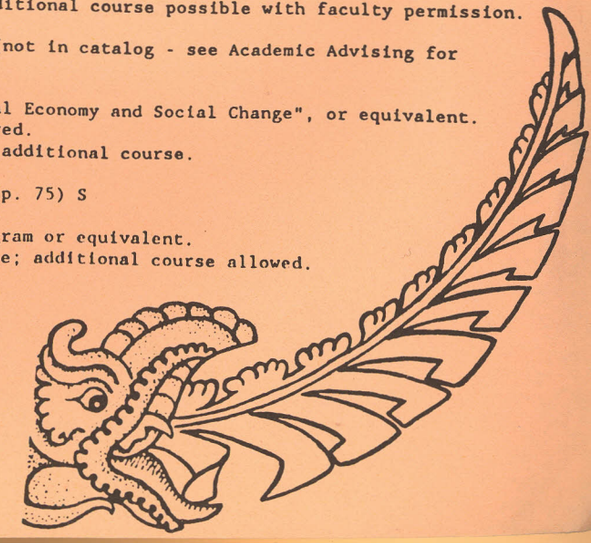
>Advanced Seminar on Class and Gender (p. 75) S
Coontz, Hahn
Prerequisites: "Political Economy and Social Change", "Family, Community and Personal Life", or advanced work in American History or Political Economy.
Faculty signature required.

>Macroeconomics and Institutionalism (not in catalog - see Academic Advising for description) S
Miller
Prerequisites: "Political Economy and Social Change" or "Principles of Economics".
Part time option possible; additional course allowed.

>Peoples of the Pacific (not in catalog - see Academic Advising for description) S
Bacho
Prerequisites: None.
Part time option and additional course possible with faculty permission.

>Politics of Knowledge (not in catalog - see Academic Advising for description) S
Gilliam
Prerequisites: "Political Economy and Social Change", or equivalent.
Faculty signature required.
No part time option; no additional course.

>Washington Centennial (p. 75) S
Dolbeare, Matheny-White
Prerequisites: Core program or equivalent.
Part time option possible; additional course allowed.



****
SCIENCE AND HUMAN VALUES
****

>Human Condition (p.77) F,W,S
Crowe, Grissom
Prerequisites: Faculty interview.
No Part time option; additional course allowed.

>Liberation Theology (p.77) S
Y. Wong, Daugherty, Foran
Prerequisites: Junior/Senior standing; see faculty at Academic Fair for syllabus, schedule, and more information.
No part time option; no additional course.

****
SCIENCE, TECHNOLOGY AND HEALTH
****

>Addictions (not in catalog - see Academic Advising for description) S
McNeil
Prerequisites: Core program or equivalent.
Part time option possible with faculty approval; additional course allowed.

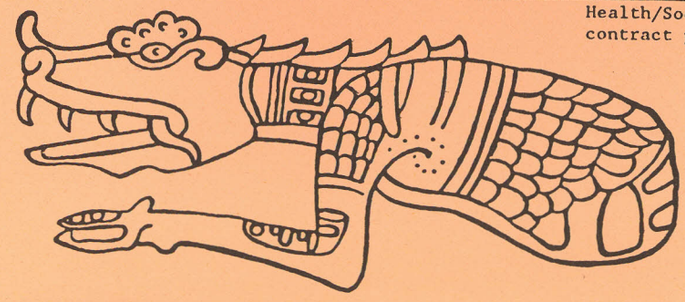
>Computability and Cognition (p. 85) F,W,S
Paulsen, Leisenring
Prerequisites: Relevant background in computing and/or mathematics. See faculty for more detail.
Faculty interview and signature required.
Part time option available; additional course OK.

>Data to Information (p. 84) F,W,S
Dimitroff, Humphreys
Prerequisites: Pascal and one quarter of Data Structures or advanced Pascal, PLUS/OR Computer Architecture and 8085 assembly language programming skills.
Faculty interview and signature required.
Part time option possible; additional course with faculty signature.

>The Helping Professional (p.87) F,W,S
Cushing
*** No new students Spring ***

>Human Health and Behavior (p. 86) F,W,S
Ott, Imamura, Cole, Ray
*** No new students Spring ***

>Matter and Motion (p. 83) F,W,S
Kelly, Youtz, Sugiyama
*** No new students Spring ***



>Molecule to Organism (p. 83) F,W,S
Kahan, Middendorf
Prerequisites: organic chemistry and faculty interview to assess biology background.
Faculty signature required.

>Personality and Culture (not in catalog - see Academic Advising) F,W,S
Rutledge
*** No new students Spring ***

>Physical Systems (p. 84) F,W,S
Hurlburt
Prerequisites: appropriate background.
Faculty interview and signature required.
Part time option possible; additional course allowed.
For Differential Equations see the Evergreen Times.

>Psychological Counseling (p. 86) F,W,S
Noyd
*** No new students Spring ***

****
SPRING QUARTER INDIVIDUAL CONTRACT SPONSOR POOL
****

Listed below are the faculty who have been assigned to take individual contracts as their main teaching load for Spring quarter. After each name is information about the kinds of contracts in which the faculty is most interested.
>>> Remember that other faculty may sponsor contracts if their teaching load permits.

Richard Cellarius - See "Richard's Guide" to contracts - available in Academic Advising.

Rudy Martin - American Studies and English Literature

Mark Papworth - Anthropology, Criminal Justice, War: The Military Industrial Complex.

Greg Stuewe-Portnoff - Most branches of Psychology, Mental Health/Social Services, other areas. Provide a draft contract proposal and have portfolio available.

****
PART TIME PROGRAMS
****

See the Spring Quarter Evergreen Times for information about part-time offerings including the following half-time programs:

Art and the Eye
Autobiography
Critical Reasoning and Ethics
Health, Disease and American Culture
Prepare to Manage

****
REGISTRATION
****

Appointments to register (for continuing and on-leave students) may be made beginning February 14 in Registration and Records or call 866-6839.

Pre-registration - March 2 through 8.

Phone Registration - (if no signature required)
March 2 through 8. Call 866-6837

Evening Registration - Wednesday, March 1, 5:30 to 6:30 and Monday, March 27, 4:00 to 6:00 pm.

*** New Admits Registration - At time of orientation - contact Admissions for further information (866-6000, ext. 6170).

!!! *** >>> ACADEMIC FAIR <<< *** !!!

March 1, 1989 * 3:00 to 5:00 pm * Library Lobby
Full time and part time programs meeting during the day.

March 1, 1989* 5:30 to 6:30 pm * Library Lobby
Evening and weekend programs only.

Information about program enrollment available from Academic Advising and Registration & Records.

Don't get dropped !!!

Pay at least half tuition by 3:45, Tuesday, March 28, 1989 and second half by 3:45, April 25, 1989. No postmarks are accepted.

This update published by Academic Advising (Lib. 1403) February 9, 1989