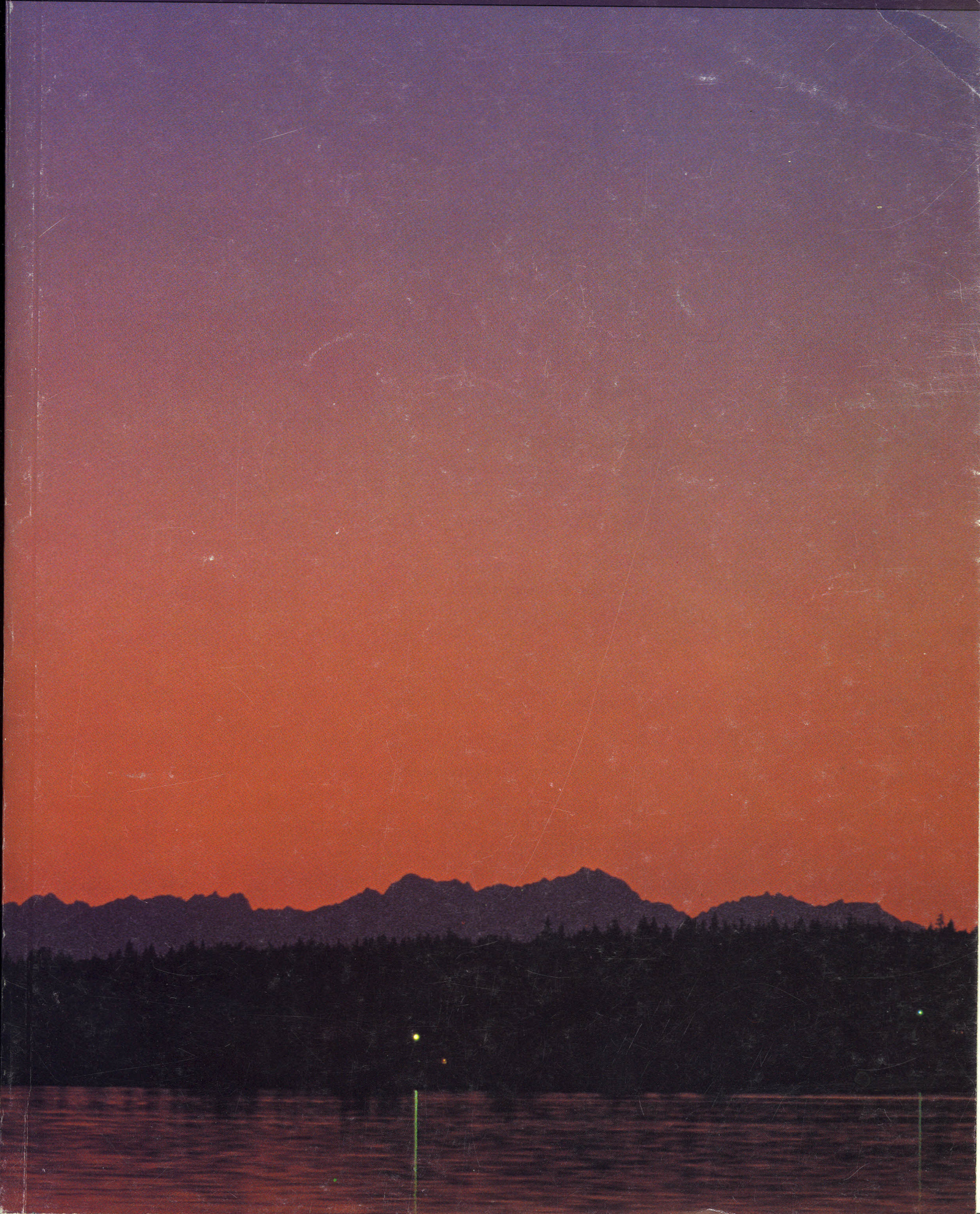


**Evergreen**

**1983/1984**



**The Evergreen State College**  
Catalog 1983-84  
Olympia, Washington

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*Board of Trustees, September, 1982*

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*Accreditation*

The Evergreen State College is accredited  
by the Northwest Association of Schools  
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*Cover*

Photograph of sun setting over the  
Olympics taken from Evergreen's beach on  
Eld Inlet by student Abbo Peterson.

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## President's Message

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

This past spring, Evergreen was one of just 265 four-year schools chosen nationwide (out of more than 2,000) for a college guide published by the *New York Times*. Within the entire Pacific Northwest, only six other public and private colleges were selected for this "inside report." The *Times* said Evergreen has "developed a solid interdisciplinary approach to liberal arts," and that faculty members are "at Evergreen to teach . . . and are as accessible as they are demanding."

Following a visit to our campus, Pulitzer Prize winner David Broder praised Evergreen in his nationally syndicated column as a "remarkable and exciting campus . . . that has won a national reputation as an innovator."

Similar remarks were echoed by Ernest Boyer, former U.S. Commissioner of Education and currently President of the Carnegie Commission on the Advancement of Teaching. Dr. Boyer noted that Evergreen, only an educational dream ten years ago, had become a "magnificent" example among the nation's most recently established colleges and universities.

These comments parallel those of the national academic accreditation team which gave Evergreen the "highest possible evaluation" after an extensive review. The team's report said that the college's commitment to a strong liberal arts-based education "pervades the life of the college . . . to an extent virtually unknown in any academic community in the United States."



Also, the team commended Evergreen for building "... a rigorous, solid curriculum with a very high level of intellectual content."

We have worked hard during our initial eleven years to develop excellent academic, social, and recreational programs which meet the evolving needs of both you and society. This dedication allows us to offer you a structured, coordinated education that is exciting and demanding, rewarding and challenging—an education that prepares you to apply your knowledge successfully in your work, life, and leisure.

A recently released ten-year placement survey showed that *nearly 90 percent of all Evergreen graduates reporting are successfully employed, currently enrolled in graduate schools, or pursuing other chosen goals and activities.* Among our *more than 5,000 graduates* are successful medical

doctors, lawyers, business men and women, government officials, school teachers, and college professors. *Over 400 graduates are attending or have completed graduate or professional work at more than 200 colleges and universities throughout the nation and abroad.* About 85 percent of those Evergreeners who have applied for admission to medical schools have been accepted, as have 84 percent who applied to law schools. These acceptance rates are both well above the national average.

Among the academic honors received by Evergreen and our students recently are: three prestigious *Danforth Doctoral Study Fellowships* (for future college teachers) in a five-year period, more than any other college or university in Washington state; 11 *National Science Foundation student-originated undergraduate research grants* in five years, outranking all other schools in

the nation; selection as one of three public colleges to participate in the *Woodrow Wilson Fellows Program*, which brings leaders in business, government, journalism, and other fields to campus for week-long presentations; and recognition as one of the top ten schools in a survey of 1,300 for the use of computers in teaching and learning.

Those examples offer both clear evidence of past success and the promise of future accomplishments for those who accept the challenges of an Evergreen education. It's my hope you'll read more about our innovative programs in this catalog, and decide to share our unique learning opportunity for the 1983-84 school year.

Daniel J. Evans  
President



## Education with a Difference

The Evergreen State College is a liberal arts and sciences college with some very special features.

Opened in 1971, Evergreen is the newest four-year public institution in the State of Washington. Located just outside Olympia, a seaport community of 37,000 at the southern tip of Puget Sound, Evergreen was created to serve as a regional learning center for the citizens of southwest Washington and as an educational alternative to the state's other colleges and universities. Because Olympia is the state capital, Evergreen also serves as an educational and research resource for state government.

In the twelve years since it began, Evergreen has grown to nearly 2,800 students, and distinguished itself through its special approach to education, and by the accomplishments of its faculty, students, and graduates.

At Evergreen you'll find:

*Full-time, interdisciplinary studies that help you develop an understanding of the relationships among the arts, humanities, natural, and social sciences;*

*The chance to master one or more major fields of study by drawing knowledge from several different academic disciplines;*

*A dedicated faculty committed to teaching and to maintaining a small faculty-student ratio that ensures close interaction between students and faculty;*

*An emphasis on cooperative learning, tailored to individual needs;*

*A combination of teaching modes that relies heavily on use of the seminars or small group discussions along with lectures, laboratory and field work, internships and individualized studies;*

*The opportunity to develop effective problem-solving skills that combine teamwork with unified and focused studies of contemporary problems;*  
*An insistence on student development of college-level skills in writing, oral presentations, research and critical reasoning;*

*A new facility that provides state-of-the-art equipment accessible to all students who are encouraged to apply their skills and training to practical experiences;*

*A campus on 1000 acres of scenic, forested, waterfront property only minutes from the heart of state government, and a short drive away from major metropolitan areas, the Cascade and Olympic Mountains, and the Pacific Ocean.*



**“There is but one sure road of access to truth — the road of patient, cooperative inquiry operating by means of observation, experiment, record, and controlled reflection.”**

*John Dewey*

### **Unified Study**

Many of these features can be found at other colleges, but the first—full-time interdisciplinary studies—is truly distinctive. Nowhere else will you find so much of the curriculum organized into unified and focused programs of study. It is our major innovation, and it generates everything truly “different” about Evergreen.

At most schools, students enroll in three to five courses each quarter. Frequently this leads to fragmentation and multiple, competing demands. At Evergreen, you have the special opportunity to study one topic at a time from a variety of perspectives.

If you enroll full time, you will probably take a single Coordinated Study lasting from one to three quarters. Most programs represent a full academic load—16 quarter-hour credits—and all of your work is coordinated around a central theme or issue. Reading, writing,

discussion, and research all develop the program theme. You and your faculty members are free from unrelated, competing assignments. You can devote your full energy to in-depth study, and take the time needed to connect all the diverse bits of knowledge you uncover.

Learning to make those connections is one of the larger purposes of education at Evergreen. The world is complex; problems rarely have simple solutions. Learning in isolated fragments might take you only halfway toward understanding; the rest is achieved by knowing how to fit the pieces together.

### **Interdisciplinary Programs**

Fitting the pieces together is what Evergreen’s interdisciplinary programs are all about. They cover a range of subject areas, or disciplines, in detail, but also integrate the pieces into a meaningful whole. By studying one topic from different disciplinary perspectives, you’ll begin to perceive systems in their entirety, and widen your perspective to a larger framework.

The interdisciplinary approach is not comfortable or easy, but it is rewarding. You move beyond the safe boundaries of specialization, beyond your personal view of the way the world operates. Musicians might combine performance with audio engineering. A sequence of environmental studies could include calculus and graphic arts. Advanced programs in the humanities and social sciences often include field work which expose you to people and cultures outside your immediate experience.



**"Even though Evergreen (is) not run on the competitive level, the tools it gives you allow you to compete when you have to."**

*John Paul Jones III, alumnus*



You'll find Evergreen's interdisciplinary programs challenging, exciting and demanding; and you'll get to know yourself and the world better in the process. You'll discover you have unsuspected talents and abilities. You'll accept uncertainty as the first step toward knowledge, and develop persistence in your search for unity and purpose. You'll be able to do this in a setting where creative problem solving is encouraged, developing your intellectual tools applauded, and ideas are anchored in the real world.

### **Seminars an Important Feature**

At the heart of most Evergreen interdisciplinary programs is the Seminar, a meeting of 10-20 students with their faculty member for extended group exploration of some crucial topic or reading. Although a program might involve as many as 90 students working with four faculty members, much of the class time in that program will be spent in these small group discussion sessions.

Students prepare for seminars by studying a book from the program's required reading list, by doing some writing, or by completing a small library research project. Students then gather together, under the guidance of their faculty member, to help each other understand the book, to critique each other's writing, to share the results of their research. For seminars to succeed, each member must participate actively, analyzing the assigned materials, helping others form their thoughts, thinking aloud, ferreting out meanings and implications.

Such close collaboration with your faculty and fellow students will help you clarify your own ideas. The differing viewpoints expressed in such concentrated group effort lend perspective and depth. You learn to express yourself clearly and forcefully, and also to work coopera-

tively—two capacities Evergreen graduates have found particularly helpful in their lives and careers.

The seminar is used at other schools, but generally limited to upper-division or graduate classes. Freshmen often sit in large classes passively listening to lectures, interacting with other students only in smaller discussion groups led by teaching assistants. In contrast, at Evergreen freshmen and seniors alike spend a considerable time in seminar, in direct contact with major faculty and fellow students. 20:1 is not a mere accounting average at Evergreen, it is a standard student:faculty ratio at *all* levels.

### **Evergreen Works**

Interdisciplinary study, unified and focused programs, seminars as the dominant mode of instruction—all these factors combine to make Evergreen unique among the country's liberal arts colleges.

It is a uniqueness that works. The National Science Foundation in awarding Evergreen an \$868,000 grant, one of the largest of its kind ever made, recognized the college as a national model for new kinds of instructional programs in the natural and social sciences. Evergreen also leads the nation in the number of Student-Oriented Study grants awarded to undergraduates by the National Science Foundation. Student artists win an unusual number of state-wide and national competitions. Graduates have enrolled for further study at more than 200 schools around the country, and several in recent years have won prestigious fellowships at such major schools as Harvard, Columbia, and Notre Dame.

Our students succeed in these ways in large part because our interdisciplinary programs and our seminars encourage in them daily the skills required for inde-

pendent study, group research projects, and imaginative systematic analysis. And, too, because our programs anchor themselves in the crucial issues of the real world.

### **Placement**

Adding a real-world dimension to academic study is an expected and carefully planned part of an Evergreen education. It may also explain Evergreen's success in competitive employment and graduate school openings. Many students have a year or more of near-professional experience through internships before they even begin looking for jobs. The effect is noticeable—88 percent of Evergreen's graduates over the years found successful placements in jobs, graduate schools, government agencies, entrepreneurship, and other pursuits.

This impressive statistic was obtained by surveying all graduates from 1972 to 1980, not just those who registered with the placement office.

At Evergreen, you learn to think and act for yourself, to work cooperatively and negotiate with others, and thus to increase your initiative, self confidence, and responsibility. You also discover the value of cultural diversity by dealing with a wide range of people, situations, and problems.

By making the best of your Evergreen experience, you'll develop integrity and a sense of responsibility for the choices you make. You'll also learn how to make better choices, so you'll leave this campus with a stronger sense of what you need for a satisfying life.

These qualities are just what employers and graduate schools are looking for in college graduates.

Evergreen certainly is "different." The record shows that it is a difference that works.



## Five Ways to Study at Evergreen

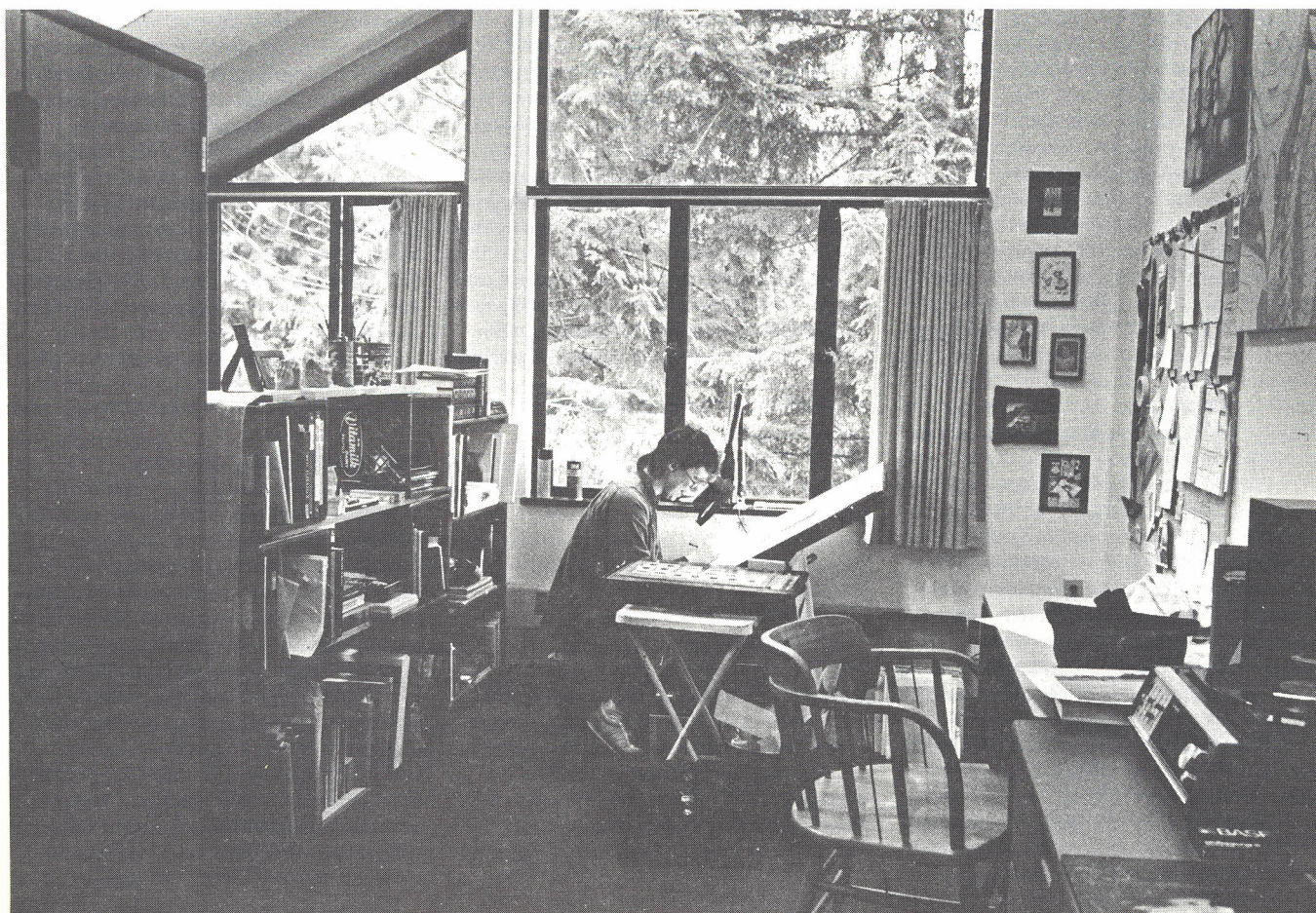
Evergreen offers you several ways of approaching studies in the arts, humanities, natural, and social sciences. They include Coordinated Studies, Group Contracts,

Individual Learning Contracts, Internships, and part-time studies.

Internships, covered briefly here, are discussed in greater depth in the section on Special Forms of Study, page 76. There is

also additional information on part-time studies on page 72. For an easy-to-read breakdown of Evergreen's curriculum and structure of study, please turn to page 22.

Modes of Study	What it's like	Level	Example
Coordinated Study	<ul style="list-style-type: none"> <li>&gt;Three to five faculty</li> <li>&gt;Student works with several instructors</li> <li>&gt;Study in different disciplines around a pre-defined broad theme or problem</li> <li>&gt;Broadly interdisciplinary</li> </ul>	Available to freshmen through seniors, particularly advisable for first- and second-year students	<ul style="list-style-type: none"> <li>&gt;<i>Core Program:</i> Society &amp; the Computer</li> <li>&gt;<i>Specialty Area Program:</i> "Health and Human Behavior"</li> </ul>
Group Contract	<ul style="list-style-type: none"> <li>&gt;Differs from a coordinated study by having only one or two faculty and a narrower, more disciplinary focus</li> </ul>	Intermediate and Advanced Work	Psychological Counseling
Individual Contract	<ul style="list-style-type: none"> <li>&gt;Student-defined plan of study</li> <li>&gt;Usually with a single faculty member</li> <li>&gt;Scope may be narrow or broad</li> </ul>	Intermediate and Advanced Work	<ul style="list-style-type: none"> <li>A study of calligraphy</li> <li>A study of shorebird habitat</li> <li>A study of passive solar walls</li> </ul>
Internships	<ul style="list-style-type: none"> <li>&gt;Students work on-the-job with public agencies and businesses under the guidance of a field supervisor</li> <li>&gt;Academic component with a faculty sponsor</li> <li>&gt;Emphasizes practical experience and learning-by-doing</li> <li>&gt;Could be combined with any other study mode</li> </ul>	Mostly advanced, for juniors and seniors	<ul style="list-style-type: none"> <li>&gt;Legislative liaison assistant</li> <li>&gt;Assistant Gallery Manager</li> <li>&gt;Advertising Account Management Intern</li> </ul>
Part-time Courses	Usually taught by one faculty with narrow focus — like a "traditional" college course	All levels provided	Introduction to Computers and BASIC



**"Once I started doing my own art, I realized that the sense of specialness was something I saw a great portion of my students striving to find."**

*Earle McNeil, faculty member*



## 8 Coordinated Studies and Group Contracts

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

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

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

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

Each Coordinated Study program has certain activities in which all members of the program take part. The most important

of the shared activities is the seminar. Some programs also use highly structured workshops to train students in essential skills (writing, research techniques, methods of logic) or to clarify central concepts. Science programs organize laboratory work and field trips; art programs organize studios.

Students in Coordinated Studies also work extensively on their individual skills and interests. They write short essays and critiques; they keep notebooks and journals. Many programs climax with extensive individual or group research projects. Many permit, or even require, internships.

Every Coordinated Study program combines, therefore, concentration on intensive group cooperation with relevant independent study. Students in our *Core Programs* are carefully trained to do such work, and, having acquired such skill, go on to exercise it in the programs offered by the *Specialty Areas*.

Coordinated Studies and Group Contracts differ from each other essentially in size. A Group Contract involves only one faculty member and only up to 20 students; a Coordinated Study program involves two or more faculty, with 20 or more students for every faculty member involved. A Group Contract may be interdisciplinary, usually centers on a seminar, and might involve workshops, field trips, labs, internships. What it necessarily involves is concentrated work with one faculty member.

### Two Examples

The 1983-84 academic year provides two interesting examples of the special opportunities which Evergreen provides through Coordinated Studies and Group Contracts.

The year-long Coordinated Study program "1984" will be taught by a computer scientist, an historian, a political scientist, and a faculty member in literature

and history. This program will examine the impact of technology on contemporary society. When George Orwell wrote the classic novel *1984* he depicted a chilling, impersonal world and raised important questions about the compatibility of freedom and happiness, the nature of community, the relation between public and private life, the control of language and thought, and the role of war and social planning. Now, as the year 1984 dawns, it's highly appropriate to reexamine this important work in light of recent history.

In the *Expressive Arts* specialty area various Group Contracts will be offered in the visual arts, weaving, sculpture, dance, film-video, and music in the form of apprenticeships. Students will have the opportunity to work side-by-side with artists who are actively practicing their profession. In addition to extensive studio work, all students and faculty in the "Evergreen Artists-in-Residence" programs will participate in a weekly *Expressive Arts Symposium* which will serve as both a forum for discussing current issues in the arts and as a vehicle for student and faculty performances.

### Individual Learning Contracts

An Individual Learning Contract is an individual study plan worked out between you and a faculty sponsor. You agree verbally and in writing to complete specified activities—readings, field studies, internship work, artistic productions, research papers—while the sponsor agrees to provide regular consultation and advice.

A full-time Individual Contract should receive as much of your energy and attention as a Coordinated Study program, a Group Contract, or full-time studies at any other college. Contracts are best suited to advanced, imaginative, resourceful students who have well-defined goals and can pursue them with a minimum of supervision.



**"The main thing is to feel emotion, to love, to hope, to quiver, to live."**  
*Auguste Rodin*

To qualify, you must demonstrate to a prospective faculty sponsor that you have a strong project in mind and that you are capable of working, for the most part, on your own initiative. The contract itself reflects the results of negotiation between you and your sponsor, and it binds both of you to the obligations you specify.

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

In filing a contract, one point remains firm: the two important signatures on the contract are yours and your sponsor's. Neither should be given easily. If you cannot or are not willing to try to live up to the contract, then do not sign it. If the faculty member advising you has doubts

about your ability or motivation, he or she should not sign the contract. If your contract requires special facilities or equipment, additional signatures may be required.

Despite the difficulties, a successful Individual Learning Contract can be a milestone in your college career, providing learning tailored closely to your personal goals.

#### **Internships**

Many programs offer you the opportunity to work as an intern in the context of a fully integrated academic program. Internships are also possible separately. In either case, they provide an excellent means of testing what you have learned in the world of daily work and responsibility. About two-thirds of Evergreen's graduates participate in some form of internship during their stay at the college. Most of them have been placed in southwest Washington businesses, schools or government agencies.

For more information on this special form of study, turn to page 76.

#### **Part-time Study**

It is possible to pursue part-time study at Evergreen in a variety of ways. If you wish to work toward a degree, full-time programs with half-time options and specially designed half-time programs provide the most coherent method of achieving that goal in an interdisciplinary fashion. These programs meet at times convenient for working students, usually in the evenings or on weekends.

"Adult Life Explorations" and "Re-introduction to Education" are examples of half-time programs available in 1983-84. These programs are designed for beginning and intermediate students. Each of these programs has a long and distinguished history of easing the transition for adults returning to college. "Re-introduction to Education" is particularly designed for women returning to college.

Coursework, more akin to evening study programs available at traditional colleges, also is available. The table on page 73 summarizes the preliminary list of part-time offerings for 1983-84. This is only a partial list, and other part-time programs will be added later. A complete listing of course offerings is available approximately three weeks before the beginning of each academic quarter through the *Evergreen Times*, which is available from the Admissions Office.

You also can do part-time study at Evergreen through Individual Learning Contracts, and Internships. Further information about internships may be found in the "Special Forms of Study" section in this catalog.

#### **A Typical Week**

Monday	Tuesday	Wednesday	Thursday	Friday
9-10:30 All-program lecture	9-12 Book seminar	All-college work day	9-12 Book seminar	9-10:30 All-program lecture
11-12 Small group discussion				11-12 Small group discussion
Noon	1-3 Workshop or lab	No classes scheduled	1-3 Workshop or lab	

#### **What You Can Study at Evergreen**

Evergreen's interdisciplinary curriculum is particularly appropriate for the rapidly changing world of the 1980's. Although it spans more than 40 different subjects, the curriculum is divided into just twelve areas of concentration. Of these, eight are inter-

**"Evergreen offers me the chance as a freshman to get into classes that I thought were relevant. There was no hierarchy to wade through to get the classes I really wanted to take."**

*Scott Hoyer, student*



disciplinary *Specialty Areas*, each of which focuses on advanced work in a specific area. *Core Programs*, which are specifically designed for entering students, and *Annual Programs*, which represent Evergreen's spontaneous and evolving curriculum, support and complement the *Specialty Areas*.

In addition, Evergreen offers two professional programs, one in *Teacher Certification* (see page 69) and the other a graduate program leading to a *Masters degree in Public Administration* (see page 74). The college also plans to offer a *Masters degree in Environmental and Energy Studies* in September, 1984. See page 75.

### **Core Programs: An Introduction to Evergreen**

Whether you enter Evergreen as a freshman or transfer student, you are strongly advised to enroll in a *Core Program*. It will serve as your academic introduction to the college and a stepping stone to more advanced studies.

Some transfer students are reluctant to consider a *Core Program*, thinking mistakenly that such programs are only for beginners, are entirely too easy, are perhaps even "remedial." While it is true that every *Core Program* opens itself to any student regardless of preparation, it is also true that the material studied and the activities undertaken often operate at a remarkably high level. It is not at all uncommon for juniors and seniors, and students well over 35, to enroll in a *Core Program*, especially if the subject matter is new to them. *Core Programs* also provide new and transfer students a chance to better cultivate the essential skills they need to succeed in seminars, independent research, and advanced reading and writing. Many *Core Programs*, recognizing that a large number of their students are actually "advanced," make special arrangements for them.

In any case, all students new to Evergreen would be wise to consider seriously enrolling in a *Core Program*, whatever their ages or past academic experiences. Freshmen would be unwise to consider anything else.

*Core Programs* usually last a full year, and their content is broadly interdisciplinary. For instance, "Political Ecology" investigates international politics and environmental trends by drawing on material from the natural sciences, social sciences, and humanities. Other programs combine different disciplines to study their respective central themes. This interdisciplinary approach means studying a situation as an integrated whole, not as a collection of isolated fragments.

*Core Programs* also are designed to help you develop the intellectual skills, self confidence, and maturity to meet the demands of college. All *Core Programs* are structured to provide you with:

*Extensive work on oral and written communication skills;*  
*Small classes and close student-faculty interaction;*  
*Skills in effectively using the library;*  
*Skills in problem solving and teamwork;*  
*Development of critical thinking abilities;*  
*Systematic orientation to the college, its methods and resources;*  
*Regular, personal evaluation between faculty and students; and*  
*Systematic, individualized academic advising.*

Evergreen proudly staffs *Core Programs* with its *most* experienced faculty, women and men who are particularly able to work with entering students. Unlike many colleges, Evergreen runs its *Core Programs* at a lower student-faculty ratio than its upper division programs. Successful individual study requires this close student-faculty interaction.

### **Annual Programs**

*Annual Programs* make up an area of Evergreen's curriculum that changes each year according to the needs and interests of students and faculty. A group of faculty may explore a new interdisciplinary theme, a group of students may initiate their own program, or visiting faculty members may develop an annual program to apply their special expertise. Some of the most creative programs now within the *Specialty Areas* were originally *Annual Programs*. For an example of one exciting *Annual Program*, check out the "1984" program description on page 31—it's a unique opportunity which will not be repeated!

### **The Specialty Areas**

After taking one of the *Core programs* for a year, you may begin taking programs in the various areas of specialization. Evergreen offers eight interdisciplinary areas of specialization, called *Specialty Areas*, on an ongoing basis. Each of these *Specialty Areas* listed below provides a complex curriculum, ranging from one to three years in length, and opportunities for a number of different career paths.

In the *Environmental and Marine Studies* specialty area, for example, you will find a multi-track curriculum which allows you to emphasize natural history, energy studies, marine studies, agriculture, environmental design, or applied community studies. The same variety can be found in most other *Specialty Areas*.

Many students develop individual plans of study which combine programs in various *Specialty Areas*. If you have an interest in arts administration, for example, you might take work in the management area of *European and American Studies*, and in the *Expressive Arts*. Similarly, if you have an interest in health and human services, you would benefit from such programs as "Health and Human

Behavior," "Management and the Public Interest," and "Nutrition, Culture, and Community Health."

Your academic advisor is an invaluable resource in helping plan your program at Evergreen to best suit your academic interests and needs.

Program descriptions for each of the *Specialty Areas* are listed from page 20 to 77 in the Academic Offerings section of this catalog. Such information as the faculty member, enrollment limit, special expenses, internship possibilities, etc., is listed at the beginning of each of the descriptions, while course equivalencies are listed at the end. Equivalencies indicate the different subjects, or disciplines, which are covered in each program.

The following list provides samples of the disciplines usually included in *Specialty Areas*.

**Environmental and Marine Studies:**

biology, geology, planning, natural history, geography, social science, agriculture, physics, mathematics, oceanography, ecology, anthropology, community studies.

**European and American Studies:**

literature, history, philosophy, art history, social science, political science.

**Expressive Arts:**

visual art, sculpture, drawing, painting, dance, theater, art history, communications, film, video, media, music, arts management, aesthetics, crafts.

**Health and Human Development:**

human biology, sociology, anthropology, counseling, psychology, history, nutrition, statistics, economics, political science, philosophy, health, human services, education.

**Management and the Public Interest:**

management, accounting, marketing, economics, finance, history, philosophy, statistics, political science.

**Northwest Native American Studies:**

history, sociology, political science, anthropology, education.

**Political Economy:**

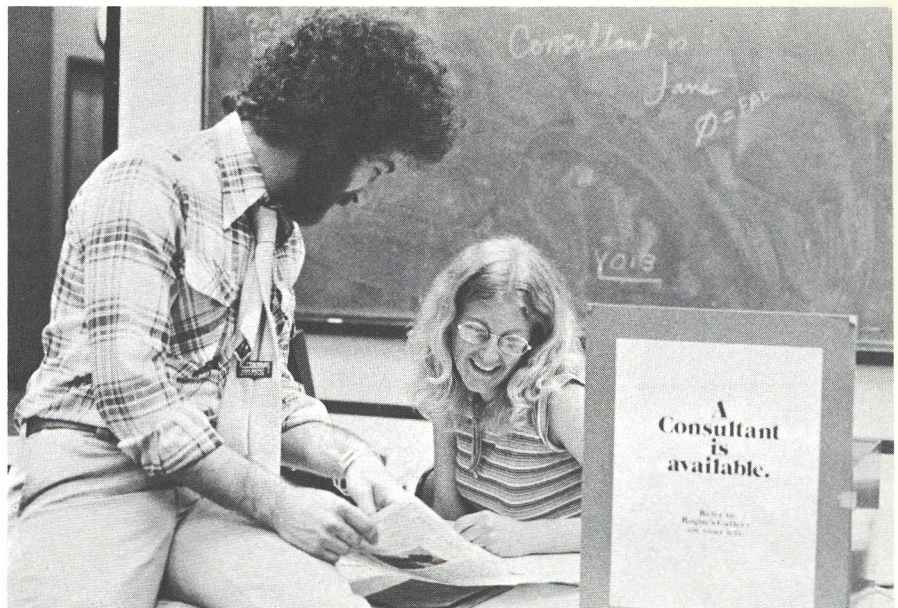
economics, history, philosophy, political science, sociology.

**Scientific Knowledge and Inquiry:**

physics, chemistry, mathematics, history and philosophy of science, computer science, biology, premedical studies.

**Curriculum Planning**

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



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

Each year, a few new programs, usually Group Contracts, are approved as a response to suggestions or proposals initiated by students. Evergreen encourages this sort of initiative, but new students need to know that each offering must be sponsored by faculty and approved by academic deans. Developing a new Coordinated Study or Group Contract requires a great deal of work and advanced planning. Curriculum planning begins a full 18 months before the program is offered!

**Program Planning and Covenants**

Once underway, a Coordinated Study program or a Group Contract is not subject to major replanning. Most programs are fully designed in advance, and students occasionally participate in that detailed planning. Faculty are held responsible by the academic deans to stay as close to the originally submitted plan as possible, so that you get the program originally announced in that year's catalog, not a variation of it invented at a later date.

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

In Coordinated Study programs, faculty sign a *faculty covenant* among themselves regarding the way in which they will conduct the program. In many programs, a second agreement or covenant, a *student covenant*, is prepared by the

faculty, outlining student rights and responsibilities. Among the more important points such covenants usually cover is how credit will be awarded, in what amounts, for what activities, and just what a student must accomplish in order to earn credit. Faculty responsibilities also are specified. Most Coordinated Studies run smoothly and efficiently, but should an occasional problem arise, these covenants can guide the resolution of disputes.

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

**Choosing Your Program**

Evergreen recognizes that students differ in maturity and personality as well as interests and capacities. The college acknowledges and tries to build upon this diversity. For this reason there are no structured majors, or specific required courses for all students. The alternative to requirements is not random choice of academic courses, but rather highly individualized, carefully thought-out educational plans. Close interaction between you, your faculty, and a well-functioning advising system are critical ingredients in making such a system work for you. Although responsibility for this educational planning ultimately rests with you, the college has developed many resources to assist you in the planning process, ranging from *Core Programs* to the Career Planning and Placement and Academic Advising Offices.

As you plan your program, Evergreen encourages you to develop breadth and depth in your educational background, to acquire the communications skills necessary to function effectively in this rapidly changing society, to become an able critical thinker, to acquire an understanding of the significance of cultural differences, and to become an effective



problem-solver. To do this, you may find an applied experience, such as an internship or a major research project, an important part of your Evergreen education as has been true for the majority of students. You may also want to complete a senior project as the capstone to your education here.

### Academic Advising

Choosing the most appropriate academic program or contract each quarter or each year is a serious decision. Several sources of information and advice are available to help you clarify your long and short range learning goals and make the best program selections.

Your seminar leader and current program faculty will provide ongoing counseling and advising as a natural result of the close and frequent contact with you. If you're enrolled in *Core Programs*, you'll be able to attend an academic advising workshop each quarter. You'll also find that students who have been at Evergreen for a few years offer another valuable source. In addition you can get information from your faculty advisor, at the quarterly Academic Fairs, and in the Academic Advising Office.

### Your Faculty Advisor

After you complete a *Core Program*, or if you transfer into Evergreen with at least a year of previous college work, you will be assigned to a faculty advisor who will remain with you as long as you're at Evergreen. Because your program faculty change from year to year, it is important to have an advisor who'll provide counseling throughout your college career. Your preference is considered, and care is given to assign you a faculty member with academic background or experience in the areas you indicate as long-range goals.

You and your faculty advisor will discuss and plan your current program

selection, long-range academic goals, and the process of designing the "path" of your undergraduate education. Your advisor will work to ensure that your choices are thoughtful and relevant to your plans for future employment or graduate school. Your advisor will maintain a record of your advising meetings to ensure continuity. He or she will also serve as a resource person, referring you to other faculty or campus services whose help you might need.

### The Academic Advising Office

As the central source of all academic information on campus, Academic Advising coordinates the entire advising program, under the direction of an assigned faculty member. The primary functions of Academic Advising include: assigning you a faculty advisor; providing current information about programs; conducting advising workshops, particularly for *Core Programs*; and offering counsel when faculty advisors are on leave or if you need additional assistance.

More information on the Academic Advising Office is available in the Student Services section of this catalog on page 87. Appointments and drop-in hours are available in Library 1221.

### Academic Fairs

Near the end of each quarter—and at the start of Fall Quarter—an Academic Fair is held at which faculty from all programs and from the Individual Contract pool gather in one room, at one time, to discuss their offerings with you and answer your questions. They sit at tables clearly marked with program titles, and they have their program descriptions, schedules, and covenants with them. Personnel from Academic Advising, the Registrar's Office, and the Deans also attend.

This is your best, most direct opportunity to find out how a program you may be considering will be structured, what

material will be covered, in what style, and how closely it serves your needs. Students who are deeply puzzled about their options often find clarification, even wholly new directions, from their contacts at the Fair.

Dates and hours of the Academic Fairs are available from Admissions, the Registrar, or Academic Advising.

### Credit and Evaluation

Faculty members have final responsibility for seeing that the curriculum plan for their program is carried out. They also bear final responsibility for all matters of *academic credit*.

In Coordinated Study programs, faculty decide the amount of credit that can be earned, the subject areas in which it can be earned, and the requirements for earning it. These decisions are specified in program covenants, and should also be specified in each individual contract. Although there is usually room for some negotiation between you and your faculty on particular matters, the program covenant or the contract *always* sets the limits. You can and should discuss all this thoroughly with your faculty.

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

### Narrative Evaluations

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

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

Each student also writes a *self-evaluation*. You will describe your work in your own words, explaining what was most important to you, what was unimportant,

and why. You will offer evidence of your comprehension and provide details about your progress and success in the program. This self-evaluation, when done carefully and seriously, often represents a major part of your learning experience, for in it you summarize your experience, put everything in order, connect this study to your past learning, and indicate its connection with your future plans. Self-evaluations are often the most revealing documents in a student's transcript.

The student's transcript consists, not of a set of course titles and letter grades, but of both faculty evaluations and student self-evaluations, along with detailed program descriptions or actual Individual Contracts. Thus, when you send your Evergreen transcript to another school or future employer, they receive, in effect, a detailed history and evaluation of your work here. This transcript is hefty, but if you and your faculty write it carefully it can be a highly useful document.

### **Student Evaluation of Faculty**

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

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

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

### **Evaluation Conferences**

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

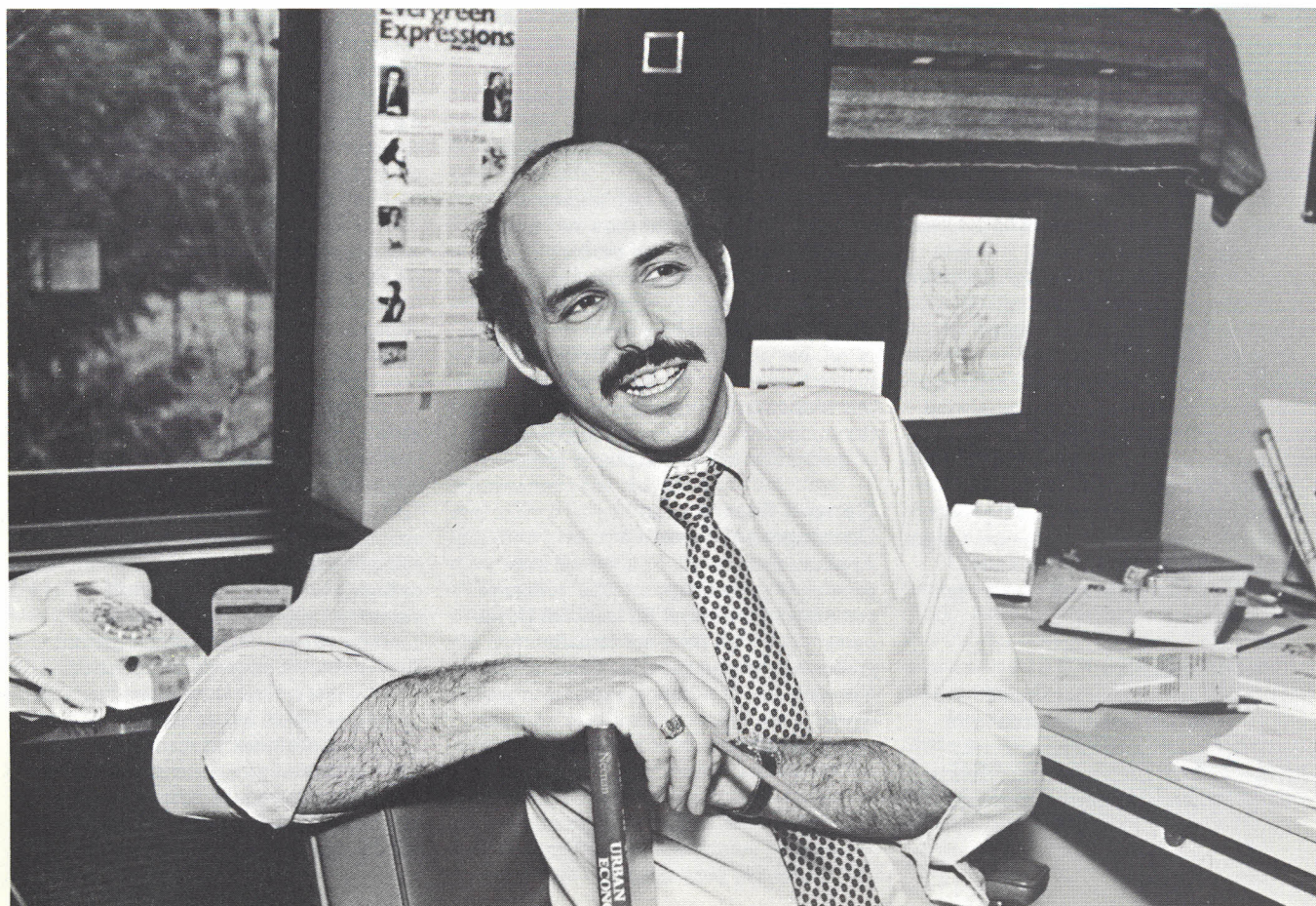
Each faculty member has somewhat different practices, simply because each has a personal style. But there are some uniformities. Students in programs and contracts should have individual conferences with their faculty to discuss the evaluations. Both the self-evaluation and the faculty evaluation of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

If differences of opinion exist between student and faculty, they can usually be worked out, face-to-face, during this conference. Faculty regularly comment on and suggest changes in the student's self-evaluation. Students have the same rights in regard to faculty evaluations of their work. The conference often includes discussion of the student evaluation of the faculty. When both parties are satisfied that the evaluations are full, accurate, and fair, they are sent to the Registrar's Office.

Many programs also produce "in-house evaluations" of each student's work—informal, relaxed, and utterly candid assessments, which are meant as private communications between faculty and student. These can come at mid-term, at the end of a term, or at any point in the program where such advice seems appropriate.

These formal and informal written evaluations, plus individual conferences and the many contacts you have with program faculty, mean that you need never be puzzled for very long about how well you are doing in a program.

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



## Admissions

### 14 Admission Procedure

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

1. The Washington Uniform Application. A non-refundable application fee of \$15 must accompany this form. Check or money order should be payable to The Evergreen State College.
2. Official transcripts of all previous college work and, for those applying directly from high school or with less than 45 quarter hours of college work, a record of completed high school courses, including rank in graduating class.

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

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

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

#### Application Deadlines

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

### Freshman Admission Requirements

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

Evergreen expects high school applicants' transcripts to show successful completion of a variety of academic courses which indicate adequate preparation for a challenging collegiate program.

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

### General Educational Development Tests

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

### Transfer Students

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

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

### Transfer of Credit

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

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

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

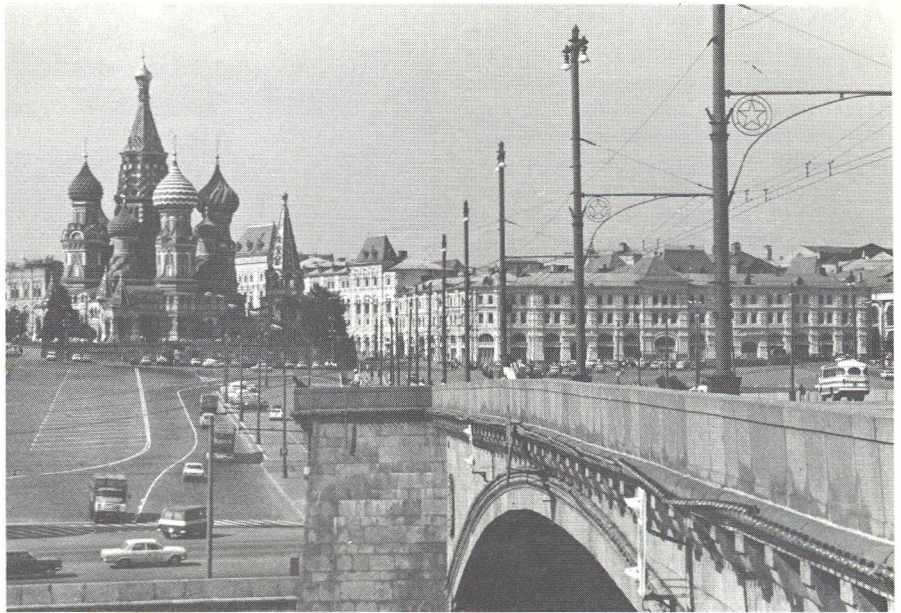
Policy varies slightly depending on the kind of institution from which you are transferring and the kinds of course work involved. In general, courses in which a "D" or "F" grade was received are not acceptable in transfer, nor are physical education activity courses, remedial courses or high school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

Credits earned at nonaccredited institutions, technical institutes, military, art and music institutes, foreign colleges and universities and proprietary schools (such as business colleges and correspondence schools) are evaluated on a case-by-case basis by the Registrar. The principle used is



**"I would recommend that students be serious, that they are ready to accept experimentation as a way of life, that they are ready to challenge, and accept a responsible role in government. They should develop a network while there, and do as many external activities as they can."**

*Perry Newell, alumnus*



that the work performed should be equivalent to work for which a four-year college or university would normally give credit toward the B.A. degree.

### **Upside-Down Degree Program**

If you hold a vocational or technical Associate degree from a two-year accredited college, you *may be* eligible for the Upside-Down Degree 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 these 90 credits, the voc/tech degree program will be posted as 90 transfer credits and you will be recommended for a bachelor's degree. Noncompletion of the recommended 90 Evergreen credits will result in a course-by-course evaluation; such an evaluation usually results in less than 90 transfer credits.

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

### **Returning Students**

If you were previously enrolled at Evergreen and plan to return after having withdrawn from the college or taking a leave of absence for more than four quarters, you must fill out the Washington State Uniform Application and submit a \$15 non-refundable application fee. You must submit copies of *all* transcripts from colleges/universities attended since leaving Evergreen. The admission decision will be based on the complete academic record.

### **International Students**

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

*All international students should complete and submit:*

1. The Washington State Uniform Application and pay the \$15 non-refundable application fee.
2. *Official* copies of all high school and/or college records.
3. Results of the Test of English as a Foreign Language (TOEFL).
4. Evidence of having at least \$8500 (U.S.) to pay all normal expenses for one year's enrollment at Evergreen.

### **Conditional Admission**

*The Admissions Committee considers all applicants on an individual basis. Applicants who do not meet the admissions criteria may be asked to submit additional information. The Admissions Committee may offer a conditional admission if the applicant's credentials show that he/she has a reasonable chance for academic success in Evergreen's unique academic programs. Students admitted on a conditional basis are required to accept and fulfill the conditions outlined in their letter of admissions.*

### **Special Students and Auditors**

If you are a part-time student and do not wish to have academic work immediately applied toward your degree, you do not have to complete the application process outlined under the admission procedure

section. Entry into part-time work for non-matriculant students is handled directly by the Registrar's Office.

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

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

Auditors receive neither credit or narrative evaluation and no credit can be advanced toward a degree if they later apply for admission to the college.

### **Summer Quarter**

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

### **Admission Notification and Enrollment Deposit**

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

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

No deposit is required of Special Students and Auditors.

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

# Academic Regulations

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## Registration

### New and Continuing Student Enrollment Process

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

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

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

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

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

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

As a continuing student, you should select your academic programs for the following year with the aid of an advisor during advance registration, conducted in mid-May. Dates for advance registration are specified in the College Calendar on page 96.

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

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

### To Drop or Change a Program

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

### Withdrawal and Exit Interview

You may Withdraw at any time, but an Exit Interview at the Registrar's Office is required (telling a faculty member is not sufficient). See the Financial Information section for the tuition and fee refund schedule.

### Leaves of Absence

If you have been regularly admitted and need to "stop out" for a while, you are eligible to apply for a leave of absence of no longer than one year. Application for leave is initiated in the Registrar's Office. If you are *not* enrolled in a program/contract by the enrollment deadline, you are considered to be on leave (up to one year for undergraduates and one quarter for graduate students).

## Academic Credit

### General Policies

You will accumulate academic credit for work well done and levels of performance reached and surpassed. Only if you fulfill academic obligations will full credit be entered on the permanent academic record. Otherwise, there will be no entry or the recording of credit to represent what was partially accomplished. Credit is expressed in quarter credit hours.

As a full-time Evergreen student, you will be enrolled in only one full-time learning activity. If you enroll full-time, additional credit cannot be earned concurrently at another college for transfer back, nor will you be able to earn more than the maximum full-time amount at Evergreen.

Evergreen will not accept credit twice for the same course work.

### Full-time and Part-time Status

Evergreen counts you as a full-time student if you are: (1) an undergraduate enrolled for 12 or more quarter credit hours, or (2) a graduate student enrolled for 9 or more quarter credit hours. If you enroll for less, you are considered a part-time student.

Maximum full-time enrollment is 16 quarter credit hours (18 for those in the Teacher Certification Program and 12 for graduate students). These maximums include any transfer credit earned during the same period through simultaneous enrollment at another school.

### Veterans

If you are a veteran, be advised that VA standards for full-time training are different from those of the college. Specifically, the "seat time" rule requires a minimum amount of time in classroom situations. Check with the Office of Veterans Affairs to assure that your program, internship, or learning contract meets those standards.

### Acceleration

You may accelerate your education only by enrolling for a fourth quarter of study each calendar year (i.e. Summer Quarter).

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

### Partial Credit Options and Withdrawals

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

Some programs will make provisions for partial credit; others will not. That determination rests with the faculty of each particular program or contract. Program faculty announce that policy at the outset of the quarter. If exceptions are to be made, they are at the determination of the faculty.



### Evaluation

You will work individually with the faculty member who leads your seminar in order to evaluate your work. At the end of each quarter, the faculty member writes a narrative evaluation, a one-to-two-page description which details the exact nature of your work, its quality, and your progress during the quarter. This written evaluation takes the place of a letter grade. For a full description of this unique educational process, please turn to page 12.

### Record Keeping

#### Transcript and Portfolio

The transcript and portfolio are the two primary records of your work at Evergreen.

The transcript, maintained by the Registrar's Office, is a record of academic achievement which includes all work done for credit, the official description of the program or contract, faculty evaluations, and your own evaluations of achievements. Once the evaluation is accepted in the Registrar's Office, a copy is sent to you. *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. Transcript processing requires time; please allow two weeks between receipt of your request (and \$5 fee) and mailing of the transcript.

Credit and evaluations are reported only at the end of the program or contract, unless you go on a leave of absence, withdraw, or change programs.

You maintain your own portfolio, which includes the official description of the program/contract for all work attempted, descriptions and copies of faculty evaluations, and your own evaluations, including those not on the transcript, and work considered to be your best effort, along with other pertinent information.

The portfolio is your academic biography, to be shared with faculty during your learning experience and with graduate

school and prospective employers in future interviews.

### Confidentiality of Records

The federal Family Education Rights and Privacy Act of 1974 establishes fair information practices regarding student records at American colleges and universities (see the last section of this catalog for text).

### Retention of Records

Credentials, including original documents submitted in support of an application, become the property of the college.

Transcripts of students who do not register for the term for which they applied will be held two years before being discarded.

If you require transcripts of work done at other schools, those transcripts must be secured directly from the schools, not from copies in our files.

### Academic Standing

Because the college follows a narrative evaluation system, your transcript contains only information on credit which has been successfully completed. Some recognition, of a nonpunitive nature, needs to be made of the student who is not making satisfactory progress. The following stages of academic standing have been designed to allow the student having academic difficulties the maximum amount of advice and counsel in resolving these problems. At the same time, it acknowledges that if a student is unable or unwilling to do his or her best work at Evergreen, then their place should be given to someone else.

During any quarter a student who is in danger of earning less than the registered amount of credit will be notified in writing of that danger by the faculty sponsor or program coordinator.

**1. Academic Warning**—A student who earns fewer than two-thirds the number of credits for which he or she is registered in

three successive quarters will receive an academic warning from the Registrar, a copy of which will also go to the student's current or preregistered coordinator or sponsor. Similarly, a student enrolled for more than half-time who receives no credit at all during two successive evaluation periods will receive academic warnings. Such warning will urge the student to seek academic advice or personal counseling from a member of the faculty or from the appropriate officers in Student Enrollment Services. A student will be removed from academic warning status after three quarters of successful work in which more than two-thirds of the credits were earned.

**2. Required Leave of Absence**—A student on academic warning who receives either an incomplete or fewer than two-thirds of the registered credits is required to take a leave of absence, normally for one full year. A waiver of the action can be granted only by the academic deans upon presentation of evidence of extenuating circumstances by the student. To re-enter at the end of such leave, the student must supply to the deans evidence of readiness to assume responsibilities.

A student returning from a required leave of absence will reenter on academic warning and will be expected to make normal progress toward a bachelor's degree without incurring further required leave. Failure to earn more than two-thirds credit at the next evaluation period will result in academic dismissal from the college.

### Graduation Requirements

The minimum 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 presentation of an educational plan to the academic dean for approval.

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

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

An application and exit interview are necessary for graduation. Contact the Registrar's Office at least one quarter in advance of the anticipated graduation date.

The 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 a minimum of 225 quarter hours, including 90 at Evergreen, and application at least one year in advance.

## Financial Information



### 18 Fees and Charges Tuition and Fees

Fee calculations are based on four student status indicators: undergraduate or graduate enrollment, state residency, quarter credit hours, and Vietnam veteran. These indicators are established, and may be adjusted only by the Registrar.

If you are a full-time resident undergraduate student, tuition and fees are \$314 per quarter, and \$1,070 if you are a full-time nonresident student. Of these amounts, \$60 are allotted as Services and Activities fees. If you are a part-time student, tuition and fees are \$32 per quarter credit hour, up to a maximum of \$314 (resident), and \$107 per quarter credit hour, up to a maximum of \$1,070 (nonresident).

If you are a full-time graduate student, tuition and fees are \$364 per quarter (resident) and \$1272 (nonresident). For part-time graduate students, the charges per quarter credit hour are \$36 for residents (\$364 maximum) and \$127 for nonresidents (\$1272 maximum).

These are *projected* tuition and fees for the 1983-84 academic year, and subject to change.

#### Residency Status for Tuition and Fees

To be considered a *resident*, you must be domiciled in the State of Washington for at least one year (prior to the first day of the quarter) for other than educational purposes, and either:

- (A) financially independent, or,
- (B) if financially dependent, have a parent who has been domiciled in the State of Washington for at least one year (prior to the first day of the quarter) for other than educational purposes.

All others are classified as *nonresident* for tuition and fees purposes.

Applications to change residency status are available at the Registrar's Office and must be made in advance of the first day of the quarter you feel the requirement has been met. (Allow at least 10 days for processing of your application.)

#### 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 makes it possible for you, as a registered student, to submit a single check for tuition and fees, housing, and other charges by mail or night depository. The Cashier's Office is open from 8:45 a.m. to 3:30 p.m. Monday through Friday.

Tuition and fees are billed by mail on a quarterly basis if you are "advance registered". The first class day is the payment deadline if you are "advance registered." If you register during the "regular registration" period, you must pay your tuition fees by the fifth class day. Failure to pay tuition and fees by the established due date will result in disenrollment. You have an option to pay at least one-half of your tuition and fee charge by the assigned due date, and the balance in full by the thirtieth calendar day. Costs for this service will be a \$15 late payment fee. Any student being re-enrolled after disenrollment will be charged a \$50 reinstatement fee if re-enrollment occurs after the tenth class day.

*The college is anticipating the establishment of a \$15 quarterly health fee prior to the fall of 1983.*

#### Estimated Academic Year Expenses

These are the *projected* costs for the academic year 1983/84, and are subject to change.

	Residents	Nonresidents
Tuition and Fees (Full-time)	\$ 942	\$3,210
Books and Supplies	330	330
Housing and Meals	2,310	2,310
Personal Needs	825	825
In-State Travel	600	600
<b>Total</b>	<b>\$5,007</b>	<b>\$7,275</b>

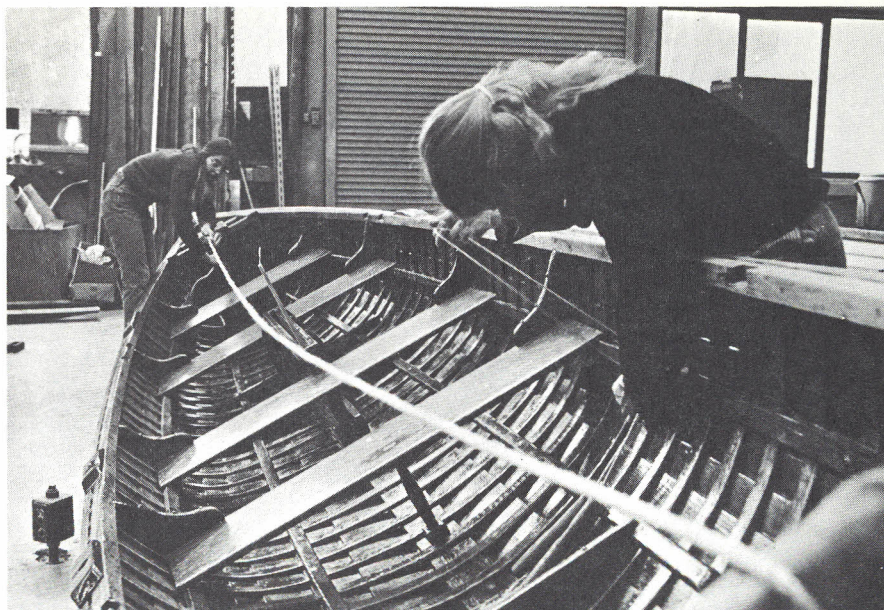
#### Miscellaneous Fees

Housing deposit		
Rental contract		\$ 60
Unit lease		100
Transcript		5
ID card replacement		5
Returned check		6
Non-refundable application fee		15
Enrollment deposit		50
Late penalty		15
Reinstatement fee		50
Credit by examination (per test)		22
Lab fee (varies)		10-25
Leisure Education (varies)		10-85
201 and 211 Studios (student rate)	201	211
Daily	1.00	.75
Quarterly	40.00	15.00
Health insurance (per quarter)		
Student only		31.05
Student and dependents		86.40

Parking	Motorcycles	Autos
Year	\$20.00	\$40.00
Quarter	8.00	16.00
Daily	.50	.50

**“An inadequate job of education translates into unemployment and problems in welfare and institutions, particularly corrections. On the other hand, a high quality educational system contributes significantly to the health of the state’s economy and its productivity.”**

*Dan Evans, President,  
The Evergreen State College*



**Refunds/Appeals**

Refunds of tuition and fees are allowed only if you withdraw from school or are called into the military service of the United States.

If you follow proper withdrawal procedures at the Registrar’s Office, you will be refunded as follows:

Fee/Charge Category	Refunds Applicable
Enrollment Deposit	Applies to first quarter tuition and fees. 100 percent refundable to the fifth class day of the quarter.
Tuition and Fees	100 percent to fifth class day of quarter. 50 percent to 30th calendar day; after that, no refund.
Housing Deposit	\$30 (rental contract) refundable upon end of contract or withdrawal from college. \$50 (unit lease) refundable upon end of contract.

Objections to the application of any financial policy or charge must be presented to the Registrar within 10 days after the first billing.

**Financial Aid**

If you expect difficulty in meeting the costs of college, you should apply for assistance through the Financial Aid Office.

Evergreen’s goal is to provide appropriate financial guidance to all students, and financial aid to those students who could not otherwise attend Evergreen. Awards from the college’s aid programs rest strictly on personal need and can only supplement the contribution of the student and his/her family. Most of the aid offered by the college is open only to full-time

students and may take the form of grants, loans, employment, scholarships or a combination of these possibilities.

- Scholarships available include:
- Ward Bowden Memorial Scholarship* assists students with financial need in the fields of journalism and political science.
  - Roger Camp Memorial Scholarship* assists students with financial need.
  - Edith K. Draham Scholarship* assists students with financial need and demonstrated ability in fiction writing.
  - Shauna May Memorial Scholarship* is awarded to students based on financial need and merit.
  - Third World Scholarships* (2) are awarded to full-time Third World students attending the Olympia campus based on merit and financial need.
  - Carlton Morris Cooley Scholarship* is awarded to an outstanding senior in English-related studies.
  - Saul and Daydee G. Haas Foundation Award of Merit* is awarded to an outstanding junior or senior in the field of communications.
  - Charles J. McCann Scholarship* is awarded to a senior who has completed at least one full year at Evergreen, shows the capacity to work well with others, and demonstrates ability to plan and carry out a plan of study and does it well.
  - Ethel MacPhail Scholarship* is awarded to an upper-division woman concentrating in the business management related field.
  - Rainier Bancorporation Scholarships* (2) are awarded to students pursuing studies in areas related to business and management.
  - Foundation Scholarships* are awarded to prospective new full-time Evergreen students who have distinguished themselves with contributions to community, academic excellence, or other demonstrated talent. Check with the Admissions Office for more information.

Complete information about the financial aid programs and application procedures is available upon request from the Financial Aid Office.

Applications for aid should be received by *April 15*. If you apply after that date, you will be aided only if funds are available.

The Financial Aid Office also offers you 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 and individuals in the community, and Services and Activities Fees. This program is designed to aid all students who face temporary need by providing short term loans of up to \$200. If you need this service, apply through a personal interview in the Financial Aid Office.

**Disbursements**

Financial aid is distributed quarterly (to coincide with tuition and fee payments) by the Financial Aid Office. All charges are deducted from the quarterly award, with the balance paid to you during the first week of instruction. Exceptions are emergency loans, which are paid as needed, and the on-campus work-study program, which is distributed through the payroll system.



**Academic Offerings**



## Seven Easy Steps to Picking Your Program

- 1. Decide 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'll 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*, choose one of the *Core Programs* described on pages 24 to 28.
  - If you are a *transfer student*, look up the subjects that interest you in the *Academic Subject Index*, beginning on page 94. This lists all the programs which cover your subjects. Don't ignore *Core Programs*—they may be perfect for you. If a *Specialty Area* is listed under your subject, read over all the offerings in that area.
  - Examine the *planned equivalencies* at the end of each program description.
  - Browse over a number of possibilities before you settle on one. Try to choose at least three viable alternates before you take the next step.
- 3. Discuss your choices and your goals** with your assigned *faculty advisor*, and with the people in the *Academic Advising Office*. The Advising Office keeps program descriptions that 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. Your advisor and the Advising Office can give you additional program leads that you might pass over on your own.
- 4. Attend the Academic Fair**, which is described on page 12. 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 and style directly with the program faculty, and pick up a syllabus.
  - 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.
- 5. Choose your program.** In all these discussions—with your advisor, with the Academic Advising Office, with prospective faculty—*keep your goals in mind and, also, the range of your interests and needs*. Your selection for this one quarter should fit into your overall plans, and it should also lead you to something. On the other hand, you do have time, you do have a wide range of interests, and you probably do not have to do some one thing immediately.
  - Ask for whatever help you need in making your choice; if you don't find the help you need in one place, ask for it somewhere else.
  - You'll know you've chosen wisely when enthusiasm strikes you and you begin to fantasize excitedly about the work ahead.
- 6. Register.**
- 7. Pay your tuition.** And that's it! You're now ready to attend your seminar.

## Twelve Questions Most Frequently Asked About Evergreen

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

Your academic advisor, the Academic Advising Office, your program faculty, the Career Planning and Placement Office. Any or all of the above. When in doubt, ask.

### Do I need to know exactly what I want to do at Evergreen?

No, but sometimes it helps. Often it's a hindrance. Coordinated Study programs are excellent places for finding directions, or discovering wholly new and unexpected directions.

### Who will help me decide which program to take each quarter?

Your academic advisor, the Academic Advising office, your current program faculty, the faculty in areas which interest you. The Academic Fair (page 12) is an unexcelled opportunity to test the waters and figure out exactly which of the upcoming offerings is best for you.

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

Quite often. Each program description in this catalog specifies whether additional courses are allowed. You can also negotiate with the program faculty at the Academic Fair.

### Are individual projects or internships allowed?

Yes. Most programs incorporate individual, or small group, projects. Some incorporate internships. Consult the program descriptions, and talk with the faculty at the Academic Fair. Advanced students can arrange full-time independent projects through Individual Contracts (page 8), and Internships through the Cooperative Education Office (page 76).

### What is your grading system?

We don't give grades; we write narrative evaluations. See page 12.

### What can I do with a degree from Evergreen?

Get a job in business or government. Teach. Attend Graduate School. Attend Medical School. Our graduates undertake all the usual careers, and invent some of their own. See "Placement" (page 6), and if you have particular plans, talk with the Career Planning and Placement Office (page 87).

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

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

### What are the areas I can study at Evergreen?

Most of the conventional college subjects, plus a number of specialties. Consult the "Academic Subject Index" (page 94), and browse through the Specialty Area descriptions (pages 34). All the many advisors, and the Admissions counselors, can give you detailed information about the offerings in fields that interest you.

### What degrees do you offer?

The Bachelor of Arts, the Bachelor of Science, and Master of Public Administration.

### Can I take two programs at the same time?

No. At Evergreen you take one program at a time.



# The Condensed Curriculum

## Core Programs

	F	W	S	Pt	In*
Great Books of the Western World, page 25	•	•	•		
Human Development, 25	•	•	•		
The Making of America, 1600-1984, 25	•	•	•	•	
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Re-introduction to Education, 27	•	•	•	•	
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Language, Logic, and Western Culture, 28			•	•	
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## Annual Programs

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### Evergreen Artists-In-Residence

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Frasca: <i>Drawing from the Landscape</i> , 45	•	•	•	•	
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Mandeberg: <i>Major Sculpture Studio Project</i> , 47	•	•			
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\*F — Fall Quarter

W — Winter Quarter

S — Spring Quarter

Pt — Part-time Option

In — Internship Possibility

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## Core Programs

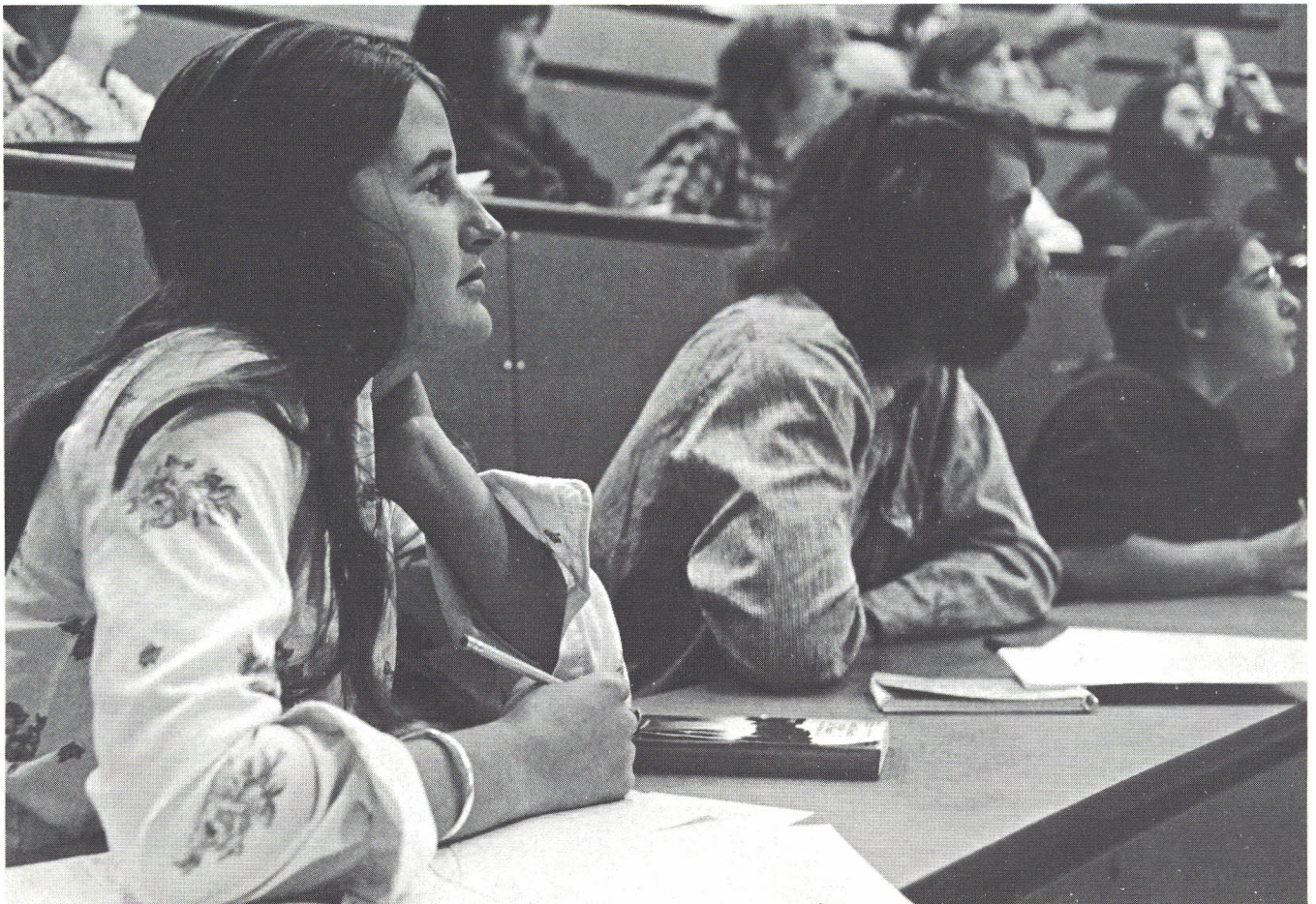
*Convener of Area:* Donald Finkel

If you are in your first or second year of college, *Core Programs* are designed to give you a solid foundation of knowledge and skills as preparation for more advanced studies. For most students, this means learning how to write easily and well in various modes, how to read carefully, analyze arguments, work cooperatively in small project or discussion groups, and how to use the many resources in the library.

Another purpose of *Core Programs* is to introduce you to the central mode of study at Evergreen, Coordinated Studies, in which faculty members from different disciplines use their knowledge to build a program around a central theme or issue. *Core Programs* also aim to help you connect your studies with your own intellectual and personal concerns, and to make responsible decisions about your education.

Each of the *Core Programs* listed in this section is an integrated unit that combines a number of different activities (seminars, individual conferences, lectures, laboratories—whatever is appropriate) to help you learn about the program theme or topic, and at the same time develop the skills necessary for successful college work, learn about Evergreen's potential in people and facilities, and better define your own educational goals.

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



## Great Books of the Western World

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

This program concerns men and women, and their society. Its theme is education: political, aesthetic, and personal. We will read literature and history, and study the artistic creations of Ancient Greece, Renaissance Europe, and the Western World, 1914-1939.

Fall Quarter, we focus on political and social values, using documents from ancient Greece. We begin with Homer, Hesiod and Sappho, then move to the great playwrights Aeschylus, Sophocles, and Euripides, and to selections from Herodotus, Thucydides, Plato and Aristotle. We will study the art and architecture of 5th century Athens. We will be concerned with the roles of men and women, and study the ways these roles are expressed in both literature and visual art.

Winter Quarter we move to the 15th and 16th centuries to continue the study of political and social values, as well as religion and the arts—Dante, Petrarch, and Boccaccio; Machiavelli, Castiglione, More, Erasmus; Calvin and Luther; Montaigne and Shakespeare; such painters as Giotto, Botticelli, da Vinci, Raphael, Michelangelo, Dürer, Holbein, Titian, and Tintoretto; and such architects as Alberti and Brunelleschi.

Spring Quarter we investigate early 20th century themes such as the impact of industrialization and urbanization and the role of education in modern society. Sigmund Freud, Thomas Mann, Ezra Pound, Virginia Woolf, Willa Cather, Marcel Proust, William Faulkner, H.L. Mencken, Andre Gide, Bertolt Brecht, T.S. Eliot, Richard Wright, and Henry Miller. In the arts we'll look at fauvists, expressionists, cubists, and surrealists, as well as major proponents of modern architecture and sculpture.

The weekly schedule for the program includes one lecture, one visual presentation, two seminars, one expository writing session, and an open faculty seminar. The faculty will offer workshops to teach students to do close reading, to interpret works of art and, especially, to write well.

*Planned equivalencies in quarter hours:*  
12 - writing; 12 - Greek, Renaissance and modern history; 12 - art history;  
12 - literature  
**48 - total**

Program preparatory to further studies in humanities or social sciences.

## The Making of America, 1600-1984

*Fall, Winter, Spring*  
Sponsor: Ken Dolbear  
Enrollment: 60 Faculty: 3  
Prerequisites: None  
Special Expenses: None  
Part-time Options: Yes  
Internship Possibilities: No  
Additional Course Allowed: Yes

We shall explore key dimensions of the American past—science, literature, art, law, religion, education, urbanization, political economy, race relations—in an effort to see how such factors have shaped our society. Our focus is on the future, but our method is to render it understandable by grasping the enduring legacy of the past and integrating that legacy with a comprehensive assessment of today's conditions.

From the earliest English settlements, ideas and institutions developed in constant interchange with England and with the special circumstances of the American environment—including the contrasting cultures of Native Americans, imported Africans, other European immigrants, and the Caribbean peoples. With further immigration and industrialization, a distinctive society developed. Democratic aspirations were pitted against a social reality of inequality and tensions between races, classes, sexes, ethnic and religious groups, and regions. A rough balance resulted, held together by economic achievement, a powerful ideology, and an elaborate system of law. These and other historical factors must be sorted out before we can develop a sense of our alternative futures.

The program will emphasize development of such skills as logical analysis and critical evaluation, expository writing, and oral argument. It will lead toward group research projects connecting our past to possible futures. Special attention will be paid to the contrasting cultures and world views relevant to the American experience, in order to gain the deepest insight into our possible joint futures. Students should emerge with a clearer sense of who they/we are, and where we are going.

*Planned equivalencies in quarter hours:*  
12 - American history; 8 - American literature; 4 - political science & law;  
8 - urban planning and community development; 4 - ethnomethodology;  
8 - social anthropology; 4 - expository writing  
**48 - total**

*"The Making of America" will be a participant in the campus-wide 1984 Project.*

## Human Development

*Fall, Winter, Spring/Coordinated Study*  
Coordinator: Willie L. Parson  
Enrollment: 60 Faculty: 3  
Prerequisites: None  
Special Expenses: \$25 for retreat  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: By faculty consent only; study in Learning Resources Center encouraged for students with special reading or writing problems.

"Human Development" offers the opportunity for students to explore their assumptions about the psychological, biological, and cultural bases for human behavior over the lifetime of the individual. In this context, we begin to understand ourselves and to see how the study of human development can aid in the solution of problems that arise in the lifetime of an individual.

We'll study various theories in developmental psychology, their differences, and how these theories explain human behavior over the life cycle. We'll examine early life experience, adolescence, and adulthood to determine how our culture modifies our behavior and determines specialized sex-role behavior and social role differentiation.

We'll study the individual as an organism from conception to old age, concentrating on the importance of our development as genetically related organisms, that is, our phylogenetic, or evolutionary, relationship as unique individuals within a single species.

We'll explore our origins in history at both individual and societal levels, seeking a broader understanding of the cultural forces that interact with behavioral mechanisms in individual growth and development. We'll examine other cultures to isolate those critical variables that make possible the variety in human development and the wide range of human potential reflected.

History and literature will be used extensively. Writing, oral communication, careful and critical reading, and logical thinking will be emphasized through the year. Independent projects will permit students to develop strong skills in library research.

Weekly program activities will include seminars, lectures, workshops, and individual presentations.

*Planned equivalencies in quarter hours:*  
8 - developmental psychology; 8 - biology;  
4 - anthropology; 8 - literature;  
8 - expository writing; 4 - research writing;  
8 - individual concentration  
**48 - total**

*"Human Development" will be a participant in the campus-wide 1984 Project.*

## Movement, Space, and Communication

Fall, Winter/ Coordinated Study

Coordinator: Meg Hunt

Enrollment: 40 Faculty: 2

Prerequisites: None

Special Expenses: Film, local travel, dance clothes, drawing supplies, and personal retreat expenses.

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Why do some places encourage people to stop and talk, and others inspire a sense of awe? How does the way we move affect our credibility? What does a long narrow hallway feel like? Are there universal movements of anger, fear and joy? How can they be used in choreography and the visual arts? How does being a white woman raised in Vancouver affect the way you move? In this program we will answer questions like these in order to understand how movement and space affect communication. We will meet regularly for book seminars, lectures, films, field observations, writing tutorials, movement exercises, workshops, and individual conferences. Members of the program will develop skills in reading, writing, discussion, design, movement, and movement observation. Possible texts include Laban, *The Language of Movement*; Birdwhistell, *Kinesics and Context*; Hall, *The Silent Language*; Lynch, *Image of the City*; Sommer, *Personal Space*; Jung, *Man and His Symbols*; Silko, *Ceremony*; Shaef, *Women's Reality*.

Planned equivalencies in quarter hours:

12 - social sciences; 8 - expository writing; 8

- dance movement; 4 - design

**32 - total**

Program preparatory for further study in social sciences, dance, architecture, management, public relations, theater, design, counseling, and communications.

*This program will be a participant in the campus-wide 1984 Project.*

## Pathfinders: The Exploration and Exploitation of the American West

Fall, Winter, Spring/ Coordinated Study

Coordinator: Pete Sinclair

Enrollment: 40 Faculty: 2

Prerequisites: None

Special Expenses: Photographic materials, camping gear, bus fare, some texts are not paperback.

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Learning Resource Center work only

"Pathfinders" is designed to introduce students to both library and field study. In this program, we study the lives and time of selected land explorers of the American West—Meriwether Lewis, William Clark, John Colter, Kit Carson, Jedediah Smith, Thomas Fitzpatrick, John C. Fremont, and others—in order to understand the western migration of the European settlers of America, its courses, its pathfinders, its consequences to the aboriginal peoples and landscape.

Part of our study will be of literary and artistic images of pathfinders and of the West. Students will make their own documents of words and images of the American West. Students whose work and interests qualify them to do so, may retrace segments of the routes taken by the explorers, mountain men, and guides. In the fall, students will develop skills in photography, record keeping, analysis of documents and arguments, and composition, as well as study history, literature, and landscape art of the American West. Students will continue these studies and skills in the winter and will also embark on a library search for a pathfinder. Spring Quarter will be devoted to completing the research and, where possible, testing it in the field.

Planned equivalencies in quarter hours:

16 - history and field work; 16 - literature

and composition; 16 - art history and

photography

**48 - total**

Program is preparatory for further studies in intermediate and advanced Evergreen programs.

*"Pathfinders" will be a participant in the campus-wide 1984 Project.*

## Political Ecology

Fall, Winter, Spring/ Coordinated Study

Coordinator: Rob Knapp

Enrollment: 80 Faculty: 4

Prerequisites: None

Special Expenses: Field trips (\$20-\$30 for travel and housing)

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Learning Resource Center fall and winter; one additional course allowed in spring.

This year's "Political Ecology" program will study three planet-wide developments—oil shortages, global communications, and military build-up. Each has such major consequences that they make one ask, "How can anyone prepare for the future when everything could be changed by these giant, uncontrollable trends?"

We will come to grips with this question in two ways. First we will study the basic environmental, political, and technological facts in each area, and will develop skills of reasoning, writing, and speaking in order to work effectively with them. Second, and even more important, we will extensively discuss the possible attitudes and actions for individuals to take in the face of these developments. Can an individual make a difference? How can I prepare for great but unknown changes? How can natural beauty and human life be protected and enhanced? People in all occupations, regardless of their roots and upbringing, have a vital interest in these questions.

We'll pay particular attention to the way these developments are affecting our local area—Olympia and Western Washington, through such possibilities as oil tankers and pipelines in Puget Sound and the use of earth satellites to locate natural resources. We will read important novels and current reports as well as textbooks; and also analyze television programs, visit ecologically important places, and learn how to study and learn in cooperative, mutually supportive ways.

Planned equivalencies in quarter hours:

9 - biology; 8 - literature; 9 - expository

writing; 12 - social science; 4 - mass

communications; 4 - physics and chemistry;

2 - descriptive statistics

**48 - total**

Program is preparatory to further studies, careers, and/or graduate study in environmental studies.

*"Political Ecology" will be a participant in the campus-wide 1984 Project.*

**"I wasn't allowed to float at Evergreen, and learned that if you didn't cut it, you didn't get credit."**  
*Charlie Heffernan, alumnus*



## Re-introduction to Education

*Fall, Winter, Spring*  
*Sponsor: Sandra Simon*  
*Enrollment: 35*  
*Prerequisites: None*  
*Special Expenses: None*  
*Part-time Options: Yes*  
*Internship Possibilities: No*  
*Additional Course Allowed: Yes*

This program is designed for women who have been away from the classroom enough years to be self-conscious about returning. By limiting the enrollment to 35 and to returning students, the program can provide a support system which will encourage each student to explore a large range of academic skills. The introductory process includes letting students re-establish their own abilities, as well as surveying recent developments in literature, social sciences, sciences, and art. Development of verbal and analytical skills will be emphasized throughout the program. The first quarter's focus will be on women poets of the 1880's and 1980's, and community research on the new Indochinese citizens of Olympia. The next two quarters' study will be planned by the faculty in conjunction with the students.

*Planned equivalencies in quarter hours, for Fall:*

4 - expository writing; 4 - poetry;  
4 - community research; 4 - sociology in the community  
**16 - total**

## Society and the Computer

*Fall, Winter, Spring/Coordinated Study*  
*Sponsor: York Wong*  
*Enrollment: 80 Faculty: 4*  
*Prerequisites: None*  
*Special Expenses: None*  
*Part-time Options: Yes*  
*Internship Possibilities: No*  
*Additional Course Allowed: With faculty permission only.*

Make a phone call, buy a Big Mac, write a check, apply for a loan, drive a car, work on a production line: welcome to the computer age, "post industrial" America, the information and communications revolution. Most of the time you cannot see the computer, but more and more of your daily activities are dependent on computers and the technology which computers spawned.

The experience which American society is going through today with computers, while much more sophisticated in its technology, is still not so very different from the experience which other societies have been going through with technology since human beings first appeared on earth. "Society and the Computer" uses the study of other technologies and other cultures to understand

better what we can expect from the impact of computer technology on our society and our lives.

Students will study how computers work; how they are used in business, communications, science, social science, humanities, and the arts (e.g. computer graphics); and what we may expect as their specific impact on us. The program also teaches basic college-level skills in critical analysis and problem-solving, writing, computer programming in the BASIC language, and mathematics by self-paced methods which allow each student to begin from, and progress to, any level of which he or she is capable.

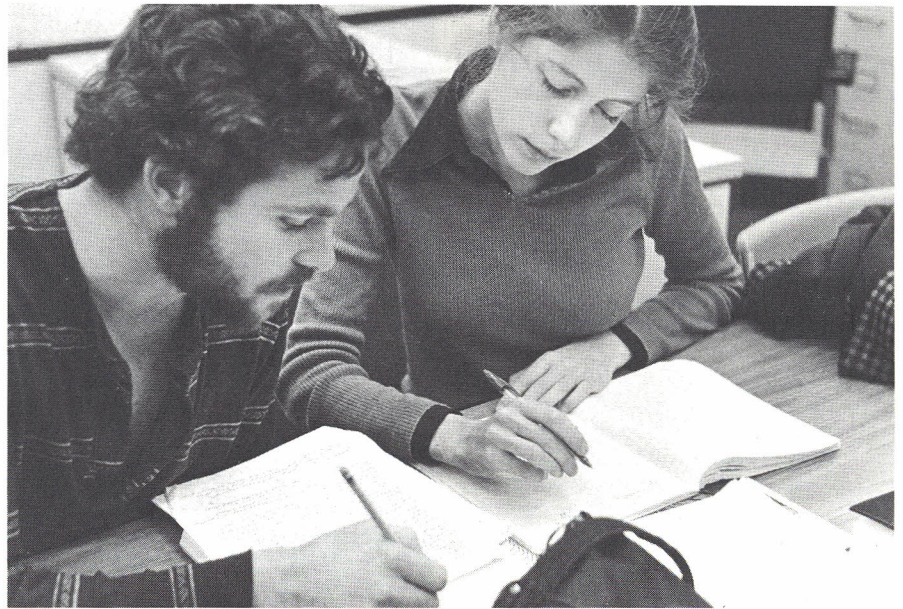
*Planned equivalencies in quarter hours:*  
16 - humanities & social science; 8 - math;  
8 - computer science; 6 - logic & problem solving; 6 - writing; 4 - project  
**48 - total**

Program is preparatory for careers and/or future study in natural and social sciences, mathematics, business and, government.

*"Society and the Computer" will be a participant in the campus-wide 1984 Project.*

**"Life is infinitely stranger than anything which the mind of man could invent."**

*Sherlock Holmes*



### **Thinking Straight and Intuition**

*Spring/ Group Contract*  
*Sponsor: Thad Curtz*  
*Enrollment: 20*  
*Prerequisites: None*  
*Special Expenses: No*  
*Part-time Options: Yes, mornings*  
*Internship Possibilities: No*  
*Additional Course Allowed: Yes*

This program will work on analyzing, criticizing, and inventing rational arguments. We'll consider, as a frame for our work, the limits of rationality and its relations 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 is discussion and steady practice of critical methods in informal logic, problem solving, and writing, emphasizing cooperative work in groups as well as solitary toil. The other half of the program applies these methods of reading, discussing, and writing to contemporary issues like the nuclear arms race and the debate between evolutionists and creationists.

*Planned equivalencies in quarter hours:*  
4 - informal logic; 4 - English composition;  
4 - philosophical issues in contemporary culture; 4 - contemporary social problems  
**16 - total**

Program is preparatory to further studies, careers and/or graduate study in law, management, journalism, social sciences, and the humanities.

*"Thinking Straight and Intuition" will be a participant in the campus-wide 1984 Project.*

### **Language, Logic, and Western Culture**

*Winter, Spring/ Coordinated Study*  
*Coordinator: Richard Brian*  
*Enrollment: 40 Faculty: 2*  
*Prerequisites: None*  
*Special Expenses: None*  
*Part-time Options: No*  
*Internship Possibilities: No*  
*Additional Course Allowed: Yes*

Any kind of serious academic work requires the ability to think clearly and analyze an argument critically. This program is designed to help beginning students in the social sciences and humanities develop the necessary skills to do this. During the first quarter, we work on ways to structure an argument with the techniques of logic, debate, statistics, and writing. The excitement of creating and defending your own thesis comes in the second quarter as a result of individual research.

During both quarters there will be weekly book seminars in which we discuss and analyze items from some of the great books of western culture. Among the texts we'll use: Plato, *Euthyphro*, *Apology*, *Meno*; Machiavelli, *The Prince*; Hobbes, *Leviathan*; Rousseau, *The Social Contract*; Malthus, *An Essay on Population*; Descartes, *Discourse On Method*; Freud, *Civilization and Its Discontents*; Abbott, *Flatland*; Huff, *How to Lie With Statistics*; and Cederblom and Paulsen, *Critical Reasoning*.

*Planned equivalencies in quarter hours:*  
12 - expository writing; 12 - philosophy and literature; 4 - critical thinking;  
4 - individual research  
**32 - total**

Program preparatory to further studies in social science, and humanities.

## Annual Programs

*Covener of Area:* Mark A. Levensky

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





### The 1984 Project

In 1948 George Orwell published his famous prophetic novel *1984*, projecting a future filled with perpetual war, social and economic collapse, technological surveillance, psychological manipulation, and language stripped of meaning and reality—in short, totalitarianism in its worst forms. *1984* enjoyed an immense popularity, and both its title and its central vision have entered the popular mythology. The world has waited, with eagerness and dread, as the year 1984 draws nearer, questioning whether the nightmares Orwell described, and the complementary terrors of Aldous Huxley's *Brave New World*, could actually become reality.

Now, 1984 is upon us.

In the 1983-84 academic year, Evergreen will examine our present and our probable future, comparing our actual prospects with the worlds imagined by Orwell, by Huxley, and by the Russian writer who inspired both of them, Evgeny Zamyatin. To what degree have their prophecies been fulfilled? Have we

successfully avoided some of those terrors? What can we do to insure that we avoid them in our future? Are there major dangers they did not foresee?

In addition to an advanced interdisciplinary program concerned directly with the themes of these three writers—the program “1984” described on the facing page—Evergreen will mount a *1984 Project* with which many other programs will affiliate.

The *1984 Project* will consist of three major activities. First, participating programs will read the three key books of “1984,” the program, and join in a campus-wide seminar once each quarter. Second, the project will organize a year-long film and drama series concerned with the future and the themes of social organization which characterize *1984*, *Brave New World*, and *We*. Finally, the project will culminate Spring Quarter in a festival which will have panels, programs, and dramatic events concerning the major slogans of *1984*: Freedom is Slavery, Ignorance is Strength, and War is Peace. We hope for no less than the leading luminaries as panelists and participants.

The major purpose of the *1984 Project* is to build community, both within the college and in the larger society in which Evergreen is embedded. Through this community we seek to counterbalance the isolation, fear, and powerlessness—the totalitarianisms—which are described by these three prophetic writers, and which characterize the drift of our world.

### 1984 Participating Programs

Programs participating in the *1984 Project* are identified in the catalog as part of the program description.

Human Development  
The Making of America, 1600-1984  
Movement, Space, and Communication  
Pathfinders: The Exploration and  
Exploitation of the American West  
Political Ecology  
Society and the Computer  
Thinking Straight and Intuition  
Science and Social Change  
The Business of Computers  
Introduction to Environmental Studies  
Environmental Design  
Advanced Environmental Studies  
Nutrition, Culture, and Community Health  
The Roots of Nuclear Confrontation



## 1984

*Fall, Winter, Spring/ Coordinated Study*

*Coordinator:* Matt Smith

*Enrollment:* 96 *Faculty:* 4

*Prerequisites:* Two years of college work.

*Special Expenses:* None

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

The fundamental task of the advanced program "1984" is an investigation of the present as it is rooted in the years since 1945, as it exists now, and as it presages the future. Beyond that we are committed to opposing Orwellian terror, and to building an Evergreen and Olympia community around the program and its shared learning process.

Technology and language as means of social control will be a constant theme throughout the year. Three books—all classic explorations of this theme—will be central to this project. We plan to read one each quarter, and we invite the entire college to join us in that reading and subsequent seminars.

Fall Quarter's book, Evgeny Zamiatin's *We*, explores themes about the compatibility of freedom and happiness; the line between private and public life; the nature of community, technology, and social planning; and the separation of the country and the city. Winter Quarter, Orwell's *1984* continues many of these themes and adds questions about the corruption of language and thought, the control of history, and the role of war and military production in social control. In the spring, Huxley's *Brave New World* turns our attention to stratification, drugs and culture, and biological engineering.

Spring Quarter, too, will bring with it our major community festival. We plan to mount three week-long symposia around the major slogans of *1984*: Freedom is Slavery, Ignorance is Strength, and War is Peace. We anticipate bringing major speakers and performances to campus, as well as providing presentations from our program and from affiliated programs.

"1984" will be intensive and active. We are committed to building an enlivening community of learning and sharing within the program. We will expect significant

amounts of reading, writing, and research. More importantly, we will expect to share our work and understandings. Students will have a chance to learn skills in organization and presentation in conjunction with the spring festivals. Since the program stresses the importance of technologies, students will have a chance to develop skills in media and computer science.

Finally, this program will involve hard work, significant learning, and fun. It is a once-in-a-lifetime opportunity.

*Planned equivalencies in quarter hours:* Distributed among such areas as modern history, technology and social change, political and social theory, modern literature, community studies, political economy, computer sciences, language and communications

**48 - total**

Program is preparatory for further studies, careers, and/or graduate study in social and natural sciences, management of technology, public administration, politics, business, law, and education.

## Adult Life Explorations

*Fall, Winter/Group Contract*

*Sponsor:* Bill Aldridge

*Enrollment:* 46 *Faculty:* 2

*Prerequisites:* None, but prefer students 25 years-of-age and older.

*Special Expenses:* Retreat expenses, about \$20 each quarter.

*Part-time Options:* Students may register for 8, 12 or 16 hours. Scheduling will provide for noon, evening, and weekend activities.

*Internship Possibilities:* Yes

*Additional Course Allowed:* Yes

As a person grows beyond the years of adolescence, a variety of changes occur. Marriage, children, new homes, death of loved ones, divorce, life-style change, physical and mental aging, and new perspectives on life goals—all require, in some way, a general reassessment of one's life. A person's job can be a key factor in such reassessment. Is it personally satisfying? Does one have the skills to communicate effectively with colleagues, supervisors, or subordinates? How can time demands (especially for professionals) be dealt with, time demands that compete with personal and family life?

This program will help mature students explore new ways of looking at life situations, as well as new ways of living and relating to others. It focuses on discovering major themes in the human growth and motivation processes, and the ways they are manifested in the lives of the program's participants. It will help students to work toward an understanding of what life means to them and of their place in the larger human and natural world that forms their environment.

These objectives will be achieved through reading and discussion, personal reflection and exploration, and experiential workshops. The reading will be largely from the humanistic psychologies. Intensive journal writing and dream reflection will help students look at themselves, while workshops will deal with a wide range of subjects such as movement, interpersonal relationships, decision making, natural history, anger, and stress. Periodic lectures and films will supplement all of these activities. The program will also help students develop reading, writing, and speaking skills and explore possibilities for further study at the college level.

*Planned equivalencies in quarter hours:*

Distributed among explorations in human relationships, decision making, movement, music, environment and personal growth.

**32 - total** for full-time students; part-time credits will be similarly distributed.



## Anthropology and Literature

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Eric Larson

*Enrollment:* 24

*Prerequisites:* None

*Special Expenses:* None

*Part-time Options:* Yes, program may be taken for eight quarter hours.

*Internship Possibilities:* No

*Additional Course Allowed:* No

"A New York Jewish mother allows her grown, healthy son to sleep late each morning. When he awakens, the mother draws the son's bath, cooks his breakfast, and brings him his socks. He then bathes, dresses, eats, and goes out into the summer day to bet money on the New York Giants." (*In Dreams Begin Responsibility*, Delmore Schwartz)

"San Quentin convicts borrow or loan cigarettes, traffic in drugs, exchange favors, issue threats, and allow access to the human body as means to relief from boredom, pleasure, social status, and physical survival." (*On The Yard*, Malcolm Braly)

"Polynesians kiss the knee of a chief in deference to his rank, massage the bodies of social equals in an act of "love," and share food in a communal feast as an expression of island solidarity." (*The Tahitians*, Robert Levy)

"Ik tribespeople of Uganda, evicted from their hunting grounds, consequently suffer from idleness and impoverishment, evict their own three-year old children from the household, defecate on the doorsteps of quarrelsome neighbors, and laugh at other Ik's misfortune and pain." (*The Mountain People*, Colin Turnbull)

People perceive and react to the world around them largely in terms of culture. Human meanings are communicated between people, but these meanings, differing across the range of social groups and geographical locations, are only partially respected or understood by the participants. Degrees of agreement and conflict result.

We will analyze these agreements and conflicts in two seminars each week. Fiction and non-fiction, and occasional movies, will provide the basis for discussion and assigned writing.

*Planned equivalencies in quarter hours:*  
8 - American literature: sociology of the novel; 8 - cultural anthropology; 4 - social stratification: power; 4 - expository writing; 8 - peoples of the world; 4 - theory and method in social science; 4 - ethnographic field technique; 8 - theories of community  
**48 - total**

Program is preparatory for further studies, careers, and/or graduate study in anthropology, sociology, social work, and personnel management.

**"We are living in a world of permanent change."**

Romeo Maione



## Ancient Worlds

*Spring/Group Contract*

*Sponsor:* Mark Papworth

*Enrollment:* 22

*Prerequisites:* None

*Special Expenses:* None

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* With permission of sponsor

"Ancient Worlds" is an overview of ancient civilization based upon archaeology and early writing. It offers a fresh appreciation of our sense of history (Heizer, *Man's Discovery of His Past*; Ceram, *Hands on the Past*), and of the growth of modern archaeology (Hole and Heizer, *Introduction to Prehistoric Archaeology*; Wilson, *The New Archaeology*; Renfrew, *Before Civilization*). It uses anthropological knowledge to enlarge upon our understanding of the roots of western civilization (Gelb, *A Study of Writing*; Budge, *The Gods of the Egyptians*; Kitto, *The Greeks*; Embree, *The Hindu Tradition*; Hitti, *Islam and the West*) and hopefully, will bring us closer to our own traditions (Harris, *Cannibals and Kings*; *The Old Testament*; *Beowulf*).

*Planned equivalencies in quarter hours:*

4 - prehistoric archaeology;

4 - anthropology; 4 - ancient history;

4 - introduction to Hebrew

**16 - total**

Program is preparatory to further studies, careers and/or graduate study in archaeology, near eastern studies, and classics.

## Science and Social Change

*Spring/Group Contract*

*Sponsor:* Betty R. Estes

*Enrollment:* 24

*Prerequisites:* Core Program or equivalent

*Special Expenses:* None

*Part-time Options:* Consult sponsor

*Internship Possibilities:* No

*Additional Course Allowed:* Consult sponsor

The thesis of "Science and Social Change" is that the values and assumptions of 20th century science cannot be understood in isolation from the values and assumptions of other modern institutions—social, economic, and political, as well as scientific and technological; furthermore, that the relationships among these institutions can best be analyzed by a historical study of the period when they began to assume their modern form. Thus, we focus on the history of Western Europe in the 17th and 19th centuries. We'll study the major social changes of this period and how they relate to science. We'll discuss and write about historical studies, modern analyses of the nature of science and its connection to social change, and writings by both scientists and non-scientists of the period under discussion.

*Planned equivalencies in quarter hours:*

6 - European history; 5 - history of science;

5 - philosophy and sociology of science

**16 - total**

Program is preparatory to further studies in the humanities, social sciences, and natural sciences.

*"Science and Social Change" will be a participant in the campus-wide 1984 Project.*

## The Business of Computers

For a complete description of this full-year program about the technical *and* business sides of the computer, see page 68.

## Environmental and Marine Studies

*Convener of Area:* Richard Cellarius

*Teaching Faculty:* Mike Beug, Bill Brown, Rob Cole, Carolyn Dobbs, Larry Eickstaedt, Bob Filmer, Russ Fox, Philip Harding, Rainer Hasenstab, Steven G. Herman, Rob Knapp, Pat Labine, Kaye V. Ladd, Dave Milne, John Perkins, Jake Romero, Niels Skov, Bob Sluss, Matthew Smith, Oscar Soule, Jim Stroh, Pete Taylor, Greg Weeks,\* and Al Wiedemann

\**Visiting Faculty, 1982-83*

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

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

*Marine Studies:* the marine environment, similar in application to the study of Field Ecology and Natural History. Areas of study include marine ecology, marine biology, marine resources, and oceanography, and marine entrepreneurship.

*Environmental Design and Planning:* the human presence in the natural environment, patterns of settlement and their impact on natural and human systems.

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

This Specialty Area's focus on the Pacific Northwest allows for a maximum of field work and for dealing with real-life issues.

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

Advanced work is available through Group Contracts and a variety of independent study opportunities. For other study opportunities in *Environmental and Marine Studies*, see the notes at the end of this section.



## Introduction to Environmental Studies

*Fall/Coordinated Study*

*Coordinator:* Richard Cellarius

*Enrollment:* 96 *Faculty:* 4

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

*Special Expenses:* Field trips

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

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

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

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

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

*Planned equivalencies in quarter hours:*

6 - introduction to organismal and environmental biology; 6 - introduction to environmental perception and cultural geography; 4 - introduction to environmental science

**16 - total**

Program is preparatory for "Environmental Design," "Earth Environments," "Ecological Agriculture," or "Maritime Entrepreneurship." It is the initial preparation for careers with an environmental emphasis (ecology, marine biology, natural history, planning, design, natural resource management, conservation, and environment law and regulation).

*"Introduction to Environmental Studies" will be a participant in the campus-wide 1984 Project.*



## Earth Environments

*Winter, Spring/Group Contract*

*Coordinator:* To be announced

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Core Program, or one year of college study emphasizing writing, critical reading, and group discussion.

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

*Part-time Options:* Yes

*Internship Possibilities:* Spring only

*Additional Course Allowed:* No

"Earth Environments" combines principles of geology and ecology. The program will appeal to those with career interests in the natural and environmental sciences, and to those who may not have set career goals but who are interested in a rigorous look at the scientific laws which make our world function.

Students will be expected to develop observational skills and research techniques, and understand scientific principles and concepts. Program activities will include lectures, laboratories, general reading seminars, and text discussion groups. There will be a significant field component to the program. The laboratory exercises, Winter Quarter, will be completely planned by the faculty in advance, but students will be expected to plan much of their own lab work for Spring, with the advice and consent of the faculty.

Likely subject areas for study are: historical geology, physical geology, paleoenvironments, Northwest geology, plate tectonics (continental drift), biogeography, ecology, biomes of

Washington, and ecological and geological field techniques. Environmental philosophy and environmental education will not be covered in any detail.

"Earth Environments" is designed for students who have already had basic college training in reading difficult texts, writing well-organized papers, and taking part in group discussions. We will attempt to prepare students to do more advanced work in the natural sciences after they leave the program.

*Planned equivalencies in quarter hours:*

Distributed among earth science, ecology, and environmental science.

**32 - total**

Program is preparatory for careers and/or further study in natural sciences, especially ecology, geology, and environmental studies.

## Energy Systems

For the full description of this program about the economic, socio-political, and technical aspects of the energy problem, see page 64.

**"One big constant on earth is that the environment will change, and environmental change is an essential ingredient of evolution."**

*David Milne, faculty member*

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## Tropical Biology

*Fall/ Group Contract*

*Sponsor:* Larry Eickstaedt

*Enrollment:* 23

*Prerequisites:* Biology and field biology; Evergreen programs such as "Earth Environments," "Evergreen Environment," or "Marine Biology," and interview.

*Special Expenses:* Minimum of \$1300 for travel, board and room, and incidental expenses

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

This program provides an intensive field experience in a tropical area for students with a good background in biology and natural history. A rigorous on-campus, preparatory period, focusing on a survey of tropical ecology and natural history, precedes the field excursion. Geology and the terrestrial, freshwater, and marine flora and fauna will be studied on location, and observations will be recorded in field journals. Each student will complete an autecological study.

Prospective students must meet with faculty well in advance of the program for interviews and handling financial and logistical arrangements. Advanced reading will be required of all selected participants.

*Planned equivalencies in quarter hours:*

Distributed among tropical biology and natural history.

**16 - total**

Program is preparatory for future studies, careers, and/or graduate study in ecology, zoology, botany, and biology.

## Ecological Agriculture

*Winter, Spring/ Coordinated Study*

*Coordinator:* To be announced

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Core Program, or equivalent; introductory college work in biology and chemistry.

*Special Expenses:* Approximately \$50 for field trips

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* Consent of coordinator required

"Ecological Agriculture" considers options for viable, small-scale agriculture in the industrialized nations and the developing world.

To provide background, seminar readings range broadly over agricultural history and economics, analyses of the world food situation, and the growing literature on alternative agriculture and appropriate technology.

Students can expect technical work in soil science, entomology, land-use planning and agricultural preservation, plant science, the ecology of agricultural systems, the theory and techniques of organic agriculture, and the use of computers in farm management and marketing. There will also be opportunities for individual and group research projects.

We will emphasize the development of practical skills. Students will help run the market garden on Evergreen's Organic Farm, and will take extensive field trips.

The program leads to advanced work in ecological agricultural research, market garden management, and a variety of internships in urban agriculture, marketing, community service, and small-scale agriculture.

*Planned equivalencies in quarter hours:*

Distributed among soil science, entomology, plant science, organic horticulture, research techniques, expository writing, computer programming, agricultural economics, and rural sociology.

**32 - total**

## Environmental Design

*Winter, Spring/ Coordinated Study*

*Sponsor:* Robert Cole

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Core Program, or equivalent; and one of the following: "Introduction to Environmental Studies" or "Introduction to Political Economy"

*Special Expenses:* Approximately \$100 for field trips and studio supplies

*Part-time Options:* No.

*Internship Possibilities:* Yes

*Additional Course Allowed:* Yes

This program will examine the social and physical issues of contemporary design problems. Our goal is to develop an understanding of the connections between cultural patterns, the physical and social structures of human society, and the natural environment.

We will analyze the ways in which humans interact with the environment, and the ways the environment can contribute to human well-being. We will pay particular attention to limits in design, to balance, proportion, and harmony. And, we will take some of the skills we have developed and apply them to a series of specific design issues in local communities.

Topics studied will include design theory, architectural drawing, graphic presentation, community structure, and environmental systems. The program format will include lectures, guest speakers, seminars, studio instruction, field trips, films, and research problems focusing on practical community issues. Winter Quarter, we'll deal primarily with theoretical analysis, and the contexts of design problems; Spring Quarter we'll focus on the formulation and the evaluation of problem solutions.

*Planned equivalencies in quarter hours:*

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

**32 - total**

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

*"Environmental Design" will be a participant in the campus-wide 1984 Project.*

## Advanced Environmental Studies

*Fall, Winter, Spring/Coordinated Study*  
*Coordinator:* Russ Fox  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* "Introduction to Environmental Studies" or equivalent; plus one year of intermediate-level work in natural or social sciences.  
*Special Expenses:* Retreat; some travel in Puget Sound area; project expenses  
*Part-time Options:* 8, 12, or 16 quarter hours; must include the evening seminar  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes, if related to project work.

This program is for upper-division students prepared for in-depth research or applied projects in environmental studies.

*Environmental Studies Seminar:* All students will attend a weekly evening lecture/seminar series that explores the global-to-local dimensions of a different environmental issue each quarter. Two will be Food Production and Distribution, and Urbanization. Our perspective will include Third World cultures. We want to understand how our actions as citizens or professionals exacerbates or addresses the global dimensions of these issues. A typical weekly class will include an article, a brief lecture, a seminar discussion, and a response paper.

*Research Skills Workshop:* in such topics as statistics, social and natural science field research, legal research, and graphics, offered Fall and Winter to prepare for and support projects.

*Research or Applied Projects:* Some students may be ready to begin projects Fall Quarter. Most use Fall to prepare major Winter and Spring work. Projects must (1) enable several students to work together as a team; (2) integrate ideas, data, and methods from the natural and social sciences; and (3) directly benefit local communities, governmental agencies, or organizations that will use the results of our work. Internships are a possibility.

*Student Presentations:* Each project will design workshops or seminars for the program, and presentations to share its research with local professional or community groups.

*Planned equivalencies in quarter hours:*  
12 - advanced environmental studies;  
4 - statistics; 4 - social science research  
4 - natural science research 24 - project-related (distributed among environmental and applied social sciences) **48 - total**

Program preparatory to careers, or graduate study in the environmental sciences, planning, law, public policy, and education.

*"Advanced Environmental Studies" will be a participant in the campus-wide 1984 Project.*



## Maritime Entrepreneurship and Marine Affairs

*Winter, Spring/Coordinated Study*  
*Coordinator:* Bob Filmer  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Two years of college; "Introduction to Environmental Studies" or one quarter of "Management and the Public Interest" recommended.  
*Special Expenses:* Frequent field trips  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

Control and use of the seas has been essential to the economic vitality of all great nations. In recent years, the upsurge in international trade, ocean mining, fish farming, offshore drilling, and the increasingly multi-national nature of American industry has focused more attention on the use and misuse of the seas. Organized growth, development, and management of marine resources in a manner consistent with sound, progressive ecological policy is the ultimate solution.

This program is intended to provide students with a broad conceptual understanding of maritime, industrial, and commercial activities, and the use and management of ocean resources. Activities will include lectures, seminars, guest speakers, and many on-site visitations. Students will have abundant opportunity to identify and design future internships in maritime enterprises of their own choosing.

*Planned equivalencies in quarter hours:*  
10 - topics in maritime commerce;  
10 - topics in marine resources; 8 - topics in coastal resources management; 4 - marine sciences  
**32 - total**

## Marine Biology

*Spring/Group Contract*  
*Sponsor:* Larry Eickstaedt  
*Enrollment:* 46 *Faculty:* 2  
*Prerequisites:* General biology  
*Special Expenses:* Field trips  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

The animals and plants of the open sea and coastal waters will be surveyed in "Marine Biology." The principal characteristics of the plant and animal groups, particularly marine invertebrates; field and laboratory methods for their study; ecological relationships; adaptations for life in the sea; and the primary features of the marine environment will be studied.

Considerable field and laboratory work will be supplemented with lectures, seminars, and extensive reading. Some time will be spent at one of the marine labs at Friday Harbor or Anacortes, Washington.

*Planned equivalencies in quarter hours:*  
8 quarter hours each, survey of marine organisms and marine ecology.

**16 - total**

Program is preparatory for future studies, careers, and/or graduate study in marine science, biological science, environmental studies, fisheries, aquaculture and coastal zone management.

## Ornithology

### Spring/ Group Contract

Sponsor: Steven G. Herman

Enrollment: 24

Prerequisites: "Evergreen Environment," or equivalent. Basic understanding of field identification of birds; background in biology. Interview required.

Special Expenses: \$400 field expenses for room and board

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

"Ornithology" is an advanced program designed to provide students with a comprehensive background in avian biology, with emphasis on the behavior, ecology, anatomy and physiology of wild birds.

The first five weeks of Spring Quarter will be spent on campus, learning the basics through texts, lectures, seminars, laboratory exercises, and bibliographic work.

The remaining weeks of the program will be spent in residence at Malheur Bird Observatory (see page 86) at Malheur National Wildlife Refuge in southeastern Oregon. This is an area of rich bird diversity in high desert, and students will study a large number of species and their environments, emphasizing one species of their choice. They will also conduct two formal Breeding Bird Censuses, working in teams to design plots and inventory the breeding species.

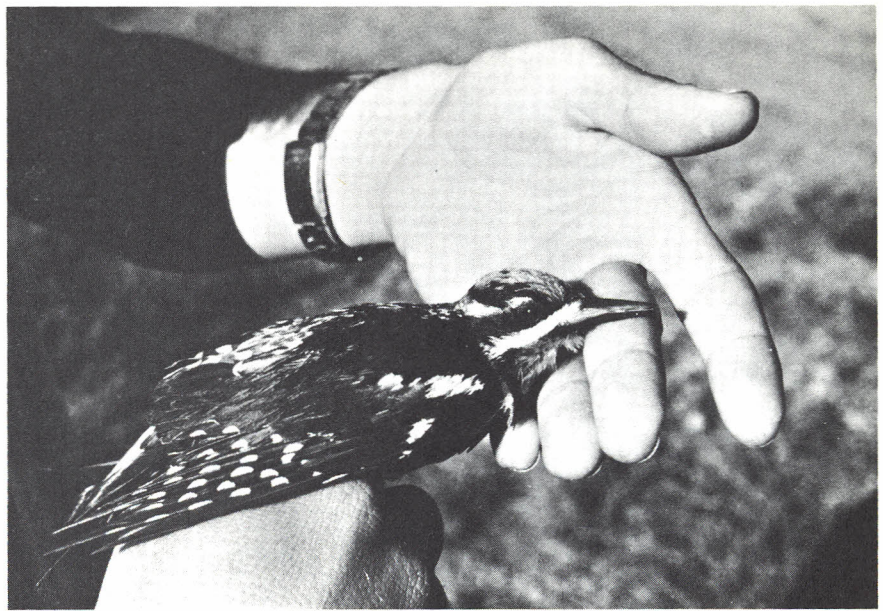
The maintenance of detailed and extensive field records will be a major part of program responsibilities. Each student will keep a scientific journal and more than 100 species accounts during the quarter.

The instructor expects a strong commitment from students, who should realize that the hours will be long and the work difficult.

Required materials include standard field identification guides: *The Life of Birds*, second edition, Welty; *The Naturalist's Field Journal*, S.G. Herman; field journal materials; and a pair of high-quality binoculars.

*Planned equivalencies in quarter hours:*  
4 - each in ecology, ornithology, animal physiology and wildlife management  
**16 - total**

Program is preparatory for careers and/or future study in resource management, vertebrate zoology and environmental interpretation. Persons completing the program successfully will be able to competently study birds at a sub-professional level.



### Other Study Opportunities in Environmental and Marine Studies

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

*Other offerings closely related to Environmental and Marine Studies:* While each *Core Program* meets the entry expectations of *Environmental and Marine Studies*, those most closely related in specific content are "Political Ecology," "Human Development," "Society and the Computer," "The Making of America."

*For intermediate and advanced students:* "Recreational Resources," "Introduction to Political Economy," "Formation of the American State," "Roots of Nuclear Confrontation," "Introduction to Natural Science," "Matter and Motion," "Reflection: Politics of Self," "Human Health and Behavior," "Management and the Public Interest," "Nutrition, Culture and Community Health."

### Preliminary List of Part-time Courses

#### Fall

1984 Lecture Series

#### Winter

History of Native American Treaty Relations; 1984 Lecture Series

#### Spring

1984 Lecture Series



## European and American Studies

*Covener of Area:* David Marr

*Teaching Faculty:* Richard Alexander, Nancy Allen, Gordon Beck, Stephanie Coontz, Doranne Crable-Sundmacher,\* Beryl Crowe, Thad Curtz, Virginia Darney, Leo Daugherty, Ken Dolbeare, Judith Espinola, Betty Ruth Estes, Susan Fiksdal, Jeanne Hahn, Andrew Hanfman, Dave Hitchens, Will Humphreys, Hiro Kawasaki, Lovern Root King, Eric Larson, Mark Levensky, David Marr, Rudy Martin, Charles McCann, Art Mulka, Chuck Pailthorp, Mark Papworth, David Powell, Tom Rainey, Josie Reed, Gil Salcedo, Sandra Simon, Pete Sinclair, Nancy Taylor, Charles Teske, Kirk Thompson and Bill Winden.

\**Visiting faculty, 1982-83*

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

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

Students in European and American Studies may expect to develop: an historical sense, a more developed command of the language, advanced and refined writing skills (expository and creative), the comprehension and evaluation of ideas, symbolic analysis and interpretation, increased cultural awareness, and the ability to read texts, documents, and artifacts closely and critically.



## American Culture History: 1830-1865

Fall/Group Contract

Sponsor: David L. Powell

Enrollment: 24

Prerequisites: Core Program, or freshman English composition, or introduction to humanities

Special Expenses: Will need to go to the library at the University of Washington

Part-time Options: Lectures, discussion, workshops only - 8 quarter hours

Internship Possibilities: No

Additional Course Allowed: Possible, but strongly not advised

"The Puritans' . . . pilgrim's progress was not finished when they had founded their churches in the wilderness; and endless migration of the mind was still before them . . . and the eternal lure of spiritual freedom and truth." *Santayana*

Any culture provides its members with directions for behavior. When the culture is in transition those directions become both more numerous and more self-conscious. Vast changes were afoot in Northeastern America between 1830 and 1865: industrialization, urbanization, the frontier; the railroad; church life; family life; community structure; growing wealth; national and international politics. In this great migration of the mind, Americans grafted new ideas to old ones; they became aware of being Americans and sought to define for each other what that meant. This search produced many of the ideas, assumptions, and myths with which we live today; they are in the very air we breathe. To participate consciously in our present culture, we may do well to study the documents of this seed time for America. This is the task of Culture History.

Texts include: Fiction—Cooper, *Pathfinder*; Poe, *Tales*; Hawthorne, *Scarlet Letter*; Stowe, *Uncle Tom's Cabin*; Melville, *Moby Dick*. History—Bancroft, *History of U.S.A.*; Parkman, *Oregon Trail*. Philosophy—Emerson, *Essays*; Thoreau, *Walden*. Poetry—Dickinson, *Poems*; Whitman, *Leaves of Grass*. Also—modern historical, social, and mythological studies of the period.

Activities include: Lectures, discussions, seminars, study groups, workshops, library research, essay assignments, and a final exam.

Planned equivalencies in quarter hours:

8 - American literature; 4 - American history; 4 - American philosophy

**16 - total**

Program is preparatory for further studies in the humanities, graduate studies in American studies, and law school.

## French Culture

Fall, Winter, Spring/Group Contract

Sponsor: To be announced

Enrollment: 24

Prerequisites: One year of college work

Special Expenses: To be determined

Part-time Options: Yes

Additional Course Allowed: No

Internship Possibilities: No

This program uses artistic genres, language study, history, and anthropology to look at French civilization since the Revolution of 1789. Our aim is twofold: to analyze some of the complex forces that make a society, and to acquire a solid understanding of the French language. Students can hope to gain a better understanding for and appreciation of how the French value systems and ways of life differ from our own.

During Fall Quarter, we'll spend approximately four-and-a-half hours each day learning how to read, write, speak, and listen to French on beginning and intermediate levels, with an emphasis on developing oral and aural ability.

The program then moves into a consideration of the artistic genres in the 19th century when the artist turned to the public, rather than patrons, for subsistence. Through the literature, painting and music, we will examine the contrast between the social upheavals and resulting value systems of France and the United States. Writers and artists may include Victor Hugo, George Sand, Delacroix, Zola, Matisse, Stendhal and Berlioz.

Winter Quarter, we'll focus on the 20th century: Picasso, Debussy, Proust, St. Exupery, Mary Cassatt, Gertrude Stein, Anais Nin, Andre Breton, Celine, Camus . . . We will rely increasingly on French texts; all lectures, workshops, and seminars will be conducted in French.

In the spring we travel to Lyons, France to carry out research projects and to continue our study of the 20th century. We'll focus on contemporary literature from all genres, relying heavily on periodicals. We'll visit museums and art exhibits, attend concerts and films, and keep exhaustive analytical journals.

Planned equivalencies in quarter hours:

Distributed among French culture, 19th and 20th century French literature, social history of France, and art history.

**48 - total**

Program is preparatory for future studies, careers and/or graduate study in the humanities, cultural studies, history, journalism, international law, international business, literature and writing.

## Literature, Values, and Social Change: Europe, 1789-1870

Winter/Group Contract

Sponsor: Tom Rainey

Enrollment: 24

Prerequisites: Core Program, or one year of college emphasizing critical reading, writing, and group discussion. Admission by portfolio examination and signature of sponsor.

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: No, unless the student has ample background in modern European history.

The 19th century witnessed economic and social changes of dizzying and unprecedented proportions. Social institutions and relationships that had survived for centuries were virtually destroyed, sometimes through revolution, but more often through a more subtle, gradual process of sapping and mining. With the destruction of social relations went the value system which had sustained and informed them. This disturbing process continues in our lifetime.

It is the primary objective of this Group Contract to explore the objective and subjective dimensions of the social and values changes experienced in early 19th century Europe. This exploration will help us understand the roots of our own discontent as members of Euro-American civilization.

European literature of the period, primarily the novels, offers an excellent medium for such a study. Thus, we will read and discuss many novels as well as some poetry, plays, and short stories. Students will also be expected to master enough European social and economic history to place the literary works in their historical context. Works selected for study will be chosen primarily for their recognized excellence, but due consideration must be given to those that reveal the primary trends in social and value changes. Reading will include the works of Balzac, Stendahl, Gogol, Turgenev, Carlyle, Dickens, the Bronte sisters, and Disraeli.

Planned equivalencies in quarter hours:

8 - European literature, 1789-1870; 8 - Social and economic history of Europe, 1789-1870

**16 - total**

Program is preparatory for further studies in social sciences and the humanities, writing, journalism, teaching careers, and the good life.



## The Social Context of Art and Ideology

*Fall, Winter, Spring/Coordinated Study*  
*Coordinator:* Charles Pailthorp  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Core Program, or one year of college. Good writing and reading skills.  
*Special Expenses:* None  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

This program will explore the interaction between the socioeconomic forces that shape people's work and leisure, and the kinds of tensions or concerns that appear in their art, literature, and philosophy. The premise of the faculty is that the circumstances in which men and women live pose the questions with which they must grapple, though these circumstances do not, of course, determine the answers.

We will study literature, art, architecture, and/or philosophy in three historical periods to see how these works help us understand how people lived, and how the way people lived can help us understand the works under consideration.

For example, Fall Quarter we examine the social dynamics of early medieval Europe and place such phenomena as Gothic architecture and courtly love in the context of those dynamics. Winter Quarter we discuss the relationship of works by Winstanley, Hobbes, Milton, and others to the contradictions and tensions of 17th century English capitalism. Spring Quarter we study the issues posed for artists and philosophers by the Industrial Revolution.

*Planned equivalencies in quarter hours:*  
 European social history, art history,  
 literature, philosophy, economic history,  
 music history, women's studies  
**48 - total**

## Great British Moderns

*Spring/Group Contract*  
*Sponsor:* Charles McCann  
*Enrollment:* 24  
*Prerequisites:* Intermediate-level Evergreen humanities program, or transfer sophomore-level literature, or conference with sponsor.  
*Special Expenses:* None  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

"Great British Moderns" will be an extensive chronological reading of each of five major novelists and poets, together with relevant literary biography and criticism. Seminars will discuss the novels and poetry of Conrad, Lawrence, Eliot, and Auden, while the individual student will do similar reading and thinking on a fifth major figure of his or her choice, becoming the seminar's "authority" for this writer. Tentative schedule: Monday, individual conferences on work in progress; Tuesday morning, poetry seminar; Tuesday afternoon, novel seminar; Thursday morning, poetry seminar; Thursday afternoon, reports to the seminar on work-in-progress. Students spend the rest of their waking hours reading, or thinking and writing about their reading.

*Planned equivalencies in quarter hours:*  
 4 - Conrad and Lawrence; 4 - Eliot and Auden; 4 - literary biography and criticism; 4 - individual project  
**16 - total**

## Poets Write Poetry

*Spring/Group Contract*  
*Sponsor:* David L. Powell  
*Enrollment:* 20  
*Prerequisites:* Previous experience in writing poetry  
*Special Expenses:* None  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

This is a seminar in the writing, analysis, crafting, criticism, writing and rewriting of poetry.

Poetry is the product of a process; however, the process of writing poetry is very unlike the eventual product. All poetry is made from words. Painters spill the colors of the rainbow onto a palette and mix the world into a thousand shades. Poets write with black type on white paper. Architects meld buildings into suitable landscapes and throw them both against the sky. Poets write flat words on flatter paper to be bound into books. Actors act in the roar of anger, the whisper of secrecy, the bustle of indecision. Poets use words like roar, anger, whisper, secrecy, bustle, indecision. Sculptors heat bronze to liquid and strike the hardest stone with harder chisels. Poets heat feeling into words and bring it to shape with blows of the mind.

The purpose of this seminar is to discover and practice the rules, to use the mind to control the emotions, to use the mind to control the poem. Even though the subject matter of poetry includes the total range of human feelings, all the colors and sounds the senses can register, the commonest and most astounding thoughts—the medium is still words, the tool is still the mind, and the task is still craftsmanship. And so, we will write, analyze, craft, criticize, write, and rewrite.

Toward that end, the seminar includes:

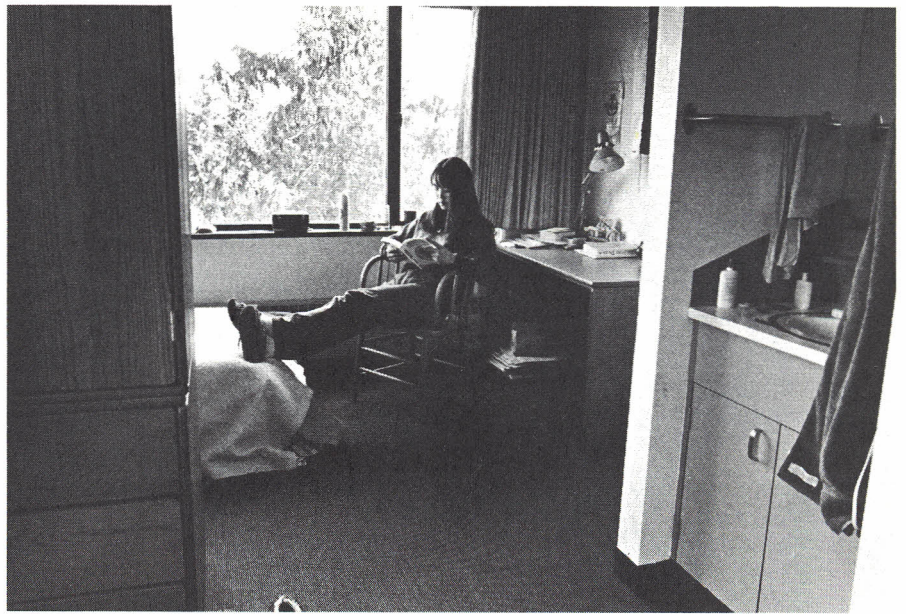
- (1) a minimum of six poems per week;
- (2) full participation in two, two-and-a-half hour morning seminars per week;
- (3) participation in "sweat shop" groups in which you read all of each other's poetry and give verbal and written response, support, and criticism;
- (4) writing exercises, such as writing in a certain form (e.g., sonnet), or in a certain meter, (e.g. dactylic);
- (5) publication of a collection of finished poems by each seminar participant as a volume of his/her own poetry;
- (6) submission of poems to journals and magazines each week for publication.

*Planned equivalencies in quarter hours:*  
 16 - creative writing: poetry  
**16 - total**

Program is preparatory to further studies and practice in the writing of poetry.

**"Seminars rather than classrooms, discussions rather than tests, and cooperation rather than biting competition comprise the style that is unique to Evergreen."**

*Dwayne Slate, alumnus*



## **Techniques of Visual Anthropology**

*Spring/ Group Contract*

*Coordinator: Sally Cloninger*

*Enrollment: 24*

*Prerequisites:* Junior standing, or substantial photography or film experience

*Special Expenses:* Film, video tape, photographic paper, \$25 for retreat

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

Our work is the study of history, theory, and practice in the visual documentation of culture.

We will examine films and photographs by explorers, theatrical and documentary filmmakers, and anthropologists, and discuss books and articles in preparation for field studies.

Students will receive a good introduction to field methodology in anthropology and opportunities to read and discuss several ethnographies as well as important concepts in anthropology. Media workshops will be offered. Though students will read, write and talk about visual anthropology, the focus of their work will be on the production, display, and critique of visual documentation projects based upon field studies.

*Planned equivalencies in quarter hours:*

Distributed among film, anthropology, field methods, and project work.

**16 - total**

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

### **Preliminary List of Part-time Courses**

#### **Fall**

1984 Lecture Series; Spanish I; French I; Library Research Methods; Expository Writing; Survey of Contemporary Sculpture; Music History

#### **Winter**

1984 Lecture Series; Spanish II; French II; Library Research Methods; Expository Writing; Dance History; Music History; Survey of Dramatic Literature

#### **Spring**

1984 Lecture Series; Spanish I; French I; Legal Research Methods; Expository Writing; Collecting and Analyzing Social Data; Music History; Intensive Journal

## Expressive Arts

Traditionally, young people who wished to become artists apprenticed themselves to a master artist. They watched the master at work, performed their own beginning tasks, then assisted the master with the creation of major pieces. As they gained skill, they began to produce their own work under the close guidance of the master. There were no art schools or conservatories. Actors joined theater companies, painters entered a studio, potters worked at the kiln, metal workers at the foundry.

In many parts of the world, this is the normal method still. At most of the great schools of music and painting, practicing artists join as artists-in-residence, holding master classes and taking on a few select students as apprentices. Few colleges and universities organize their arts departments in this way.

In 1983-84, many of the faculty in *Expressive Arts* will engage in an exciting experiment—"Evergreen Artists-in-Residence." These artists will undertake a variety of creative projects in painting, sculpture, musical and dramatic theater, video, film, voice, audio recording, script writing, and dance. They invite you to work with them on these projects as apprentice/collaborators.

You will have the rare opportunity to experience the development of large creative projects, some more ambitious than you could choose to undertake on your own; or to join an artist in an extensive project of creative research. Whatever art project you join, in whatever medium, will

enable you to observe and participate in every step of that project, and, in doing so, learn the skills and concepts of that medium.

You will undertake your own project with the close guidance of your faculty, and you'll be encouraged to collaborate with students and faculty from other arts areas.

Thus, you will become a member of a working community of artists, artists who share their work, discuss it, argue over it, and receive inspiration from one another. The major vehicle for this community will be the *Expressive Arts Symposium*, an all-arts weekly sharing of student and faculty work with the entire Specialty Area that will generate a continuing discussion of current arts issues. As Evergreen's artists maintain ties with arts communities in Seattle, the Pacific Northwest, and the nation, the *Symposium* will employ these ties to introduce you to the vital work of our times.

"Evergreen Artists-in-Residence" hopes to spread its work into the entire college community, the Olympia community as a whole, and to Seattle as well. To accomplish this, the program will incorporate exhibition design and gallery management wherever appropriate.

In addition, *Expressive Arts* will offer a variety of basic-level courses to develop skills in drawing, sculpture, ceramics, print-making, music, dance, video, costume design, and theater crafts. Several Art History and Art Interpretation programs also will be offered.

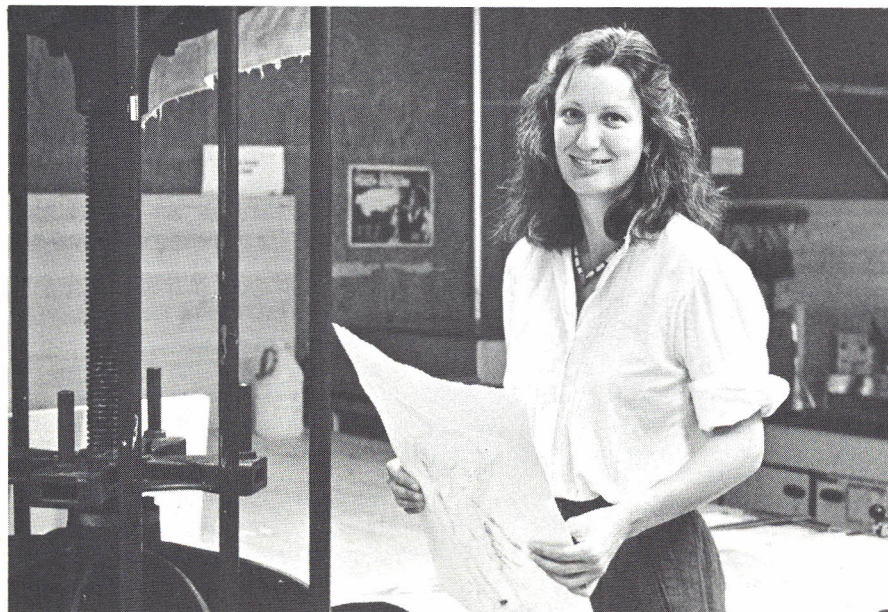
*Convener of Area:* Marilyn Frasca

*Teaching Faculty:* Susan Aurand, Don Chan, Sally Cloninger, Dorianne Crable-Sundmacher\*, Tom Foote, Joye Hardiman, Meg Hunt, Virginia Ingersoll, Bud Johansen, Hiro Kawasaki, Stan Klyn, Jean Mandeborg, Mary Nelson, Richard Nesbitt, Lynn Patterson, Paul Sparks, Charles Teske, Kirk Thompson, Linda Thornburg, Gail Tremblay, Sid White, Ainara Wilder, and Bill Winden.

*\*Visiting Faculty, 1982-83*



# Evergreen Artists-in-Residence



**Susan Aurand:**

Painting, ceramics, fibers, photography, mixed media; recent shows in Paris, and Choisey-le-Roi, France, and in Seattle; work in the permanent collections of the City of Seattle, and Central Washington State University; she maintains a private studio in Seattle.

## Images of the Person

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Susan Aurand

*Enrollment:* 18

*Prerequisites:* Signature of the faculty

*Special Expenses:* Materials for art works

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* With approval of the faculty only

I will be making a series of works in drawing, painting, and writing, on the topic of the person. I invite students who are interested in making images on this topic to join me in drawing, painting, writing, sculpture, photography, or printmaking. Students interested in doing research on the history of the person in art, and on conceptions of the nature of the person from a multi-cultural perspective, are also welcome. Students at any level of experience may enroll, provided they make clear which media they will be working in, and draw up a goals and activities statement at the beginning of each quarter. All students will participate in the *Expressive Arts Symposium*.

*Planned equivalencies in quarter hours:*

24 - individual projects in image making;

6 - life drawing; 6 - art history; 6 - aesthetics;

6 - creative writing

**48 - total**

Program is preparatory for further studies in art, art history, arts management, creative writing, literature, and cultural anthropology.

## Musical Performance

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Donald Chan

*Enrollment:* 18

*Prerequisites:* Student must be able to play an instrument or sing well. Some music theory and music composition would be helpful. Signature required.

*Special Expenses:* Travel, accommodations, concert and theater tickets, performance expenses for trip to New York.

*Part-time Options:* Consult sponsor

*Internship Possibilities:* Consult sponsor

*Additional Course Allowed:* No

I will be writing and composing a new musical comedy with Malcolm Stilson during Fall Quarter of 1983-84. During Winter Quarter, I will be producing a large cast musical. During the Spring Quarter I will travel to New York City, with my students, to study the music scene, and also to be a part of an Off-Broadway musical production by the Equity Library Theatre of New York City. I invite student vocalists and instrumentalists to join me.

We will be working in composition, music theatre, and music performance. Students will compose and perform many different types of music, from classical to jazz. During the fall they will participate in the performance of the Chan/Stilson musical. Composition and performance will continue to be the focus during winter, and students will participate in the staging of the large-scale work. They will be able to help with the production in New York.

All students will participate in the *Expressive Arts Symposium* during the first two quarters.

*Planned equivalencies in quarter hours:*

6 - applied lessons; 24 - performance

practice; 12 - research and followup papers;

6-12 - music composition

**32-48 - total**

Program is preparatory for further studies, careers, and/or graduate study in music theater and performance practices, and music composition.



**Donald Chan:**

Composer, conductor, and jazz pianist; for years a conductor and music director for St. Louis Municipal Light Opera, where he has worked with Joel Grey, Ethel Merman, Roberta Peters; he performs regularly with the Red Kelly Jazz Ensemble.



**Marilyn Frasca:**

Painter and printmaker; studied at Cooper Union Art School, San Francisco Art Institute, and Bennington; she has exhibited paintings in Vermont, New Hampshire, New York City, Philadelphia, Washington D.C., as well as Washington State.

## Drawing From the Landscape

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Marilyn Frasca

*Enrollment:* 18

*Prerequisites:* Signature of the faculty

*Special Expenses:* Art materials and travel expenses

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* With approval of the faculty only

I will be creating a series of drawings and paintings, making images from the landscape. I will be travelling to many places around Western Washington, drawing inspiration, power, and vital images.

Students interested in making images in painting, drawing, printmaking, and photography, and students interested in doing research on the history of landscape from a multi-cultural perspective are invited to join me.

Throughout the year, students will be encouraged to study a variety of topics concerning the landscape theme, and may take short journeys (one day to two weeks) to do their image-making work.

Students at any level of experience may join the group, for one, two, or three quarters—provided they make clear which media they will work in and draw up a goals and activities statement at the beginning of each quarter. All students will participate in the *Expressive Arts Symposium*.

*Planned equivalencies in quarter hours:*  
 36 - image making project (drawing or printmaking or painting or photography or art history research); 6 - art history;  
 6 - aesthetics  
**48 - total**

# Evergreen ARTISAS-in-Residence

46



**Bernard Johansen:**

Dancer and choreographer; studied with Edward Caton, Fredrick Franklin, and Yurek Lazowky; he participated in the development of numerous regional ballet companies, most recently the Ballet Northwest Company, for whom he has choreographed numerous ballets.



**Jean Mandeberg:**

Sculptor, metalsmith, and jewelry maker; shows in New York City, Portland, Oregon, Houston, Texas, Alaska, Montana, Idaho, and throughout Washington; her works appear in the national tour of the American Crafts Museum, and in the permanent collection of the Art in Public Places Program of the State of Washington.

## Dance: Creation and Performance

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Bernard (Bud) Johansen

*Enrollment:* 18

*Prerequisites:* Interest in dance and production work. Some should have one to ten years of dance—ballet or modern technique; others, technical and management skills. Interview and possible audition. Signature required.

*Special Expenses:* Dance clothes and shoes (ballet and character)

*Part-time Options:* Evenings

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

Fall Quarter my work will center around the production of "A Christmas Carol Ballet" to music by Mahler. Winter Quarter I will choreograph more diverse ballets, some based on original compositions by music faculty; and Spring Quarter will be dedicated to student productions.

All students will keep journals of their observations of this work, the process, and write analytic papers on their observations. They will also be involved in the production as dancers, and/or technical support people. They'll attend regularly scheduled seminars on dance history, aesthetics, and production needs. Books will be discussed, music analyzed, ballets

criticized, and performances attended by all students. Some dancers will work on their own choreography each quarter, and perform their own works in the spring.

A part-time option is available by special permission of the sponsor. Each dance student will be expected to take a technique class in modern and/or ballet. An additional course is allowed in any area of interest. Rehearsals and class will be conducted off campus evenings and weekends; all performances will be done on campus. All students will participate in the *Expressive Arts Symposium*.

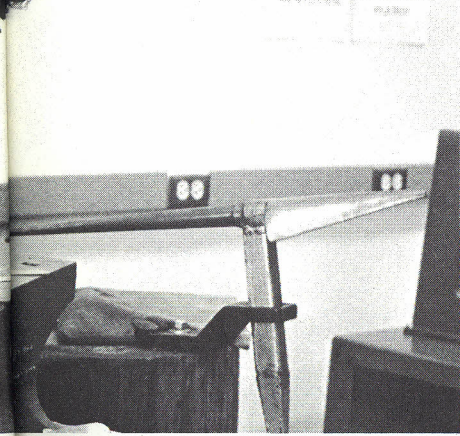
*Planned equivalencies in quarter hours:*

12-24 - dance performance; 12 - choreography; 12-24 - arts management and production; 12 - dance history and aesthetics

**48 - total**

Program is preparatory for further studies, careers, and/or graduate study in dance performance and choreography, dance and arts management.





## Large-Scale Sculpture

*Fall, Winter/ Group Contract*

*Sponsor:* Jean Mandeborg

*Enrollment:* 18

*Prerequisites:* Students are advised to talk with the faculty before registering.

*Special Expenses:* User fees for Lab Annex, woodshop, and/or Fine Metals Studio. Materials for personal work.

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

I will be engaged in a major sculpture studio project this year, which will explore the issue of SCALE in a society's visual art. I will be undertaking, in addition to much other work, several quite large pieces.

My students will thus become apprentices in the execution, from start to finish, of large-scale metal sculpture. We will explore together the personal, cultural, and historical reasons why artists work from very, very small to very, very large, and how they sometimes deal directly with the *experience* of scale and proportion as the content of their work.

Our group will investigate current international sculpture from miniatures to monumental work, design in the visual arts and architecture, technical skills in design and sculpture fabrication, and conduct research in a variety of related areas.

All students will participate in the *Expressive Arts Symposium*.

*Planned equivalencies in quarter hours:*

8 - three-dimensional design; 8 - survey of contemporary international sculpture; 16 - sculpture

**32 - total**

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



**Linda Thornburg:**

Film and video director, producer, playwright, and director; worked as producer/director at WBNS-TV (CBS) in Columbus, Ohio, and as documentary producer at the Ohio Historical Society; among her films and videotapes are an American Film Festival Finalist, and Emmy nominee, and the celebrated documentary of a women's jazz group, *Alive!*; she wrote and produced the award winning *Leap of Faith* in Provincetown and San Francisco (1981).

## Productions Unlimited: Film Video Theater

*Fall, Winter, Spring/ Group Contract*

*Sponsor:* Linda Thornburg

*Enrollment:* 20

*Prerequisites:* Interview with the artist and a review of the student's skills from administration and organizational skills through production skills.

*Special Expenses:* Materials for personal work

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

For the 1983-84 academic year, I'll be inviting 20 students of various skill levels to work with me on several projects, including a feature-length theatrical film, a series of plays for theater and television, a possible tour of a new play, and an ongoing Evergreen Series for TV. Students will work in all aspects of film, video, and theater

production from research and management (including funding, pre-production, planning, and design) through production and distribution. Students will be assigned various tasks from assistant producer to production assistant on a number of works in progress. Students will receive portfolio credit for professional work as well as an academic credit. Advanced and intermediate students will be asked to submit portfolios. All students will participate in the *Expressive Arts Symposium*.

*Planned equivalencies in quarter hours:*

16 - production design; 16 - production management; 16 - film/video or theater production **48 - total**

Program is preparatory for careers and/or future study in film and TV production, management, financing and distribution; communication multi-media; and theater production, management, and financing.

# Evergreen Artists-in-Residence

48



**Gail Tremblay:**

Poet and weaver; weaving exhibits in New Hampshire, Maine, New York, Nebraska, Oregon, and Washington; winner of Alfred E. Richards prize for poetry; book of poetry, *Talking to Grandfathers*, soon to be published by American Poetry Series; she is at work on new poems, a series of masks, and an eight harness waffle weave structure.



## Apprenticeships in Weaving

*Spring/Group Contract*

*Sponsor:* Gail Tremblay

*Enrollment:* 23

*Prerequisites:* Students are advised to talk with the faculty before registering.

*Special Expenses:* Yes, supplies

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

Among my projects for Spring Quarter will be four hangings, two of which will incorporate metal, two of which will incorporate wood; one free-standing woven sculpture; and the production of mohair scarves and shawls. My "apprentices" will have the chance to work on these productions; they also will be expected to design and produce two projects of their own.

Our work will include both functional and art fabric, and students will learn about design and technique for both types of weaving. Students will also learn to warp looms, to read drafts, and work from cartoons.

All students have the opportunity to participate in the *Expressive Arts Symposium*.

*Planned equivalencies in quarter hours:*

4 - design; 12 - weaving

**16 - total**

Program is preparatory for careers and/or future study in textile arts and fiber designs.

## Ainara Wilder:

Director, script-writer, and translator; recent work with the BBC, and theater study in Spain and Brazil; major shows directed include *Dark of the Moon*, *Marat Sade*, *Godspell*, *The Seagulls* and *Man of La Mancha*.

## Scripts and Adaptations

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Ainara Wilder

*Enrollment:* 24

*Prerequisites:* Mastery of basic writing skills; background in arts and literature.

*Special Expenses:* Photo equipment and funds to develop films

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

I will be preparing scripts for theatrical production, often adaptations of material originally conceived in some other, non-theatrical form. This will always involve conceiving and reconceiving the ideas for the stage, trying out our draft adaptations, and endless in-process revisions. In this complex work we all—my students and myself—will discover what we thought we know but do *not* know about being an artist and writer.

Our learning will be focused on a specific group project, a new project each quarter. Script writing, adaptation, some performance, and photo journalism will provide avenues of opportunity to unfold an awareness. Our projects will be chosen with much respect to students' academic plans.

A special invitation goes to students who share my philosophy that "neither the sky nor art is limited, but rather our skill or stamina."

All students will participate in the *Expressive Arts Symposium*.

*Planned equivalencies in quarter hours:*

8 - scriptwriting; 8 - journal writing;  
8 - dramatic literature; 8 - autobiographies;  
8 - stage production; 4 - photo journalism;  
4 - the Novel

**48 - total**

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



**William Winden:**

Singer, and watercolorist; studied with Lotte Lehmann, Maurice Abravanel, Herbert Graf, and Pierre Bernac; leading roles with the operas of Zurich and Heidelberg, Washington DC Opera, Virginia

Opera Society, Seattle Opera, the National Symphony, and numerous regional orchestras; performed Wotan under the direction of Wolf Wagner; organized the Opera Program at the University of Maryland.

## Voices: Recorded and Live

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Bill Winden

*Enrollment:* 20

*Prerequisites:* Well-developed skills as a performer of music; signature required.

*Special Expenses:* Recording tape and music

*Part-time Options:* 8 credit hours will be devoted to performance activities. 4 credit hours in music theory and 4 in music history are available and required if not previously taken.

*Internship Possibilities:* Work with community performing groups may be possible.

*Additional Course Allowed:* No

I will be rehearsing a number of major works in the vocal repertoire, most particularly Schubert's immense *Winterreise*, and various pieces from the French tradition—Debussy, Duparc, Poulenc. I will be working with singers and instrumentalists—students and trained performers from the Olympia community—who will prepare a number of ensemble works, probably including selections from

the Monteverdi Madrigal books, pieces for vocalists and instrumentalists by Heinrich Schutz, ensemble works by Romantic composers, and various contemporary works. I hope we can persuade our composers to create new pieces for us.

We will prepare these works both for public performance and for recording in the college's multi-track studios. We will therefore need the close collaboration of a few advanced audio engineering students.

I will also be teaching a music history course, and if you have not studied music history previously I will expect you to take this course. Music theory is also required, and those who have not studied theory previously must enroll in that course.

We will be fully involved in the *Expressive Arts Symposium*.

*Planned equivalencies in quarter hours:*

12 - music theory; 12 - music theory;  
24 - musical performance

**48 - total**

Program preparatory to careers associated with music performance.

## Interpreting Art and Literature

*Winter, Spring/ Coordinated Study*  
*Coordinator:* David Marr  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Core program or one year of college study emphasizing writing, critical reading and group discussion; and at least one program with an art, literature, or media component.  
*Special Expenses:* \$20.00 per quarter for media supplies  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

This program explores the process through which we come to understand works of art and literature. Are all interpretations of individual works valid? How do we experience another's creation? How can we develop our own responsiveness to painting, novels, poems, and photographs?

We will discover the presence of works of art and literature through acts of interpretation, our own and those of others. We'll concentrate on selected works produced in America and England between the world wars, 1919-1939. We will read literary and art theory, and view film and stage adaptations of novels. We will balance analysis, writing, and discussion with our own performances and media productions. All students will get some experience using slide/tape, video, solo reading and readers' theater to translate and communicate their perceptions.

Writers will include William Faulkner, Katherine Anne Porter, Wallace Stevens, W.H. Auden, Virginia Woolf, Willa Cather, D.H. Lawrence, Claude McKay and Ernest Hemingway. Artists will include Alfred Stieglitz, Edward Hopper, Man Ray, Georgia O'Keeffe, Joseph Stella, Henry Moore, Ben Shahn, and Henry McBride. Theorists will include Susanne Langer, John Berger, Carl Jung, R.P. Blackmur, Wayne C. Booth, Rudolph Arnheim, John Dewey, and Richard Palmer.

No experience in media or performance is necessary, only a willingness to develop skills in those areas, and to work cooperatively. All students have the opportunity to participate in the *Expressive Arts Symposium*.

*Planned equivalencies in quarter hours:*  
8 - aesthetics and literary criticism;  
4 - English and American literature, 1919-1939; 4 - art history: art between the wars; 6 - oral interpretation; 6 - media production; 4 - research  
**32 - total**

Program is preparatory for further studies, careers, and/or graduate study in humanities, visual arts, media, and theatre.

## Gallery Management and Exhibition Design

*Fall, Winter, Spring/ Internship Cluster*  
*Sponsor:* Sid White  
*Enrollment:* 3-5  
*Prerequisites:* Two and one-half years of college study, including visual arts, design, and/or management  
*Special Expenses:* Field trips to museums and galleries  
*Part-time Options:* Yes  
*Internship Possibilities:* Internship status required for participation. Paid internships are possible for work-study qualified students.  
*Additional Course Allowed:* Yes

Three to five qualified students will be accepted into the Evergreen Galleries program to assist the Gallery Director, with specific internship possibilities defined in business management, gallery management, and curatorship.

This management team will work with the director in curating approximately fifteen campus gallery exhibits each quarter. Additional activities will include curating the College Permanent Collection and preparing off-campus exhibits. If grant funding is available, interns will also work on a statewide exhibit touring project, and a regional art and cultural diversity program.

The Evergreen Galleries program will play an important role in organizing "Evergreen Artists-in-Residence" exhibits.

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

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

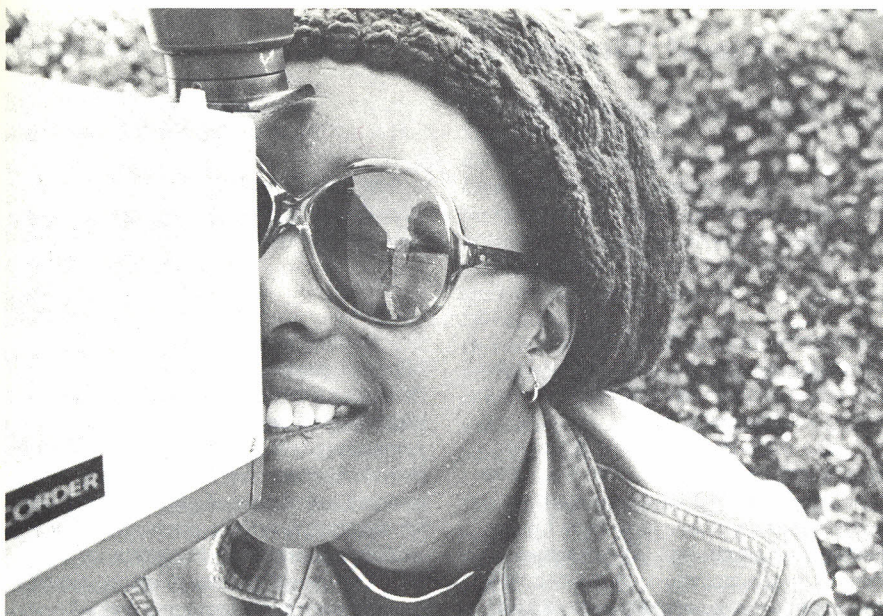
## American Painting of the 20th Century

*Fall/ Group Contract*  
*Sponsor:* Hiro Kawasaki  
*Enrollment:* 24  
*Prerequisites:* None  
*Special Expenses:* Books  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

This group contract will study the development of American painting since the Armory Show of 1915. Major emphasis will be placed on the development of abstract art between the two world wars, social realism, and abstract expressionism. Students will do research projects on one or two additional contemporary movements in painting, and present written results to the group. All students have the opportunity to participate in the *Expressive Arts Symposium*.

*Planned equivalencies in quarter hours:*  
8 - art history: 20th century American;  
4 - research methods  
**12 - total**

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



**"Do not confine your children to your own learning, for they were born in another time."**

*Hebraic Proverb*

## **Techniques of Visual Anthropology**

*Spring/ Group Contract*

*Coordinator: Sally Cloninger*

*Enrollment: 24*

*Prerequisites: Junior standing, or substantial photography or film experience*

*Special Expenses: Film, video tape, photographic paper, \$25 for retreat*

*Part-time Options: No*

*Internship Possibilities: No*

*Additional Course Allowed: No*

Our work is the study of history, theory, and practice in the visual documentation of culture.

We will examine films and photographs by explorers, theatrical and documentary filmmakers, and anthropologists, and discuss books and articles in preparation for field studies.

Students will receive a good introduction to field methodology in anthropology and opportunities to read and discuss several ethnographies as well as important concepts in anthropology. Media workshops will be offered. Though students will read, write and talk about visual anthropology, the focus of their work will be on the production, display, and critique of visual documentation projects based upon field studies.

*Planned equivalencies in quarter hours:*

Distributed among film, anthropology, field methods, and project work.

**16 - total**

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

### **Preliminary List of Part-time Courses**

#### **Fall**

Life Drawing; Ceramics; Survey of Contemporary Sculpture; Wearable Art; Native American Images; Beginning Ballet; Intermediate Ballet; Modern Dance; Character Dance; Music History; Jazz Ensemble; Music Fundamentals; Class Piano; Class Voice; Technical Theatre; Photography; Media for Uninitiated; Audio Media I; Beginning Studio Television

#### **Winter**

Life Drawing; Printmaking; Artists' Portfolio; Arts Criticism; Beginning Ballet; Intermediate Ballet; Modern Dance; Dance History; Music History; Jazz Ensemble; Music Theory; Class Piano; Class Voice; Technical Theatre; Survey of Dramatic Literature; Photography; Portable Video Skills; Audio Media II; Beginning Animation

#### **Spring**

Life Drawing; Arts Criticism; Beginning Ballet; Intermediate Ballet; Modern Dance; Composition and Improvisation; Music History; Jazz Ensemble; Class Piano; Class Voice; Technical Theatre; Acting/ Directing Workshop; Photography; Media for the Uninitiated; Audio Media III

## Health and Human Development

*Convener of Area:* Rita Pougiales

*Teaching Faculty:* Bill Aldridge, Bill Arney, Gerry Brown, Jovana Brown, Barbara Cooley,\* Stephanie Coontz, Diana Cushing, Elizabeth Diffendal, Don Finkel, Margaret Gribskov, Jim Gulden, Burt Guttman, Peta Henderson, Don Humphrey, Richard Jones, Jeff Kelly, Betty Kutter, Earle McNeil, Maxine Mimms, Mary Nelson, Mark Papworth, Willie Parson, Lynn Patterson, Gil Salcedo, Oscar Soule, Greg Stuewe-Portnoff and Kirk Thompson.

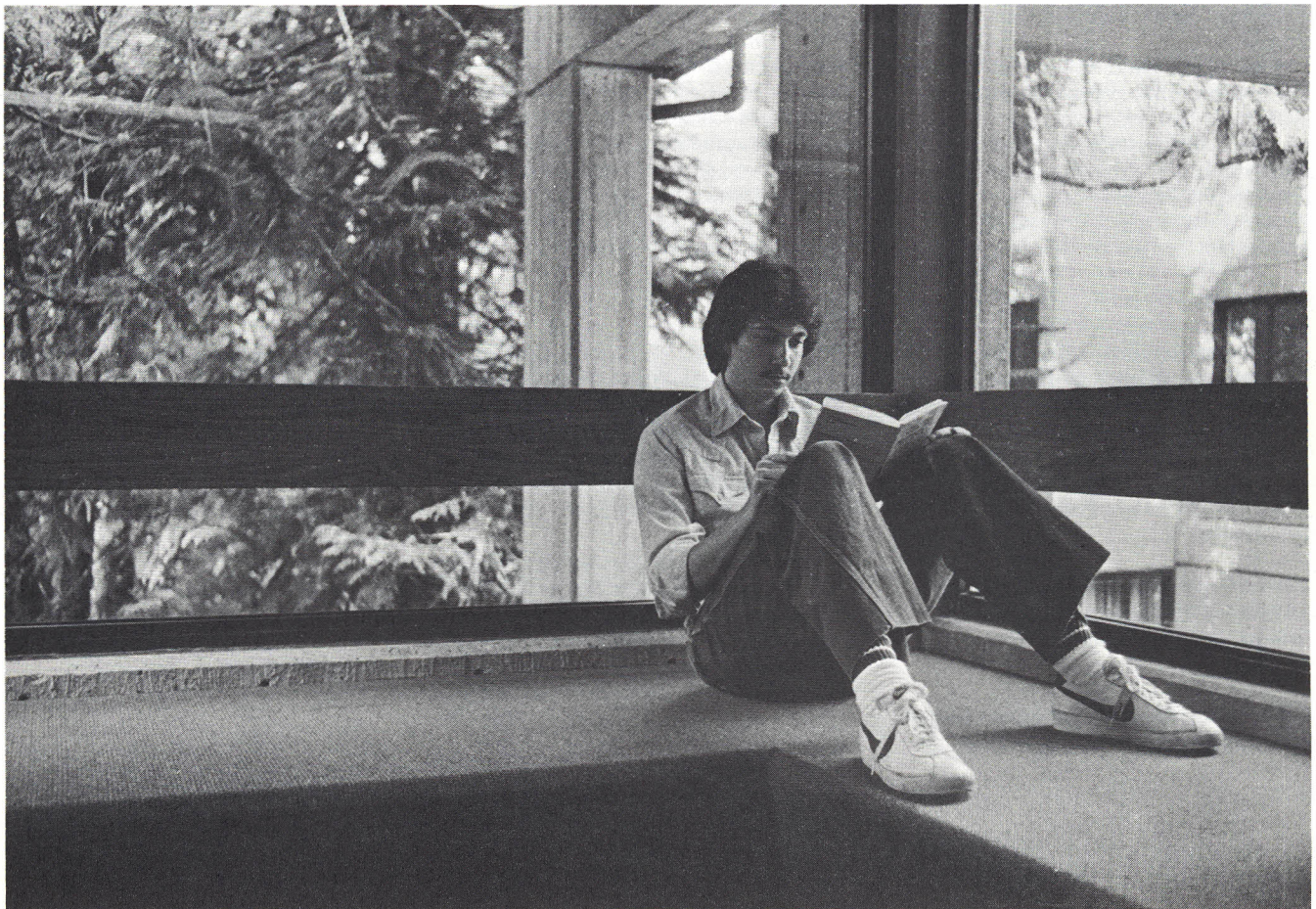
\**Visiting Faculty, 1982-83*

As a student in *Health and Human Development*, you will have opportunities to study human beings holistically from a variety of perspectives.

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

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

The Specialty Area prepares students for careers in health care and human services, both alternative and traditional, or for graduate study leading to professions in fields such as psychology and counseling, social work, education, health services, biology, and social science.



## Human Health and Behavior

Fall, Winter/Coordinated Study

Coordinator: Rita Pougiales

Enrollment: 69 Faculty: 3

Prerequisites: Core Program, or one year of college study (background in sociology, psychology or biology is desirable, but not necessary).

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

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

Students will acquire a foundation in human physiology and anatomy, sociological forces influencing health and health-related institutions, psychosocial and cognitive development, and environmental effects on human behavior. Through lectures, workshops, and seminars, students will be encouraged to develop analytical skills in reading, discussion, writing, and research.

In addition to program reading material, students will be expected to read and conduct original research on social- and health-related topics. Special attention will be given to the study of research methodology, and students will be carefully guided in conducting their own research.

We will emphasize ethical issues implicit in the program material and students will be expected to investigate and discuss these issues thoroughly.

*Planned equivalencies in quarter hours:* Distributed among anatomy, physiology, sociology, developmental psychology and personality theory.

**32 - total**

## Nutrition, Culture, and Community Health

Fall, Winter, Spring/Group Contract

Sponsor: Betty Kutter

Enrollment: 46 Faculty: 2

Prerequisites: Intermediate level background in science (physiology and organic biochemistry), or social science (economics, anthropology, human services). Signature required.

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: Group projects only

Additional Course Allowed: With permission of faculty

This program will investigate issues of individual and community health, particularly as related to food policy, nutritional choices, and economic constraints. We will integrate ideas from nutrition and human biology, human services, anthropology, economics, and political economy. The program is intended for advanced science and social science students; professionals in government, social services, education, and the private sector; and concerned citizens.

Students, from many disciplines, and community members will work together, teaching and learning from each other. We hope to develop a common language in which to discuss health-related issues, analyze problems, collect data, propose solutions, and initiate projects.

Each week an evening lecture and discussion will focus on some pertinent issues, featuring occasional guest speakers. Fall Quarter seminars, meeting day and/or evening, will discuss nutrition, cultural food preferences, and policy issues, for example the implications of the "1980 Report on the Food Systems in Oregon: Recommendations for a State Food Policy." Winter and Spring Quarters will concentrate on small group research projects, the results to be presented to the class as a whole. These projects will require developed disciplinary skills, and collaboration with particular community action projects and local communities. Project subjects might range from maternal/infant nutrition needs to nutrition in state institutions, always emphasizing policy constraints and potential health and behavioral impacts.

*Planned equivalencies in quarter hours:* Distributed among nutrition, human biology, social policy, cultural anthropology, political economy, field study, and applied social science.

**48 - total**

*"Nutrition, Culture, and Community Health" will be a participant in the campus-wide 1984 Project.*

## Psychological Counseling

Fall, Winter, Spring/Advanced Group Contract

Sponsor: Richard Jones

Enrollment: 24

Prerequisites: Senior standing and signature.

Special Expenses: None

Part-time Options: None

Internship Possibilities: Yes

Additional Course Allowed: No

This advanced Group Contract is designed to prepare students for paraprofessional careers in a variety of human service areas, and for graduate work in psychological counseling, psychiatric social work, or clinical psychology.

The program will have three components: practical, academic, and personal.

The *practical* component consists of a half-time internship in a mental health agency, in which the student will be given increasing responsibility for engaging in psychological counseling under the supervision of a professional staff member.

The *academic* component consists of readings, lectures, seminars, and workshops on theories and methods of psychological counseling. We shall concentrate on the psychoanalytic and gestalt approaches of Freud, Erikson, Angyal, and Kaiser.

The *personal* component consists of experiential dream seminars in which the students seek to develop the therapeutic potentials of their individual personalities by way of exploring each other's contemporary life conflicts and patterns of resolving those conflicts.

*Planned equivalencies in quarter hours:* Distributed among psychology: personality theory, adolescent and adult development; and literature: modern English literature, comparative literature in translation.

**48 - total**

Program is preparatory for future studies, careers, and/or graduate study in psychology, literature, counseling, and social services.

## Recreational Resources: Issues and Management

Fall, Winter, Spring/Group Contract

Sponsor: Jovana J. Brown

Enrollment: 48 Faculty: 2

Prerequisites: Two years of college work, one year in "Outdoor Education" or "Political Ecology," or "Introduction to Environmental Studies"

Special Expenses: Minimal

Part-time Options: Afternoon and evening classes

Internship Possibilities: Yes, Spring

Additional Course Allowed: Yes

Fall Quarter explores the history of leisure and outdoor recreation in the United States. We will look at resources available and the role of state and federal governments and private enterprise in their management. We will focus on public land management probing how economic and social pressures will impact outdoor recreation in the next two decades. Will exploitation of timber and minerals continue to compete with the recreational use of public lands? What trends will determine recreational land use in the Alpine Lakes area in Washington, Mineral King in California, and Act 250 in Vermont?

Readings include: Dulles, *A History of Recreation: America Learns to Play*; Neulinger, *The Psychology of Leisure*; Pieper, *Leisure, The Basis of Culture*; Cosgrove, *Geography of Recreation and Leisure*; and Robinson, *The Forest Service*.

Winter Quarter examines aspects of planning and administering outdoor recreation resources: enabling legislation, land-use planning, environmental impacts, economic implications, business management, program planning, and planning for the future. Students will carry out case studies.

Readings include: Fitch, *The Bureau of Outdoor Recreation*; Jubenville, *Outdoor Recreation Planning*; Van Dalen, *Land & Leisure: Concepts and Methods in Outdoor Recreation*; and Sharpe, *Interpreting the Environment*.

Fall and winter work will be applied Spring through full-time internships.

*Planned equivalencies in quarter hours:*

- 8 - introduction to, and management of outdoor recreation;
- 8 - public lands and park management;
- 8 - history and sociology of leisure and recreation;
- 4 - commercial recreation management;
- 4 - environmental interpretation;
- 4 - public recreation administration

**48 - total**

Program is preparatory for further studies, careers, and/or graduate study in outdoor recreation, outdoor education, environmental studies, public administration of outdoor resources or programs, and recreation oriented business.

## Transformations: The Psychology and Literature of Adult Development

Fall, Winter/Group Contract

Sponsor: Kirk Thompson

Enrollment: 24

Prerequisites: Junior standing, and one year previous study of psychology or literature

Special Expenses: None

Part-time Options: Consult sponsor

Internship Possibilities: No

Additional Course Allowed: Consult sponsor

Our subject is the development of personality through the life-cycle, with emphasis on the possibilities and patterns of *change* in the course of development from adolescence through old age. What types and magnitudes of individual development are expected, and what further kinds of individual change are possible, as one matures within a given set of biological, psychological, and cultural constraints?

By examining psychological and literary source materials, we will explore patterns and symbols of change, focusing finally on patterns of initiation and rites of passage in contemporary America. Psychological sources will include the earlier attempts of Jung and Erickson and the recent efforts of Levinson to formulate an adult developmental psychology. Literary materials will be drawn from many sources, ancient and modern, to illustrate the problematic rites of passage from adolescence through adulthood. The psychological sources tend to emphasize normal, natural, or non-pathological changes which seem typical of the different stages of the life-cycle, while the literary sources tend to highlight and write large the most problematic aspects of change.

This is an advanced program requiring of every student a solid academic background in either psychology or literature. It must not be mistaken for a how-to-do-it course on coping with one's own current developmental problems, for it aims at knowledge and understanding of all phases of adult development. The main activities will be book seminars and writing workshops, with independent study projects presented to the group as a conclusion of the program.

*Planned equivalencies in quarter hours:*

- 16 - psychology: personality theories, adolescent and adult development;
- 16 - literature: modern English literature and comparative literature in translation

**32 - total**

Program is preparatory for further studies, careers, and/or graduate study in psychology, literature, and counseling.

"I chose Evergreen because I like the interdisciplinary nature of the programs. In 'Human Health and Behavior,' for instance, you learn about biology, health, and sociology by studying them individually and in their relationship to each other."

*Jerry Weeks, returning student*

## Social and Health Services Policy and Its Assessment: Advanced Studies in Public Administration

If you're interested in social problems and the development of policies to cope with them, turn to the full description on page 56.

## Techniques of Visual Anthropology

If you're interested in the visual documentation of culture, turn to page 51 for a complete description of this program.

### Preliminary List of Part-time Courses\*

#### Fall

Nutrition; Economics; Library Research Methods; Strategies for Human Intervention and Change I; Introduction to Computers and BASIC; Intermediate Programming; PASCAL Programming; 1984 Lecture Series; Native American Images

#### Winter

Nutrition; Economics; Library Research Methods; Strategies for Human Intervention and Change II; Introduction to Computers and BASIC; Intermediate Programming; PASCAL Programming; 1984 Lecture Series; Understanding Statistics; History of Native American Treaty Relations

#### Spring

Legal Research Methods; Collecting and Analyzing Social Data; Introduction to Computers and BASIC; Intermediate Programming; PASCAL Programming; 1984 Lecture Series; Media for the Uninitiated; Education Issues in Native American Communities

\*Additional modules are being planned by faculty and staff



## Management and the Public Interest

*Convener of Area:* Art Mulke

*Teaching Faculty:* Guy Adams, Bill Arney, Gerry Brown, Bill Bruner,\* Ken Dolbeare, Lucia Harrison, Virginia Ingersoll, Lowell (Duke) Kuehn, Gerry Lassen, Charles McCann, Chuck Nisbet, David Paulsen, Niels Skov, Barbara Smith, Greg Weeks\* and York Wong.

*\*Visiting Faculty, 1982-83*

Upper-division work in the Specialty Area consists of a Coordinated Study program titled "Management and the Public Interest" for the first year and a changing series of advanced Group Contracts, Individual Contracts, and internships for the second year. The first year of the *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 part-time students from off-campus as well as full-time students.



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## Management and the Public Interest

*Fall, Winter, Spring/ Coordinated Study*  
*Sponsor:* Guy Adams  
*Enrollment:* 96 *Faculty:* 4  
*Prerequisites:* Basic accounting and principles of economics  
*Special Expenses:* None  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

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

The program is designed for both full-time and part-time students. Late afternoon and evening components are provided for part-time, working students. The program aims to meet the needs of those interested in job advancement, those in pursuit of a management career, and those who want to sharpen their management, analytical, and writing skills.

Critics of the American business system charge that the modern corporation cannot be made responsible to the public; that, by its nature, business will serve only its own interest. Business defenders, on the other hand, argue that the public good requires a strong business system, and that business is doing a good job of meeting its social responsibilities. A third voice can be heard saying that our business system is outdated: neither business nor the public interest will be served much longer by our present set of institutional arrangements. One purpose of this program is to come to grips with the issues raised in these debates.

The core of the *MPI* program in the first year consists of organizational psychology, policy, managerial accounting, managerial finance, and managerial economics, and the functions of management. Prerequisites for the program include the principles of accounting, microeconomics. The prerequisites can be met through transfer of credit, summer courses offered at Evergreen, or through offerings in these areas during Fall Quarter.

*Planned equivalencies in quarter hours:*  
Distributed among organizational practicum, managerial accounting, managerial economics, organizational psychology, financial management, statistics, case studies and related areas.

**48 - total**

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

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## Social and Health Services Policy and its Assessment: Advanced Studies in Public Administration

*Winter/ Group Contract*  
*Sponsor:* Lowell Kuehn  
*Enrollment:* 24  
*Prerequisites:* Junior standing  
*Special Expenses:* None  
*Part-time Options:* Yes  
*Internship Possibilities:* To be determined  
*Additional Course Allowed:* Perhaps

In this program, we'll discuss conditions affecting the recognition of social problems and the formulation, adoption, implementation, and evaluation of policies designed to cope with them. Special attention will be given to social and health services policy. Because the analysis of public policy brings together both questions of value and questions of fact, it serves as a valuable focus for many basic methodological and philosophical questions about the nature, scope, and limits of social inquiry.

Concomitant with an investigation of substantive issues of policy, the program will afford the student an opportunity to develop practical skills in the area of research design, data analysis, and application of statistics, with particular emphasis on quantitative techniques of program and policy evaluation. All students will be expected to become involved with an evaluation research project. The program will be especially suited to students with an interest in human services programs, administration, and applied research.

*Planned equivalencies in quarter hours:*  
Distributed among social research methods, health and human services policy, public policy and similar areas.

**16 - total**

Program is preparatory for careers and/or future study in human services, social science, management and related fields.

"Going back to school has really opened me up again. I find I'm stimulated, excited and willing to accept new challenges."  
*Phil Bunker, returning student*

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## The Business of Computers

For a complete description of this full-year program about the technical *and* business sides of the computer, see page 68.

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### Preliminary List of Part-time Courses\*

#### Fall

Basic Accounting; Economics; Library Research Methods; Strategies for Human Intervention and Change I; Introduction to Computers and BASIC; Intermediate Programming; PASCAL Programming; 1984 Lecture Series

#### Winter

Managerial Accounting; Economics; Library Research Methods; Strategies for Human Intervention and Change II; Introduction to Computers and BASIC; Intermediate Programming; PASCAL Programming; 1984 Lecture Series; Understanding Statistics

#### Spring

Legal Research Methods; Collecting and Analyzing Social Data; Introduction to Computers BASIC; Intermediate Programming; PASCAL Programming; 1984 Lecture Series

\*Additional modules are being planned by faculty and staff

## Northwest Native American Studies

*Convener of Area:* David Whitener

*Teaching Faculty:* Bill Aldridge, Lloyd Colfax,\* Elizabeth Diffendal, Russ Fox, Margaret Gribskov, Joye Hardiman, Philip Harding, Rainer Hasenstab, Mary Hillaire, Lovern Root King, Betty Kutter, Earle McNeil, Maxine Mimms, Mary Nelson, Rita Pougiales and Gail Tremblay.

\**Visiting Faculty, 1982-83*

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

**"We have a rich Native American faculty — one which collectively represents several disciplines, including art, education, business, anthropology, and English. Besides their academic preparation, each is actively involved in his or her own Indian nation and carries that understanding and appreciation to their teaching."**

*Lloyd Colfax, faculty member*



**"One thing I learned at Evergreen was how to take what I know and bring it out. I do my greatest work in my own region, with women my own age, and sharing our lives with the next generation of Indian women, so they can be stronger. When you find out what you know, you can bring it out to help others."**

*Janet McCloud, alumna*



## **Recognition: Politics of Self**

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Mary Hillaire

*Enrollment:* 96 *Faculty:* 4

*Prerequisites:* Interview and faculty signature

*Special Expenses:* Three audiotapes; field trip expenses

*Part-time Options:* Yes

*Internship Possibilities:* Yes

*Additional Course Allowed:* Yes

This student-centered program is designed to provide an open educational opportunity based on the integration of learning as a measure of understanding and synthesizing the vitality and importance of one's environment.

The philosophical base of the program is that each person extends help to others, using his or her own resources first, and the program provides a learning environment of sufficient comfort in which the learner can move to the outer limits of their knowledge, towards the unknown. The program intent is to help the student identify different educational resources, apply different approaches, and visualize different educational outcomes.

The objectives of the program include:

1. Participation by open invitation to provide students with the maximum challenge in educational direction through presentations by faculty from different disciplines, different fields of practice, and different cultural backgrounds.

2. The integration of this participation with four campus-wide forums, which will be designed to draw on the interests and talents of the college community to promote an understanding of the educational process that will transcend the boundaries of known disciplines and forge the development of new disciplines designed in an educational partnership of student, community, and college.

3. The participation and design of inter-community studies in "weekend college" activities that provide environmental community settings for the development of educational decision-making skills.

4. Close communication between student and faculty in the development of scholarly independent study, based on the total resource of a developing educational partnership and aimed at creating an ultimate positive role and position for the student in the community. The goal is to define quality education which will integrate specialized individual competencies and citizenship.

*Planned equivalencies in quarter hours:*

8 - human resource development;

8 - cultural sociology; 8 - cultural

psychology; 8 - cross-cultural

communication skill development;

8 - values clarification; 8 - ethics

**48 - total**

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

## **Nutrition, Culture, and Community Health**

To see how this program will investigate issues of individual and community health, turn to page 53.

### **Preliminary List of Part-time Courses**

#### **Fall**

Native American Images; 1984 Lecture Series

#### **Winter**

History of Native American Treaty Relations; 1984 Lecture Series

#### **Spring**

Education Issues in Native American Communities; 1984 Lecture Series

## Political Economy

*Convener of Area:* Matthew Smith  
*Teaching Faculty:* Pris Bowerman, Jovana Brown, Beryl Crowe, Ken Dolbear, Jeanne Hahn, Peta Henderson, Gerry Lassen, Russ Lidman, Alan Nasser, Chuck Nisbet, John Perkins, Tom Rainey, Susan Strasser, Greg Weeks,\* York Wong, Ron Woodbury, and Irwin Zuckerman.  
*\*Visiting Faculty, 1982-83*

Social, cultural, economic, and political phenomena are aspects of an organic whole. *Political Economy* examines the interrelationships of these phenomena. Topics of study include the historical development of the United States and other industrialized nations; the problems of underdeveloped societies in their relations with industrialized societies; the historical contexts in which theories of political economy are developed and applied; and the application of theory to contemporary problems.

In most traditional institutions, the concepts and skills involved with these topics are treated as separate bodies of knowledge. In this Specialty Area, students acquire this knowledge, but do so through emphasis on the broad connective concepts, methods, and interpretations that serve to integrate them into ways of understanding total societies and their transformations.

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

Students in their first year of college are strongly urged to take one of the *Core Programs*. Students just beginning in *Political Economy* should probably enroll in "Introduction to Political Economy," which is a prerequisite for most other offerings in this area.

The *Political Economy* Specialty Area offers unique opportunities for students to do advanced work in internships. Students work regularly with the state legislature, lobbying groups, and administrative agencies as a part of their work in *Political Economy*.



## Introduction to Political Economy

Fall/Coordinated Study

Sponsor: Gerald Lassen

Enrollment: 72 Faculty: 3

Prerequisites: Second-year standing

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: No

"Introduction to Political Economy" is designed to provide students with the historical and analytical framework for understanding the development of the market system and the contemporary political economy. In order to accomplish this task, the program utilizes the disciplines of economics, history, and political science. These disciplines will be integrated in order to explain the two major theoretical approaches describing the political economy.

The explanation of the neoclassical market model will include development of the ideological underpinnings of the model as well as a thorough treatment of the mechanics of the market system. To accomplish this task, a substantial text such as Samuelson's *Principles of Economics* will be utilized.

The Marxist model will be investigated, both as a critique of capitalism and as a predictive model of economic growth and development. Primary readings from Marx will be included for seminar discussions.

Program seminars and lectures will introduce important issues of analysis and argument in the social sciences. Students should expect to gain insight into the history of capitalism and its contemporary challenges.

*Planned equivalencies in quarter hours:*

8 - principles of economics; 4 - political and social theory; 4 - history and historical change

**16 - total**

Program is preparatory for further studies, careers, and/or graduate study in economics, social theory, and political science.

## Justice and Human Rights: Getting What You Deserve

Fall/Group Contract

Sponsor: Alan G. Nasser

Enrollment: 23

Prerequisites: Sophomore standing;

interview with sponsor

Special Expenses: None

Part-time Options: See sponsor

Internship Possibilities: No

Additional Course Allowed: No

In any society there have to be arrangements which distribute the benefits (or goods) and the burdens (or bads) of society among the classes, races, and sexes in society. These arrangements always presuppose moral, social, and political philosophies of *justice*, of *human rights*, of *property*, and of *human nature*.

In this group contract we will examine some of the most important of these philosophies, from the earlier formative theories of Adam Smith, John Locke, and Karl Marx, to the more recent ideas of John Rawls and Robert Nozick. We will see how conservative, liberal, and radical philosophies of justice, rights, human nature, and property have evolved from the 17th century to the present day. We will apply these philosophies to our own society in order to understand which philosophy, or philosophies, it embodies.

This contract will presuppose no specific prior work. It will be an introduction to some of the basic issues of ethics, social philosophy, and political philosophy. Students will be asked to write one-, two-, or three-page paper every two weeks, and a longer paper by the end of the quarter. There will be a great emphasis on rigor and precision of argumentation, both in seminar and in writing. It will be hard work, and fun.

*Planned equivalencies in quarter hours:*

4 - the social philosophy of Karl Marx;

8 - contemporary theories of justice;

4 - rights and property in modern

philosophy

**16 - total**

Program is preparatory for further studies, careers, and/or graduate study in philosophy, economics, history of economic theory, social theory, moral philosophy, law, political theory, and teaching.

## The Formation of the American State

Winter/Group Contract

Sponsor: Jeanne Hahn

Enrollment: 24

Prerequisites: "Introduction to Political

Economy" or introduction to

micro/macroeconomics and radical

critique, and U.S. history. Signature of

sponsor.

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Through a careful study of the changing social structure, the legal system, and economic and political structures and practices we will attempt to understand the increasing articulation between state and economy as America moved through its formative period. Specifically, we will be interested in: locating the place of the colonies in the 17th century mercantile system; specifying the ideological and economic shifts underlying the strikingly different governmental structures suggested by the Declaration of Independence, the Articles of Confederation, and the Constitution; probing the debates between Hamilton and Jefferson regarding the development of the American State; developing the relationship between the extension of the franchise in the 1820's (establishment of formal democracy) and the rapid loss of control over the means of production (loss of substantive democracy); developing a systematic exposition of the manner in which these changes were accommodated, justified, and rationalized by the least democratic element of the state, the judiciary; and investigating the tension between liberalism and democracy as illuminated by the above factors. Simultaneously, we will be attempting to develop a theory of the state which provides the conceptual apparatus for probing the dynamic relationship among these factors, and which will advance the understanding of our early history.

*Planned equivalencies in quarter hours:*

8 - early American history; 4 - modern political theory; 4 - American legal history to 1840

**16 - total**

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

**"It is more from carelessness about the truth, than from intention of lying, that there is so much falsehood in the world."**

*Samuel Johnson*

**"Remember, remember the sacredness of things."**

*Pawnee Chant*



## **The Roots of Nuclear Confrontation**

*Winter, Spring/ Group Contract*

*Sponsor:* Irwin Zuckerman

*Enrollment:* 23

*Prerequisites:* "Introduction to Political Economy", or equivalent with permission of sponsor.

*Special Expenses:* None

*Part-time Options:* Yes. 8 quarter hours in macroeconomics offered winter quarter

*Internship Possibilities:* No

*Additional Course Allowed:* No

"Thank God for those nuclear weapons, because we'd all be in Siberia were it not for our nuclear weapons." These words of Energy Secretary Edwards in 1982 suggest what has been, since World War II, an American consensus on (a) the deterrent effect of America's military arsenal, (b) the benefit of negotiating from a position of overwhelming power, and (c) leaving to "policy experts" the choice of the means to the end of "peace and security." The aim of this student-organized, advanced seminar will be critical examination of this consensus.

*Winter Quarter: The Communist Challenge and the Capitalist World Order: A Macroeconomic Analysis.* We will first investigate the challenge communism in its many forms has raised to the capitalist world order since the middle of the 19th century. We will then explore the military and economic dominance of the United States in world affairs at the end of World War II as a context for the study of macroeconomics at the intermediate level. We will study Keynesian, monetarist, and supply-side models. The focus will be on a macroeconomic policy analysis of the function of nuclear weaponry within the current world order.

*Spring Quarter: Revolution, Counter-revolution, and Nuclear Arms.* We will focus on the nuclear arms race and weaponry within the broader context of the worldwide forces of communist/socialist revolutionary movements and capitalist counterrevolution. Students will be able to investigate a variety of questions in both individual and group research within this general framework.

*Planned equivalencies in quarter hours:* Distributed among macroeconomic theory, policy studies, history of U.S.-Soviet relations  
**32 - total**

Program is preparatory for further studies, careers, and/or graduate study in economics, political science, international relations, law, and government.

*"Roots of Nuclear Confrontation" will be a participant in the campus-wide 1984 Project.*

## **1984**

For a description of this unique project, highly relevant to political economy, see page 31.

### **Preliminary List of Part-time Courses**

#### **Fall**

Economics; Strategies for Human Intervention and Change I; 1984 Lecture Series

#### **Winter**

History of Native American Treaty Relations; Economics; Strategies for Human Intervention and Change II; 1984 Lecture Series; Understanding Statistics

#### **Spring**

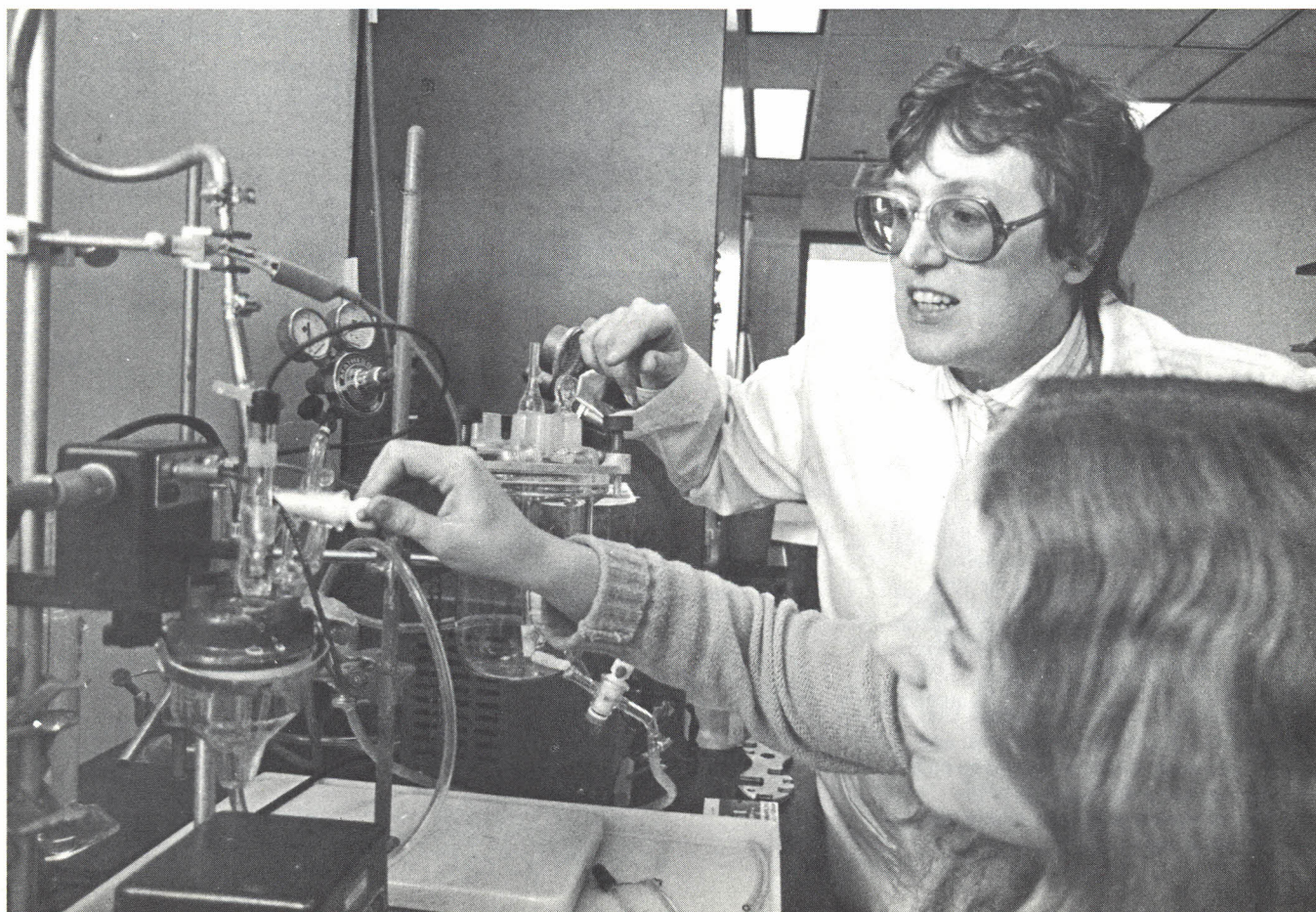
Collecting and Analyzing Social Data; 1984 Lecture Series

## Scientific Knowledge and Inquiry

*Convener of Area:* Rob Knapp  
*Teaching Faculty:* Bill Arney, Clyde Barlow, Mike Beug, Richard Brian, Richard Cellarius, Rob Cole, George Dimitroff, Betty Ruth Estes, Burt Guttman, Don Humphrey, Will Humphreys, Linda Kahan, Jeff Kelly, Betty Kutter, Sig Kutter, Kaye V. Ladd, Pat Labine, Al Leisenring, Mark Papworth, Willie Parson, David Paulsen, John Perkins, Josie Reed, Jake Romero, Jim Stroh, Fred Tabbut and Byron Youtz.

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

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





## Introduction to Natural Science

*Fall, Winter, Spring/ Coordinated Study*  
*Coordinator:* Byron Youtz  
*Enrollment:* 72 *Faculty:* 3  
*Prerequisites:* Any Core Program, or one year of college work emphasizing writing and discussion. Mathematics through high school algebra; entrance contingent upon passing math test.  
*Special Expenses:* None  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

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

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

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

We combine lectures, problem sessions, labs, small-group conceptual skills sessions, and seminars so as to stress the ways culture and philosophy have affected the developing sciences. We expect students to read and write about this interplay of science and society. We want both thorough understanding and problem-solving skills. Students will acquire solid grounding in physics, chemistry, and biology, and extensively develop their abilities in mathematics, writing, and critical reasoning.

*Planned equivalencies in quarter hours:*  
12 - mathematics; 8 - 12 physics;  
8 - 12 general chemistry; 8 - 12 development of scientific ideas; 6 - 8 general biology; 8 - 12 organic chemistry (optional)  
**48 - total**

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



## Matter and Motion: Foundations of Natural Science

*Fall, Winter, Spring/ Coordinated Study*  
*Sponsors:* Fred Tabbutt and George Dimitroff  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Precalculus mathematics, high school chemistry  
*Special Expenses:* Scientific calculator with exponential notation, plus a maximum of \$25 per quarter for floppy disk and costs of printing supplemental notes  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Students who place out of portions of the program may substitute additional courses.

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

Specific topics covered during the year include differential and integral calculus, stoichiometry, mechanics, kinetics, electricity and magnetism, atomic and molecular structure, thermodynamics, inorganic chemistry and topics in organic chemistry.

The program introduces chemistry and physics assuming a simultaneous development of the calculus. Where possible, the integration of these three subjects is stressed. For example, during Fall Quarter, chemical dynamics (chemical kinetics) and physical dynamics (mechanics) will be covered using both calculus and computer numerical methods.

Primary texts will be Lange, *First Course in Calculus*; Mahan, *University Chemistry*; and Eisberg and Lerner, *Physics*.

Project-oriented laboratory work in chemistry and physics will introduce the student to electronics, analytical and synthetic techniques in chemistry, instrumentation, and the laboratory use of computers. It is our view that science is not an isolated endeavor. Both the history of science and its social implications will be examined through readings, lectures, films, and weekly seminars.

The weekly schedule consists of lectures, problem and recitation sessions, seminars, and laboratory work. In the problem/recitation sessions the laboratory students will be able to test and improve their understanding of the ideas and techniques being studied.

"Matter and Motion" is a more advanced program than "Introduction to Natural Science." Its content is comparable to typical major courses at this level in mathematics and the physical sciences.

*Planned equivalencies in quarter hours:*  
14 - university physics with lab; 14 - university chemistry with lab; 12 - calculus;  
8 - seminar on history of science and social implications of science  
**48 - total**

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

## Energy Systems

*Fall, Winter, Spring/ Group Contract*

*Sponsor:* Jake Romero

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Pre-calculus mathematics, and 6-8 quarter hours of college level physics or chemistry essential; additional mathematics, physics, or chemistry helpful

*Special Expenses:* Field trips

*Part-time Options:* Yes

*Internship Possibilities:* Yes

*Additional Course Allowed:* Yes

The energy problem is a complex one. For a balanced understanding, one must consider its economic, socio-political, and technological aspects. This year-long program will provide the breadth needed to evaluate the whole problem and will develop depth of understanding in one of its aspects.

Fall Quarter will focus on understanding energy—what it is and how it is stored, produced, converted, distributed, and utilized by modern society.

The program's emphasis during Winter Quarter will be to acquire sufficient depth of understanding to analyze one aspect of energy in detail, in preparation for carrying out a research project.

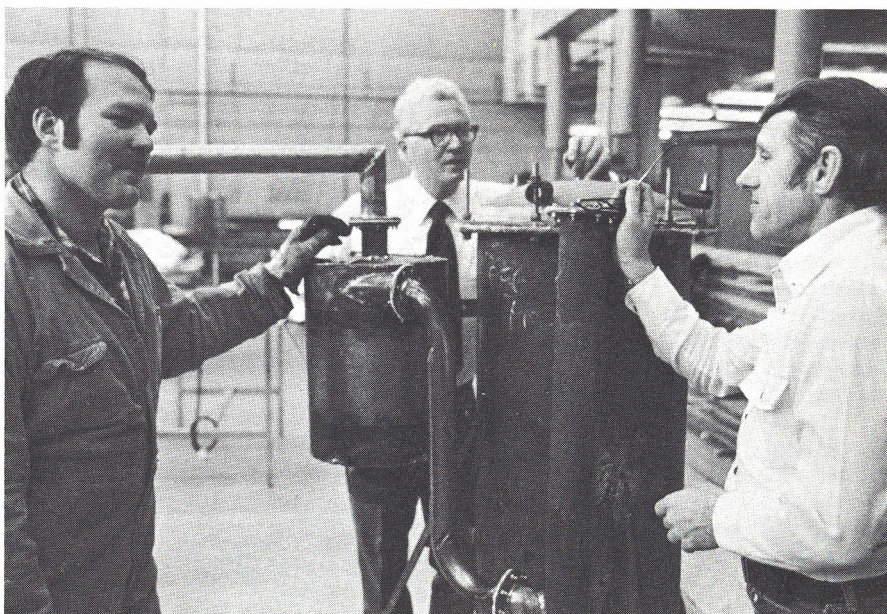
Spring Quarter will focus on research projects. Students will find suitable projects in the areas of energy storage, biomass conversion, economic analysis, alternative energy policy formulation, or in determining the feasibility of a particular solar, wind, or geothermal system. The projects will have a "hands-on" emphasis and a concerted attempt will be made to produce serious and useful results.

Learning activities throughout the first two quarters will include a series of lectures by the program faculty on scientific, technical, and economic topics; a reading seminar dealing with a few important questions about the social, economic, and lifestyle aspects of the study; and workshops for developing and sharing technical skills.

*Planned equivalencies in quarter hours:*  
2 each - basic electronics, nuclear energy, heat transfer, and nonsolar alternative energy; 3 each - transport processes and solar design; 4 each - thermodynamics, seminar (energy policy), and differential equation and boundary value problems; 6 - architectural drawing and design; 6-8 - calculus; 8 - project

**48 - total**

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



## Organismic Biology

*Fall/ Group Contract (Half Time)*

*Sponsor:* Donald G. Humphrey

*Enrollment:* 48 *Faculty:* 1

*Prerequisites:* "Introduction to Natural Science," or "Matter and Motion," or equivalent, especially general chemistry and biology

*Special Expenses:* None

*Part-time Options:* Yes, program is for eight quarter hours

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

This group contract deals with organismic biology at the tissue, organ, and systems level using vertebrates as representative organisms. Comparative studies of structure and function will be emphasized, but human examples will be included.

"Organismic Biology" laboratories allow microscopical, anatomical, and physiological examinations of selected vertebrates, and evolutionary relationships among the various groups will be explored.

*Planned equivalencies in quarter hours:*

4 - comparative vertebrate anatomy;

4 - comparative vertebrate physiology

**8 - total**

## Organic Chemistry

*Fall/ Group Contract (Half Time)*

*Sponsor:* Jeffrey J. Kelly

*Enrollment:* 48 *Faculty:* 1

*Prerequisites:* General (inorganic) chemistry with laboratory, or "Matter and Motion," or "Introduction to Natural Science"

*Special Expenses:* Laboratory breakage fee may be necessary

*Part-time Options:* Yes, program is for eight quarter hours

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

This group contract covers organic chemistry with emphasis on its relationships to the areas of biology and the health sciences. The subject is approached from the concepts of chemical structure and functional groups, chemical reactivity, and reaction mechanisms. Emphasis is placed on the alcohol, amine and carbonyl functional groups, which play a significant role in biology.

The group contract involves lectures, problem solving, and an introductory laboratory in organic chemistry.

Also see "Organic Chemistry III," offered Winter Quarter, and "Organic Laboratory II," offered Spring Quarter.

*Planned equivalencies in quarter hours:*

6 - organic chemistry I & II; 2 - organic chemistry laboratory I

**8 - total**

## Molecule to Organism

*Winter, Spring/ Coordinated Study*  
*Sponsors:* Donald Humphrey and Jeffrey J. Kelly

*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* "Organic Chemistry" and "Organismic Biology," or their equivalent  
*Special Expenses:* Laboratory breakage fee  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

This program is for students who want serious work in modern biochemistry and laboratory biology, primarily as preparation for the health professions or for graduate school.

Winter Quarter emphasizes biochemistry, molecular and cell biology, and covers the physical and chemical properties of biological molecules in the context of cellular function. The laboratory will introduce skills in differential centrifugation, chromatography, microscopy, and gel electrophoresis. The goal of the lab is to prepare students to develop and execute laboratory research projects.

Spring Quarter extends these concepts to the organism level. Emphasis is on genetics, developmental biology, and applications of biochemistry to biology. An opportunity will be provided for research projects; and students will develop good laboratory skills and problem-solving abilities.

Students with health sciences and medical interests should consider taking the concurrent courses "Organic Chemistry III", offered Winter Quarter, and "Organic Chemistry Laboratory II," offered Spring Quarter.

*Planned equivalencies in quarter hours:*  
8 - biochemistry; 4 - molecular biology;  
4 - cell biology; 4 - genetics;  
4 - developmental biology  
**24 - total**

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



## Organic Chemistry III

*Winter/ Course*  
*Sponsor:* Jeffrey J. Kelly  
*Enrollment:* 24 *Faculty:* 1  
*Prerequisites:* "Organic Chemistry" or introductory organic chemistry course  
*Special Expenses:* None  
*Part-time Options:* Yes, course is four quarter hours  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

This course, when taken following the group contract, "Organic Chemistry," finishes a full year of organic chemistry. The emphasis of this course is on the chemistry of industrially important organic compounds and spectroscopy. Reactions and mechanisms of aromatic and organometallic compounds will be considered as well as an introduction to the use of modern spectroscopic tools in compound identification. The course will involve lectures and problem solving, but no laboratory.

Also see "Organic Chemistry Laboratory II", offered Spring Quarter.

*Planned equivalencies in quarter hours:*  
4 - organic chemistry III  
**4 - total**

## Organic Chemistry Laboratory II

*Spring/ Course*  
*Sponsor:* Jeffrey J. Kelly  
*Enrollment:* 24 *Faculty:* 1  
*Prerequisites:* "Organic Chemistry" group contract, or introductory organic chemistry course  
*Special Expenses:* Laboratory breakage fee may be necessary  
*Part-time Options:* Yes, course is four quarter hours  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

This laboratory course involves the development of organic chemistry laboratory techniques and skills in the manipulation and alteration of molecular structure, purification and identification of products, and in the isolation of substances from the natural world. There is a strong emphasis on natural products and biological applications.

*Planned equivalencies in quarter hours:*  
4 - organic chemistry laboratory II  
**4 - total**

## Advanced Physics and Mathematics

Fall, Winter, Spring/Group Contract

Sponsor: Sig Kutter

Enrollment: 24

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

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

This group contract allows students to do advanced work in the physical sciences and mathematics. One may enroll for all or part of the program. Components will include the following:

*Mathematical Analysis I and II:*

Calculus of several variables, infinite series and Taylor series, and vector calculus.

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

*Classical Mechanics:* Traditional junior-level physics course.

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

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

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

*Planned equivalencies in quarter hours:*  
4 - 8 quarter hours in each of the topics taken.

**48 - total**

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

## Science and Social Change

For a full description of how this program examines the relationship between science and social institutions, see page 33.



## 3-2 Engineering Program

Evergreen has initiated a pilot program with the University of Washington College of Engineering which allows students to obtain a double Bachelors Degree: a B.A. from Evergreen, and a B.S. from the University of Washington. This requires three years of work at Evergreen fulfilling the Humanities, Social Science, and basic Physical Sciences, and two years at the University of Washington completing the junior- and senior-level work in one of the departments of the College of Engineering. Upon successful completion of the two years at the University, both degrees are awarded.

For advice on recommended curriculum, the Academic Advising Office can put you in touch with the faculty advisor for the "3-2 Engineering Program." You should make this contact as early as possible in your Evergreen career in order to have the maximum time possible to complete the prerequisites of this program.

*Other offerings closely related to Scientific Knowledge and Inquiry:*

All *Core Programs* lead into *Scientific Knowledge and Inquiry*, provided that precalculus math is taken through a program, course, or self-paced study. Students with scientific interests may find "Human Development," "Political Ecology," or "Society and the Computer" especially interesting.

*Other programs of related interest to Scientific Knowledge and Inquiry:*

"Introduction to Environmental Studies," "Earth Environments," "Ecological Agriculture," "Advanced Environmental Studies," "Human Health and Behavior," and "Nutrition, Culture, and Community Health." Also, refer to the part-time courses listed below.

### Preliminary List of Part-time Courses\*

#### Fall

Nutrition; Self-Paced Math; Calculus; General Chemistry; Introduction to Computers and BASIC; Intermediate Computer Programming; PASCAL Programming; 1984 Lecture Series

#### Winter

Nutrition; Self-Paced Math; Calculus; Organic Chemistry III; Introduction to Computers and BASIC; Intermediate Computer Programming; PASCAL Programming; Data Structures I; Programming Languages; Physics in Everyday Life; 1984 Lecture Series

#### Spring

Self-Paced Math; Calculus; Organic Chemistry; Introduction to Computers and BASIC; Intermediate Computer Programming; PASCAL Programming; Data Structures I; Operating Systems; Computer Graphics; General Physics; 1984 Lecture Series.

\*Additional modules are being planned by faculty and staff

## Computer Science at Evergreen

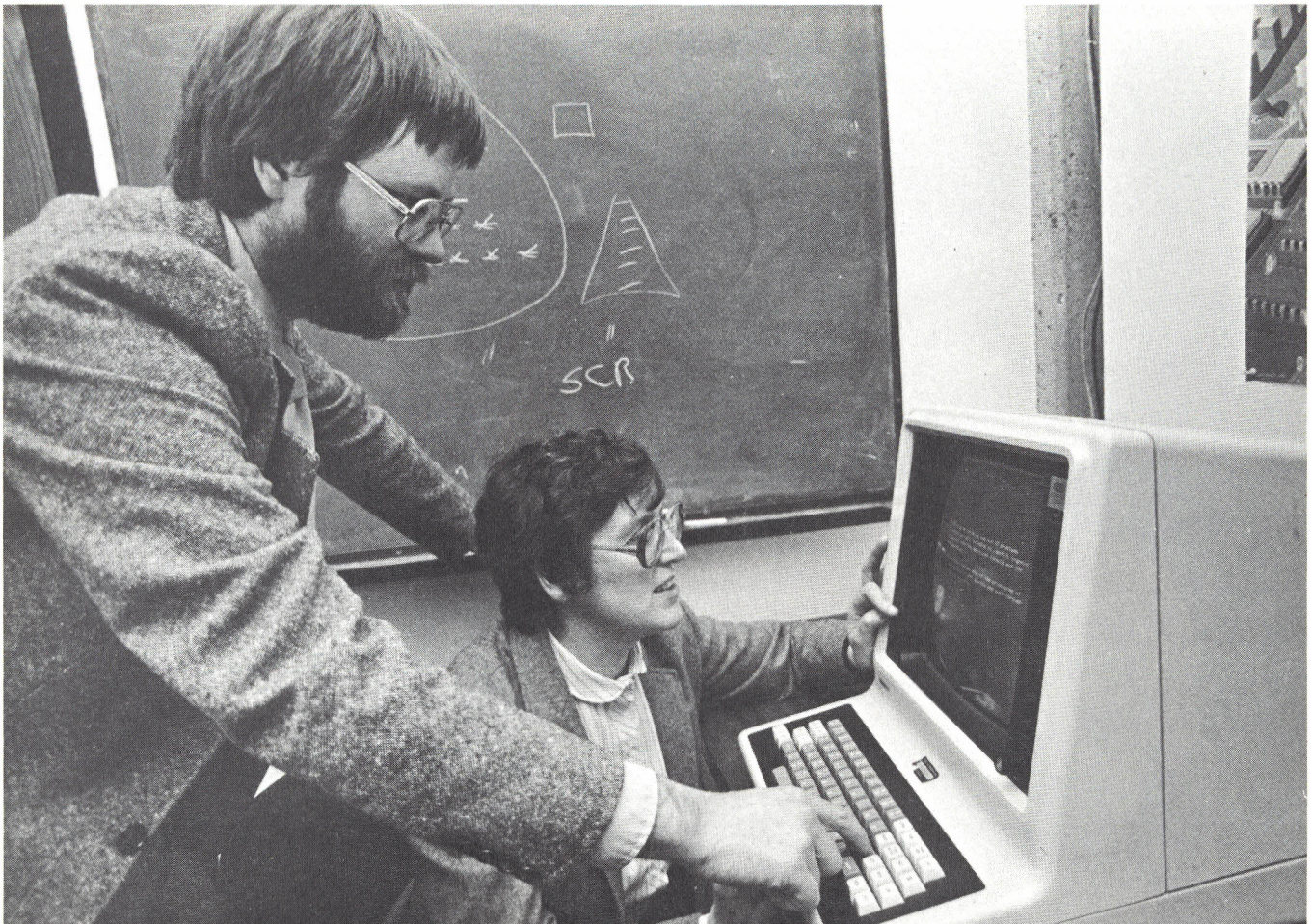
We encourage students to take at least one computer course before graduating from Evergreen. The role of the computer in today's society and its importance to citizens has grown substantially in the past ten years. There is scarcely an area into which the technology has not been adapted.

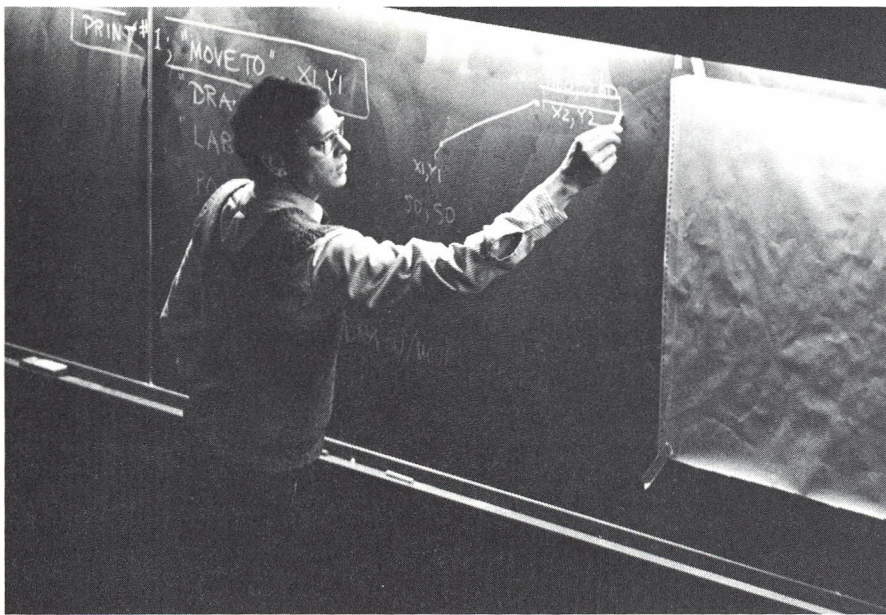
Evergreen recognizes the importance of computer literacy in today's fast changing world and has developed a computer curriculum which reflects the importance of understanding this technology, and all others, in terms of their impact on our society.

The four credit class, "Introduction to Computers and BASIC," is a very popular way of becoming familiar with computers. Many specialty areas build computer literacy into their academic programs. In various programs ranging from "Management and the Public Interest" to "Ecologi-

cal Agriculture," the benefits of utilizing computers are recognized.

This section of the catalog spells out the major programs available in 1983-84 which emphasize computers, and the course offerings available for part-time students. You are also encouraged to discuss internship opportunities in this area with the Office of Cooperative Education. Many Evergreen students have found an applied internship an invaluable capstone to their work in this area of the curriculum.





**"I was attracted by the versatile educational opportunities and long-term benefits an Evergreen education would afford me. I also appreciate that Evergreen allows me to design my own academic concentration and focus my studies in my area of interest."**

*Kris Nelson, student*

## The Business of Computers

*Fall, Winter, Spring/ Coordinated Study*

*Sponsor:* To be announced

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* "Introduction to Computers and BASIC," or equivalent

*Special Expenses:* None

*Part-time Options:* Yes, eight quarter credits each quarter

*Internship Possibilities:* No

*Additional Course Allowed:* Yes. Students are encouraged to take one course per quarter in computer science or business/management, depending on student preparation.

As the price of the computer has plummeted, the demand for programs ("software") for business applications has skyrocketed. The successful computer specialist today needs a clear understanding of *both* technical and business subject matter.

In "The Business of Computers," students will research the market for software, design and construct software systems and explore the marketing of such systems. Working in teams, students will determine business or governmental needs for particular kinds of software, and will learn to design such software based on user requirements.

In parallel with these group projects, students will participate in seminars devoted to business, organizational, and computer science technical skills. Reading will include materials in both computer science and business/management.

Students will learn the management and business skills needed to pursue a career in software development and computer science.

The program is offered as 12 units; however, an 8-unit, part-time option will also be available.

*Planned equivalencies in quarter hours:*  
24 - computer systems design; 12 - business functions

**36 - total**

*"The Business of Computers" will be a participant in the campus-wide 1984 Project*

## Society and the Computer

To see how more and more of your daily activities are affected by the computer, see page 27.

### 1984

For a description of this unique project, highly relevant to political economy, see page 31.

### Preliminary List of Part-time Courses

#### Fall

Introduction to Computers and BASIC;  
Intermediate Computer Programming;  
PASCAL Programming; Systems Programming

#### Winter

Introduction to Computers and BASIC;  
Intermediate Computer Programming;  
PASCAL Programming; Data Structures I;  
Programming Languages; Computer Architecture

#### Spring

Introduction to Computers and BASIC;  
Intermediate Computer Programming;  
PASCAL Programming; Data Structures II; Computer Graphics; Operating Systems

*\*Additional Courses will be added*

## Teacher Certification

In conjunction with the University of Puget Sound, The Evergreen State College offers curricula leading to the provisional certificate for teaching at the elementary and secondary level. In addition, programming is provided to pursue the fifth year, or standard certificate and a masters degree in education.

The undergraduate education program is designed as a half-time program which meets in the afternoon (except during the final quarter when students practice teach full time). This scheduling allows students to fill the other half of their program with work in their subject area specialty.

Teaching at the secondary level requires the completion of baccalaureate degree requirements in a major field of study. Specific requirements for the various major fields of study are available from the Admissions Office. It is possible to pursue the following majors at Evergreen: art,

biology, chemistry, theater, English, mathematics, natural science, and social science. It is usually *not* possible to pursue secondary majors in music, vocational education, home economics, and other more specialized areas of certification. Students are advised to take the more general social science major instead of a major in history, anthropology, sociology, or psychology as these are frequently not taught in the public schools.

### Admission

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

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

The principle criterion for admission to this program is academic excellence. Students must fill out a special application form with the Admissions Office and file letters of recommendation.

Students wishing to apply for this program should fulfill all admission requirements—including filling out the special form from the Admissions Office—prior to March 15, 1983. Students who are selected for admission to the program will be notified in writing prior to the Academic Fair and registration process in May. Full information may be obtained through the Admissions Office.



## Off-Campus Programs

70 Evergreen runs two off-campus program centers. One is located in Vancouver, Washington, the other in downtown Tacoma. Both of these off-campus program centers are designed as two-year upper-division programs for working adults. Classes are scheduled at times convenient to working people. Library services are also provided to students in these off-campus locations.

### Evergreen-Vancouver Program

The Evergreen State College-Vancouver campus was founded in 1976 in conjunction with Clark College to provide upper-division work leading to a Bachelor of Arts degree to residents of Clark County. Reciprocity with Oregon also allows a limited number of students residing in the Portland metropolitan area to enroll at the Vancouver campus and pay resident tuition rates.

The Evergreen-Vancouver campus is projected to grow to 250 students within the next five years. It is designed to provide a high-quality liberal arts education in a small college setting. At the present time, three two-year programs are offered in Vancouver. These programs are described below. More specific information can be obtained by contacting Anne Turner in Vancouver at 696-3080, or through the Admissions Office in Olympia.

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### Health and Human Services

*Fall, Winter, Spring/ Coordinated Study Coordinator:* To be announced  
*Enrollment:* 47 *Faculty:* 2  
*Prerequisites:* Junior standing  
*Special Expenses:* None  
*Part-time Options:* Yes  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

This program is offered on a rotating basis to serve students interested in pursuing work in the human services. It is particularly relevant to careers in sociology, psychology, counseling, and the health professions. The program provides intensive exposure to theories and techniques of the behavioral sciences, with close integration of material from the humanities to sensitize students to the humanistic, cultural, philosophical, and moral context of individual and social action.

*Planned equivalencies in quarter hours:*  
Distributed among the humanities, and health and social sciences  
**48 - total**

Program is preparatory for careers and/or further study in a broad array of health and human services.

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### Management and the Public Interest

*Fall, Winter, Spring/ Coordinated Study Coordinator:* Lucia Harrison  
*Enrollment:* 46  
*Prerequisites:* Principles of accounting, micro- and macroeconomics, Junior standing  
*Special Expenses:* None  
*Part-time Options:* Yes  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

"Management and the Public Interest" at the Vancouver campus is an upper-division general management program designed to introduce students to a variety of organizational settings and perspectives. Students examine public, private, and quasi-public organizations engaged in the production and delivery of a variety of goods and services. Students may, for example, learn about management, labor, consumer and public concerns in manufacturing, retail sales, communications, local government, arts, human service, labor, church, or educational institutions.

The curriculum is designed to help students develop general skills important to both the practice of management and success in graduate work. These include problem solving; critical reasoning; writing, oral communication; and interpersonal, research, and computational skills.

Management content areas covered in the two year program include: management of human resources, management of information systems, finance, marketing, business and public policy, managerial accounting, managerial economics, statistics, ethics, and social responsibility.

Each year these topics are examined in relation to a central theme such as cross-cultural administration or Pacific Northwest regional management issues. Reading material, lectures, discussions, case studies, and guest speakers emphasize traditional business management theory and practice as well as labor, consumer, and public perspectives. It is intended that students will learn how to develop their own perspectives in response to managerial issues.

*Planned equivalencies in quarter hours:*  
Distributed among business and public administration, the social sciences, and the humanities at the upper division level.  
**48 - total**

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





## **Community Studies; Advanced Interdisciplinary Studies in Social Science, Natural Science, and Humanities**

*Fall, Winter, Spring/ Coordinated Study*  
*Coordinator:* Peta Henderson  
*Enrollment:* 69 *Faculty:* 3  
*Prerequisites:* Junior standing  
*Special Expenses:* None  
*Part-time Options:* Yes  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Possibly

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

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

*Planned equivalencies in quarter hours:*  
 12 - anthropology; 8 - history; 8 - literature;  
 4 - philosophy; 8 - political science;  
 4 - sociology; 4 - psychology  
**48 - total**

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

### **Evergreen-Tacoma Program**

The Tacoma program, in downtown Tacoma, offers an upper-division curriculum to residents of Pierce County. Students with 90 quarter hours of previous college work are eligible to enroll in the Tacoma program if they meet other admissions standards. Programs in Tacoma are offered at times convenient to working adults. The programs are staffed by regular Evergreen faculty from Olympia. In the past students in the Tacoma program have studied subjects such as statistics, computer science, philosophy, public administration, science and nutrition, drama, and dance. The overall goal of the Tacoma program is to provide a contemporary liberal arts curriculum sensitive to the community in which students live and the multiple demands upon working students' time.

## **Classical Studies: A Cross-Cultural Approach**

*Fall, Winter, Spring/ Coordinated Study*  
*Coordinator:* Maxine Mimms  
*Enrollment:* 140 *Faculty:* 7  
*Prerequisites:* Signature Required  
*Special Expenses:* None  
*Part-time Options:* Yes, evenings  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

"Classical Studies" provides an educational opportunity for students in the Tacoma area to explore several aspects of the liberal arts tradition. The program emphasizes the classical origins of various academic disciplines, and is designed for adult students interested in experiencing an integration of culture, community, and communication studies.

Students will participate in a variety of academic explorations, which will lead to an understanding of classical approaches to historical problem-solving techniques. The following clusters will be offered:

1. classical economics
2. classical literature and thought
3. studies in classical scientific inquiry: astronomy
4. the notion of property: cross cultural perspectives
5. life tempos
6. the art of story telling

*Planned equivalencies in quarter hours:*  
 8 - art; 8 - science: astronomy; 8 - ethnomusicology; 8 - anthropology;  
 8 - economics; 8 - literature  
**48 - total**

Program is preparatory for careers and/or future study in liberal arts, social science, humanities and related areas.

## Part-time Study at Evergreen

**“Abide at the center of your being;  
for the more you leave it, the less  
you learn.”**

*Lao Tzu*

Approximately 11% of Evergreen's students are part-time students. They pursue a degree or take an occasional course for personal enrichment. It is possible to study part time at Evergreen in a variety of different ways. Half-time, eight quarter-hour programs provide the most coherent, unified means of pursuing a degree at Evergreen. Many full-time programs offer part-time options. Courses, ranging in credit from two to four quarter hours, are also available. Students may also pursue part-time work through individual contracts and/or internships. The Office of Academic Advising is a good place to begin the search for a suitable part-time program.

The following tentative listing of courses and part-time programs represents an early partial list of options. Final course offerings are published each quarter in the *Evergreen Times*.



## Preliminary List of Part-time Courses

1983-84

Fall	Winter	Spring
<b>Visual Arts</b>		
Life Drawing Ceramics Survey of Contemporary Sculpture Wearable Art Native American Images	Life Drawing Printmaking Artists' Portfolio Arts Criticism	Life Drawing  Arts Criticism
<b>Performing Arts</b>		
Beg. Ballet Interm. Ballet Modern Dance Character Dance Music History Jazz Ensemble Music Fundamentals Class Piano Class Voice Technical Theater	Beg. Ballet Interm. Ballet Modern Dance Dance History Music History Jazz Ensemble Music Theory Class Piano Class Voice Technical Theater Survey of Dramatic Literature	Beg. Ballet Interm. Ballet Modern Dance Composition and Improvisation Music History Jazz Ensemble  Class Piano Class Voice Technical Theater Acting/Directing Workshop
<b>Media Arts</b>		
Photography Media for the Uninitiated Audio Media I Beginning Studio Television	Photography Portable Video Skills Audio Media II Beginning Animation	Photography Media for the Uninitiated Audio Media III
<b>Language Arts</b>		
Reading, Writing and Study Skills Expository Writing Library Research Methods Spanish I French I	Reading, Writing and Study Skills Expository Writing Library Research Methods Spanish II French II	Reading, Writing and Study Skills Expository Writing Library Research Methods Spanish I French I
<b>Computer Science</b>		
Intro. to Computers and BASIC PASCAL Programming Interm. Computer Programming Systems Programming	Intro. to Computers and BASIC PASCAL Programming Interm. Computer Programming Programming Languages Computer Architecture Data Structures I	Intro. to Computers and BASIC PASCAL Programming Interm. Computer Programming  Operating Systems Data Structures II Computer Graphics
<b>Social Sciences and Management</b>		
Strategies for Human Intervention and Change I Nutrition Economics Topics in Organization and and Management Intro. to Accounting 1984 Lecture Series	Strategies for Human Intervention and Change II Nutrition Economics Topics in Organization and Management Managerial Accounting 1984 Lecture Series Understanding Statistics History of Native American Treaty Relations	Collecting and Analyzing Social Data  Legal Research Methods Topics in Organization and Management  1984 Lecture Series  Educational Issues in Native American Communities
<b>Natural Sciences and Mathematics</b>		
Gen. Sciences and Math Self-Paced Math Calculus Gen. Chemistry	Self-Paced Math Calculus Organic Chemistry III Physics in Everyday Life	Self-Paced Math Calculus Organic Chemistry II Gen. Physics

74 **Master of Public Administration**

The *Master of Public Administration Program* reflects Evergreen's commitment to integrated, interdisciplinary studies. The Program provides a rigorous professional education for students engaged in, or intending to pursue, careers in government or in organizations involved with public issues.

The *MPA Program* enrolled its first class in the fall of 1980, and represents the college's first graduate degree offering. A second graduate degree program, in energy and environmental studies, is scheduled to begin in the fall of 1984.

The MPA Program is open to both full- and part-time students. Coursework is available during evening hours for those who are employed. Most students enrolled in the program are full-time employees of state or local governments and are pursuing their graduate studies on a part-time basis.

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 will be expected to complete an internship for at least one academic quarter.

*MPA's* curriculum consists of a sequence of core programs and a number of courses focused on particular areas of concentration. The core programs are interdisciplinary and collaboratively taught, and to some degree are organized around cases or problems in public administration or public policy. The integrated approach to instruction is particularly well suited to graduate study in public administration.

Students enroll in the sequence of core courses described below.

Core **The Political and Economic Context of Public Administration**  
(8 quarter hours)

This program describes development of the state and parallel development of our governmental forms. It treats the relations between governmental activities and social, political, and economic values and forces.

Core **Quantitative Analysis for the Public Sector**  
(8 quarter hours)

This program covers descriptive and inferential statistics and research methods particularly suited to the analysis of social and economic policy. Applications in forecasting and evaluation are examined. Instruction is provided in the use of the computer for policy analyses.

Core **Managing Fiscal Resources**  
(8 quarter hours)

Intermediate level principles of microeconomics, along with their welfare economics underpinnings, provide the foundations for this examination of the management of public resources. Public finance, cost-benefit analysis, and budgeting techniques are also studied.

Core **Public Policy and Its Administrative Implications**  
(8 quarter hours)

The development, implementation, and evaluation of public policy are examined. There is some focus on the individual administrator in order to explore ethical conflicts or dilemmas that may face an individual in that role.

Core **Managing Human Resources**  
(8 quarter hours)

This program covers the broad areas of organization theory and behavior, personnel management and human resources development, and their application to the public setting.

**Elective Concentration**

(12 or more quarter hours)  
Prior to, or in conjunction with, work on their Applications project, students will engage in coursework in their area of concentration. A minimum of 12 quarter hours is required in one's area of concentration; students wishing to pursue additional advanced work in other areas are encouraged to do so.

Core **Applications in Public Policy or Administration**  
(8 quarter hours)

The student will prepare a case or research report on a practical, public sector problem, typically related to his or her area of concentration. The resulting product may be a program evaluation, a study of organizational change, or a description and analysis of an activity in which the author played a key role. While the analytic section of the program is to be written, substantial latitude is permitted as to the final form of the work submitted for the satisfaction of the Application requirement.

Instruction beyond, or in addition to, that provided in the Core Sequence is available in areas of concentration including Public Policy, Human Resources, and Public Economics.

Address direct inquiries concerning the program to Admissions Office, Graduate Program in Public Administration, The Evergreen State College, Olympia, WA 98505. Early applications for admissions to the 1983-84 program are due March 1, 1983.

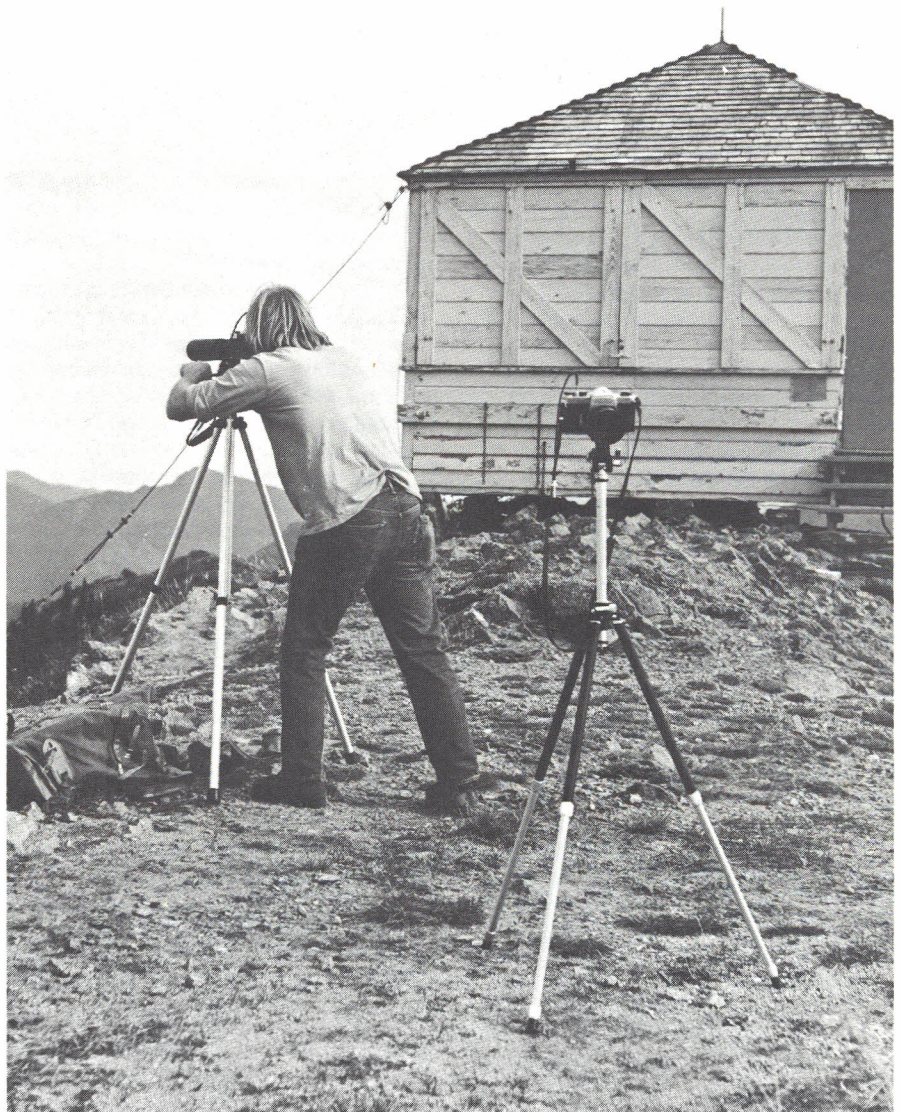
## Master of Environmental Studies

The Master's Program in Environmental and Energy Studies leading to the degree of Master of Environmental Studies is Evergreen's newest graduate offering. This program will open in September of 1984. The entering class of 39 students will take 72 quarter hours requiring two years of full-time study to complete the degree. Part-time students should be able to complete their work in three years.

The program will be a synthesis of the technical aspects and the management aspects needed to work with current environmental problems. Graduates will be able to bridge the gap between those specialized in either the technical or management camp. The program is looking for students who wish to develop such skills. People with specialized training or jobs who want to broaden their base are sought. This program will also appeal to people coming into this field who see the logic in a diversified training that prepares them to fill a broad range of jobs.

Within the program, three tracks will exist for students. The first track will be *Energy Studies*, the second *Land and Water Resources*, and the third will be a combination of both. Students will choose one of the three tracks.

The course of study will consist of three components: 1) core material taught in a coordinated studies manner for people in all three tracks, 2) electives, courses that make up the track chosen by the individual student, and 3) a project, a piece of original work designed by the student to answer an applied environmental or energy question that will result in a final report or thesis.



At this time electives to be offered are:  
*Natural Resource Economics*  
*Environmental Law and Regulation*  
*Urban Growth Management*  
*Energy Systems*  
*Energy Resources*  
*Land Resources*  
*Freshwater and Estuarine Resources.*

The core material, taken by all students will be presented in a sequence of three eight-hour courses: fall quarter, ecological processes; winter quarter, populations, energy, and resources; spring quarter, environmental assessment, and policy and management.

To help prepare students for project work, courses in research methodology have been designed. These will provide skill development in design of original work as well as data analysis and collection. The courses will be specific for the tracks the students choose. A graduate statistics course will also be available.

Questions concerning tuition, admissions requirements and procedures, part-time studies, placement of graduates, etc., should be directed to Dr. Oscar H. Soule, Director, Master's Program in Environmental and Energy Studies, The Evergreen State College, Olympia, WA. 98505.

## Special Forms of Study

### Internships

What is an internship? An internship allows a qualified student the opportunity to gain, with supervision, practical experience in a professional field. In other words, it's a chance to take what you have learned in the classroom and apply it in a professional setting. With careful planning and close supervision, an internship is an excellent opportunity for you to gain additional knowledge and explore career options through hands-on work experience in a specific area.

72 76 Internships may be conducted through enrollment in a Coordinated Study program, a Group Contract, or an Individual Learning Contract. Students enrolling for a Coordinated Studies program or Group Contract should plan to intern only if an internship has been included among its options or requirements. For those enrolling in an Individual Contract, an internship may constitute either a substan-

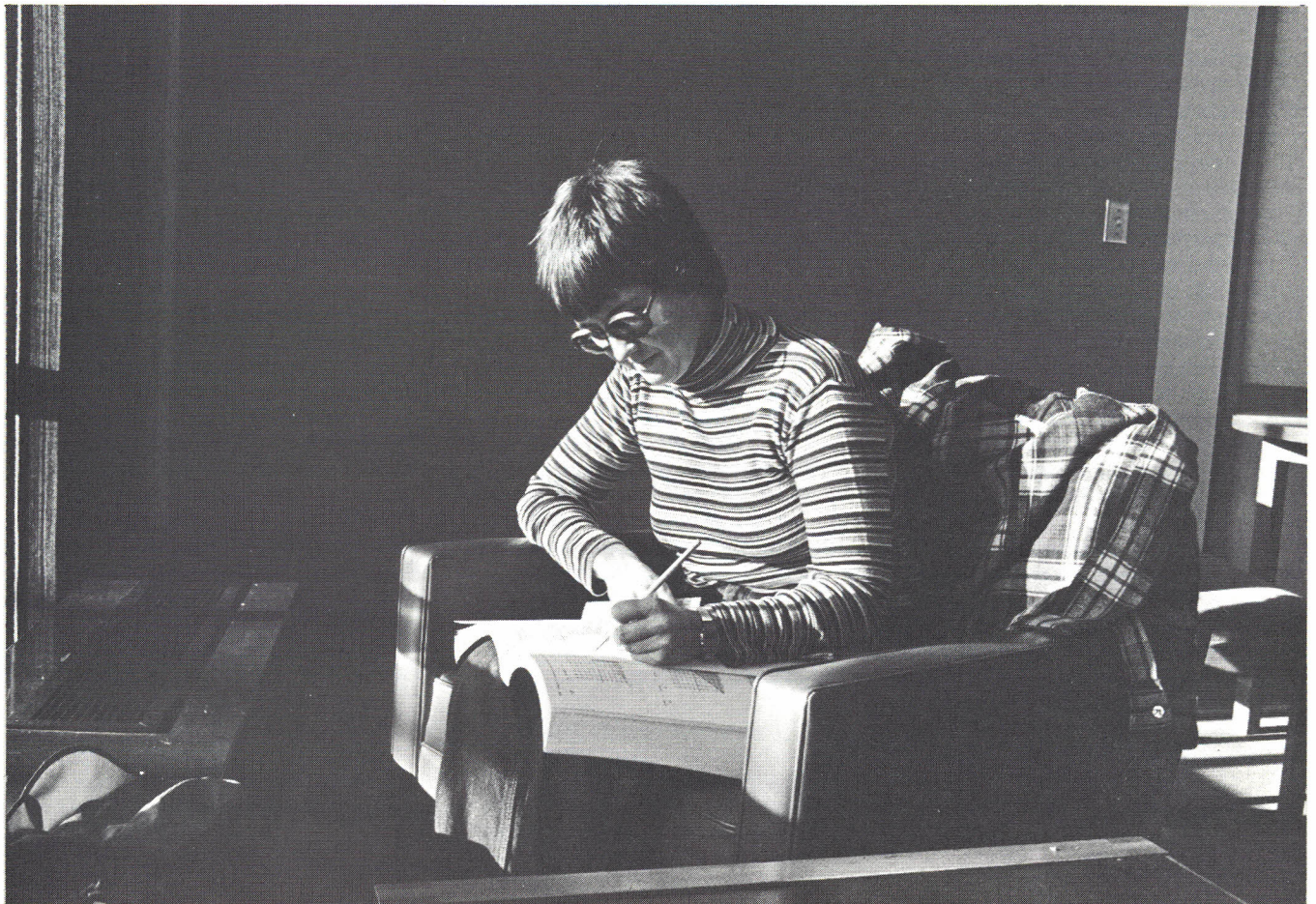
tial part or a minor part of the contracted activities. Most internships are conducted by juniors and seniors.

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

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

Each internship—and each quarter of an internship conducted for more than one quarter—is planned, arranged, conducted, and evaluated in terms of one's academic objectives for that quarter. Internship arrangements almost always include a strong academic component (related readings, report writing, etc.). All internships at Evergreen are credit generating. All matters pertaining to each quarter of an internship are negotiated and agreed to before the internship begins. Agreements are formalized by completing an internship document which is then signed by all parties.

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



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

The internship program is coordinated by the Office of Cooperative Education. *Arrangements for each internship must be cleared in advance with, and approved by this office.* Students interested in conducting internships should contact Cooperative Education at the earliest possible date to obtain a copy of the internship request form and to schedule a conference with a Co-op counselor.

For additional information about internships, write the Office of Cooperative Education, LAB I, The Evergreen State College, Olympia, WA 98505

### External Credit Program

If you are an older student entering or returning to college who's had prior work or independent study experience of at least a year's duration, you may be able to earn academic credit for the learning you've acquired. Credit for such learning may be earned only through participation in the college's external credit program. The learning for which credit is sought must have occurred in non-academic settings, and before your first enrollment at Evergreen.

If you have prior learning experience which may make you eligible for the program, you should contact the Coordinator of External Credit during your first quarter of enrollment for a brochure and more details.

### Learning Resource Center

The Learning Resource Center is available to you or any Evergreen student if you feel a need for individualized, self-paced help with reading, writing, or study skills. You may work on a walk-in basis or take a course for credit. Both self-programmed materials and tutorial assistance are available, as well as diagnostic testing to determine your needs. The Learning Resource Center is just one of the Educational Support Programs, see page 87.

### Advanced Placement, CLEP, and PEP

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

### Foreign Language Study

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

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

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

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

### Study Abroad

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

Evergreen also works with other institutions with study abroad programs to assist students in completing projects essential to their education.

### To study abroad:

1. Pre-register on program selection card, with your signature and that of your faculty advisor.
2. Process status changes, i.e., change of credits, withdrawal, or leave during the course of the year, graduation, extension beyond 180 Evergreen quarter credit hours.
3. Make sure your address on file at the Registrar's Office is *correct*. This is absolutely necessary for billing.
4. Secure necessary certification if V.A. or Social Security benefits apply.
5. If you need financial aid, be sure to give your signature on loans, and file statement of intent, etc., *in advance*.

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

### Self-Paced Learning

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

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

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







Seattle and Tacoma lie to the north on Interstate 5 and offer all the cultural and recreational activities you would expect to find in large cities.

### Housing on Campus

Living on campus has many advantages, with varying accommodations available through the Housing Office. The choice is yours.

About 600 students live on-campus in the four residence halls and in the "Mods," a collection of 19 duplexes, with living units ranging from one-, two- and five-bedroom apartments, to single and double studios. Housing is close to classrooms and the main campus facilities with 24-hour security services.

Campus living has the additional advantages of mail delivery, handicap residence units, bicycle and motorcycle shelters, storage lockers, TV-FM cable, color TV and lounges, pool and ping pong tables, laundry facilities, bus service to and from the greater Olympia area, and recreational, social and cultural events.

Most units have complete kitchens, so you can either cook your own meals or eat at the cafeteria, snack bar, or deli located in the College Activities Building.

College housing tends to fill up early. It's relatively inexpensive, convenient to campus, and many students find it puts them in closer touch with the social life of the college. It is available on a "first-come, first-served" basis, following completion of an application and receipt of deposit. You'll be given a full refund if you are not admitted to college; a cancelled application by the date on the contract or lease brings a partial refund.

Forms and more information are available from The Evergreen State College Housing Office, Building A, Room 322, Olympia, WA 98505.

### Off-Campus Housing

About 400 students live in Adult Student Housing (ASH), a privately-operated apartment complex on Overhulse Road at the edge of the campus. (You have to be a student to live there.)

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

### Bus Service

If you choose to live off campus, Olympia's Intercity Transit (IT) bus system provides you with a convenient means of daily transportation to Evergreen.

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

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

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

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

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

The Pacific Ocean is about an hour's drive west of campus, with long, sandy beaches gradually giving way to an extremely rugged coastline as you move farther north. The road north, Highway 101, runs like a tunnel through old-growth forests and takes you past the Quinault Indian Reservation, the western entrances to the Olympic National Park and, at the top of the loop, the Hurricane Ridge ski area, and the City of Port Angeles, where

you can hop a ferry for Victoria, British Columbia. The complete 101 circuit back to Evergreen means a quick side-trip to Port Townsend (a haven for writers and artists), and then a leisurely drive down the shore of Hood Canal.

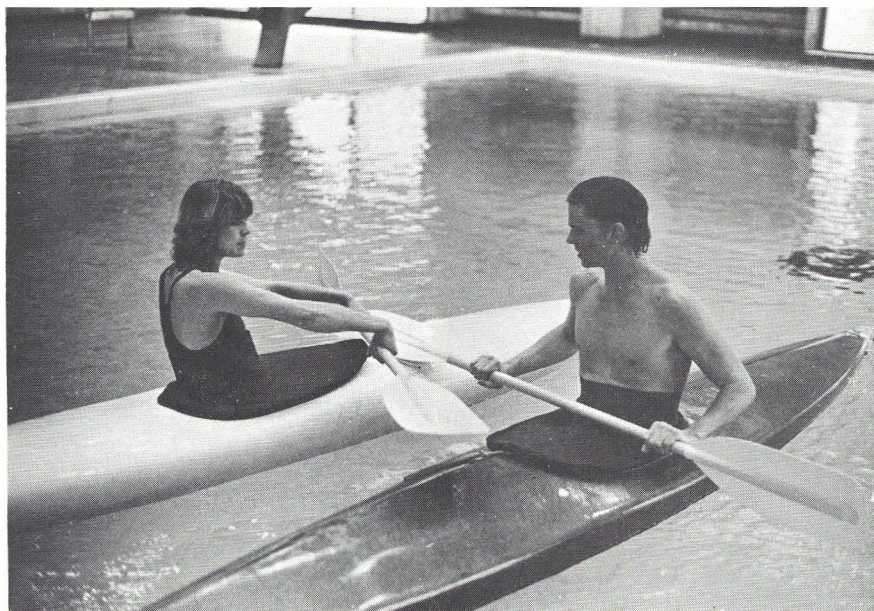
A few hours' drive east of campus is 14,000-foot Mt. Rainier, the snow-capped sentinel of the Cascade Range. The Cascades bisect the state—millions of acres in national parks and forests available for outdoor recreation.

### When You're Not Studying

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

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

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



**“We preferred sports that we knew our students wanted, that had potential for life-long involvement. . . .”**

*Robert J. Flowers, Secretary,  
Board of Trustees*

Every week day from 6:45 to 7 p.m., IT buses shuttle between the intersection of 4th and Capitol in downtown Olympia and the central plaza on Evergreen's campus at 20-minute intervals. Evening and weekend buses run on an hourly schedule, and an Evergreen van provides additional service along an alternate route to Tumwater.

Numerous IT routes give most residents of the greater Olympia-Lacey-Tumwater area the option of commuting to Evergreen. As long as they are at a safe place for vehicles to pull over, community members and students alike can flag down an IT bus or the Evergreen van anywhere along regular routes.

### Food Services

Students have a choice of casual meal plans on a cash or scrip ticket basis, a snack bar, and “deli” services. A full catering and banquet service also is available.

Festive meals are provided periodically during the year, a vegetarian entree line is available, and special diets are prepared when medically required.

### Mail Services

Student mail is delivered to the residence halls six days a week. Campus mail service personnel distribute deliveries to individual mail boxes.

U.S. Postal Service mail drops are centrally located, with stamps and parcel mailing available from a self-service postal unit in the CAB.

If you live on campus, your complete address should include your residence hall, your room number, and The Evergreen State College, Olympia, WA 98505.

If you are a new student, the college will accept packages and other personal belongings sent in advance of your arrival on campus. Such items should be addressed to the Evergreen State College, c/o Mail Services, and must be claimed

immediately when you arrive on campus. The college will *not* accept financial responsibility for receiving or storing these items.

### Bookstore

Evergreen's Bookstore features over 10,000 titles in both hard bound and paperback editions, specializing in the latest works on ecology and the Northwest, as well as the largest selection of new and used textbooks in town. The Bookstore buys back your used textbooks; and also offers you an array of magazines and newspapers; t-shirts and recreation wear; film processing; greeting cards; gift books and special book ordering, including a free search service for rare and antiquarian titles; and school, office, and art supplies. Mastercard and VISA users are all welcome at the Bookstore, which is open week-days and located in the Campus Activities Building.

### Organic Gardening

You can raise crops at Evergreen Organic Farm on the west edge of campus, either through an academic program or on community plots by individual request.

Requests for use of the farm or solar greenhouse may be directed to the resident caretaker at the Organic Farm.

### Leisure Education

Because it's fun and enriching, students and community members stimulate their creativity with noncredit workshops through the Leisure Education program.

Approximately 75 workshops are offered quarterly in five categories: sports, martial arts, movement, art and miscellaneous. In past years, the program has presented workshops in pottery, photography, jewelry making, woodworking, spinning, weaving, and dance represented by ballet, jazz, disco, and aerobics.

Ki and Aikido, Tai Chi and Karate were actively pursued, as were skiing, weight training, tennis, parachuting, hang gliding, and mountaineering. Miscellaneous workshops included bicycle maintenance, Swedish massage and juggling.

All of these good times are available to you, as well as faculty, staff and the Olympia community.

### Recreational Arts

The Metal Arts and Ceramics Studios comprise the Recreational Arts Center, where artists, real and would-be, practice their craft.

Jewelry making, small metal sculpture, lapidary work, leather and stained glass facilities are found in the 211 Metal Arts Studio, with the “fire arts” (raku, stone-ware, porcelain and kiln-fired glass) nearby in 201 Ceramics Studio. There are both electric and kick wheels, three electric bisque kilns, 30- and 60-cubic-foot gas kilns and temporary raku kilns for artists' use.

More advanced students in fine metal and ceramic arts, as well as lapidary, photography, stained glass and leather, may register for open studio use by paying a fee.

A black-and-white photo darkroom is also available to students and community residents who either enroll in a Leisure Education Workshop or pay a user fee.

### Sports

Sports for fun, sports for recreation, sports for credit—besides gaining new and special skills for a lifetime of well-being and expertise—bring recreational variety to college life.

The Evergreen campus abounds in activities, including sports clubs and intramural activities in soccer, basketball, softball, volleyball, running, mountain climbing, river running, sailing, and skiing, most of which offer instruction.

Evergreen's Campus Recreation Center is one of the best equipped facilities in the Pacific Northwest, with an 11-lane swimming pool, separate diving well, sun deck, two sauna baths, showering and locker rooms, a multipurpose room for dance, the martial arts and exercising, weight training rooms, five racquetball-handball courts and a rock-climbing practice wall.

In addition to sports clubs, intramurals and informal recreation, Evergreen offers an intercollegiate athletics program which includes men's and women's soccer, swimming and diving, tennis and sailing. Plans also call for gradual expansion of the program to include cross country running and track and field (1983-84), basketball, volleyball, crew, wrestling, softball, and skiing. Athletes compete under the regulations of the National Association of Intercollegiate Athletics, frequently sending teams and individuals to regional competition, and occasionally to national competition. Although Evergreen does not offer athletic scholarships, many athletes qualify for other types of financial aid and scholarship assistance, or are employed in recreational jobs on campus.

Winter at Evergreen means Ski School, when many ski enthusiasts, beginners and experts alike, board the biweekly ski buses to the Cascade Mountains. Ski School is one of the most popular recreational programs which affords students, faculty, and staff the opportunity to take lessons from expert instructors, receive a discounted rate for skiing, and take advantage of relatively inexpensive transportation to "the hill."

The Recreation Equipment Center rents just about anything you'd want for outdoor recreation. They have sailboats, kayaks, Nordic skis, backpacking equipment, and for day use, volleyballs, nets and softballs. There are boating facilities, a climbing wall, two horseshoe pits, an archery cage, four lighted tennis courts, and a large playfield for field hockey, flag football, rugby, soccer and/or softball.

### Public Events

Evergreen serves as the hub of entertaining and educational programs for the surrounding community nearly all year long. Activities promptly begin each fall with Orientation Week, when new and returning students are welcomed to campus with such events as the Harvest Fair at the Organic Farm, the "last cheap dance of the year," a schedule of free films, potluck dinners, and other get-acquainted sessions.

Nearly all open to the public and many at no cost, activities continue throughout the academic year, highlighted by the annual Evergreen Expressions Performing Arts Series, which brings professional shows in dance, music and theater to campus with the aid of support from the Patrons of South Sound Cultural Arts (POSSCA) and the Evergreen Foundation.



Enriching that varied slate are lectures by nationally known speakers on such topics as politics, journalism, and the environment; concerts, plays, comedy shows, and dance performances staged by both visiting professional and student community performers; student dances like the Beaux Arts Masquerade Ball; and weekly film series offered on Fridays by the Office of Student Activities.

In addition, the college annually hosts at least two major events: Super Saturday, a day-long celebration of the coming of summer and the conclusion of the academic year, scheduled during Graduation Weekend each June; and Earth Day which examines the major issues facing Americans in the decades ahead. Student groups within the Third World Coalition also annually stage activities designed to celebrate this country's rich ethnic heritage, including Black History Month, Cinco de Mayo, Native American Awareness Day, Indigenous Peoples Day, and Asian/Pacific Heritage Week.

Visual arts are a major part of Evergreen's public events programming, too. Student and professional art work is regularly featured in Galleries Two and Four of the Evans Library, open free to the public.

### Campus Communications

Evergreen's communications system includes the Information Center, *Newsletter*, *Happenings* and the campus newspaper, radio station and closed-circuit television network.

### Information Center

Coordinated by the Office of College Relations, Evergreen's Information Center serves the academic community as well as visitors to campus. The Center is housed in the main mall of the College Activities Building and is operated by several part-time student employees.

Essentially, the Information Center provides general information and helps locate individuals and/or groups "where the action is." The Information Center serves as a "publicizing" arm of the college; its function is one of letting all the left hands know what the right hands are doing.

The Information Center's operating hours coincide with those of most college business offices, 8 a.m. to 5 p.m., Monday through Friday during Fall, Winter and Spring Quarters.

### Newsletter/Happenings

Published weekly during Fall, Winter and Spring Quarters by the Office of College Relations, the *Newsletter* provides news and feature stories about Evergreen people, programs, events, and problems. The *Newsletter* is distributed on Fridays from the Information Center. Copy deadline is noon on Wednesdays. A companion publication, *Happenings*, provides a detailed weekly calendar of various events occurring at Evergreen. *Happenings* is distributed on Fridays from the Information Center.

### Newspaper, Radio, TV

A newspaper, FM radio station, and closed-circuit television system operate in response to student interest, not only enhancing campus communications, but also serving as learning and recreational resources.

The *Cooper Point Journal* is a student-operated newspaper sponsored by a Communications Board appointed by the president, and including student, faculty, staff, professional and community representatives. The *Journal* primarily carries news, features, and commentary concerned with Evergreen and higher education. Student editors are responsible for content

Radio station KAOS (89.3 FM) airs a wide variety of shows created by students and volunteer area residents who support and staff it.

Evergreen's closed-circuit cable system—coordinated by the library—provides for distribution of television programming either through the pick-up of off-campus commercial stations or through origination on-campus.

### Using College Premises

Evergreen's buildings and campus may be used for other than educationally related activities, provided that eligibility requirements are met, suitable space is available, and adequate preparations are made.

Arrangements for conferences and/or group gatherings by outside organizations are made through the Conference Coordinator, the College Activities Building.

Evergreen students, faculty and staff who want to schedule a special event or the appearance of an outside speaker must contact the Activities Coordinator, CAB 305.

Reservations for space and/or facilities are made through the Office of Facilities, Scheduling Section, Lab II, Room 1254.

Allocations of space are made first to Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of particular groups of students, faculty or staff members, and for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited at on-campus events/meetings without written permission from the Activities Coordinator or the Conference Coordinator.

### Facilities/Use Regulations

Because Evergreen is state-owned, there are responsibilities to the state and Thurston County that must be met while on campus. Here are some of them.

#### Alcoholic Beverages

No liquor is allowed on campus, or in campus facilities, unless a banquet permit has been issued by the State Liquor Control Board in accordance with state regulations.

Permits may be obtained through the Dean of Student and Enrollment Services, Library 1200.

Rooms in dwelling places in the residence halls and residential modular units are homes, and drinking is legally permissible for students 21 or older.

#### Firearms

Weapons brought to campus for hunting or sport must be checked with the Security Office for safekeeping. A special explanation for handguns must be filed.

Anyone in possession of an unchecked firearm is subject to immediate expulsion from Evergreen.

#### Pets

Pets are not allowed on campus unless under physical control by owner and at no time in buildings. Stray animals are held for one day in holding pens and then turned over to the Humane Society.

#### Bicycles

Blocks, to which bicycles can be locked, are to be used for parking. Bicycles should not be placed in, or alongside, buildings.

#### Smoking

Smoking is not allowed in "No Smoking" areas, and any other place where abstinence is requested by the person in charge.

#### Parking and Traffic Regulations

All motor vehicles must display valid parking permits, available at these prices:

	<i>Autos</i>	<i>Motorcycles</i>
Annually	\$40.00	\$20.00
Quarterly	16.00	8.00
Daily	.50	.50

Parking permits are available from the Cashier's Office. Daily permits can be obtained at the information booth at the campus entrance.

Parking in, or alongside, roadways is hazardous and prohibited. Illegally parked vehicles will be impounded at the expense of the vehicle owner/driver. The college cannot assume responsibility for any vandalism or theft to vehicles while parked on campus.

Campus speed limits, generally 25 miles per hour or less, are indicated by signs. Drivers must obey all traffic signs posted on campus.

#### Security

The Security Office staff is composed of officers and students trained to work with people to handle problems of human interaction, as well as those involving breaches of the college's Social Contract and regulations and state laws.

#### Personal Property

Although the college cannot assume responsibility for the loss of personal property from campus buildings, the Housing Office provides personal property cards for listing of all personal items of value. The Security Office retains the card for reference in the case of loss or theft.

#### Affirmative Action Policy

The Evergreen State College affirms a commitment to freedom from discrimination for all members of the college community. Evergreen expressly prohibits discrimination against any person on the basis of race, national origin, sex, marital status, religion, age, disability or veteran status, and strives to comply not only with the letter but with the spirit of federal and state laws forbidding such discrimination.

The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors, and those who develop or participate in college programs. It encompasses every aspect of employment, and every student and community activity.

To implement this commitment to non-discrimination, Evergreen has developed an Affirmative Action Program, published in the Washington Administrative Code (available in the library) at WAC 174-148-010. Copies of the program also may be found in the Affirmative Action Office, Library 3238.

Persons who believe they have been discriminated against at Evergreen are encouraged to file a complaint with the Affirmative Action officer, Rebecca Wright, Library 3238, according to WAC 174-148-090.

#### Governance

The Evergreen system of governance, of course, includes open and ready access to information, but foremost, the governance system must rest on the willingness of all members of the Evergreen campus community to participate in the spirit of compromise and consensus. Decisions and methods used for implementation of decisions must be handled at the level of responsibility and accountability after consultation with students, faculty and staff affected by the issue.

Evergreen has a system of meetings, committees, mediation, appeals and grievance resolution set out in the Evergreen Administrative Code. All of these require full community acceptance to be successful.

Copies of the Evergreen Administrative Code (EAC) are available for study from the Business Office or College Information Center.

#### The Social Contract

WAC 174-108-010

#### Governance and Decision Making at Evergreen

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 those 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 expe-



riences 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 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. 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.

3. Each member of the community must protect: (a) The fundamental rights of others in the community as citizens, (b) the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money, (c) the rights and

obligations of Evergreen as an institution established by the State of Washington, and (d) individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

4. 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.

5. 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 174-148, Equal Opportunity Policies and Procedures — Affirmative Action Program).

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

7. Evergreen'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.

8. 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.

9. 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.

10. 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 for only those honors earned, and the recognition of one's own biases and prejudices.

11. 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.

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

13. 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.

14. 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.

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

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

## Academic Facilities



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

You always have easy access, and "hands-on" experience begins at the freshman level.

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

### Library

Ideas and information—access to them and ways to communicate them. That's what the Library is all about.

There are more than 188,000 books for your use and pleasure, with more than 8,000 new books acquired each year. Print materials include more than 2,500 journals, magazines, and newspapers; 53,000 government publications; and tens of thousands of pages of material on microfilm and microfiche.

Also available are more than 4,000 audio recordings, 50,000 slides, numerous art prints, maps, films, videotapes, transparency sets, models, and displays.

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

In addition to traditional information resources, the Library has portable audiovisual equipment which may be checked out for academic purposes by anyone in the campus community.

The Media Production Center provides a beginning-to-intermediate level media facility for use by you, other students, faculty, and staff. Its fully equipped work stations include a photography studio, drafting tables, audio and video recorders and listening carrels, multi-media programming equipment, slide and film viewing rooms and editing benches, and an ARP synthesizer.

You, along with faculty and staff, also have access to the Library's color television studio, sound recording and mixing studio, and photographic darkrooms. The Library staff also provides video, audio and photographic production services, technical assistance, and production expertise.

More detailed information may be found in the Library publication, *The Library Insider*, or from the Library staff.

### Computers

At Evergreen, you and *all* other students have open access to the computer through a hands-on approach to learning. Each year an estimated 40 percent of the student enrollment find the computer a valuable problem-solving resource. The focal point for this access is in the spacious and comfortable environment of the terminal room located in the library building.

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

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

You'll get a great deal of staff support as you use computer resources, operate equipment, and write special programs. Academic offerings for students interested in computer science have been expanding. See page 67 for listings. Individual contracts are also available with faculty and staff, as well as internships with computer manufacturers, software houses, and major users, including state government.

Evergreen graduates have produced commercial computer-animated films, attended graduate schools in computer science at Stanford and the University of

**"We don't teach culture and we don't save lives. What we do is help people understand the matrix they're in."**

Ernest "Stone" Thomas,  
Director of Educational Support Services



86 Edinburgh, Scotland, or taken their knowledge into the work world as a powerful tool to complement their other pursuits.

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

### **Arts and Sciences Laboratory Building**

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

The complex was built in three stages: *Phase I, the Annex, and Phase II.*

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

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

*Phase II* provides large, open studio spaces as well as general laboratory science space. The printmaking studio, one of the best in the state, includes facilities for lithography, serigraphy, intaglio, bookbinding, letterpress printing, paper making, and vacu-forming. A photo lab makes it convenient for the printmaker to use photographic processes. There's equipment for registering color lithographs, and fine book work can be produced from start to finish. Combined weaving, batik, jewelry-making, drawing, design, and painting facilities rest adjacent to general-purpose science laboratories. Interspersed seminar rooms and small-group meeting areas complement the laboratories.

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

### **Communications Laboratory**

The Communications Laboratory Building, just north of Parking Lot C, provides a comprehensive instructional, performance, and production facility for audio and video communications, film, theater, speech, 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, and band. The building is state-of-the-art throughout, including facilities for electronic music, and film-making and previewing.

### **Seminar Building**

On the west edge of campus, the Seminar Building provides seminar rooms, faculty and staff offices, and headquarters for graphics, campus security, counseling and health services, and the women's clinic.

### **Lecture Halls**

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

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

### **Sundquist Marine Laboratory**

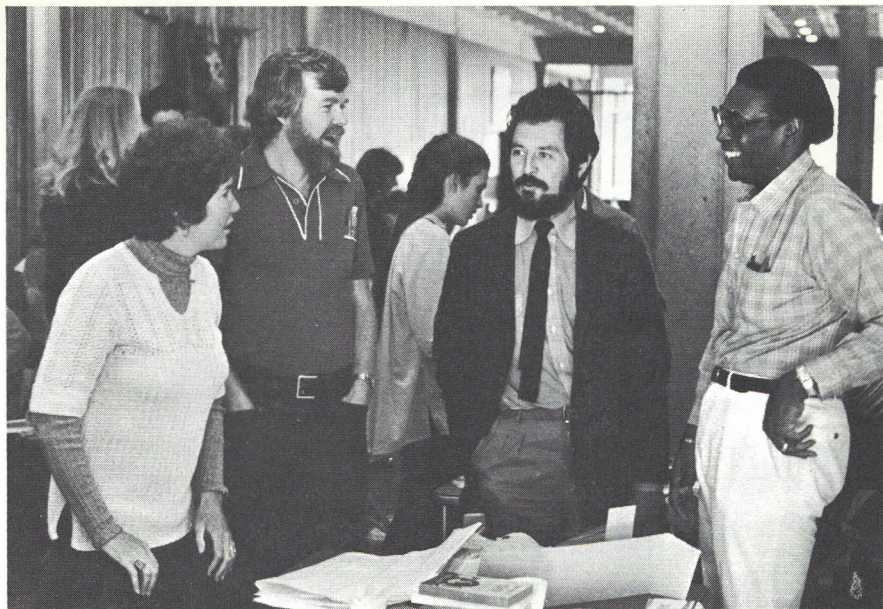
Located near the ferry terminal west of Anacortes, the Sundquist Marine Laboratory is set on 71 forested acres containing a freshwater lake and 2,900 feet of seawater frontage. The facility is administered by Western Washington University on behalf of the state's colleges, so Evergreen student groups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

### **Malheur Bird Observatory**

The Malheur Bird Observatory is on the Malheur National Wildlife Refuge in southeastern Oregon, an area of rich wildlife diversity in the high desert at the northern margin of the Great Basin. The observatory has complete living facilities, including wall tents and a mess hall, and is an ideal base for field studies. Evergreen and the other colleges in Washington and Oregon often use the Malheur Bird Observatory. It is an important resource for several programs in the Environmental Studies area.



## Student Services



### Academic Advising

You are responsible for planning your credit-generating work at Evergreen; however, advice in making these curricular decisions is available through the Academic Advising Office. The office assigns your faculty advisor, and helps to familiarize you with curriculum, program, and contract choices. Changes and additions to curriculum are kept current and readily available.

The Academic Advising Handbook is given to you as a personal resource guide, with the office providing information on availability of faculty sponsors for Individual Learning Contracts, enrollment in programs, and opportunities for student-generated curricular proposals. Faculty members and students frequently develop advisory/guidance relationships which help formulate academic plans.

For more information on Academic Advising, please turn to page 12.

### Educational Support Programs

Evergreen is committed to providing services to students in both their formal academic pursuits and their personal needs and interests. The Educational Support Programs provide a portion of these through the Learning Resource Center, described on page 76, and the Third World Coalition and KEY (Keep Enhancing Yourself) program, which are described below.

### Third World Coalition

The Third World Coalition welcomes all persons of color and works to insure their complete access to equal educational opportunities at Evergreen.

The Coalition functions as an advocate/advisor from an administrative level in such areas as curriculum development, faculty hiring and student recruitment/retention. Direct services provided to the campus community include develop-

ment of a scholarship fund, sponsorship of educational workshops, cultural events, information and referral assistance, academic and social advising, and educational/political/social advocacy. A Third World library/lounge and a study room are also available to students of color.

The Third World Coalition also provides assistance to the Asian/Pacific Isle Coalition, Northwest Indian Center, MEChA, Ujamaa and Third World Women, in terms of leadership, technical assistance and development of cultural and educational activities.

The Coalition office is located in Library 3204.

### KEY (Keep Enhancing Yourself) Program

The KEY program is a comprehensive support services program specifically designed to assist students in achieving their academic goals. The program provides academic advising, personal and career guidance, tutoring, and a variety of personal and social skills development workshops. The program staff works closely with the Financial Aid, Career Planning, and other offices to provide information and support to students. You'll find KEY in Library 3501.

### Career Planning and Placement

Start your career and employment planning early.

You can expect satisfactory employment or graduate school placement after you graduate if you define your interests, use the college's advising and academic resources, and plan ahead.

Career services will help you identify your career interests, gather information about them, identify potential employers or

graduate programs, and develop a strategy for job or graduate school entry. Career services work with first- through fourth-year students on an individual and group basis.

Visit the Career Library (LIB 1213) and stop by the office at the beginning of each quarter for your schedule of career and employment information programs.

### Veterans Affairs

The Office of Veterans Affairs assists veterans and other eligible persons with all VA-related applications and information to assure maximum use of benefits provided under law. The office also serves as a clearinghouse for information pertaining to veterans and actively recruits veterans within the college's service area.

The OVA provides counseling and referral assistance to veteran students and serves an advocacy role in supporting veterans' issues and concerns.

### Day Care

The Driftwood Day Care Center provides child care for the pre-school children of student parents Monday through Friday from 8 a.m. to 5 p.m. while school is in session. Driftwood offers an open environment for each child's learning needs and, also, a place where students can gain valuable field experience by working with children. The Center encourages students in psychology, education, and related fields to apply for staff internships. Parents who bring their children to Driftwood pay on a sliding scale that averages between \$2 and \$7 per six-hour day.

### Counseling Services

Evergreen's student and employee counseling service charges no fee to help persons acquire skills to solve their own problems and develop their human potential.

Once a problem has been identified, there are workshops, developmental



Evergreen "is a remarkable and exciting and controversial campus . . . which has won . . . a national reputation as an innovator in liberal education, environmental sciences and the preparation of students for public service careers."

David Broder,  
nationally syndicated columnist,  
*Washington Post*

88 seminars and other forms of group activity and counseling available.

A coordinator/counselor, a counselor/consultant, and student paraprofessionals operate within a developmental framework, blending traditional and new concepts readily adaptable to individual and group counseling as well as occupational and educational information. Cooperation between campus and community further encourages preventive rather than remedial program development.

When funds are available, the college contracts for professional service, such as psychiatric care, and counseling relationships are always confidential. No information is released without written request from the individual concerned.

### Health Services/Women's Clinic

A clinic for students, staffed with a professional and paraprofessional medical staff, is available to registered students during Fall, Winter and Spring Quarters.

Health Services encourages you to take an active role in your health maintenance and recovery from illness. Diagnosis and treatment is provided for injury, illness and emergency first aid. A small fee is assessed for clinic appointments and most prescribed medications are available at cost. All x-rays and most laboratory tests require an off-campus referral. Health Services maintains a list of both traditional and alternative health practitioners in the Olympia area. The staff is available to discuss general health concerns, provide individual nutritional advice, administer allergy injections, and process medical insurance claims.

Evergreen's Fire Station has an E.M.T. staffed emergency team providing first aid on campus at all times and is backed up by the Thurston County Mobile Advanced Life Support Unit. St. Peter Hospital in Olympia provides emergency room services.

Health Services sponsors workshops on Standard First Aid, Advanced First Aid, Cardio-Pulmonary Resuscitation, stress reduction, nutrition, smoking, and other health concerns. A limited number of work-study and internship positions are available to students interested in health care careers.

Women's Clinic provides a wide range of services addressed specifically to women's health needs. Annual exams, infection checks, S.T.D. screening and treatment, cancer and DES screening, reproductive planning and counseling are all available at a small service fee. The staff is trained to deal with most questions that women and men have about sexual health. Workshops on a variety of women's health and related issues are sponsored throughout the year.

### Student Health Insurance

The college provides the opportunity for students to purchase health insurance for themselves and dependents. Options include either major medical coverage or full health care coverage. Full-time students (registered for ten credit hours or more) will automatically be enrolled in the major medical plan unless a waiver card or full health care request is received by the fifth class day of each quarter.

### Handicap Access

Evergreen supports a policy of independent living for students with handicaps, and has initiated a program to accommodate special needs these students may have. Students can volunteer information about accessibility needs during the registration process. Since some kinds of accommodation take time to accomplish, the handicapped student may want to contact the college at an earlier date, on an entirely

confidential basis. For further information, contact Rebecca Wright, Affirmative Action/ Handicapped Student's Coordinator, Library 3238.

### Self-Help Legal Aid

Paralegal assistants, in cooperation with a local practicing attorney, assist students who are having legal problems. Contact the Legal Aid Office, Library 3223.

### Bike Shop

Student bikers can use tools, get advice and service their bicycles at the Bike Shop in the basement of the CAB. A fee is charged for repair parts and shop use. Hours are posted in the Activities Office, CAB 305.

### Alumni Association

The Alumni Association was formed in 1978 to provide an avenue for the pursuit of members' mutual interests and to provide support to the programs and philosophies of the college. The association is governed by a 24-member board, and any graduate or former student is eligible for Alumni Association membership.

The Association works with the college's Alumni Office to offer services to alumni (workshops, reunion, directory, newsletter) and services to the college (admissions assistance, legislative relations, fund-raising).

For information, contact the Alumni Relations Coordinator, Library 3105.

## Faculty



### Humanities-Art

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*English and Literature*, 1970;  
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B.A., English, Emory University, 1956; M.A., English,  
Tulane University, 1961; Ph.D., English, University of  
Illinois, 1966.

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*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.

**Craig B. Carlson**

*Communications*, 1973;  
B.A., English, College of William and Mary, 1965;  
Ph.D., English, University of Exeter, England, 1972.

**Donald W. Chan**

*Music*, 1971;  
B.A., Music, San Jose State College, 1962; M.S.,  
Music, Julliard School of Music, 1964.

**Sally J. Cloninger**

*Film-Television*, 1978;  
B.S., Syracuse University, 1969; M.A., Theater, Ohio  
State University, 1971; Ph.D., Communications-Film,  
Ohio State University, 1974.

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*Literature and Dance*, 1981 (visiting);  
B.A., English, University of Michigan, 1965; M.A.,  
American Literature, Wayne State University, 1973;  
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.

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*Literature and Linguistics*, 1972;  
*Academic Dean*, 1975-76;  
A.B., English-Art, Western Kentucky University, 1961;  
M.A., English, University of Arkansas, 1963; Ph.D.,  
American Literature, East Texas State University, 1970.

**Judith Espinola**

*Speech Communication*, 1981;  
*Coordinator of Media Services*, 1981 - Present; B.A.,  
Theater and Speech, Emerson College, 1961; M.A.,  
Speech Communication and Literature, University of  
Oklahoma, 1963; Ph.D., Oral Interpretation of Litera-  
ture, Theater History and Literary Criticism,  
Northwestern University, 1970.

**Susan R. Fiksdal**

*Languages*, 1973  
Diplome de Langue, Universite de Toulouse-Bordeaux  
a Pau, 1967; Diplome de Langue et Lettres Francaises,  
Universite d' Aix Marseille, 1968; B.A., French,  
Political Science, Western Washington University, 1969;  
M.A., French, Middlebury College, Vermont, 1972.

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*Art*, 1972;  
B.F.A., Fine Arts, San Francisco Art Institute, 1961;  
M.A., Art, Bennington College, 1964.

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*Language Studies; Russian-Soviet Area Studies*, 1972;  
Ph.D., Modern Languages-Comparative Literature,  
University of Turin, 1937.

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B.A., Literature-Creative Writing, State University of  
New York at Buffalo, 1968; M.A., Urban Folklore,  
State University of New York at Buffalo, 1975.

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*Philosophy*, 1970;  
*Academic Dean*, 1976-1980;  
A.B., Mathematics, Allegheny College, 1961; M.A.,  
History-Philosophy of Science, Indiana University,  
1963; M.A., Philosophy, Yale University, 1965; Ph.D.,  
Philosophy, Yale University, 1966.

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*Dance*, 1976;  
B.F.A., Dance, Ohio State University, 1969; M.Ed.,  
Dance, Temple University, 1972

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B.A., American Studies, Hamline University, 1971;  
Master of Library Studies, University of Hawaii, 1972;  
M.A., Women's Studies, Goddard College, 1977.

**Bernard Johansen**

*Dance*, 1972.

**Kazuhiro Kawasaki**

*Art History*, 1976;  
B.A., Art History, University of Washington, 1970;  
M.A., Art History, University of Washington, 1972.

**Stan Klyn**

*Arts-Engineering*, 1972;  
B.S., Engineering, California State University at San  
Jose, 1967; M.S., Mechanical Engineering, California  
State University at San Jose, 1968.

**Mark A. Levensky**

*Philosophy*, 1972;  
B.A., Philosophy, University of Iowa, 1959; A.M.,  
Philosophy, University of Michigan, 1961; Ph.D.,  
Philosophy, University of Michigan, 1966.

**Jean Mandenberg**

*Fine Arts*, 1978;  
B.A., Art History, University of Michigan, 1972;  
M.F.A., Metalsmithing-Jewelry Making, Idaho State  
University, 1977.

**David Marr**

*Literature-American Studies*, 1971;  
B.A., English, University of Iowa, 1965; M.A.,  
American Civilization, University of Iowa, 1967; Ph.D.,  
American Studies, Washington State University, 1978.

**S. Rudolph Martin**

*English*, 1970;  
*Academic Dean*, 1973-1976;  
A.B., English, University of California at Berkeley,  
1957; M.A., English, San Francisco State College, 1961;  
Ph.D., American Studies, Washington State University,  
1974.

**Patricia Matheny-White**

*Librarianship*, 1978;  
B.A., Music, Macalester College, 1967; M.A., Library  
Science, University of Denver, 1968.

**Charles J. McCann**

*English*, 1968.  
*President*, 1968-77;  
B.A., Naval Science, Yale University, 1946; M.S.,  
Merchandising, New York University, 1948; M.A.,  
English, Yale University, 1954; Ph.D., English, Yale  
University, 1956; M.P.P.M. (Honorary), Yale School of  
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.

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*Art, Anthropology, Minority Studies*, 1972;  
B.F.A., Art-Education, Washington State University,  
1966; M.A., Art-Anthropology, University of Idaho,  
1968.

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*Theater Arts*, 1978;  
B.S., Speech and English, Emerson College, 1959.

**Charles N. Pailthorp**  
*Philosophy*, 1971;  
B.A., Philosophy, Reed College, 1962; Ph.D.,  
Philosophy, University of Pittsburgh, 1967.

**David Paulsen**  
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B.A., Philosophy, University of Chicago, 1963; Ph.D.,  
Philosophy of Science, Stanford University, 1971.

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*Literature*, 1972;  
B.A., English, Pennsylvania State University, 1960;  
Ph.D., Literature, University of Pennsylvania, 1967.

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University of North Carolina, 1966.

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*English*, 1973;  
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*Literature*, 1971;  
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University of Washington, 1970.

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B.A., Art, San Francisco State College, 1968; M.A.,  
Art-Photography, San Francisco State College, 1971.

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*Literature*, 1970;  
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Yale University, 1955; Ph.D., English, Yale University,  
1962.

**Linda Thornburg**  
*Film-Video*, 1981;  
B.A., Communications, Anderson College, 1969; M.A.,  
English Education, Ohio State University, 1975.

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*Creative Writing*, 1980;  
B.A., Drama, University of New Hampshire, 1967;  
M.F.A., English (poetry), University of Oregon, 1969.

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M.S., Philosophy-Aesthetics, University of Wisconsin,  
1952.

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M.A., Theater Arts, University of Wisconsin, 1969.

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*Music*, 1972  
*Assistant Academic Dean*, 1976-78;  
B.S., Music, Stanford University, 1953; M.A., Music,  
University of Washington, 1961; D.M.A., Music,  
University of Illinois, 1971.

**"Our aim should be to make letters  
live that men themselves may have  
more life."**

*Edward Johnston*

**Burton S. Guttman**  
*Biology*, 1972;  
B.A., University of Minnesota, 1958; Ph.D., Biology,  
University of Oregon, 1963.

**Steven G. Herman**  
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B.S., Zoology, University of California at Davis, 1967;  
Ph.D., Zoology, University of California at Davis,  
1973.

**Donald G. Humphrey**  
*Biology*, 1970;  
*Academic Dean, Natural Sciences and Mathematics*,  
1970-73;  
B.S., Physical Education, University of Iowa, 1949;  
M.S., Physical Education, University of Washington,  
1950; Ph.D., Zoology, Oregon State University, 1956.

**Linda B. Kahan**  
*Biology*, 1971;  
A.B., Zoology, University of California at Berkeley,  
1963; M.A., Biology, Stanford University, 1965; Ph.D.,  
Biology, Stanford University, 1967.

**Jeffrey J. Kelly**  
*Chemistry and Biochemistry*, 1972;  
B.S., Chemistry, Harvey Mudd College, 1964; Ph.D.,  
Biophysical Chemistry, University of California at  
Berkeley, 1968.

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*Physics*, 1972;  
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B.A., Physics, Harvard University, 1965; D.Phil.,  
Theoretical Physics, Oxford University, England, 1968.

**Elizabeth M. Kutler**  
*Biophysics*, 1972;  
B.S., Mathematics, University of Washington, 1962;  
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*Inorganic Chemistry*, 1975;  
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Chemistry, Brandeis University, 1965; Ph.D., Inorganic  
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Mathematics, The University of London, 1967.

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Entomology, Purdue University, 1967.

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B.S., Biology, Southern University, 1963; M.S.,  
Bacteriology, Washington State University, 1968;  
Ph.D., Microbiology, Washington State University,  
1973.

**John H. Perkins**  
*Biology, History of Technology and Environment*, 1980.  
*Academic Dean*, 1980-Present;  
B.A., Biology, Amherst College, 1964; Ph.D., Biology,  
Harvard University, 1969.

**Hazel J. Reed**  
*Mathematics, Spanish*, 1977;  
B.A., Mathematics, Reed College, 1960; M.S. and  
Ph.D., Mathematics, Carnegie Mellon University, 1968.

## Natural Sciences

**John O. Aikin**  
*Computer Science*, 1976;  
*Director of Computer Services*; 1976-Present;  
B.A., Physics, Reed College, 1967; Ph.D., Cognitive  
Psychology, Brown University, 1972.

**Clyde Barlow**  
*Chemistry*, 1981;  
B.S., Chemistry, Eastern Washington 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*, 1980;  
B.S., Physics, Grove City College, 1953; M.A.,  
Mathematics, University of Maryland, 1959; Ph.D.,  
Mathematics Education, University of Maryland, 1966.

**Richard A. Cellarius**  
*Plant Biology, Biophysics, Environmental Policy*, 1972;  
B.A., Physics, Reed College, 1958; Ph.D., Life Sciences,  
Rockefeller University, 1965.

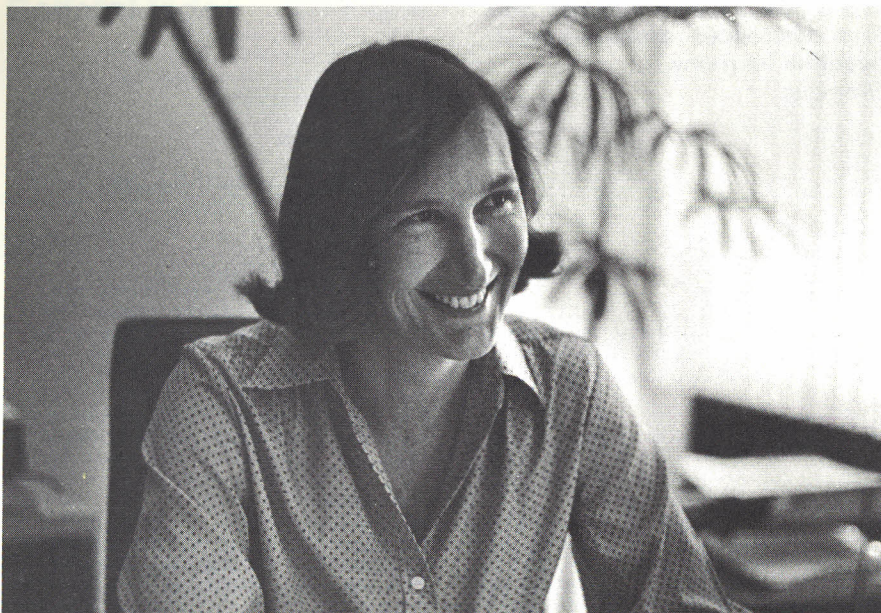
**Robert Cole**  
*Physics*, 1981;  
B.A., Physics, University of California at Berkeley,  
1965; M.S., Physics, University of Washington, 1967;  
Ph.D., Physics, Michigan State University, 1972.

**George E. Dimitroff**  
*Mathematics*, 1973;  
B.A., Mathematics, Reed College, 1960; M.A.,  
Mathematics, University of Oregon, 1962; Ph.D.,  
Mathematics, University of Oregon, 1964.

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*Biology*, 1970;  
*Academic Advisor*, 1978-1981;  
B.S., Biology, Buena Vista College, 1961; M.S.,  
Zoology-Ecology, State University of Iowa, 1964;  
Ph.D., Marine Biology-Ecological Physiology, Stanford  
University, 1969.

**Betty R. Estes**  
*History of Science*, 1971;  
B.S., Mathematics, University of Oklahoma, 1957;  
M.A., Mathematics, University of Pennsylvania, 1960.

**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 Univer-  
sity, 1964; Ph.D., Fluid Mechanics, Colorado State  
University, 1966.



**Jacob B. Romero**

*Applied Science*, 1972;  
B.S., Chemical Engineering, University of New Mexico, 1954; M.S., Chemical Engineering, University of Washington, 1957; Ph.D., Chemical Engineering, University of Washington, 1959.

**Niels A. Skov**

*Oceanography*, 1972;  
B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Ph.D., Physical Oceanography, Oregon State University, 1968.

**Robert R. Sluss**

*Biology*, 1970;  
B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University, 1955; Ph.D., Entomology, University of California at Berkeley, 1966.

**Oscar H. Soule**

*Biology*, 1971;  
*Associate Academic Dean*, 1972-73;  
B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.

**James Stroh**

*Geology*, 1975;  
B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.

**Frederick D. Tabbutt**

*Chemistry*, 1970;  
B.S., Chemistry, Haverford College, 1953; M.A., Chemistry, Harvard University, 1955; Ph.D., Physical Chemistry, Harvard University, 1958.

**Peter B. Taylor**

*Oceanography*, 1971;  
B.S., Biochemistry, Cornell University, 1955; M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.

**Alfred M. Wiedemann**

*Biology*, 1970;  
B.S., Crop Science, Utah State University, 1960; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.

**Byron L. Youtz**

*Physics*, 1970;  
*Academic Dean*, 1973-74;  
*Vice President and Provost*, 1978-Present;  
B.S., Physics, California Institute of Technology, 1948;  
Ph.D., Physics, University of California at Berkeley, 1953.

**Social Sciences**

**Guy B. Adams**

*Public Administration*, 1978;  
*Director of Graduate Program in Public Administration*, 1980-1981;  
B.A., History, Temple University, 1970; M.A., Public Administration, University of New Mexico, 1973;  
D.P.A., George Washington University, 1977.

**Bill Aldridge**

*Education-Social Psychology*, 1970;  
B.A., Mathematics, Oregon State University, 1959;  
M.Ed., Guidance, Oregon State University, 1964;  
D.Ed., Educational Administration, University of Oregon, 1967.

**William Arney**

*Sociology*, 1981;  
B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

**Priscilla V. Bowerman**

*Economics*, 1973;  
A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M.Phil., Yale University, 1971.

**Gerald Brown**

*Public Administration*, 1980;  
B.A., Social Psychology, University of Oregon, 1959;  
M.P.I.A., Public and International Affairs, University of Pittsburgh, 1964; Ph.D., National and Comparative Administration, University of Pittsburgh, 1975.

**Jovana J. Brown**

*Library and Information Studies*, 1974;  
*Dean of Library Sciences*, 1974-1981;  
A.B., Political Science, University of California, 1959;  
M.L.S., Librarianship, University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library Science, University of California at Berkeley, 1971.

**William H. Brown**

*Geography*, 1974;  
B.A., Geography, Antioch College, 1959; M.A. and P.A., Geography, University of California, Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.

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*Economics*, 1981 (visiting);  
B.A., Economics and Mathematics, Western Washington University, 1967.

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B.A., Native American Studies, The Evergreen State College, 1974.

**Barbara Cooley**

*Health Education*, 1981 (visiting);  
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*History and Women's Studies*, 1974;  
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*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.

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*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.

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*Applied Social Science-Planning*, 1975;  
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A.B., Social Anthropology, Ohio State University, 1965; M.A., Social Anthropology, University of California at Los Angeles, 1968.

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*Urban Planning*, 1971;  
B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.

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*Political Science*, 1981;  
B.A., English, Haverford College, 1951; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965.

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*Psychology*, 1976;  
B.A., Philosophy, Yale University, 1965; Ph.D., Developmental Psychology, Harvard University, 1971.

**Thomas H. Foote**

*Education-Journalism*, 1972;  
B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Oregon College of Education, 1967; Ph.D., Education, Oregon State University, 1970.

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*Community Planning*, 1972;  
*Academic Advisor*, 1981-Present;  
B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.

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*Journalism and Education*, 1973;  
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**James Gulden**

*Education*, 1972;  
B.A., Biology-Education, Central Washington University, 1963; M.S., Counseling Psychology, California State College at Los Angeles, 1967.

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*Political Science*, 1972;  
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**Phillip R. Harding**

*Architecture*, 1971;  
B., Architecture, University of Oregon, 1963; M., Architecture, University of California at Berkeley, 1970.

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*Public Administration*, 1981;  
B.A., Arts Administration, Antioch College, 1972;  
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*Environmental Design*, 1974;  
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*Anthropology*, 1974;  
B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.

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*Sociology and Social Work*, 1972;  
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*Psychology*, 1972; *Emeritus*, 1981;  
B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951.

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**Lovern Root King**

*Native American Studies*, 1977;  
B.A., English, Seattle Pacific College, 1972; M.A., Communications, University of Washington, 1976.

**Lowell Kuehn**

*Sociology*, 1975;  
B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.

**Eric H. Larson**

*Anthropology*, 1971;  
B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.

**"The unlike is joined together, and from differences results the most beautiful harmony."**

*Heraclitus*

**Thomas B. Rainey**

*History and Russian Studies*, 1972;  
A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.

**Gilbert G. Salcedo**

*History*, 1972  
B.A., U.S. History, San Jose College, 1970.

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**Nancy Taylor**

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**Kirk Thompson**

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B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.

**York Wong**

*Management and Computer Sciences*, 1975;  
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*Economics*, 1974;  
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B.S., Electrical Engineering, Cornell University, 1966;  
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*Sociology*, 1971;  
B.S., Chemistry, Washington State University, 1964;  
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B.S., Education, Virginia Union University, 1950;  
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B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1965; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.

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*Economics*, 1971;  
B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.

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*Anthropology*, 1972;  
B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.

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*Anthropology*, 1971;  
*Academic Dean*, 1973-1976;  
B.A., Anthropology, Ohio State University, 1966;  
M.A., Anthropology, University of Washington, 1968.

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*Education*, 1979;  
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.

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# Academic Subject Index

The academic subjects taught at Evergreen during 1983-84 are listed below, in alphabetical order. For each subject, the Coordinated Study Programs or Group Contracts in which that subject is taught are listed.

Specialty Areas are listed in italics when the subject is taught in all or most of the offerings of that Specialty Area.

If there are separate courses offered in a subject, only the word "courses" will appear: consult the course listings on the pages indicated.

It is impossible to list Individual Contract or Internship possibilities. Many of these subjects, and some subjects not listed, can be studied on contracts or internships.

## Accounting

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## Aesthetics

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## Agriculture

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## American History

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Pathfinders, 26  
American Culture History, 40  
Formation of the American State, 60

## Anatomy

Organismic Biology, 64

## Animal Behavior

*Environmental and Marine Studies*, 34

## Animation

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## Anthropology

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Anthropology and Literature, 32  
Ancient Worlds, 33  
Techniques of Visual Anthropology, 42  
Nutrition, Culture, and Community Health, 53  
Classical Studies (Tacoma), 71  
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## Archaeology

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## Art

Evergreen Artists-in-Residence, 43  
Gallery Management, 50  
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## Art Criticism

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Interpreting Art and Literature, 50  
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## Art History

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Pathfinders, 26  
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Social Context of Art and Ideology, 41  
Evergreen Artists-in-Residence—Frasca, 45

American Painting, 50  
Interpreting Art and Literature, 50

## Astronomy

Classical Studies (Tacoma), 71

## Audio Recording

Evergreen Artists-in-Residence—Windén, 49  
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## Ballet

Evergreen Artists-in-Residence—Johansen, 46  
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## Biochemistry

Molecule to Organism, 65

## Biology

Human Development, 25  
Political Ecology, 26  
Nutrition, Culture, and Community Health, 53  
*Environmental and Marine Studies*, 34  
*Scientific Knowledge and Inquiry*, 62

## Botany

Ecological Agriculture, 36  
Tropical Biology, 36  
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## Business Administration

*Management and the Public Interest*, 55  
Management and the Public Interest (Vancouver), 70  
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## Calculus

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Energy Systems, 64  
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## Ceramics

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## Chemistry

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## Child Development

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Psychological Counseling, 53

## Communications

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## Community Studies

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Making of America, 25  
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Anthropology and Literature, 32

Advanced Environmental Studies, 37

Nutrition, Culture, and Community Health, 53

Community Studies (Vancouver), 71

## Community Planning

Making of America, 25

Environmental Design, 36

## Computer Science

Society and the Computer, 27  
1984, 31  
The Business of Computers, 68  
Ecological Agriculture, 36  
courses, 73

## Costuming

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## Counseling

Psychological Counseling, 53  
Health and Human Services (Vancouver), 70

## Creative Writing

Evergreen Artists-in-Residence—Wilder, 49  
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## Cross-Cultural Studies

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## Cultural History

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Social Contexts of Art and Ideology, 41  
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American Culture History, 40  
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Frasca, 45  
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## Design Process

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## Earth Science

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Ecological Agriculture, 36  
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## Economics

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## Electronics

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## Energy

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## Engineering

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## Entomology

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## Environmental Science

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## Ethnic Studies

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## Ethnomusicology

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## Film

Evergreen Artists-in-Residence—

Thornburg, 47

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## Finance

*Management and the Public Interest*, 55  
Management and the Public Interest (Vancouver), 70

## French

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## Genetics

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## Geology

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## Health

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## Hebrew

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**Humanities**

*European and American Studies*, 39

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**Jazz**

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**Land Use Planning**

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**Library Research Methods**

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*Core Programs*, 24

*European and American Studies*, 39

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**Logic**

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**Marine Studies**

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**Marketing**

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Management and the Public Interest  
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**Mathematics**

Society and the Computer, 27

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**Molecular Biology**

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**Multicultural Study**

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**Music**

Evergreen Artists-in-Residence—Chan, 45;  
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**Music History**

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**Natural History**

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*Scientific Knowledge and Inquiry*, 62

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**Nutrition**

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**Organic Chemistry**

See "Chemistry"

**Ornithology**

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**Outdoor Education**

Recreational Resources, 54

Call Faculty Member Rita Pougiales

**Painting**

Evergreen Artists-in-Residence—Aurand, 44; Frasca, 45  
American Painting, 50

**Performing Arts**

Evergreen Artists-in-Residence—Chan, 45;  
Johansen, 46; Wilder, Windes, 49

**Philosophy**

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Language, Logic, and Western Culture, 28

Thinking Straight and Intuition, 28

Science and Social Change, 33

American Culture History, 40

Social Context of Art and Ideology, 41

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Evergreen Artists-in-Residence—Aurand, 44;  
Frasca, 45; Wilder, 49

**Piano**

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**Physics**

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*Scientific Knowledge and Inquiry*, 62

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**Physiology**

Human Health and Behavior, 53

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Ecological Agriculture, 36

**Poetry**

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Poets Write Poetry, 41

**Political Economics**

1984, 31

Nutrition, Culture, and Community Health, 53

*Political Economy*, 59

**Political Science**

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*Political Economy*, 59

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*Political Economy*, 59

**Pottery**

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**Prehistory**

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**Printmaking**

Evergreen Artists-in-Residence—Aurand, 44; Frasca, 45  
courses, 73

**Psychology**

Developmental

Human Development, 25

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Psychological Counseling, 53

Health and Human Services (Vancouver), 70

Humanistic

Adult Life Explorations, 32

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Recognition: Politics of Self, 58

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**Public Administration**

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**Radio**

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**Social Anthropology**

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**Social Science Research Methodology**

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**Social Services**

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Social and Health Services, 56

**Social Theory**

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**Sociology**

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**Television**

Evergreen Artists-in-Residence—Thornburg, 47

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**Theatre Production**

Evergreen Artists-in-Residence—Chan, 45;

Thornburg, 47; Wilder, 49

courses, 73

**3-D Art**

Evergreen Artists-in-Residence—Mandeburg, 47

**Urban Studies**

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**Voice**

Evergreen Artists-in-Residence—Windes, 49

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**Weaving**

Evergreen Artists-in-Residence—Tremblay, 48

**Wildlife Management**

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**Women's Studies**

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Social Context of Art and Ideology, 41

**Writing**

*Core Programs*, 24

1984, 31

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Poets Write Poetry, 41

courses, 73

**Credits**

Cover photograph by Evergreen student Abbo Peterson. Interior photographs by faculty member Steven G. Herman (pages 38, 86); Abbo Peterson (34, 52, 78); alumna Kelly Stevens (15, 39); student Virginia Treadway (58); student Donna Williams (37); and Barry Wong (69). All other photographs by Photo Services. The Evergreen State College.

# Profile/Calendar/Contacting Evergreen

## Campus Profile (1981-82)

<b>Faculty</b>	<b>134</b>	Full-time	83%	Admitted	87%	1885
Ph.D. or Terminal degree	66%	Part-time	17%	Enrolled	57%	1067
Percent female	31%	18-24 age group	55%	Nondegree-seeking enrollment		166
Percent male	69%	25-29 age group	19%	Washington		951
Third World	14%	30-39 age group	17%	Region (OR. ID. MT. AK. HI)		31
Student/faculty ratio	20/1	40+ age group	9%	California		25
<b>Staff</b>	<b>310</b>	Students living on campus	1050	Other states		208
<b>Enrollment</b>	<b>2766</b>	Tacoma Enrollment	66	Other countries		18
Graduate	68	2.5%	Male	64%	<b>Financial aid</b>	
Undergraduate	2698	97.5%	Female	36%	Full-time student aid	55%
Female	1458		Third World	70%	Average award	\$2300
Male	1308		Vancouver Enrollment	88	<b>Placement</b>	
Third World	7%		Male	45%	1971-81 classes	88%
Black	3%		Female	55%	Employed	65%
Native American	1.5%		Third World	3%	Graduate school	17%
Hispanic	1%		<b>Entering Class</b>	<b>1233</b>	Travel, homemaking, etc.	6%
Asian	1.5%		Applicants, degree-seeking	2174	<b>Graduating class (1982)</b>	<b>634</b>

## Academic Calendar

1983-84	Fall	Winter	Spring	Summer	A	B
Begins	Sept. 26	Jan. 9	April 2	June 25	June 25	Aug. 1
Ends	Dec. 16	Mar. 23	June 15	Aug. 31	Aug. 1	Aug. 31
Evaluations	Dec. 12-16	Mar. 19-23	June 11-15	Aug. 27-31	July 30-Aug. 1	Aug. 29-31
Class Days	55	54	54	54	27	27

## Vacations

	Fall	Winter	Spring	Summer	A	B
Thanksgiving	Nov. 20-27	Washington's Birthday	Memorial Day	Independence Day, July 4	Independence Day, July 4	—
Holiday break	Dec. 17-Jan. 8	Feb. 20	May 28			

## Contacting Evergreen

Persons with inquiries about admissions should contact: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, (206) 866-6170.

General Information may be obtained through the Office of College Relations, 866-6128.

Direct all correspondence to the appropriate office, The Evergreen State College, Olympia, Washington 98505.

Important offices and their phone numbers include:

Academic Vice-President	866-6400
Admissions	866-6170
Alumni Office	866-6565
College Relations	866-6128
Development Office	866-6565
Directory Assistance	866-6000
Housing	866-6132
President's Office	866-6100
Recreation Center	866-6530
Registrar	866-6180
Tacoma Campus	(206) 593-5915
Vancouver Campus	(206) 696-3080
Vice-President for Business	866-6500

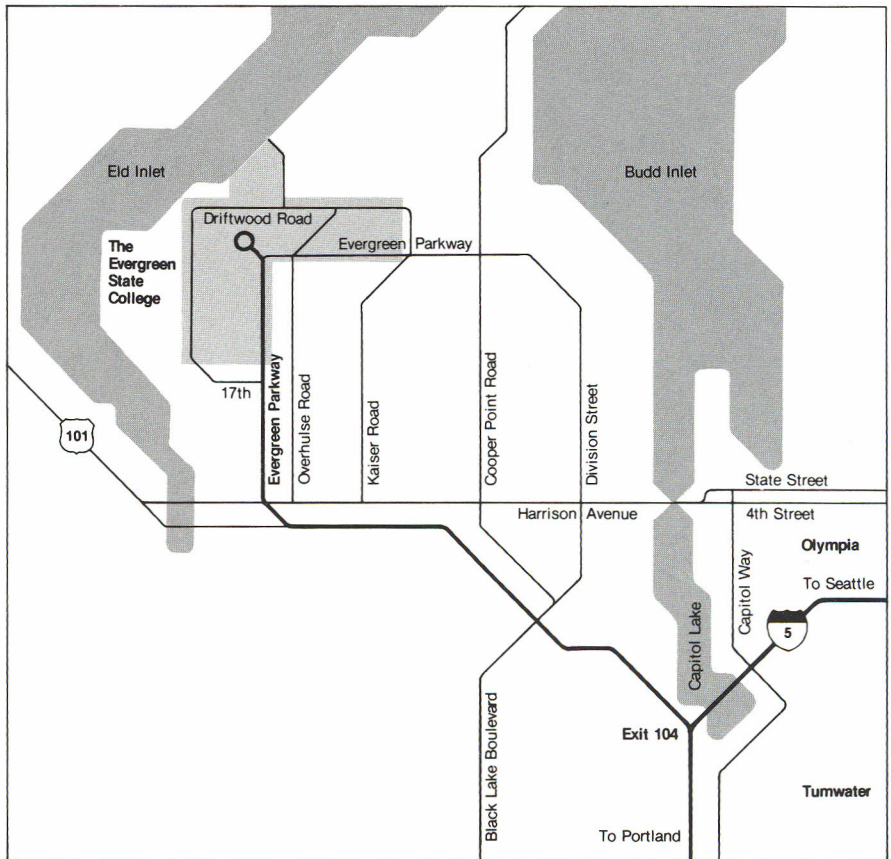
All other campus phone numbers are available by calling Directory Assistance, 866-6000.

## Campus and Vicinity

The Evergreen State College and Olympia are just an hour 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 for two miles to The Evergreen State College exit, and go another two miles on the Evergreen Parkway to the campus entrance.



## Campus

### Academic Facilities

1. Communication Lab Building
2. Art Studio
3. Building 201
4. College Activities Building
5. The Library
6. Seminar Building
7. Lecture Halls
8. Arts and Sciences Building II
9. Arts and Sciences Building I
10. Lab Annex

### Housing/Recreation Facilities

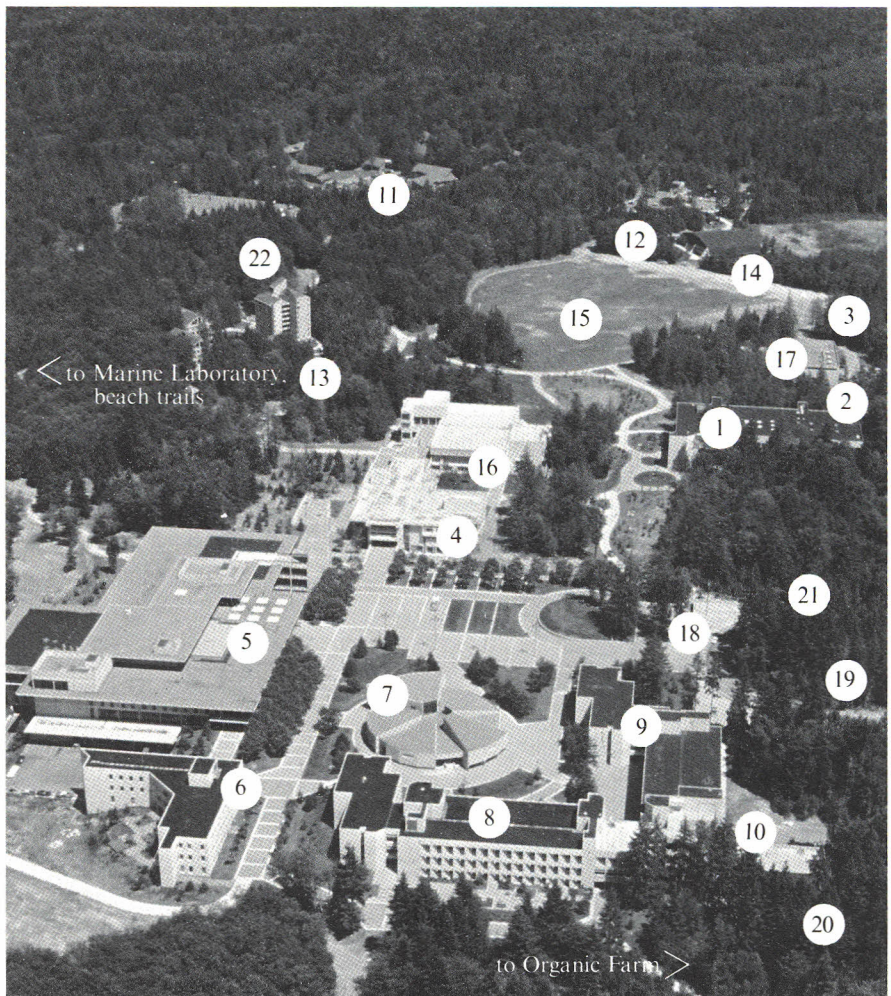
11. Adult Student Housing (ASH)
12. Modular Housing
13. Residence Halls

### Recreation Facilities

14. Recreation Pavilion
15. Outdoor Recreation Fields
16. Recreation Center

### Services

17. Central Plant
18. Campus Bus Stop
19. Information Booth
20. Parking Lot B
21. Parking Lot C
22. Parking Lot F



Special Fourth Class Book Rate

The Evergreen State College  
Olympia, Washington 98505