

Evergreen

1984/1985



**The Evergreen State College**  
Catalog  
Olympia, Washington

---

*Accreditation*

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



2	President's Message
<b>4</b>	<b>Education with a Difference</b>
14	Admissions
16	Academic Regulations
18	Fees and Charges
	<b>Academic Offerings</b>
23	Picking Your Program
25	Core Programs
	Specialty Areas and Other Areas of Advanced Study
29	Applied Social Theory
32	Center for Community Development
33	Environmental Studies
39	Expressive Arts
47	Humanities
51	Language and Culture Studies
53	Native American Studies
55	Political Economy and Social Change
59	Science and Human Values Demonstration Project
61	Science, Technology and Health
72	Teacher Certification
75	Off-Campus Programs
76	Part-Time Study at Evergreen
78	Graduate Study at Evergreen
80	Special Forms of Study
<b>82</b>	<b>The Physical Campus</b>
86	Campus Directory
88	Governance
90	Faculty
93	General Index
<b>94</b>	<b>Academic Subject Index</b>
96	Campus Profile
	Academic Calendar
	Contacting Evergreen



### *President's Message*

Since our founding in 1967, we have tested and refined a format for undergraduate study that is exciting and unique. Those efforts have brought Evergreen national recognition as a leader in higher education today. Our curriculum enables students to combine applied and theoretical work in ways which intertwine science and technology, the arts and the humanities, and all of the social sciences in an atmosphere

of cooperation and devotion to academic excellence.

At Evergreen, real issues are tackled and analyzed from a variety of perspectives. Our approach to education demonstrates the interdependence of all bodies of knowledge and stresses an understanding of the context in which inquiry is conducted and action is taken.

The success of our graduates speaks well for the effectiveness of our academic program. In our most recent placement survey, 93% of all Evergreen graduates reporting indicated that they had obtained successful placement in jobs, graduate and professional school, or personal pursuits. Currently, 85% of all Evergreen graduates who have applied to law or medical school have been accepted. The degree of success

our graduates experience in their lives after Evergreen is among the highest to be found in the nation.

Study at Evergreen prepares students very well for employment and acceptance to graduate school. It also prepares students for life in a complex, ever-changing society. At Evergreen, we strive to spark a life-long interest in learning and exploring which will enable our graduates to be flexible, responsive and involved in their communities.

One of Evergreen's greatest strengths is its faculty. Our faculty are hired because of their strong commitment to high quality teaching. As a result, students at Evergreen are taught by an exemplary group of professors dedicated to providing a superior, and personalized, undergraduate education.

The approach to education at Evergreen

virtually guarantees that a student will develop close and lasting relationships with several professors. The opportunity to work in close contact with these faculty members adds another very important, and distinctive, feature to undergraduate study at Evergreen.

We are proud of the education we offer at The Evergreen State College. Even though we are a younger institution, our reputation for excellence is becoming known nationwide. I invite you to read more about our college in the pages that follow. Evergreen could very well be the college you've been looking for. If so, I look forward to sharing the Evergreen experience with you.

Daniel J. Evans  
President

# Education with a Difference

► *Evergreen is one of the "16 least-known, best small colleges in the country. . . a hidden gem in higher education."*

*Edward Fiske*  
Education Editor  
The New York Times

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

Located just outside Olympia, a seaport community of 37,000 at the southern tip of Puget Sound, Evergreen was created in 1971 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 state government as an educational resource and, beginning in 1983, as home of the Public Policy Institute, which will provide research and information for the legislature.

The newest four-year public institution in the State of Washington, Evergreen's enrollment has grown to nearly 2,800 students in the twelve years since it opened. In that time, Evergreen has distinguished itself through its special approach to education, and by the accomplishments of its faculty, students, and graduates. Recently, the state recognized the college's larger role in higher education by naming Evergreen as Washington's only College of Arts and Sciences with statewide responsibility.

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 the use of seminars or small group discussions along with lectures, laboratory and field work, internships and individualized studies;*

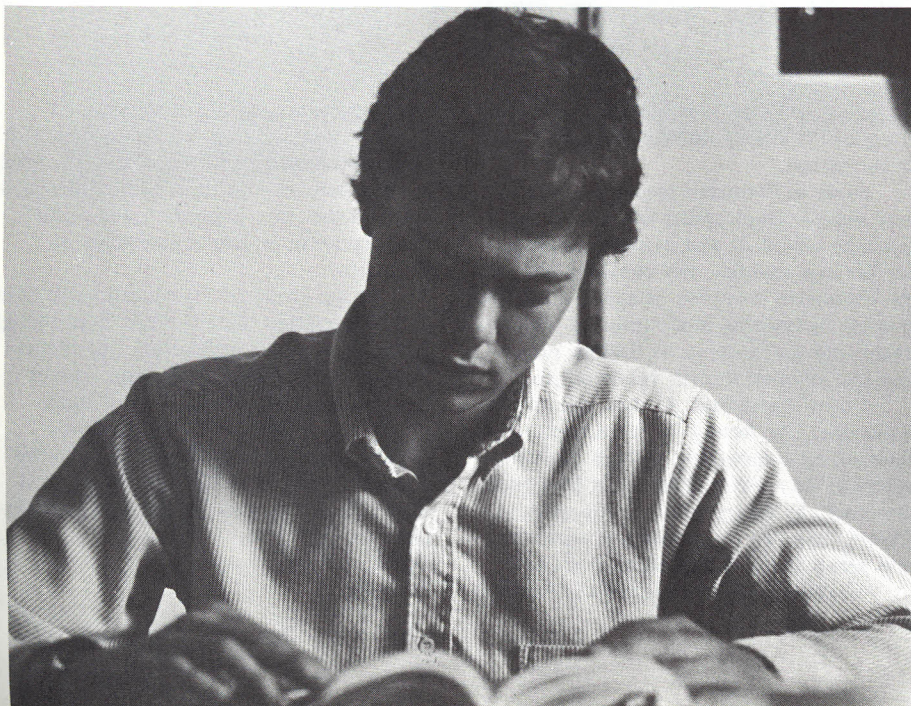
*The opportunity to develop effective problem-solving skills that combine teamwork with unified and focused studies of contemporary problems;*

*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 for all students 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.*

*Seminars are for discovering how to let books affect our lives.*





*Seminars are where you talk, and listen, to the other members of your program as you learn together.*

## 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 program 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 takes 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.

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 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. With the guidance of their faculty member, students then gather together 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 with their thoughts, thinking aloud, and 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 cooperatively—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 faculty and fellow students.

The 20:1 student-faculty ratio is not a mere accounting average at Evergreen, it is a standard 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 pioneered writing across the curriculum years before such efforts became popular throughout the U.S. Evergreen also leads the nation in the number of Student-Originated Study grants awarded to undergraduates by the National Science Foundation. Student artists win an unusual number of statewide 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 seminars encourage their daily use of the skills required for independent study, group research projects, and imaginative systematic analysis. And, too, because our programs anchor themselves in the crucial issues of the real world.

## Successful 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—93 percent of Evergreen's graduates over the years have found successful placements in jobs, graduate schools, government agencies, entrepreneurship, and many other pursuits.

This impressive statistic was obtained by surveying all graduates from 1972 to 1981, not just those registered with our

At Evergreen, you'll 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.

## Career Planning and Placement

Start working toward your career and employment goals early by letting the Career Planning and Placement Office work for you. If you figure out what direction you want to take and use the college's advising and academic resources to plan ahead, you can expect satisfactory placement in a job or graduate school after you graduate.

Career Planning and Placement staff members will help you identify your career interests, gather information about them, identify potential employers or graduate programs, and develop your strategy for job or graduate school entry. The office works closely with first-through fourth-year students on an individual and group basis, as well as offering many workshops where practicing professionals pass on the benefits of their experience.

Visit the Career Library in Library 1213 and stop by the office at the beginning of each quarter for your schedule of career and employment information programs.

## 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 80. There is also additional information on part-time studies on page 76. For an easy-to-read breakdown of Evergreen's curriculum and structure of study, please turn to page 22.

## 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 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 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 conflicting assignments. Studying the topic full time means that students finish by understand-



Joye Hardiman, faculty member in literature, draws the best out of books and students with her exuberance.

► "If we don't tell the stories, it all ends right here—there's no continuity, there's no weaving, there's no focus."

Joye Hardiman,  
Faculty member in literature

ing 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.

Modes of Study	What It's Like	Level	Example
<b>Coordinated Study</b>	<ul style="list-style-type: none"> <li>► Two to five faculty</li> <li>► Student works with several instructors</li> <li>► Study in different disciplines around a pre-defined broad theme or problem</li> <li>► Broadly interdisciplinary</li> </ul>	Available to freshmen through seniors, particularly advisable for first- and second-year students	<ul style="list-style-type: none"> <li>► <i>Core program:</i> "Society &amp; the Computer"</li> <li>► <i>Specialty Area Program:</i> "Utopias"</li> <li>"Matter and Motion"</li> </ul>
<b>Group Contract</b>	<ul style="list-style-type: none"> <li>► 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"
<b>Individual Contract</b>	<ul style="list-style-type: none"> <li>► Student-defined plan of study</li> <li>► Usually with a single faculty member</li> <li>► Scope may be narrow or broad</li> </ul>	Mostly 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>
<b>Internships</b>	<ul style="list-style-type: none"> <li>► Students work on-the-job with public agencies and businesses under the guidance of a field supervisor</li> <li>► Academic component with a faculty sponsor</li> <li>► Emphasizes practical experience and learning-by-doing</li> <li>► Could be combined with any other study mode</li> </ul>	Mostly advanced, for juniors and seniors	<ul style="list-style-type: none"> <li>► Legislative liaison assistant</li> <li>► Assistant Gallery Manager</li> <li>► Advertising Account Management Intern</li> </ul>
<b>Part-time Courses</b>	Usually taught by one faculty with narrow focus—like a "traditional" college course	All levels provided	Introduction to Computers and BASIC

► "Evergreen has developed a solid interdisciplinary approach to the liberal arts that draws students from all over the country."

*New York Times Selective Guide to Colleges.*

### *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.

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 their fields of specialization. Academic Advising 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 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 program. Separate internships are also possible. In either case, they provide an excellent means of testing what you learn in college in the world of daily work and responsibility. Over half 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 80.

### *Part-time Study*

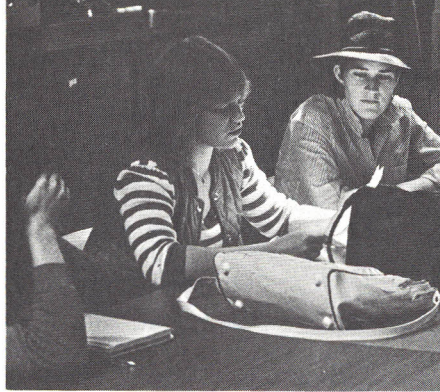
It is possible to pursue part-time study at Evergreen in a variety of ways. If you wish to work toward a degree, specially designed half-time programs provide the most coherent method of achieving that goal in an interdisciplinary fashion. (There are also a number of full-time programs that offer half-time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

Coursework, more akin to evening study programs at traditional colleges, also is available. The table on pages 76 and 77 summarizes the preliminary list of part-time offerings for 1984-85. This is only a partial list, and other offerings will be added later. A complete listing of course offerings is available approximately three weeks before the beginning of each quarter in the *Evergreen Times*, which can be obtained in Admissions, the Registrar's or Academic Advising.

You can also study part-time 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.

*Journalism intern Rena Shawver and staff member Ken Balsley select slides for a television message about Evergreen's Summer Repertory Theatre.*





*Seminars often provide you with the opportunity to read a paper on the theme under discussion. Sometimes, you'll read papers from everyone else in the seminar.*

## What You Can Study at Evergreen

Evergreen's interdisciplinary curriculum is particularly appropriate for the rapidly changing world of the 1980's. It is divided into eight interdisciplinary Specialty Areas, each of which focuses on advanced work in a specific area, and Core Programs, which are specifically designed for entering students. In addition, Evergreen has a Center for Community Development, a Language and Culture Center, and a special curricular area which offers programs in Science and Human Values.

There are also three professional programs at Evergreen: one in Teacher Certification (see page 72) and the others, graduate programs (see page 78) which lead to a Masters degree in Public Administration and Masters degree in Environmental and Energy Studies.

### *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, perhaps even "remedial." While it is true that every Core Program is open to any student regardless of preparation, it is also true that the material studied and 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, any students new to Evergreen would be wise to consider seriously enrolling in a Core Program, whatever their age or past academic experience. 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 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 using the library effectively;*

*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 qualified and eager 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.

► Evergreen is "one of a few small institutions which have tried to keep the faith with liberal arts education which truly liberates the individual."

Time magazine

## Specialty Areas

After taking one of the *Core Programs*, 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 area provides you with a complex curriculum ranging from one to three years in length, and with opportunities for a number of different career pathways.

In the *Environmental 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 *Applied Social Theory* 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 offerings in *Political Economy and Social Change*.

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

Descriptions for every program in the *Specialty Areas* are listed from page 29-71 in the Academic Offerings section of this catalog. Such information as the faculty member, enrollment limit, special expenses, and course equivalencies (the subjects, or disciplines, covered in a program), is listed with the program descriptions; while suggested courses of study for different career interests are included at the beginning of the *Specialty Areas*.

## 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 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 faculty's spring planning retreat.

New programs, usually Group Contracts, are approved each year in response to students' suggestions and proposals. 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 advance planning. Curriculum planning routinely 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 submitted plan as originally announced in that year's catalog.

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 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 and group contracts a second agreement, a *student covenant*, is prepared by the faculty, outlining students' rights and responsibilities. Among the most 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 a problem arise, these covenants serve as a guide for resolution.

Students Charles Sturge (left) and Randy Holycross find time to converse after class.





Student Julia Hansen came to Evergreen by way of Seattle and Shoreline Community College.

## Choosing Your Program

Evergreen recognizes that students differ in maturity and personality as well as interests and capacities. Because the college acknowledges and tries to build upon this diversity, 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 Academic Advising and Career Planning and Placement Office.

As you plan your program, Evergreen encourages you to develop breadth and depth in your educational background, to acquire the communications skills necessary for our 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 undertake a senior project as the capstone of your education here.

## Academic Advising

You are responsible for planning your credit generating work at Evergreen, so choosing the most appropriate academic program for 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 close and frequent contact with you. If you are enrolled in a *Core Program*, you'll be able to attend an academic advising workshop each quarter. You'll also find another valuable resource in students who have been at Evergreen for a few years. In addition, you can get information from your faculty advisor at the quarterly Academic Fairs, and in the Academic Advising Office.

## 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
<b>Noon</b>	1-3 Workshop or lab	No classes scheduled	1-3 Workshop or lab	

► "In seminars, you learn to work for and with others; you interpret the material for yourself with more sophistication; you learn that no one else can do your learning for you, but, at the same time, you need the other members' ideas to complete your learning."

Wirt Wolff  
student

### 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 match you with a faculty member who has academic background or experience in the areas of your interest.

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, changes and additions to the curriculum; locating faculty available to sponsor Individual Contracts and opportunities for student-generated curricular proposals; conducting advising workshops, particularly for *Core Programs*; and offering counsel if you need additional assistance or if your faculty advisor should be on leave.

More information on the Academic Advising Office is available in Library 1221.

*Academic Fairs before the beginning of each quarter are where you can find who the faculty are and what they'll be teaching during the upcoming quarter. Here, faculty mathematician George Dimitroff, who also teaches statistics and actuarial science, explains the subjects he'll cover to a new student.*

### 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 Academic Fairs.

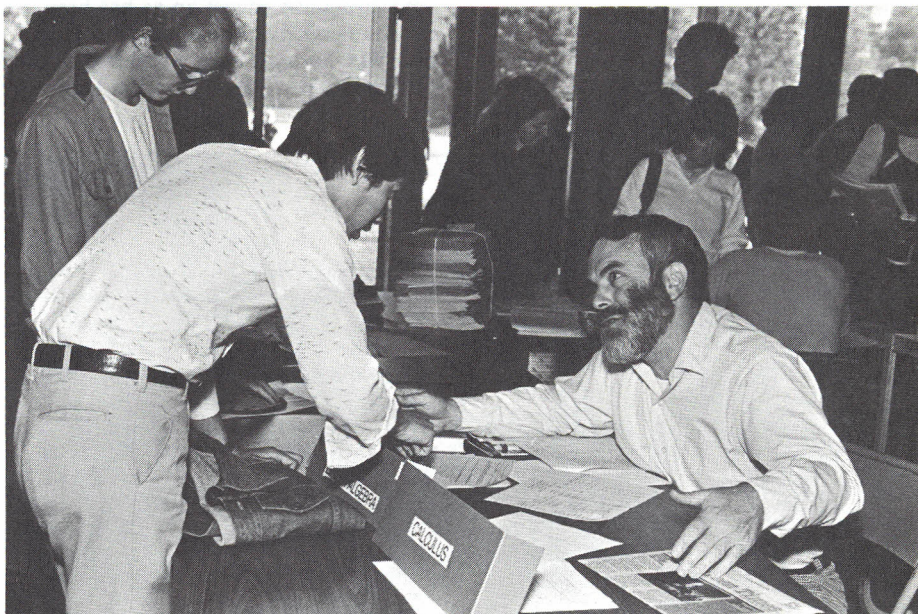
Dates and hours of the Academic Fairs are available from Admissions, the Registrar, or Academic Advising.

### Credit and Evaluation

Faculty members have final responsibility for seeing that their program's curriculum plan 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. 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.



► "Ours is the tradition of Oxford and Cambridge and Socrates and Plato, where a teacher works with a small group of students in an active way so they don't become passive listeners and note-takers. . . ."

Dan Evans  
President, The Evergreen State College  
December 21, 1981  
The New York Times

## 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 equivalencies are generally indicated at the end of each program description in this 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, putting everything in order and connecting this study to your past learning and future plans. Self-evaluations are often the most revealing documents in a student's transcript.

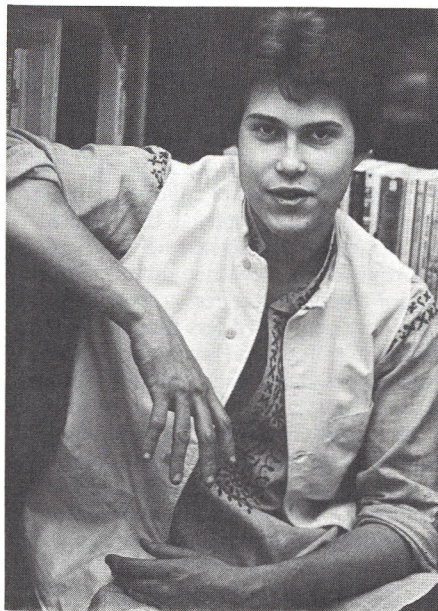
Student transcripts consist of both faculty evaluations and student self-evaluations, along with detailed program descriptions or actual Individual Contracts. Thus, when you send your Evergreen transcript to another school or future employer, they receive in effect a detailed history and evaluation of your work here, not a set of course titles and letter grades. 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 and has not worked.

Student evaluations of faculty also are used by the academic deans, along with other information, in helping with faculty development, and in 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 your 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. Your self-evaluation, your evaluation of the faculty, and the faculty evaluation of your work are all part of conference discussions.

If differences of opinion exist between student and faculty, they can usually be worked out, face-to-face, during this conference. If not, students may appeal to the faculty's academic dean.

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

## Admission Procedure

You, as do 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. Your check or money order should be payable to The Evergreen State College.

2. Official transcripts of all your previous college work and, (for those applying directly from high school or with less than 45 quarter hours of college work) a record of your completed high school courses, including your 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. You and all other applicants are considered on an individual basis, and 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, applicants 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 in a position to give professional judgement, 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 semesters, preferably seven, of high school work. Applicants considered on this basis must submit a transcript showing the completed high school record and date of graduation before final acceptance by Evergreen.

## General Educational Developmental Tests

Applications also will be accepted from persons 18 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 50th percentile or above in all test categories.

## Transfer Students

If you are a transfer student, you will be considered for admission if you made satisfactory progress at your previous college and left in good academic standing. Applicants from other colleges or universities who have completed 45 or more quarter hours of college-level 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 must 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 have 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 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 grade of C- or below, or below 2.0 grade point, was received are not acceptable in transfer. Physical education activity courses, remedial courses and high school equivalency courses are not transferrable. 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 (see also the section on Evaluation of certificated learning on page 81). The principle used is that the work performed should be equivalent to work for which a four-year college or university would normally give credit toward a B.A. degree.



## Upside-Down Program

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

Working with a faculty committee, you earn 90 credits at Evergreen in interdisciplinary study designed to assure a level of general education comparable to other bachelor's degree recipients. Upon successful completion of 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. Non-completion of the recommended 90 Evergreen credits will result in a course-by-course evaluation of the voc/tech coursework; 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). Evergreen currently has transfer agreements for the Upside-Down program with the following community colleges:

Lower Columbia Community College (A.T.A. in Early Childhood Education); Olympia Technical Community College (A.T.A.'s in Business Administration, Marketing Management, Accounting, and Data Processing); and Peninsula Community College (A.A.S. in Fisheries Technology).

Evergreen is in the process of completing transfer agreements with other colleges and programs, so please check with the Admissions Office about your eligibility for the Upside-Down Program.

## 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 who has met the minimum entrance requirements for college in your native country and 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). Transfer students from local colleges may take an on-campus language assessment instead of the TOEFL.
4. Evidence of having at least \$9,000 (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 or 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 admission.

## 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 for admission to degree-seeking status as described under the admission procedure section. Upon acceptance, all previous work will be credited toward the degree.

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

## Summer Quarter

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

## Admission Notification and Enrollment Deposit

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

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

No deposit is required of Special Students and Auditors.

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

# Academic Regulations

## Registration

### *New and Continuing Student Enrollment Process*

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

If you are a new student, you should select a check-in date upon being admitted and come to campus for an individual appointment with a check-in advisor. At this meeting, you will discuss your personal interests and concerns, evaluate your basic study skills, receive registration forms, and be assigned a faculty advisor.

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

If you are accepted for admission before mid-May, you should select a Spring Quarter advising and registration date. All programs are filled on a first-come, first-serve basis, and some require a faculty interview or audition for entry, so early registration will increase your chances of getting into the program of your choice.

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

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

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 shown in the 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 publications.

Throughout the year, important information will be mailed to you, therefore *you are required to keep a current address*—even those of short duration—on file with the Registrar's Office throughout your stay at the college.

(See also Bills and Payment Procedures).

### *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. It is essential to complete these in advance.

### *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 awhile, you are eligible for a leave of absence of no more than one year. If you are *not* enrolled in a program or contract by the enrollment deadline, you are considered to be on leave (up to one year for 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 partial credit for what was 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 nine 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.

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

### *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.

### **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. Faculty will announce that policy at the outset of the quarter. Exceptions are made only with faculty approval.

### *Evaluation*

To evaluate your work, you work individually with the faculty member who leads your seminar. At the end of each quarter, the faculty 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 13.

## 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 your academic achievement which includes all work done for credit, the official description of the program or contract, faculty evaluations, and your own evaluations (when required). Once the evaluation is accepted in the Registrar's Office, a copy is sent to you. If you need your faculty to further revise your evaluation, you have 60 days or until your transcript is sent by request, whichever comes first.

*The entire body of information is mailed when a transcript is requested,* although graduate students who also attended Evergreen as undergraduates may request transcripts of only their graduate work. 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 descriptions of programs or contracts for all work attempted, descriptions and copies of faculty evaluations, and your own evaluations, including those not on the transcript. You should also include examples of your best work and any other pertinent information.

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

### *Confidentiality of Records*

Evergreen complies with the federal Family Education Rights and Privacy Act of 1974, which establishes fair information practices regarding student records at American col-

leges and universities. Check with the Registrar if you're interested in the details about this legislation.

### *Retention of Records*

Credentials, including original documents submitted in support of an application, become the property of the college and are not returnable. 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 warnings urge the student to seek academic advice or personal counseling from a member of the faculty or from the appropriate officers in Student 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 registered credit 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 approval of an educational plan by the academic dean.

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.

# Fees and Charges

► More than half—55 percent—of the full-time students enrolled at Evergreen receive financial aid. The average award is \$2880.

## 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 adjusted only by the Registrar.

If you are a full-time resident undergraduate student, your tuition and fees will be \$339 per quarter, and \$1,162 if you are a full-time nonresident student. Of these amounts, \$63 are allotted as Services and Activities fees.

If you are a part-time student, tuition and fees are \$33 per quarter credit hour, up to a maximum of \$339 (resident), and \$116 per quarter credit hour, up to a maximum of \$1,162 (nonresident).

If you are a full-time graduate student, tuition and fees are \$476 per quarter (resident) and \$1,406 (nonresident). For part-time graduate students, the charges per quarter credit hour are \$47 for residents (\$476 maximum) and \$140 for nonresidents (\$1,406 maximum).

These are *projected* tuition and fees for the 1984-85 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 financially independent, or, 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 fee 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 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 "pre-registered." The second class day is the payment deadline if you are "pre-registered." Payments must be in the Cashier's Office by 3:30 of the second class day. Failure to pay tuition and fees by the established due date will result in disenrollment. Post-marked payment envelopes received after the due date/time are considered late.

If you register during the "regular registration" period, you must pay your tuition and fees at that time. 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 30th calendar day.

Students allowed to register during the second class week must pay a \$15 late registration fee. Students allowed to register after the tenth class day must pay a \$65 late registration fee. Students who are dropped after the 30th calendar day for non-payment of tuition and fees must pay a \$50 reinstatement fee to re-enroll.

The college charges a mandatory \$15 quarterly health fee that is assessed with tuition and fees for all full-time students.

## Estimated Academic Year Expenses

These are the *projected* costs for the academic year 1984-85, and are subject to change.

	Residents	Nonresidents
Tuition and Fees (Full-time)	\$1017	\$3486
Books and Supplies	330	330
Housing and Meals	2460	2460
Personal Needs	825	825
In-State Travel	600	600
<b>Total</b>	<b>\$5232</b>	<b>\$7701</b>

## Refunds/Appeals

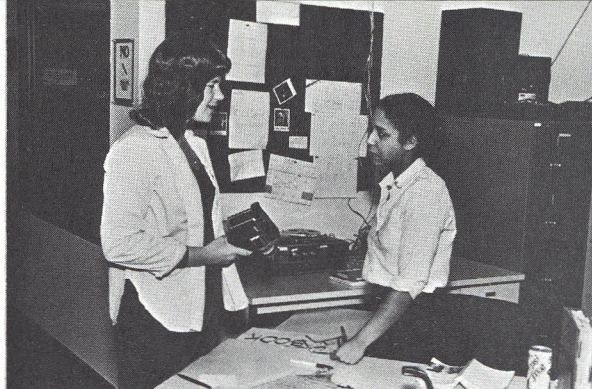
Refunds of tuition and fees are allowed only if you withdraw from school or are called into military service for the United States.

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.

All the media tools you'll need to record sight and sound, as well as professional instruction and advice, are available through Evergreen's extensive Media Services.



### Miscellaneous Fees

Housing deposit	
Rental contract	\$ 60
Unit lease	100
Transcript	5
ID card replacement	5
Returned check	6
Non-refund application fee	15
Enrollment deposit	50
Late registration fee	15
Reinstatement/late registration fee	50
Lab fee (varies)	10-25
Leisure Education (varies)	5-100
Library 2126, Darkroom (student rate)	
Daily	1.75
Quarterly	30.00

### Parking

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

### Student Health Insurance

The college provides the opportunity for students to purchase health insurance for themselves and dependents. Options include either major medical insurance or full health care coverage. Students registered for less than eight credit hours or as a "special" student are not eligible for insurance 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 submitted to Student Accounts by the fifth class day of each quarter. Contact Student Accounts at 866-6000, ext. 6447, for details concerning the different policies that are available.

### 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.

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

In addition, the following scholarships are based on merit as well as financial need:

*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.

*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 design and carry out a plan of study and does it well.

*Ethel MacPhail Scholarship* is awarded to an upper-division woman concentrating in a business management related field.

*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.

### 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.

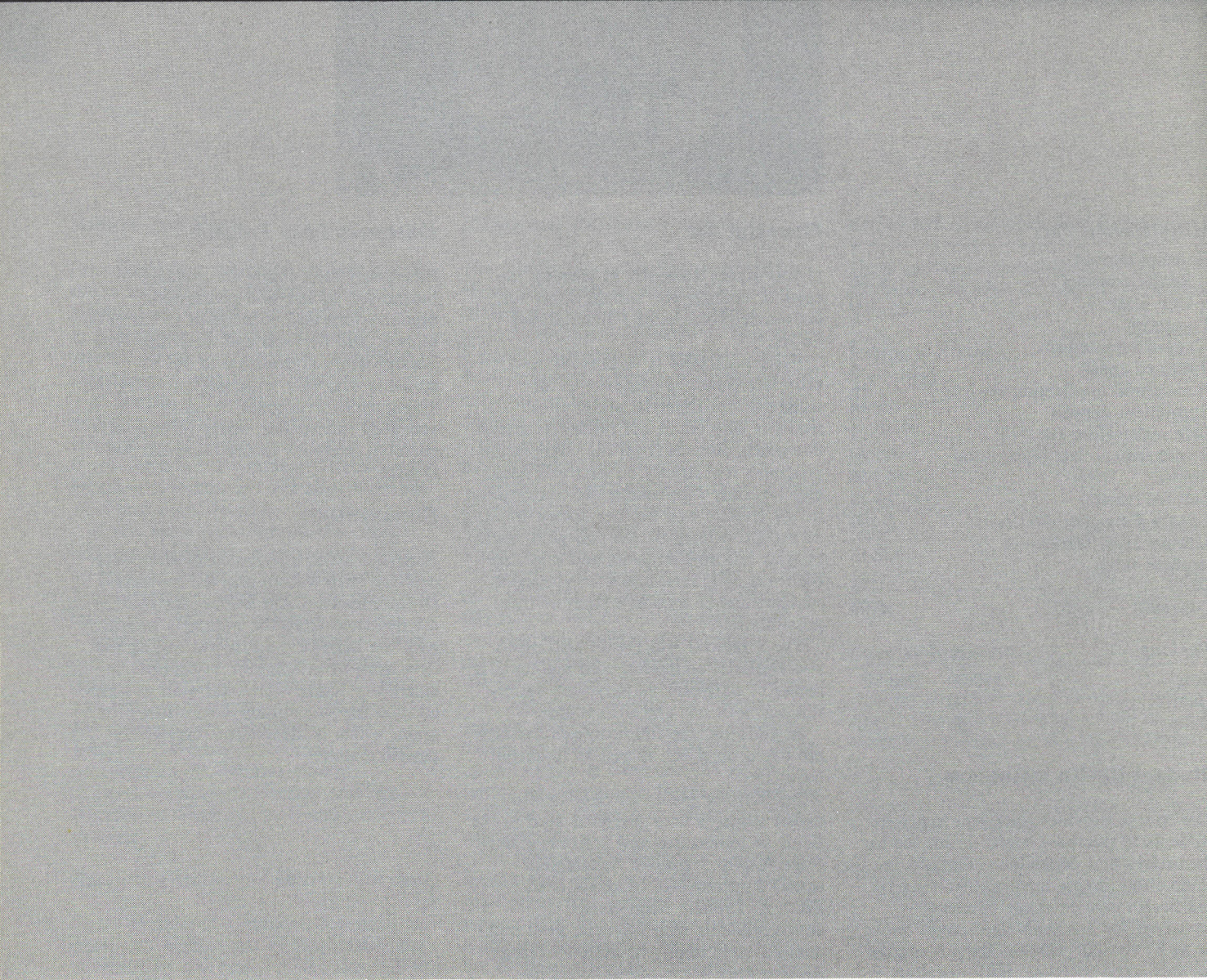
### Disbursements

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.

Lisa Levy, a junior from Ecuador, enjoys seminar discussion.



# Academic Offerings





# The Condensed Curriculum

<i>Core Programs</i>	<i>Page</i>	<i>F</i>	<i>W</i>	<i>S*</i>
Foundations of Human Inquiry	26	▶▶		
Great Questions and Great Books	26	▶▶▶		
Political Ecology	26	▶▶		
Re-Introduction to Education	27	▶▶▶		
The Paradox of Progress	27	▶▶▶		
Society and the Computer	27	▶▶▶		
Issues, Traditions, and Change	28	▶▶		
Growth and Form	28		▶	
Thinking Straight	28		▶	

## *Applied Social Theory*

Management and the Public Interest	31	▶▶▶		
Mass Communications and Social Reality	31	▶▶▶		
The Lives and Education of Children	31	▶▶		
Computers in Education	66		▶	

## *Center for Community Development*

Community Development	32	▶▶▶		
-----------------------	----	-----	--	--

## *Environmental Studies*

Introduction to Environmental Studies	35	▶▶		
Principles of Biology	35	▶▶▶		
Oceanography, Piloting, and Seamanship	36	▶		
Maritime Entrepreneurship and Marine Affairs	36		▶	
Coastal Natural History	36		▶	
General Entomology	37	▶		
Agricultural Entomology	37	▶		
Ecological Agriculture	37	▶▶		
Evergreen Environment IX: Natural History	38	▶▶		
Advanced Environmental Studies	38	▶▶▶		

## *Expressive Arts*

The Gaia Aesthetic: Discovery through Creation	40	▶▶		
Studio Project: Painting and Drawing	40	▶		
Personal Is Political/Imagemaking	40		▶	
Cluster Contracts in 3-D Art	41		▶	
Flat, Flat, Round: Photography, Drawing, and Painting	41	▶▶▶		
Techniques of Visual Anthropology	41	▶		
Anthropology of Visual Communication	42		▶	
Applied Cultural Documentation: Bali	42		▶	
The Artistic Imagination	42	▶▶		
Memory Images	43		▶	
Dance: Creation and Performance	43	▶▶		
Directors on Directing/Actors on Acting	43	▶▶		
Fiction Writing Workshop	44	▶		
Writing Short Fiction and Poetry	44		▶	
Oral and Performing Traditions	45	▶▶		
Composition and Performance	45	▶▶▶		
America's Folk Music in Cultural Perspective	46	▶▶▶		
Performing America's Music	46	▶▶▶		

## *Humanities*

Metaphor, Dreams, and Language	48	▶		
17th Century England: Literature and Philosophy	49	▶		
Utopias: Alternative Societies in Thought and Practice	49	▶▶		
17th Century Continental Europe: Literature and Philosophy	49		▶	
Studies in American Culture 1890-1940	50		▶▶	
The Cuban Experiment: Theory and Practice	50		▶▶	
Image and Idea of the Human Body	50		▶	

## *Language and Culture Center*

School of International Studies Partnership Program	51			
French Culture	52	▶▶▶		
Russia/USSR	52	▶▶▶		

## *Native American Studies*

Ceremonies: Prefigurative Culture	54	▶▶▶		
Counseling the Culturally Different	54	▶▶▶		
Native American Learning Environments	54	▶		

## *Political Economy and Social Change*

Political Economy and Social Change	56	▶▶▶		
Political Economy of Scientific Problems	56	▶▶▶		
The U.S. Economy Today	57	▶		
Comparative Studies in Social Institutions	57	▶		
Microeconomics and Social Justice	57		▶	
The Good Life in the Good Society	58		▶	
World Population Policy	58		▶	

## *Science and Human Values Demonstration Project*

The Human Condition I: Science, Human Values, & Modern Evil	60	▶▶▶		
Cutting Edge Symposium	60	▶▶▶		
Community Resources—Design—Social Change	60	▶▶		



### Science, Technology, and Health

Data to Information	65	▶▶▶
Computability and Cognition	66	▶▶▶
Computers in Education	66	▶
Human Health and Behavior	66	▶▶▶
Psychological Counseling	67	▶▶
Molecule to Organism	67	▶▶▶
Matter and Motion	67	▶▶▶
Energy Systems	68	▶▶▶
Natural and Artificial Structures	68	▶
Chemical Thermodynamics	68	▶
Electronics	69	▶
Natural and Artificial Dynamics	69	▶
Digital Electronics	69	▶
Dynamic Systems	70	▶
Atom, Field, and Quantum	70	▶
Chemical Kinetics	70	▶
The Science, Technology, and Health Seminar	71	▶▶▶
Senior Learning Community in Human Health and Behavior	71	▶▶▶
Cutting Edge Symposium	71	▶▶▶
<i>Teacher Certification at Evergreen</i>	72	
<i>Off-Campus Programs</i>		
Evergreen-Tacoma Program:		
Comparative History of World Ideas	75	▶▶▶
Evergreen-Vancouver Program:		
Human Environments, Human Expressions	75	▶▶▶
<i>Part-time Study at Evergreen</i>	76	
<i>Graduate Study at Evergreen</i>		
Master of Public Administration	78	
Master of Environmental Studies	79	
<i>Special Forms of Study</i>	80	

\*F—Fall Quarter

W—Winter Quarter

S—Spring Quarter

Pt—Part-time Option

In—Internship Possibility

### 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 25 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.

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

▶Examine also the *planned equivalencies* at the end of each program description to see the full range of subject matter it will cover.

▶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*, or with the faculty and staff in the *Academic Advising Office*. The Advising Office keeps program descriptions that will have been expanded and updated from what you read in this catalog. Often, programs which appear only vaguely appropriate in the catalog reveal themselves as exactly appropriate and personally exciting when you read the latest details. 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**

### **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 directions that are wholly new and unexpected.

### **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.

### **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.

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

No. At Evergreen you take one full-time program a quarter.

### **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 this with the program faculty.

### **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 faculty. Advanced students can arrange full-time independent projects through Individual Contracts (page 8), and Internships through the Cooperative Education Office (page 80).

### **What is your grading system?**

We don't give letter or number grades, but students do earn full, partial, or no credit for their work. Your faculty "grades" your work by writing a detailed narrative evaluation assessing the work and its quality. See page 13.

### **Are all 1984-85 programs listed in this catalog, or are others added later?**

Nearly all full-time programs were planned well before this catalog was printed. Information about any changes or additions will be available at the Academic Advising Office. Part-time offerings, which are only described briefly here, appear in full in the quarterly publication, *The Evergreen times*.

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

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

### **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 29-72). All the many advisors, and the Admissions counselors, can give you detailed information about offerings in the fields that interest you.

### **What degrees do you offer?**

The Bachelor of Arts, the Bachelor of Science, the Master of Public Administration and, beginning in the fall of 1984, a Master of Environmental Studies.

### **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.)

# Core Programs

Convener: Jovana Brown



Brown

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

*Core Programs* emphasize the development of skills necessary for you to do successful college work. For most students, this means learning how to write easily and well in various modes, how to read carefully, analyze arguments, work cooperatively in small projects or discussion groups, and how to use the many resources in the Library. *Core Programs* also 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 catalog section is an integrated study program that combines a number of different activities (seminars, individual conferences with faculty, lectures, laboratories—whatever is appropriate) to help you learn about the program theme or topic, and at the same time to learn about your own goals, about defining problems and dealing with them, about the college's people and facilities, about how to read critically and write easily and well.

*Special note:*

Two- and three-quarter long *Core Programs* admit new students at the beginning of each quarter.

## Foundations of Human Inquiry

*Fall, Winter/ Coordinated Study*

*Coordinator:* David Hitchens

*Enrollment:* 40 *Faculty:* 2

*Prerequisites:* None

*Special Expenses:* None

*Part-time Options:* No

*Internship Possibilities:* Permission required

*Additional course allowed:* No

A two-quarter *Core Program* for students not sure "where to start" with their learning. The program will be broadly based on the western cultural tradition and will examine texts, painting, sculpture and music from a variety of viewpoints. Students will be introduced to the methods inherent in the traditional humanist and social disciplines—and then taught *interdisciplinary study*. Beginning students who wish to pursue rigorous study of how to apply sound reading, writing, listening, seeing, thinking and talking skills to the remainder of their undergraduate careers will find "Foundations of Human Inquiry" an excellent starting point. Close attention to program materials—whether written, aural or pictorial—will develop solid interpretive, analytical, comprehension, and discursive abilities.

*Planned equivalencies in quarter hours:*

4—history; 4—philosophy; 4—literature;

4—creative writing; 4—cultural anthropology;

3—art history and appreciation;

3—music history and appreciation;

2—government and political theory;

2—economics; 2—sociology.

**32—total**

*Program is preparatory for careers and/or future study in law, international affairs, education, and equivalent areas identified.*

## Great Questions and Great Books

*Fall, Winter, Spring/ Coordinated Study*

*Coordinator:* David Marr

*Enrollment:* 60 *Faculty:* 3

*Prerequisites:* None

*Special Expenses:* \$25 for program retreat

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* No

Are men and women playthings of the gods, or do mortals create their own destinies? Is personal happiness an illusion, or a real possibility? Is the restless individual today a new breed, or only a modern counterpart of a figure from the past whose story is told in the Bible or in the *Odyssey*? To whom are we responsible? Does history repeat itself? Can the future be seen?

In *Great Questions and Great Books*, we will hear men and women from vastly different ages of history relate their hopes, loves, fears, and convictions. We will develop our sense of time (and thereby our sense of responsibility) by seeing how past relates to present and how both may shape our future.

This program, like creation, begins with the Word. It immerses us in the great stories of the western world—stories of genesis and the fall from grace, poems fashioned of great deeds and great words of ancient heroes, tragedies of revenge, comedies of survival. We will read the Bible, Homer, Sophocles and Aeschylus, St. Augustine, Dante, Chaucer, Shakespeare and Milton, along with modern writers whose poems, fictions and histories resonate with some old questions about the meaning of existence.

We will strive to develop our powers of perception, discernment and judgment by careful reading of several classic forms, to express ourselves clearly in writing and speaking, and to listen sympathetically, yet critically.

The tentative schedule includes seminars on Monday and Thursday, workshops on Tuesday, and conferences with faculty on Wednesday.

*Planned equivalencies in quarter hours:*

18—masterpieces of ancient, medieval,

and modern literature; 12—English composition;

14—history: ancient, medieval,

and modern; 4—art appreciation.

**48—total**

*Program is preparatory for careers and/or future study in liberal arts and sciences, professional careers in law, medicine, journalism, and business.*

## Political Ecology

*Fall, Winter/Coordinated Study*

*Coordinator:* Peter Taylor

*Enrollment:* 60 *Faculty:* 3

*Prerequisites:* None

*Special Expenses:* Field-trip costs

*Part-time Options:* Yes, 12 quarter hours

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

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

Program goals include (1) examination and formation of personal environmental values, (2) improvement of basic learning and communication skills, and (3) introduction to the natural sciences, social sciences and humanities.

This program presents introductory topics in the natural and social sciences through faculty lectures, guest speakers, workshops, seminars, films, labs, field trips and special projects. There will be a strong emphasis on improving basic academic skills: reading, writing, library research, and critical thinking.

*Planned equivalencies in quarter hours:*

16—environmental studies; 8—biology;

4—expository writing; 4—literature.

**32—total**

*Program is preparatory to further studies, careers and/or future study in natural and social sciences, environmental studies, environmental education, field biology, political economy, and humanities.*

## Re-Introduction to Education

*Fall, Winter, Spring/Group Contract*  
*Sponsor: Lovern King*  
*Enrollment: 30*  
*Prerequisites: None*  
*Special Expenses: None*  
*Part-time Options: Yes*  
*Internship Possibilities: Yes*  
*Additional Course Allowed: Yes*

This program is designed for women making the transition from home or job to college. The program will provide a place for women to make self-assessments of their strengths and weaknesses, develop academic and study skills, improve social interaction techniques, learn goal setting/decision-making, examine images of women in media and literature, and experience writing as expression and as genre. Each student will be responsible for constructing a learning contract that shows systematized planning by specifying the desired outcomes and then designing a program to achieve those ends.

A probable booklist includes: *Images of Women in Literature*, ed. Mary Anne Ferguson; *Jane Eyre*, Charlotte Bronte; *A Room of One's Own*, Virginia Woolf; *Woman Warrior*, Maxine Hong Kingston; *Women as Winners*, Dorothy Jongeward; *The Color Purple*, Alice Walker; *The Third Woman*, ed. Dexter Fisher; *The Yellow Wallpaper*, Charlotte P. Gilman.

*Planned equivalencies in quarter hours:*  
12—english composition; 12—women in history; 12—women in literature; 12—self-assessment of learning  
**48—total**

*Program is preparatory for careers and/or further study in liberal arts.*

## The Paradox of Progress

*Fall, Winter, Spring/ Coordinated Study*  
*Coordinator: Jeanne Hahn*  
*Enrollment: 80 Faculty: 4*  
*Prerequisites: None*  
*Special Expenses: Possibly*  
*Part-time Options: No*  
*Internship Possibilities: No*  
*Additional Course Allowed: No*

"Every day, in every way, we're getting better and better". . . *maybe!*

Progress! What is it? Is it always good? Sometimes good? Never good? Microcomputers, test tube babies, solar cells, wonder drugs, nuclear power, mechanical hearts, the "green revolution". . . toxic wastes, genetic engineering, pesticides, nuclear holocaust. . . the paradox of progress.

Since 1600, the application of the newly triumphant methods of the natural sciences to society and human values has promised limitless possibilities for advancement. But as life span has lengthened, quality of life improved, concepts of justice, equity and humanity broadened—people have also felt a loss of autonomy, industrial nations have suffered recurrent boom and depression, and the world now perches on the edge of nuclear disaster.

By studying Newtonian mechanics, thermodynamics and the steam engine, relativity theory, Darwinian evolution, ecology, genetics, and molecular biology we can grasp the scientific basis for some of our current and future technologies. By studying the rise of capitalism through the industrial revolution, the development of liberalism and its Marxist critique, Social Darwinism, Romanticism, and the social impact of modern technology—we will come to grasp with some of the paradoxical effects of progress, and some implications for the future.

This program will offer regular instruction in critical reasoning, expository writing, analytical reading and the discussion of ideas. Students can advance their competencies in mathematics, biological and physical sciences, the humanities and the social sciences in preparation for advanced work. Spring Quarter, research projects and computer studies will be included.

*Planned equivalencies in quarter hours:*  
16—humanities and expository writing;  
16—natural science and mathematics;  
16—social science and history  
**48—total**

*Program is preparatory for careers and/or future study in all areas.*

## Society and the Computer

*Fall, Winter, Spring/ Coordinated Study*  
*Coordinator: Lucia Harrison*  
*Enrollment: 80 Faculty: 4*  
*Prerequisites: None*  
*Special Expenses: None*  
*Part-time Options: Yes*  
*Internship Possibilities: No*  
*Additional Course Allowed: No*

Write a check, apply for a loan, buy groceries, phone a friend, work on a production line. You cannot go through a day without information and communications technology. Some people applaud improvements in the quality of work and life using information technology to coordinate workers and resources in modern complex urban societies. Many eagerly explore new applications that may change the way we work, play, educate, manage and govern. Others worry about the impacts of the use of information technology. Are the impacts beneficial to some, harmful to others? How should the use of this technology be governed nationally and internationally given varied approaches to economic and political decision-making, varied cultures, and varied levels of technical sophistication?

In order to make sense out of this so-called information revolution, students must be able to gain some perspectives about the development and use of tools (technology) historically. "Society and the Computer" uses the study of many technologies and cultures to better understand what we can expect from the impact of computer technologies on our modern industrial urban societies.

Students will study computer and communications technology; its use in business, science, education, government, and the arts; its potential, and limitations. The program also teaches basic college-level skills in critical analysis and problem-solving, writing, computer programming; 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 and social sciences;  
16—math and science; 6—logic and problem-solving; 6—writing; 4—project.  
**48—total**

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

## Issues, Traditions and Change

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

To study questions of tradition and change in the modern world, we will identify specific social, technological and intellectual issues in key countries, examine the traditions which shaped them and propose changes to resolve them: Japan (population control; industrialization); China (the Maoist Cultural Revolution); India (social structure); USSR (political-economic revolution); Central America (land reform, education); the Middle East (oil and security; Israel and the Arab World.)

History and tradition will be examined from the perspective of social engineering—preserving or discarding the past while preparing for the future. The program will stress the development of critical thinking, logical analysis, research and writing skills.

We will use Snow, *Red Star Over China*; Reed, *Ten Days that Shook the World*; Tofler, *The Third Wave*; Ilich, *Toward a History of Needs*; Embree, *The Hindu Tradition*, Solzhenitsyn, *The First Circle*; Heilbroner, *The Future as History*; Friere, *Pedagogy of the Opressed*; Schuon, *Understanding Islam*; Lawrence, *Seven Pillars of Wisdom*; Salisbury, *Black Night, White Snow*; Ouchi, *Theory Z*; *The Face of Battle*, and selections from the Old Testament.

*Planned equivalencies in quarter hours:*  
4—literature; 4—research skills;  
8—writing; 16—history  
**32—total**

*Program is preparatory for careers and/or future study in humanities, international relations, foreign service.*

## Growth and Form

*Spring/Coordinated Study*  
*Coordinator:* Sandra Simon  
*Enrollment:* 60 *Faculty:* 3  
*Prerequisites:* None  
*Special Expenses:* None  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

D'Arcy Wentworth Thompson has defined "growth" as a process involving movement, change, or development; and "form" as the response to the forces which produce such changes. We will look at architecture, organic evolution, and poetry to see:

what growth forces are contained within mathematical, scientific, or linguistic forms;

how natural processes and forms influence artificial structures and cultural conventions;

what connections exist between scientific inquiry and aesthetic expectations;

how artistic traditions foreshadow technological inventions.

As a basic program, we will stress reading, writing and library research skills.

*Planned equivalencies in quarter hours:*  
2—expository writing; 2—research;  
3—natural history; 2—poetry; 3—design process  
**12—total**

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

## Thinking Straight

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

This program focuses on analyzing, criticizing, and inventing rational arguments. We'll consider, as a frame for our work, the limits of rationality and its 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 the steady practice of writing, working in groups, and toiling alone. The other half of the program applies these methods to contemporary issues

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

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

*Active listening plays an important part in program seminars, and in the communication required for many careers after college.*



# Applied Social Theory



Pougiales

*Convener:* Rita Pougiales

*Affiliated Faculty:* Guy Adams,  
Nancy Allen, Thad Curtz,  
Betsy Diffendal, Don Finkel,  
Mary Huston, Virginia Ingersoll,  
Chuck Nisbet, Rita Pougiales, Niels Skov,  
and Greg Weeks

The *Applied Social Theory* specialty area offers year-long integrated work in preparation for careers in *management, education, pre-law, and mass communications*. Coursework will be organized around the application of theories in social science to the realities of work in contemporary America. This area's programs combine training in necessary skills, the opportunity for practical experience through internships, and a thorough education in ways to think about modern life. For long-term satisfaction and success in any of these rapidly changing fields, there is nothing so practical as a good theory.

- "Care must be taken not to judge the state of society, which is now coming into existence, by notions derived from a state of society which no longer exists. . . ."

Alexis de Tocqueville  
Historian

## Career Pathways in Applied Social Theory

### Communications

An intensive pathway in communications is offered through the year-long program, "Mass Communications and Social Reality." This program includes extensive applied work in journalism and is compatible with an internship in this area of study. Work in mass communications, psychology, sociology, journalism, and communications is included.

Students with an interest in communications may find work in a number of other specialty areas relevant to their academic pursuits. Language study, photography, creative writing, and the substantive concerns of other specialty areas make a sound base for the study of communications. Evergreen students have also engaged in internships in this area both on and off campus and they have played an active role in the campus media.

### Education

In 1984-85, "The Lives and Education of Children" and "Computers in Education" provide exciting steps along an education pathway. The professional teachers certification program is also available for those desiring certification.

In 1985-86, the year-long program "Development: The Aim of Education" will be offered. It will teach developmental and social psychology and philosophy of education from Socrates to Dewey. This program is not a certification program nor does it lead to a Teaching Certificate. It aims instead to help students interested in education develop a framework to think concretely about educational goals, strategies, and settings. For further information, contact faculty member Donald Finkel.

### Management

All the curricula necessary to a career pathway in management is incorporated into the year-long "Management and the Public Interest" program. The essentials of a strong management program are included with work in economics, organizational theory and behavior, accounting, computing, marketing and finance, personnel, and related subjects. Students desiring additional applied experience frequently do an appropriate internship in their final quarters at Evergreen, take programs in other specialty areas, or do an individual contract in their area of interest.

### Pre-Law

Law schools do not require college credits in any specified subjects. They want students who can read well, write well, and speak well, and who have a broad general education, with perhaps some specialization in a field other than law or politics. For instance, the rapidly developing field of environmental law needs lawyers with some substantive understanding of the environmental sciences.

Many Pre-Law students concentrate on social sciences, but law schools value particularly work in the humanities—literature, philosophy, history—because of the concentration on language, precise thinking, and understanding of our intellectual heritage and the progress of civilization.

Evergreen's commitment to broad interdisciplinary study adapts itself perfectly to the needs of the Pre-Law student.

*This student lends credence to faculty member Richard Jones' observation: "Great books are not things that you read once. They are read with optimal satisfaction only when reading means rereading."*





## Management and the Public Interest

*Fall, Winter, Spring/Coordinated Study*  
*Coordinator:* Virginia Ingersoll  
*Enrollment:* 96 *Faculty:* 4  
*Prerequisites:* Microeconomics, Introductory Accounting, (available during Fall Quarter for students who have not taken them)  
*Special Expenses:* None  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

Many important challenges confront those who will manage organizations in the closing years of the 20th Century. The role of the United States in the world economy is shifting. There is concern about productivity in the workplace and about how relationships between workers and management can be redefined to enhance productivity and to improve the quality of life on the job. Interactions between business and government are becoming more complex and, some say, more burdensome. Business and government alike are preoccupied with "high tech" including the increasing use of computers and the advent of robotics.

This program will confront issues such as these, providing encouragement for students to think carefully and creatively about the context in which their careers will be played out. The program also offers rigorous training in specific management skill areas. Among these are: managerial economics, managerial accounting, marketing, organizational behavior, finance, management policies, and introductory computing.

This is a very demanding program, which aims to prepare students for careers in business, in the public sector and in service organizations. It is also solid preparation for graduate school in business or public administration and for law school.

*Planned equivalencies in quarter hours:*  
4—organizational psychology;  
4—management practices; 4—principles of marketing; 4—managerial economics;  
4—organizational theory; 4—managerial accounting; 4—business politics;  
4—statistics; 4—computing for managers;  
4—financial management; 4—business government and society; 4—personnel management  
**48—total**

*Program is preparatory for careers and/or future study in business, government, or service organizations; MBA studies, MPA studies and law school.*

## Mass Communications and Social Reality

*Fall, Winter, Spring/Coordinated Study*  
*Coordinator:* Thad Curtz  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* One year of college or Core Program  
*Special Expenses:* None  
*Part-time Options:* No  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* No

This program will assess the role of mass communication in American life and develop skills in journalism. We will study the social, economic, and technical forces that have shaped our communications systems. We will analyze messages produced by this system, considering their impact on individuals, society, and culture. We will think about the powers and limits of print and television while developing our abilities to work with them by investigating and reporting on the various communities to which we belong.

The possible relationships between journalists and communities will be the program's central intellectual concern. The words and images produced by journalists help form each social group's understanding of itself and of the world outside. (Most of us have never seen Moscow or the city council; what we think of as the real and solid world is made out of words and images.) In the past 100 years the changes in communications and communities have continually altered how journalists worked and what they needed to know. This process will continue. In both theory and practice we will concentrate on the proper role of professionals in a world where we talk of society as a mass, instead of as a number, of communities, and in which journalism is mass-produced.

Our readings will include works by novelists, social scientists, and media critics, among them Doris Lessing, Raymond Williams, Dwight MacDonald, Muriel Kantor and Herbert Schiller.

*Planned equivalencies in quarter hours:*  
6—reporting lab; 8—sociology of mass communications; 6—psychology of communications; 6—communications systems and institutions; 6—article writing; 4—content analysis; 6—mass media criticism; 6—mass communication and popular culture  
**48—total**

*Program is preparatory for careers and/or future study in journalism, mass communications, sociology, social science, and related fields.*

## The Lives and Education of Children

*Winter, Spring/Group Contract*  
*Sponsor:* Rita Pougiales  
*Enrollment:* 35  
*Prerequisites:* One year of college  
*Special Expenses:* None  
*Part-time Options:* This is an eight quarter-hour program  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

Through children's perceptions and reactions to social expectations, educational practices, family structure and world events, we will investigate childhood and the cultural values and practices that affect it. What we learn from anthropology, psychology, history, and literature, we will apply to current and alternative practices in education and in other professions that deal with children.

The program will include an historical study of the changing image of the child; investigation of children's cognitive and psychological development; study of select topics such as anxiety, motivation and creativity; and investigation of significant childhood processes such as development of sex role identity, assumption of community involvement (i.e., family and school), and recognition and response to external threats, particularly nuclear armament.

We will try to see the world through children's eyes. To do this we must develop an ability to apply cognitive learning theory; historical, cultural and psychological analyses; and role theory. Program readings will include theoretical material from psychology, anthropology, sociology and political economy; in addition, there will be readings in literature, including children's literature. Participants in the program will write regularly, and conduct a field research project.

*Planned equivalencies in quarter hours:*  
4—history of the child; 4—cultural context of the child; 4—developmental learning theory; 4—social psychology of childhood  
**16—total**

*Program is preparatory for careers and/or future study in child development, education, social work, and the social sciences.*

## Computers in Education

For a complete description of the Spring Quarter program about the technical and educational sides of the computer, see page 65.

## Center for Community Development

Director: Russ Fox

*Evergreen offers a unique opportunity for undergraduate and graduate students to work with local communities and community groups in participatory research, community and organizational development, and community education projects. Our year-long, full-time programs enable students to integrate academic preparation with significant community project involvement. Our emphasis on interdisciplinary content, collaborative analysis and problem-solving, and communication skills in the classroom prepares students for the complexity and active involvement of community project work.*

*The Center for Community Development works with community groups and our academic programs to assist in the identification and preparation of community projects. The Center is a clearinghouse to match community requests with academic resources, prepares and organizes resources and training materials, maintains a studio laboratory for students working on community projects, and is a part of a statewide partnership of colleges and universities providing community services.*

*In addition to assisting academic programs in all areas of our curriculum, the Center provides internship opportunities for advanced students who wish to gain experience putting their management, computer studies, community organizing, graphics, community education, social and health policy, political economy, planning, environmental studies, science and technology, or democratic citizenship studies into practice.*

*The Center located in LAB II 2223, and is staffed by Faculty Director Russ Fox (1983-85), advanced student interns, and community volunteers.*

## Community Development

*Fall, Winter, Spring/Internship (Cluster)*

*Coordinator: Russ Fox*

*Enrollment: 5 Faculty: 1*

*Prerequisites: Senior status; one year at Evergreen; strong academic record, including group process and communication skills*

*Special Expenses: Some field trip and project travel expenses*

*Part-time Options: Yes, 8-16 quarter hours*

*Internship Possibilities: Internship status required for participation; paid internships possible for work-study qualified students*

*Additional Course Allowed: Yes*

Advanced students from any specialty area who wish to specialize in community development concepts, skills, and experience may apply for internships with the *Center for Community Development*. Students will participate in:

1. Seminars on the history, theories, models, and principle concepts of community development. Issues such as empowerment vs. dependency, the role of the professional, the sources of validity of knowledge, the control of information, short vs. long term benefits, and the criteria for the evaluation of community development efforts will be examined. New theories, models, and techniques—such as participatory research—will be analyzed in depth. International and large-scale perspectives and case studies will be included, along with local examples.
2. Skill development workshops: group facilitation, survey design, needs assessment, interviewing, problem diagnosis, graphics presentation, and data management.
3. Research that generates materials for the *Center for Community Development*: bibliographic material, local resource networks, case studies, training materials, assessments of local needs, theories and models of community development, computer applications in community development and the responses of other institutions to community needs.
4. Preparation, presentation, and evaluation of workshops for other academic programs requesting assistance from the *Center*. These will include the skills identified in (2) as well as project identification and design and liaison with community groups.
5. Community development consulting work in response to requests from community groups. Examples could include resource identification, project planning assistance, group process diagnosis and assistance, one or two session workshops, or short-term assistance with research.

6. Individual research relating community development concepts to the student's other academic interests.

*Planned equivalencies in quarter hours:*  
12—Theories, models, and techniques of community development; 6—planning and community research skills; 6—advanced group process techniques; 12—community development practicum; 12—individual research in student's area of study  
**48—total**

*Program is preparatory for careers and/or future study in management, planning, education, social work, community development, effective citizenship.*

# Environmental Studies

*Convener:* Richard Cellarius

*Affiliated Faculty:* Michael Beug,  
William Brown, Larry Eickstaedt,  
J.R. Filmer, Russ Fox,  
Steven Herman, Pat Labine,  
Kaye V. Ladd, David Milne,  
John Perkins, Robert Sluss,  
Oscar Soule, Jim Stroh, Pete Taylor,  
and Al Wiedemann

*Associated Faculty:* Rob Cole,  
Ken Dolbeare, Phil Harding,  
Rainer Hasenstab, and Greg Weeks



Cellarius

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

Specifically, the goals of *Environmental Studies* are:

1. To understand the nature and development of terrestrial and marine ecosystems, of human societies—particularly the relevant political, economic, social, and cultural aspects—and of their interactions.
2. To learn the richness and the limits of the environmental and social resources available to sustain both human environments and natural systems.

3. To study the cultural values and philosophies that shape environmental behaviors.

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

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

► "We are not going to be able to operate our spaceship Earth successfully nor for much longer unless we see it as a whole spaceship and our fate as common. It has to be everybody or nobody."

Buckminster Fuller  
Architect and inventor

## Career Pathways in Environmental Studies

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

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

Students choosing to concentrate their efforts in *Environmental Studies* would select from the following pathways:

### First Year: Any Core Program

**Second or Third Year:** *Environmental Studies* Entry Cluster (prerequisites for all advanced work in *Environmental Studies*):

"Introduction to Environmental Studies" (8 quarter hours; Fall, Winter)

"The Political Economy of Scientific Problems" (4 quarter hours; Fall, Winter, Spring)

"Principles of Biology" (4 quarter hours, Fall, Winter, Spring)

Elective (8 quarter hours, Spring)

#### Note:

Students with strong backgrounds in biology or political science may substitute coursework in chemistry, computer programming, or mathematics for one or more courses in the Entry Cluster.

### Third or Fourth Year:

"Advanced Environmental Studies" (normally taken in the fourth year), including a senior project in the subject area of the student's major interest.

Students emphasizing a particular area might take one or more of the following in addition to or instead of "Advanced Environmental Studies":

*Field Biology and Natural History Track:*

"Entomology," "Evergreen Environment,"

"Coastal Natural History"

*Marine Studies Track:* "The Marine Environment," "Tropical Natural History," "Oceanography, Piloting and Seamanship"

*Ecological Agricultural Track:*

"Entomology," "Ecological Agriculture"

*Environmental Assessment and Design*

*Track:* "Environmental Design,"

"Advanced Environmental Studies" is central to this track.

#### Note:

Students interested in adding a physical science emphasis should consider "Matter and Motion" (appropriate for future studies in environmental chemistry, pollution, and hazardous wastes management), or "Energy Systems" in the *Science, Technology, and Health* specialty area.

Additional advanced work is available through internships and individual learning contracts.

All upper division students should consult with a faculty member in *Environmental Studies* or with the convener for advice on how best to design their academic program to meet their specific needs.

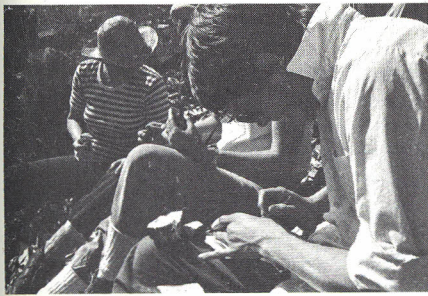
### Future Offerings

Academic programs not available in 1984-85 but which will be offered in subsequent years on a regular basis include the following (the *Environmental Studies* Entry Cluster, described above, is a prerequisite to these programs):

"Environmental Design" (Fall, Winter, Spring, 1985-86 and subsequent years). This program will examine the social and physical context of contemporary design issues. The goal is to develop an understanding of the connections between cultural life-patterns, natural environments, and the physical and social structures of human societies. Components will include design theory, design practice, graphic communication, and community studies.

"The Marine Environment" (Winter, Spring 1985-86, alternating with "Evergreen Environment"). This group contract will feature marine ecology, a survey of marine organisms, and general oceanography. There will be a strong emphasis on field and laboratory studies, with a field research project during Spring Quarter.

We also plan to offer a program in the fall of 1985 and alternate years that deals with the terrestrial environment, such as "Earth Environments" (geology and ecology), or "The American West" (geology, geography, history, and literature). "Tropical Natural History" tentatively will be offered in Fall, 1986, and alternate years thereafter.



Student Matt Mero makes a pencil rubbing of a leaf fossil while on a field trip to the John Day country of north central Oregon with his "Introduction to Natural Science" program. Faculty scientist Kaye V. Ladd (hat) sits in the background.

## Introduction to Environmental Studies

*Fall, Winter/Group Contract*  
*Sponsor: Pat Labine, Fall; Winter faculty to be announced*

*Enrollment: 40 Faculty: 2*

*Prerequisites: Any Core Program or equivalent experience in reading, writing, and analysis; Some introductory experience in natural or social science is recommended*

*Corequisites: "Principles of Biology" and "Political Economy of Scientific Problems" should be taken concurrently unless previously completed*

*Special Expenses: None*

*Part-time Options: Yes*

*Internship Possibilities: Yes, if co-requisites are previously satisfied*

*Additional Course Allowed: Yes*

Our objective is to understand the nature of the human environment, how it has shaped and been shaped by human activities, and the forces and values underlying present-day environmental activities and decisions.

1. "Human Ecology" (Fall) will deal with the ecological interactions of the human species and its environment. Topics include human population biology, ecological adaptations of the human species, and ecosystem analyses of human societies with special emphasis on material cycles and energy flows.

2. "Environmental Geography/Earth Science" (Winter) will deal with the nature and evolution of the physical systems of land, air and water that form the basis for human attempts to adapt to the environment in mutually compatible ways. The impact of human settlement will be of special concern.

Particular attention will also be given to the dynamics of climate in shaping the major biomes of the world. Basic concepts of geology, soils, and geomorphology will be introduced.

Readings and seminar discussions will deal with historical and contemporary views of human environments and natural systems. They will also integrate the study of human ecology and the physical environment with the concurrent course work in biology and political theory/social policy.

*Planned equivalencies in quarter hours:*  
 4—human ecology; 4—environmental geography/earth science; 8—seminar in environmental studies  
**16—total**

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

## Principles of Biology

*Fall, Winter/Course*

*Instructor: Richard Cellarius*

*Enrollment: 100 Faculty: 2*

*Prerequisites: None; high school chemistry or one quarter college chemistry recommended*

*Special Expenses: Laboratory kit*

*Part-time Options: No*

*Internship Possibilities: No*

*Additional Course Allowed: Yes (this is a sequence of courses)*

A sequence of three courses covering principles of structure, function, and interrelationships of cells, organisms, and ecosystems. Fall topics: biological organization, bioenergetics, cellular metabolism, cell division. Winter topics: cellular organization, genetics, development, plant and animal structure and function. Spring topics: behavior, ecology, population biology, evolution, survey of organisms. Laboratory exercises will illustrate principles and important techniques used in biological studies. Three hours of lecture and one three-hour laboratory each week.

*Planned equivalencies in quarter hours:*  
 4—principles of biology 1; 4—principles of biology 2; 4—principles of biology 3  
**12—total**

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

## The Political Economy of Scientific Problems

*Fall, Winter, Spring/Course*

This sequence of courses will provide the theoretical perspectives of the social sciences and practice in social-political-economic analysis essential to understanding contemporary scientific, technological, and environmental problems. For the full description, see page 56.

## Oceanography, Piloting and Seamanship

*Fall/Group Contract*

*Sponsor: J.R. Filmer*

*Enrollment: 24*

*Prerequisites: Sophomore standing*

*Special Expenses: Field trips*

*Part-time Options: Limited to oceanography*

*Internship Possibilities: No*

*Additional Course Allowed: Yes*

This program will introduce students to the fundamentals of piloting, seamanship and small boat handling, including The Rules of The Road, first aid, safety, sailing, and boat and engine maintenance. Use of Evergreen's 38-foot motor-sailer *Seawulff* will provide students with the hands-on opportunity for development of these skills. Simultaneously, this nautical experience will serve as a vehicle for introducing topics in general oceanography to students with little or no previous science background.

*Planned equivalencies in quarter hours:*

4—general oceanography; 8—piloting and seamanship

**12—total**

## Maritime Entrepreneurship and Marine Affairs

*Winter/Group Contract*

*Sponsor: J.R. Filmer*

*Enrollment: 24*

*Prerequisites: Two years of college: "Introduction to Environmental Studies" or one quarter of "Management and the Public Interest" recommended; permission of instructor*

*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. The recent upsurge in international trade, ocean mining, fisheries, aquaculture, offshore drilling, and the increasingly multi-national nature of American industry has focused attention on the necessity that growth, development, and management of marine resources be organized in a manner consistent with sound, progressive ecological policy. We will study maritime, industrial, and commercial activities, and the use and management of ocean resources through lectures, seminars, guest speakers, and many on-site visits. Students will have abundant opportunity to design future internships in maritime enterprises of their own choosing.

*Planned equivalencies in quarter hours:*

8—topics in maritime commerce and industry; 8—topics in marine resources

**16—total**

## Coastal Natural History

*Spring/Group Contract*

*Sponsor: Peter Taylor*

*Enrollment: 24*

*Prerequisites: general biology, college or high school*

*Special Expenses: Field trip costs up to \$60*

*Part-time Options: This is an 8-credit program*

*Internship Possibilities: No*

*Additional Course Allowed: Yes*

This group study program is about the natural history of the Pacific Northwest's marine coasts. Coastal ecosystems will be examined through lectures, reading, films, and field study. A variety of organisms, including algae, vascular plants, invertebrate animals, fishes, birds, and mammals, will be observed in the field and laboratory. Representative coastal habitats of Puget Sound and the Pacific ocean coast will be visited. The development of observational skills, supported by rigorous field notes, will be stressed. Each student will conduct a brief field project.

*Planned equivalencies in quarter hours:*

4—coastal marine ecology; 4—marine organisms

**8—total**

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

*Members of the "Evergreen Environment" program gather to inspect a frog held captive temporarily by faculty biologist Steve Herman.*



## General Entomology

Fall/Course

Sponsor: Robert Sluss

Enrollment: 20

Prerequisites: One year of college study. Recommended that students take "Principles of Biology 1" concurrently if you have not had college biology.

Special Expenses: \$20 for insect-collecting equipment

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

A one-quarter (4 quarter hours) course in general entomology. Students will be introduced to the systematics, structure, function, behavior, and evolution of insects. A library research paper will be required. Students should expect three lectures and one three to four hour lab each week.

Planned equivalencies in quarter hours:

4—general entomology

4—total

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

## Agricultural Entomology

Fall/Course

Instructor: Robert Sluss

Enrollment: 20

Prerequisites: "General Entomology" and General Biology

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

A one-quarter course in agricultural entomology. Students will study the life cycles, damage, natural enemies, and control of common agricultural pests with emphasis on those of local interest. The history of agricultural entomology and a consideration of various approaches to insect pest control will be included.

Students will be required to prepare a library research paper on an appropriate topic. Students should expect four hours of lecture each week.

Planned equivalencies in quarter hours:

4—agricultural entomology (upper division)

4—total

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

## Ecological Agriculture

Winter, Spring/Coordinated Study

Coordinator: Pat Labine

Enrollment: 36 Faculty: 1½

Prerequisites: Core Program or equivalent; introductory college work in biology, ecology and chemistry  
Special Expenses: Approximately \$50 for field trips

Part-time Options: Yes

Internship Possibilities: Consent of coordinator required

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 Third World development, appropriate technology and small-scale agriculture.

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 farm management. 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.

Planned equivalencies in quarter hours:

Distributed among soil science, entomology, plant science, organic horticulture, research techniques, expository writing, agricultural economics, rural sociology, and Third World agriculture and development.

32—total

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



Susie O'Carroll, staff gardener, helps keep Evergreen green.

## Evergreen Environment IX: The Nature of Natural History

*Winter, Spring/Group Contract*

*Sponsor: Steven Herman*

*Enrollment: 42 Faculty: 2*

*Prerequisites: Upper division standing; "Principles of Biology" or equivalent*

*Special Expenses: Approximately \$175 for field trips; each student will be required to own good quality binoculars, a hand lens and a set of plant and animal field guides*

*Part-time Options: No*

*Internship Possibilities: No*

*Additional Course Allowed: No*

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

Field work will involve the scientific description of landscapes and animal and plant phenology and behavior, as well as the identification of plants and animals. A rigorous record-keeping system (naturalist's field journal and species accounts) will be the nucleus of student work and will be of great importance in the evaluation process.

Instruction will emphasize the proper use of the field journal and species accounts, plant and animal morphology and behavior, the improvement of organism identification skills, and the description, collection, and preservation of biological specimens. There will be a number of field trips totaling about 26 days, including a week-long and a two-week long trip in spring.

*Planned equivalencies in quarter hours:*  
5—natural history of the Pacific Northwest; 5—history of natural history; 5—field records in natural history; 5—ecosystem ecology; 4—field zoology; 4—field botany; 4—ornithology;  
**32—total**

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

## Advanced Environmental Studies

*Fall, Winter, Spring/Coordinated Studies*

*Coordinator: Kaye V. Ladd*

*Enrollment: 45 Faculty: 3*

*Prerequisites: "General Entomology" and General Biology or equivalent; plus one year of intermediate-level work in the natural or social sciences.*

*Special Expenses: Some for travel in Puget Sound area*

*Part-time Options: No*

*Internship Possibilities: No*

*Additional Course Allowed: Yes, during Fall Quarter*

This program is a three-quarter sequence designed to prepare students to work as professionals on environmental issues.

Fall Quarter the program will be for 12 quarter hours and focus on work in resource management and ecological methods, including some chemical methods. This material will be integrated through seminar discussion and through research and analysis of case studies on local environmental issues. Full-time students are expected to take an additional course to strengthen their weakest areas.

Winter Quarter the program will be 16 quarter hours and focus on work in environmental policy, marine ecology, and environmental chemistry. This material will be integrated through seminar discussion and through a field-oriented research project designed by the faculty. In addition, students will develop research proposals for projects to be completed Spring Quarter, learn how to turn these proposals into a formal grant or contract, and begin the background work on the project of their choice.

Spring Quarter the program will be 16 quarter hours and focus on completing the projects developed Winter Quarter. In addition, there will be a seminar on environmental issues.

*Planned equivalencies in quarter hours:*  
4—resource management; 4—ecological methods; 4—environmental policy; 4—marine ecology; 4—environmental chemistry; 4—social science research; 4—natural science research; 16—project related (distributed among environmental and applied social sciences)  
**44—total**

*Program is preparatory for careers and/or further study in environmental policy, environmental assessment, and environmental research.*

## Other Study Opportunities in Environmental Studies

The Senior Project or Thesis option is available for variable credit under the sponsorship of individual faculty in *Environmental Studies*. For guidance on the procedures for setting up a senior project, please consult the convener of *Environmental Studies*.

Internships are available in a variety of different agencies, businesses and private and public organizations. Advanced planning is imperative for students planning to undertake an internship. Students should begin by talking with the Office of Cooperative Education early in the quarter preceding the internship. Consult with the *Environmental Studies* convener for advice on possible faculty sponsors and areas of interest.

Individual contracts are available to advanced students with well-defined plans of individual study. If you are interested in doing an individual contract, you should begin planning your program of study early in the preceding quarter. The possibility of specific studies under the individual contract mode depends upon faculty and equipment availability each quarter. Students may contract for no more than one quarter at a time. If you are interested in pursuing an individualized program of study and need advice on a faculty sponsor, consult with the convener of *Environmental Studies*.



# Expressive Arts

*Conveners:* Ainara Wilder and Lynn Patterson

*Affiliated Faculty:* Susan Aurand, Craig Carlson, Don Chan, Sally Cloninger, Tom Foote, Marilyn Frasca, Meg Hunt, Jean Mandeberg, Pat Matheny-White, Ruth Palmerlee, Lynn Patterson, Terry Setter, Paul Sparks, Charles Teske, Sid White, Ainara Wilder, Bill Winden, and Bud Johansen

*Associated Faculty:* Richard Alexander, Rudy Martin, David Powell, Pete Sinclair, Sandra Simon, Gail Tremblay, and Mary Nelson



Wilder



Patterson

You are invited to join the *Expressive Arts* faculty each year in the study of a variety of exciting personal and historical themes. You and the faculty will study these themes by *doing creative work* in visual art, music, dance, theatre, film, video, photography, or creative writing; you will support and enrich your creative work by *doing historical research* on the nature and uses of creative work in various cultures and times. The themes studied each year are drawn from the faculty's own work as professional artists, directors, choreographers, composers, performers, designers, writers and historians. As the questions central to the faculty's work change, the programs offered evolve. Thus, the *Expressive Arts* curriculum continues to be vital and informed by the new insights and enthusiasm of the faculty.

As a student studying in *Expressive Arts*, you should not expect to focus your creative work in one area of art only. Evergreen offers an interdisciplinary, collaborative curriculum in the arts, in keeping with both the college's philosophy and the increasingly collaborative nature of contemporary art. This means that you will be encouraged and expected to study in more than one art area and to under-

take collaborative work with other students working in a variety of art forms.

Each year, the offerings in *Expressive Arts* include:

A sophomore-level Coordinated Study program (for 1984-85, "The Gaia Aesthetic: Discovery Through Creation");

Junior- and senior-level, work-based Group Contracts;

Opportunities for individual contracts (advanced students only) and internships in arts management;

and, skill-development courses to supplement your work in your program or group contract.

All students enrolled in *Expressive Arts* Group Contracts will participate in the *Evergreen Arts Symposium*, an exciting, all-arts weekly series of lectures, performances and exhibitions. Each of the symposia is a forum for the sharing of works-in-progress by students and faculty, for seeing new works by a variety of visiting artists and performers, and for the lively discussion of key issues in the arts today.

If you wish, you may complete a Thesis Project in your senior year. Your Thesis Project demonstrates to a committee of *Expressive Arts* faculty that you have (a) become competent in the skills and concepts of a visual or performing discipline; (b) used those skills and concepts to investigate a personal, cultural, or historical question or theme; and (c) acquired an understanding of the historical development and social uses of your discipline. The Thesis Project may take a variety of forms, for example, a one-person exhibition, the performance of an original work, or a senior recital. To prepare a Thesis Project, you should identify a faculty member in the spring of your junior year to serve as your Thesis Project Advisor and begin to plan your project with him or her.

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

## The Gaia Aesthetic: Discovery Through Creation

*Fall, Winter/Coordinated Study*  
*Coordinator:* Meg Hunt  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Core Program, or one year of college work  
*Special Expenses:* Art supplies, dance clothes, etc.  
*Part-time Options:* With faculty approval only  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes, it's required

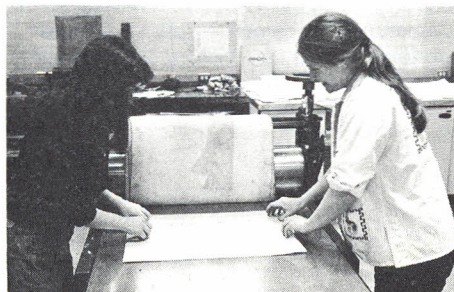
If we assume that the Earth is an organism of which we are a part, and if we are concerned about our mutual relationship, what does that do to our art? It must be something deeper than waving our arms like trees or drama-diatribes against pollution, although those elements might appear as part of something larger. If we assume that the health of Earth is also our health, how do we make healthy art? What about techniques and materials? intent? audience? function? What are our values, and how do we express them?

We will be a group of painters, dancers, musicians, photographers and poets who are examining these and other questions. We will not agree on everything. We will make works—individually and collectively—that express our emerging aesthetic(s). We will read and discuss many ideas on the subject (Lovelock, Doczi, Snyder and many more) and examine the works of artists (Noguchi, Hawkins, Winter and many more) whose search seems to be similar to ours.

Each student in the program will take one Expressive Arts course each quarter to develop his/her skills. All students will participate in the *Evergreen Arts Symposium*.

*Planned equivalencies in quarter hours:*  
 8—aesthetics and individual projects in art, dance, music, drama or poetry;  
 4—comparative literature;  
 4-6—philosophy or design; 6—popular culture  
**24—total**

*Program is preparatory for further studies, careers, and/or graduate study in the arts, aesthetics, and writing.*



40

*Expressive Arts*

## Studio Project: Painting and Drawing

*Fall/Group Contract*  
*Coordinator:* Marilyn Frasca  
*Enrollment:* 20 *Faculty:* 1  
*Prerequisites:* Coordinated Study program or equivalent, portfolio, and faculty signature.  
*Special Expenses:* Cost of own art materials.  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes, with permission of faculty.

This program is a one quarter opportunity to do studio work in the visual arts. Each week students and faculty will work in the campus studio a minimum of four hours per day on an intensive study of a chosen theme in either painting or drawing. Students will be expected to produce five finished images each week and to attend weekly studio classes, work discussion seminars, and seeing seminars. All students will participate in the *Evergreen Arts Symposium*.

*Planned equivalencies in quarter hours:*  
 12—painting or drawing; 2—art history;  
 2—writing  
**16—total**

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

## Personal is Political/Imagemaking

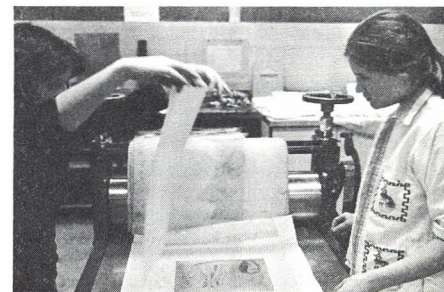
*Winter/Group Contract*  
*Sponsors:* Marilyn Frasca and Susan Aurand  
*Enrollment:* 32 *Faculty:* 2  
*Prerequisites:* Coordinated Study or equivalent, arts program, portfolio, and signature of faculty  
*Special Expenses:* Cost of own imagemaking materials, expense of travel to Mexico, if student takes this journey  
*Part-time Options:* Tuesday, Wednesday, Thursday 9-12; Imagemaking Project for 8 quarter hours  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes, with permission of faculty

In Mexico in the 1920's and 30's, Frida Kahlo and Diego Rivera joined art with social commentary. Through readings and by seeing images, we will try to understand how such personal work is also political work.

Students will paint, draw, or sculpt and attend all lectures, work discussion seminars and studio classes. The program will travel to Mexico to see the Rivera murals and the Kahlo paintings. (Students can arrange alternative projects should travel be impossible for them.) A course in Spanish is suggested for students planning to travel to Mexico. All students will participate in the *Evergreen Arts Symposium*.

*Planned equivalencies in quarter hours:*  
 4—art history; 4—aesthetics;  
 8—Imagemaking Project (painting, drawing, sculpture)  
**16—total**

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



*Evergreen's Printmaking Studio is one of the best facilities of its kind in the Pacific Northwest.*

## Cluster Contracts in 3-D Art

*Spring/Individual Contract Cluster*

*Sponsor:* Jean Mandeberg

*Enrollment:* 24

*Prerequisites:* Presentation of a portfolio of studio work and faculty signature

*Special Expenses:* Art materials and studio fees

*Part-time Options:* Yes

*Internship Possibilities:* Yes

*Additional Course Allowed:* Yes

I will be sponsoring a cluster of individual contracts in three-dimensional art for advanced students. I am interested in working with students using a wide range of materials and processes.

*Planned equivalencies in quarter hours:* to be individually determined

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

## Flat, Flat, Round: Photography, Drawing and Painting, and Ceramics

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Paul Sparks

*Enrollment:* Fall, 23; Winter, 18;

Spring, 16

*Prerequisites:* One year of college work

*Special Expenses:* This is an intensive studio program. Students should budget for art materials, lab fees, and fees for visiting artist lectures.

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* Winter

Quarter students may be required to participate in the module, "Northwest Currents Art History"

This is in reality three different programs flying in formation. Each is aimed at the serious student who wants to do something well. Each quarter will offer intensive instruction in a different medium. The work for each segment will be offered in the context of important questions and issues linked to the work of artists who have made these same questions a central issue in their own lives.

Fall Quarter will focus on exploration of the craft of photography and the language of formalism: the real and unreal world, aesthetics of elegance and the poetry of pure form. Winter Quarter will focus on painting and drawing in the context of the traditions of expressionism. We will deal with color, surface, gesture, eloquent marks, process and feeling. Spring Quarter will consider magic and personal power. We will do ceramic sculpture and undertake an inquiry into the world of the primitive and native artist.

Students may work in this program for a full year, or exit and enter at the end of each quarter. The emphasis of the program will be on skill development and on the development of a personal aesthetic and direction through each medium. The faculty will work in the studio along with the students as a means of initiating dialogues.

Students in this program will: (1) do studio work in three different media, each focusing their work on a central theme, (2) study art history, (3) keep a formal, structured journal, and (4) meet, talk with, and visit the studios of artists in the Northwest.

*Planned equivalencies in quarter hours:*

*Fall:* 8—photography; 5—art history;

3—writing; *Winter:* 4—painting;

4—writing; 4—drawing; 4—art history;

*Spring:* 8—sculptural ceramics; 5—art

history/aesthetics; 3—writing

**48—total**

*Program is preparatory for further studies, careers, and/or graduate studies in expressive arts.*

## Techniques of Visual Anthropology

*Fall/Group Contract*

*Sponsor:* Lynn Patterson

*Enrollment:* 32 *Faculty:* 2

*Prerequisites:* Two years of college-level work, presentation of portfolio, and faculty signature

*Special Expenses:* \$165 lab fee (includes 1/2" and 3/4" VT, 16mm raw stock, processing and editing); in addition, students must supply film and processing for still photographic exercises

*Part-time Options:* No

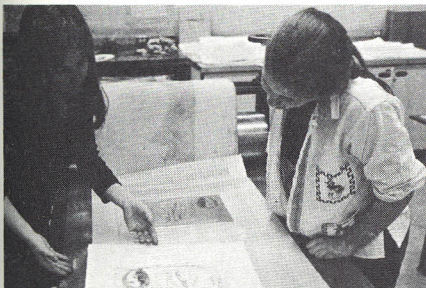
*Internship Possibilities:* No

*Additional Course Allowed:* Students with previous production training may, with faculty approval, substitute one arts module for in-program production workshops

"Techniques of Visual Anthropology" will provide a foundation in non-fictional, culturally-informed image making. Students will be trained in field production techniques for visual anthropology encompassing still photography, basic 16mm sync production, and location video and sound recording. Exercises in still and moving formats will insure development of technical control, critical awareness, observational and reflexive styles, and facility in the design of ethical and culturally-relevant media documents. Students will study the art of ethnographic reporting and culture; and will analyze documents in print and film by anthropologists. All students will participate in the *Evergreen Arts Symposium*.

*Planned equivalencies in quarter hours:* 5—visual anthropology: theory; 5—visual anthropology: techniques (field production); 6—ethnographic reporting and the study of culture  
**16—total**

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



## Anthropology of Visual Communication

Winter/Group Contract

Sponsor: Lynn Patterson

Enrollment: 20

Prerequisites: Junior level, signature required; students enrolled in "Techniques of Visual Anthropology" in Fall or previous years have first priority; other students must demonstrate previous experience in film, photography, or anthropology

Special Expenses: \$35 for darkroom use and reprints, plus cost of film

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This one quarter Group Contract will help students in the arts and social sciences to affect and analyze visual images. Students will be exposed to the theory and method of visual documentation of culture and visual communication (gesture, costume proxemics, kinesics, and semiotics). Projects will involve various media, including still photography and audio. Students will design a final research project which draws upon the documentation studies, applies the various theoretical perspectives, and treats in depth the symbolic and visual aspects of one cultural group, event, or environment. All students will participate in the *Evergreen Arts Symposium*.

Planned equivalencies in quarter hours:  
8—theory and techniques of visual communication; 8—theory and techniques of the visual documentation of culture  
**16—total**

Program is preparatory for careers and/or future study in anthropology, media and communication.

## Applied Cultural Documentation: Bali

Spring/Group Contract

Sponsor: Lynn Patterson

Enrollment: 20

Prerequisites: Junior level, faculty signature required

Special Expenses: To be determined—obviously high

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

We will undertake a collaborative project documenting the work of a number of visual and performing artists of Bali. We will arrange homestay/apprenticeships for students, who will then have two months to study with artists, determine a focus for their documentation, and produce the work. Students who have completed "Techniques of Visual Anthropology" and "Anthropology of Visual Communication" preferred. Commitments and registration for the program must be made by *January, 1985*, so language study and group planning can begin prior to Spring Quarter. Students should correspond with faculty as soon as possible so meetings can be scheduled and newsletters updating plans for the quarter can be sent to prospective participants.

*Fifteen students must register in order to offer this program.*

Planned equivalencies in quarter hours:  
16—applied cultural documents in Bali  
**16—total**

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

## The Artistic Imagination

Fall, Winter/Coordinated Study

Coordinator: Jean Mandeberg

Enrollment: 48 Faculty: 2

Prerequisites: Core Program and Expressive Arts Coordinated Study, or equivalent

Special Expenses: Art Supplies

Part-time Options: Yes, 12 quarter hours

Internship Possibilities: No

Additional Course Allowed: Yes

This group contract will examine the artistic process through a fusing of studio work (2-D and design) and study in art history. We are interested in understanding how artists identify, develop, and present visual ideas. How can ideas that are present only in the artist's imagination be translated into visual form that is communicable to others and transcends the artist's personal experience? How does this process help us make sense of the world and heighten our attention? What is the audience's role in appreciating visual work and how does the artist-as-critic analyze and write about an art work within its historical context while also understanding the spirit of the work?

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

Planned equivalencies in quarter hours:  
16—art history (special topics);  
16—beginning, intermediate, or advanced studio work (level and medium to be individually determined)  
**32—total**

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



Student filmmakers Doug Bertran (left) and Mark Smith.

## Memory Images

*Spring/Coordinated Study*

*Coordinator:* Hiro Kawasaki

*Enrollment:* 72 *Faculty:* 3

*Prerequisites:* Coordinated Study or equivalent; college-level literacy

*Special Expenses:* Expenses for week-long retreat

*Part-time Options:* Tuesday, Wednesday, Thursday, 9-11, and Memory Project for eight quarter hours

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

"Memory Images" will study the philosophical and psychological nature of a person's memory of a past event in his or her life. The program will meet together three mornings a week: one morning for an intensive journal workshop during which each person will remember events in his or her life in writing, one morning for talks on the philosophy and psychology of memory, and one morning to see and respond to memory images. Two afternoons each week, the program will meet in smaller groups for discussion of student memory projects and for book seminars. During the quarter each student will make a substantial object—visual, written, oral—which incorporates his or her memory image(s). The main text for the book seminars is Marcel Proust's *Remembrance of Things Past*. Other readings will be assigned. During the early part of the quarter, the program will go on a one-week retreat.

*Planned equivalencies in quarter hours:*

4—intensive journal workshop;  
4—philosophy and psychology of memory;  
4—memory images in art;  
4—autobiography

**16—total**

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

## Dance: Creation and Performance

*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 and weekends

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

This group will focus on a major production directed and choreographed by Bud Johansen. Each student will be involved in various aspects of the performance (not all will perform as dancers), and will gain knowledge and skills needed to produce, present, and promote a major theatrical event.

All students will keep journals of their observations of this work in progress and write analytic papers based on their observations. They will 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 and will perform them for the group with a possible public performance.

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 classes will be conducted, at times, off campus on evenings and weekends. All students will participate in the *Evergreen Arts Symposium*.

*Planned equivalencies in quarter hours:*

8-12—dance performance;  
4-8—choreography; 8—dance history and aesthetics; 4—arts management;  
4—technical production

**28-36—total**

*Program is preparatory for careers and/or future study in teaching and choreography.*

## Directors on Directing/ Actors on Acting

*Fall, Winter/Group Contract*

*Sponsor:* Ainara Wilder

*Enrollment:* 35 *Faculty:* 2

*Prerequisites:* *Core Program*, plus one year of theatre arts skill; faculty signature  
*Special Expenses:* Workshop materials, transportation, and ticket costs for five main stage plays in Seattle

*Part-time Options:* 12 quarter hours

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

Directing for the theatre may be described as a process of transforming personal vision into public performance. The Director must first develop a capacity for creating vision, an ability to fuel the imagination from many sources; he or she must then be able to transform this vision into a theatrical reality, using a mastery of many theatre crafts. The entire Fall Quarter will be spent investigating the art of directing.

Winter Quarter focus will be on the art of acting with special concerns about women in theatre. This art form will be examined from the director's point of view. For this reason, students are not encouraged to enter the program only during Winter Quarter.

Our main study methods will be through research, seminars, workshops, and bi-weekly trips to the various Seattle main stage productions. All students will participate in the *Evergreen Arts Symposium*.

*Planned equivalencies in quarter hours:*

12-16—beginning, intermediate or advanced directing; 12-16—beginning, intermediate or advanced acting  
**24-32—total**

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



## Writing Short Fiction and Poetry

*Spring/Group Contract*

*Sponsor:* Gail Tremblay

*Enrollment:* 24

*Prerequisites:* One year of college work

*Special Expenses:* Weekly photocopying of work

*Part-time Options:* With faculty approval only

*Internship Possibilities:* No

*Additional Course Allowed:* With faculty approval only

Students will write and rewrite either short fiction or poetry. They will be expected to produce at least 30 pages of finished, well-crafted, original work. In addition, they will read and discuss the works of important American fiction writers and poets including Richard Hugo, Alice Walker, James Masao Mitsui, Alurista, Ntozake Shange, Tess Gallagher, Eudora Welty, and others. From these works, we will gain an understanding of what these writers have to say and how they use images, choose details, and make their poems or stories "technically tick." All students will participate in the *Evergreen Arts Symposium*.

*Planned equivalencies in quarter hours:*

8—creative writing; 8—20th Century American literature

**16—total**

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

## Fiction Writing Workshop

*Fall/Group Contract*

*Sponsor:* David Powell

*Enrollment:* 20

*Prerequisites:* Some experience in writing; college-level expository writing; faculty signature required

*Special Expenses:* Weekly xeroxing of work

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

This workshop for fiction writers follows lines that have proven results. First, there will be lectures, critiques and readings organized around dialogue, point of view, symbolism, description, characterization, plot, and setting. These activities will focus on classic examples of great fiction, and on the writing of the students in the program. Second, an unadjustable, un-negotiable minimum of 20 typed pages of second-draft fiction per week will be required. Workshop sessions will include: critiques, support group sessions, lectures, readings, rewrite sessions, more critiques, and writing exercises.

*Planned equivalencies in quarter hours:*

12—creative writing; 4—readings in modern fiction

**16—total**

*Program is preparatory for further studies in professional/graduate school, journalism, and professional writing.*



## American Performing Arts: Oral and Performing Traditions

*Fall, Winter/Group Contract*

*Sponsor:* Charles Teske

*Enrollment:* 24

*Prerequisites:* Junior level

*Special Expenses:* To be announced

*Part-time Options:* Yes, consult program description and faculty

*Internship Possibilities:* No

*Additional Course Allowed:* With faculty permission

### American Performing Arts Cluster Group Contracts

A Cluster of four Group Contracts centered upon the study and performance of American music and related art forms will be offered throughout Fall, Winter and Spring Quarters. Each Group Contract will emphasize a different aspect of performance style and technique; however, common interests and overlapping needs will result in regular collaborations between faculty and students in the various groups. You should register for the Group Contract in which you are primarily interested. Once enrolled, you may elect to participate in one or more of the ensembles, workshops, or courses offered as part of the other Group Contracts in the Cluster. Students in the Cluster will thus have access to vocal and instrumental performance opportunities, as well as work in aesthetics, writing, composition and production. You may move from one Group Contract to another at the start of each quarter.

All four Group Contracts in the *American Performing Arts* Cluster will share a lecture and discussion series entitled "America's Performing Arts: Roots, Issues, and Directions." They will also participate in *Evergreen Arts Symposium*.

*The following Group Contracts are included in this cluster:*

"Oral and Performing Traditions"

"Performing America's Music"

"America's Folk Music in a Cultural Perspective"

"Composition and Performance"

Each quarter a core seminar entitled "Oral and Performing Traditions" will be offered. A series of courses on "Playwriting," "History of Jazz," and "Songwriting" will also be offered.

Students may also elect to participate in workshops, ensembles or courses offered by the other Group Contracts in the *American Performing Arts* Cluster. All students will attend a core lecture series entitled "America's Performing Arts: Roots, Issues and Directions," and participate in the *Evergreen Arts Symposium*.

Brief descriptions of the four components of this program are as follows. "Oral and Performing Traditions" (Fall and Winter, 4 quarter hours): Songs, ballads, tales, oral epics, rock lyrics, spirituals, blues, minstrels, vaudeville and jazz—how they work, what principles of improvisation connect them, and how these working principles differentiate them from literature meant for reading and from music played from notation.

"Playwriting" (Fall, 4 quarter hours): analysis of several plays; exercises in writing scenarios and scenes. Each student will write the script of a one-act play suitable for the stage, video or film. Limit: 20 students.

"History of Jazz" (Fall, 4 quarter hours): the history and aesthetics of jazz, listening sessions and readings, lectures and discussions; study of the styles, major figures, roots and new directions of jazz. No enrollment limit.

"Songwriting" (Winter, 4 quarter hours): analysis of lyrics and melodies by other composers, composition of songs, and sharing of performances; and mutual criticism. (Prerequisite: Music fundamentals or equivalent background in music reading and notation.) Limit: 20 students.

*Planned equivalencies in quarter hours:*

*Fall:* 4—history of oral and performing traditions; 4—playwriting; 4—history of jazz; 4—America's performing arts: roots, issues, directions; *Winter:* 4—history of oral and performing traditions; 4—playwriting or history of jazz; 4—songwriting; 4—America's performing arts: roots, issues, directions

**32—total**

## American Performing Arts: Composition and Performance

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Donald Chan

*Enrollment:* 23

*Prerequisites:* Junior level and experience in music performance

*Special Expenses:* To be announced

*Part-time Options:* Yes, consult faculty

*Internship Possibilities:* No

*Additional Course Allowed:* With permission of faculty

Students in this Group Contract will be able to work on the following areas of musicianship: improvisation, composition arranging, performance practices (i.e., jazz ensemble, chamber music, the business of music, and performance organization) and music theatre (conducting skills, audition techniques, and music preparation).

During the course of the year, students will be given the opportunity to compose, arrange/orchestrate, and have their works performed. There will also be an opportunity to work in large performing ensembles, i.e. Jazz Ensemble, Chamber Singers, or Olympia Symphony. So that the student will be better prepared, some of the time will be devoted to the business of music, i.e., resume preparation, contracts, copyrights, audition techniques, etc. The object is to give the student enough survival skills to face the reality of the outside world.

Students may join this Group Contract for Fall, Winter or Spring. In addition, students in this Group Contract may elect to participate in workshops, ensembles or courses offered by the other Group Contracts in the *American Performing Arts* Cluster. All students will attend a core lecture series entitled "America's Performing Arts: Roots, Issues and Directions," and participate in the *Evergreen Arts Symposium*.

*Planned equivalencies in quarter hours:* will vary individually.

## American Performing Arts: America's Folk Music in Cultural Perspective

Fall, Winter, Spring/Group Contract

Sponsor: Tom Foote

Enrollment: 23

Prerequisites: Junior level

Special Expenses: To be announced

Part-time Options: Yes, consult faculty

Internship Possibilities: No

Additional Course Allowed: With permission of faculty

Students working in this Group Contract will study and trace the evolution of America's folk music in a cultural perspective. We will examine the lifestyle and daily existence that surrounded the emerging sounds. Lectures and presentations will cover early ballads, Southeast Appalachian vocal and instrumental styles, cowboy, blues, gospel, bluegrass, Latino-Tex Mex, Cajun, rockabilly and country-and-western music.

Instrumental workshops on the various stringed instruments used in our folk music will be arranged for in accordance with students' interests. It will also be possible for students to participate in performing ensembles of folk music, variously configured, in accordance with individual interest.

Students may join this Group Contract for Fall, Winter or Spring quarter. In addition, students in this Group Contract may elect to participate in workshops, ensembles, or courses offered by the other Group Contracts in the "America's Performing Arts" Cluster. All students will attend a core lecture series entitled "America's Performing Arts: Roots, Issues and Directions," and participate in the *Evergreen Arts Symposium*.

*Planned equivalencies in quarter hours:* (will vary individually): 4—history of American music; 8—instrumental workshop and performance; 4—America's performing arts: roots, issues and directions

**16—total each quarter.**

## American Performing Arts: Performing America's Music

Fall, Winter, Spring/Group Contract

Sponsor: William Winden

Enrollment: 23

Prerequisites: Junior level and some experience in music performance

Special Expenses: To be announced

Part-time Options: Yes, consult faculty

Internship Possibilities: No

Additional Course Allowed: With faculty permission

"Concert Performance," Fall. Concert performance of American vocal and instrumental music will be prepared. Music from all periods of American history will be represented, including the years of the Revolutionary and Civil Wars; the 20th Century, however, will be emphasized. Music written for small ensembles and solo pieces will predominate.

In addition to rehearsing and performing American music, students will study the historical background and social implications of the styles with which they are working. They will also examine the formal musical structure of each piece which is performed. Musical performance, history and theory will therefore be combined as the music is learned.

"Music Theatre," Winter. The emphasis during Winter Quarter will be upon American Music written for the theatre. Again, performance preparation will include a study of historical, social and formal musical considerations pertaining to each piece.

Singers will study acting techniques which are particularly applicable to music theatre performances. They will also work to develop movement skills. Short, informal performances will be given.

"Large-Scale Music Theater," Spring. The performance of larger scaled American music theatre works will occupy Spring Quarter, in combination once more with historical, sociological and music theory studies.

Students may join this Group Contract for Fall, Winter, or Spring Quarter. In addition, students in this Group Contract may elect to participate in workshops, ensembles or courses offered by the other group contracts in the *American Performing Arts* Cluster. All students will attend a core lecture series entitled "America's Performing Arts: Roots, Issues and Directions," and participate in the *Evergreen Arts Symposium*.

*Planned equivalencies in quarter hours:* 4—America's performing arts: roots, issues and directions; 4—applied music: performance ensembles; 4—music history: American music; 4—form and analysis: American music

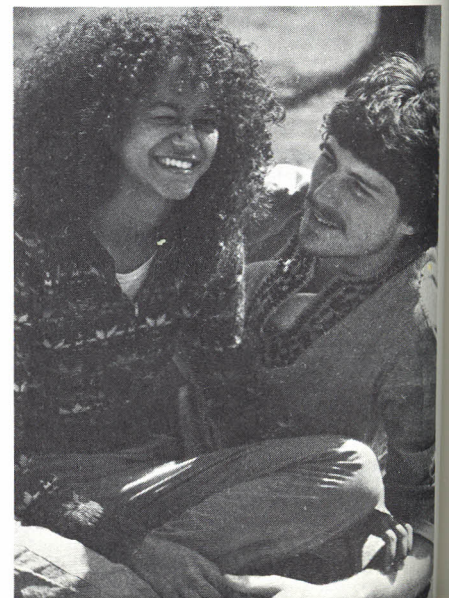
**16—total each quarter**

## Other Study Opportunities in Expressive Arts

*Internships* are available in a variety of different agencies, businesses and private and public organizations. Advanced planning is imperative for students planning to undertake an internship. Students should begin by talking with the Office of Cooperative Education early in the quarter preceding the internship. Consult with the *Expressive Arts* convener for advice on possible faculty sponsors and areas of interest.

*Individual contracts* are available to advanced students with well defined plans of individual study. If you are interested in doing an individual contract, you should begin planning your program of study early in the preceding quarter. The possibility of specific studies under the individual contract mode depends upon faculty, space and equipment availability each quarter. Students may contract for no more than one quarter at a time. If you are interested in pursuing an individualized program of study and need advice on a faculty sponsor, consult with the convener of *Expressive Arts*.

Students Gretchen Mattila and Greg Huddleston share a sunny day on campus.

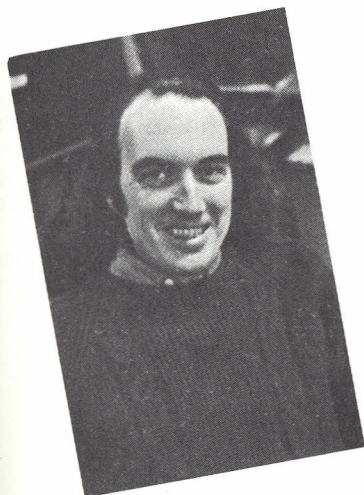




# Humanities

*Conveners:* Mark Levensky and Pete Sinclair

*Affiliated Faculty:* Richard Alexander, Gordon Beck, Stephanie Coontz, Virginia Darney, Peta Henderson, David Hitchens, Richard Jones, Hiro Kawasaki, Eric Larson, Mark Levensky, Charles McCann, David Marr, Rudy Martin, Art Mulka, Chuck Pailthorp, Mark Papworth, David Powell, Thomas Rainey, Gil Salcedo, Pete Sinclair, Nancy Taylor, and Kirk Thompson



Sinclair

The *Humanities* specialty area is a group of 24 faculty from the fields of literature, history, philosophy, anthropology, archeology, psychology, and religion. We are committed to these subjects, and concerned within them about the following themes:

*The nature and value of written, visual, musical, and oral texts.*

*Connections between language, thought, value, behavior, and society.*

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

*Evaluations of the relationships between a person or people and other men and women; private and public institutions and the gods.*

*Attempts to imagine and make new relationships, and new societies.*

We do some work on one or more of these themes in each of our programs. In addition, we design each of our programs to:

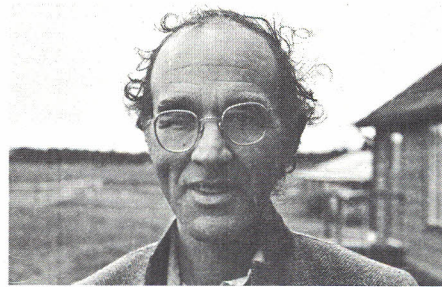
*Emphasize great texts and/or artifacts and their relations to our specialty area themes.*

*Encourage discussion in seminar groups.*

*Help each student improve his or her writing.*

*Promote cooperative, interdisciplinary study.*

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



Levensky

## Career Pathways

Our curriculum of Coordinated Studies, Group Contracts, and Courses is varied but connected. New *Humanities* programs begin each quarter. Students who complete one *Humanities* program have an opportunity to join another, complementary program in the *Humanities* area. We have laid out no prescribed pathways as a student who progresses carefully among these offerings, guided by developing personal interests, and devotes the senior year to advanced work will emerge with a strong concentration in the *Humanities*. *Humanities* programs have part-time options. *Humanities* area faculty also will teach noon, evening, and weekend courses and sponsor individual contract projects.

Work that a student does in the *Humanities* specialty area helps prepare him or her for future undergraduate and graduate work in the Humanities or social sciences and, in general, for a significant, adult, reflective life.

## Metaphor, Dreams and Language

*Fall/Group Contract*

*Sponsor:* Richard Jones

*Enrollment:* 24

*Prerequisites:* One Coordinated Study program

*Special Expenses:* None

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

This advanced Group Contract is designed to pursue Julian Jaynes's hypothesis that the evolution of human language has pivoted on its dual function as (1) a means of communication, and (2) an organ of perception—the latter by way of constructing metaphor. We shall seek to further refine the hypothesis by systematically studying the effects on writing of reflecting on the unconsciously constructed metaphors of dreams.

Activities will include seminars, lectures, and relevant exercises. The primary responsibility will be completion of an assigned research project.

*Planned equivalencies in quarter hours:*

4—literary criticism; 4—dream psychology; 4—linguistics; 4—expository writing.

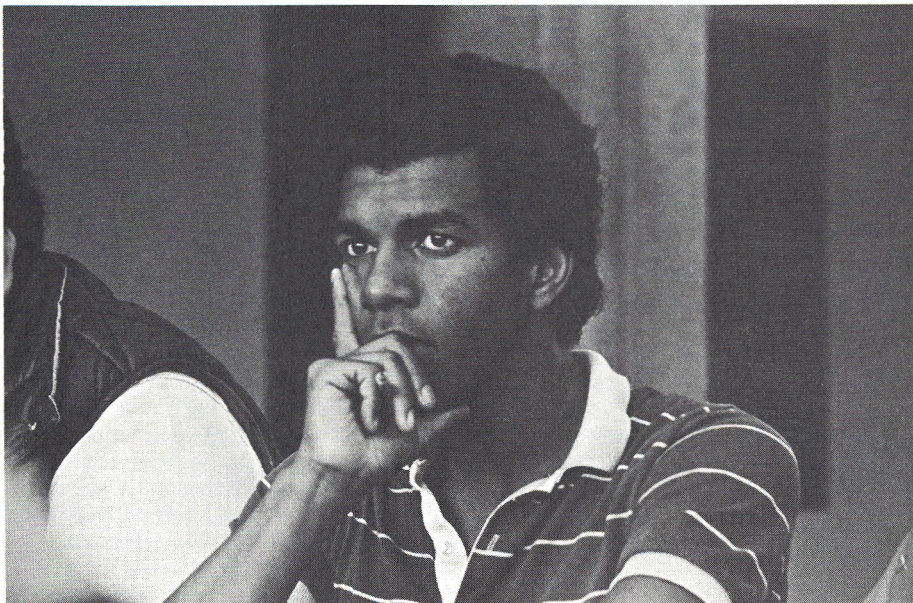
**16—total**

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

► "People who have been at Evergreen for awhile are adept at using questions to draw other people out to work on an idea. I value this skill highly. . . . Seminars were the most important part of the programs, the best way to learn to think with other people."

Steve Wolford  
1981 graduate

*Reflection is another form of participation.*



## 17th Century England: Literature and Philosophy

Fall/Group Contract  
Sponsor: Richard Alexander  
Enrollment: 24  
Prerequisites: Core Program or equivalent  
Special Expenses: None  
Part-time Options: Yes  
Internship Possibilities: No  
Additional Course Allowed: No

The 17th Century marks the burial of the Middle Ages and the birth of the modern world. English thought and literature played a major role in the transition.

We will read works by Bacon, Shakespeare, Donne, Hobbes, Milton, Locke, and others.

Among the many themes: mind and body, language and thought, the methods of science, the nature of passion, God's Will and Human Willfulness, the social contract, skepticism and faith, rationalism, and revolution.

We will attempt broad coverage of philosophical issues and also minute examination of key passages.

*Planned equivalencies in quarter hours:*  
4—17th Century English literature;  
4—17th Century English philosophy;  
8—individual project  
16—total

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

## Utopias: Alternative Societies in Thought and Practice

Fall, Winter/Coordinated Study  
Coordinator: Stephanie Coontz  
Enrollment: 72 Faculty: 3  
Prerequisites: Two years of college work  
Special Expenses: None  
Part-time Options: Yes  
Internship Possibilities: No  
Additional Course Allowed: No

This program explores three societies, either imagined or real, that have been put forward as alternatives to existing social systems. Fall Quarter we examine Plato's *Republic*, which presents the social vision of a member of an upper class. Winter, we turn to the political program of those who tried to overturn the social order in 17th Century England. Our primary text for the first half of the quarter is Gerard Winstanley's *The Law of Freedom in a Platform*. Finally, we embark on a case study of a society that has been hailed by many as a living utopia—that of the BaMbuti pygmies of the Ituri Forest. Our text here is *The Forest People* by Colin Turnbull.

On Tuesday mornings, one faculty member will discuss the portion of the text being read that week. Tuesday afternoons, we will seminar on that text. On Wednesday and Thursday mornings, the other faculty members will relate material from their own disciplines to the text. On Thursday afternoons, we will seminar on their presentations plus any supplemental reading they have assigned. There will be weekly writing assignments, which will also be discussed in class.

*Planned equivalencies in quarter hours:*  
10—philosophy; 8—history;  
8—anthropology; 6—political theory  
32—total

*Program is preparatory for careers and/or future study in philosophy, history, social anthropology, politics, and teaching.*

## 17th Century Continental Europe: Literature and Philosophy

Winter/Group Contract  
Sponsor: Richard Alexander  
Enrollment: 24  
Prerequisites: Core Program or equivalent  
Special Expenses: None  
Part-time Options: Yes  
Internship Possibilities: No  
Additional Course Allowed: No

This contract is a continuation of the Fall Quarter 17th Century: England: Literature and Philosophy" contract, but can be taken by itself. The themes for the two quarters are roughly the same, but the materials and approaches of the authors are often markedly different, continental writers being far more attuned to idealism, skepticism and faith, and hostile to the new individualism and democratic ideas flourishing in England.

Readings will include works by Cervantes, Galileo, Descartes, Pascal, Racine, Moliere, Spinoza and La Rochefoucauld.

*Planned equivalencies in quarter hours:*  
4—17th Century European literature;  
4—17th Century European philosophy;  
8—individual project  
16—total

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

*Will Humphreys, faculty member in philosophy, lectures to the program, "Thinking Straight."*



## Studies in American Culture, 1890-1940

Winter, Spring/Group Contract  
Sponsor: David Powell  
Enrollment: 24  
Prerequisites: Core Program or one year of college  
Special Expenses: None  
Part-time Options: Yes, 8 quarter hours  
Internship Possibilities: No  
Additional Course Allowed: No

In the short 50 years between 1890 and 1940, there was so much accelerated change in America that the artifacts of American culture make a collage of change and the effects of change. This Group Contract will examine a series of conceptions about the individual, and the relationship between individuals and society, in written, visual, and oral text from this period. We will study documents of fictional prose, architecture, philosophy, oral history, poetry, drama, and social theory.

The primary texts for the contract include: Twain, *Huckleberry Finn*; Stowe, *Uncle Tom's Cabin*; London, *The Sea Wolf*; Cather, *My Antonia*; Wharton, *Brunner Sisters*; Chopin, *The Awakening*; Sinclair, *The Jungle*; Dreiser, *Sister Carrie*; Faulkner, *Light in August*; Hurston, *Their Eyes Were Watching God*; Ellison, *Invisible Man*; Pierce, *Selected Writings*; James, *Pragmatism*; Dewey, *Experience and Nature*; Langer, *Philosophy in a New Key*; Mead, *Selected Writings*; Marx, *The Machine in the Garden*; Looking for America, vol II, ed. Kutler; Warner, *The Urban Wilderness*; White, *The Intellectual vs. The City*; Santayana, *Character and Opinion in the U.S.*; selected works of architects Louis Sullivan and Frank Lloyd Wright; and selected poetry and drama.

*Planned equivalencies in quarter hours:*  
8—American literature, 1890-1940;  
4—American philosophy, 1890-1940;  
4—American studies, 1890-1940  
**16—total each quarter**

*Program is preparatory for careers and/or future study in graduate/professional schools and employment in business/industry.*

## The Cuban Experiment: Theory and Practice

Spring/Group Contract  
Sponsor: Peta Henderson  
Enrollment: 20  
Prerequisites: One year in a Coordinated Study or equivalent  
Special Expenses: None  
Part-time Options: Yes, 8 quarter hours  
Internship Possibilities: No  
Additional Course Allowed: Yes, if part-time

Our point of departure will be Fidel Castro's "History Will Absolve Me" speech. This and other Castro speeches provide a basis for examining the relationship between the attempts to imagine a new society, and the efforts to make a new Cuba through the implementation of policies affecting education, the arts, agriculture, the family, etc. Issues of interest to students will be explored collaboratively through seminars, oral presentations, films, research workshops, and an in-depth research paper.

"The Cuban Experiment" is an excellent choice for students from the "Utopias" program, and for those interested in Latin America.

*Planned equivalencies in quarter hours:*  
4—history of Cuba, 1950-65; 4—cultural anthropology; 8—individual research/expository writing  
**16—total**

*Program is preparatory for careers and/or future study in social sciences or humanities; and careers in foreign service and business in Latin America.*

## Image and Idea of the Human Body

Spring/Coordinated Study  
Coordinator: Eric Larson  
Enrollment: 60 Faculty: 3  
Prerequisites: None  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

On the human body, as a kind of "text", we may "read" aspects of human culture: male/female, beautiful/ugly, dirty/clean, creative/impotent, ascetic/hedonistic, and young/old.

We will use literary, visual, and anthropological texts showing or describing the body, and will include study themes involving: the body in its parts and as a whole, the body decorated and transformed, the body tortured and sacrificed, the body in surrealism and pornography, the body in advertising, the body as sacred object, the body as sex object, the body as aesthetic object, the body as valued matter and energy, the body as dead, and an object of cult and ritual behavior.

Activities will include lectures, visual presentations, writing workshops, and seminar discussions.

*Planned equivalencies in quarter hours:*  
4—humanities; 4—art history;  
4—anthropology; 4—literature  
**16—total**

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



# Language and Culture Studies

Director: Andrew Hanfman

In order to provide students opportunities to study foreign languages and cultures, Evergreen has a *Language and Culture Academic Center*. The *Center* plans and coordinates year-long programs and courses in the area of foreign languages and international studies. It also serves as a source of academic advice for students who have an interest in language and culture studies. The *Center's* director, Dr. Andrew Hanfman, is a full-time Evergreen faculty member in language studies, specializing in Russian-Soviet Area Studies.

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

In the academic year 1984-85, two year-long language and culture programs are being offered under the auspices of the *Center*: "French Culture" and "Russia-U.S.S.R." Other programs with an opportunity to study abroad include an anthropology and media field program in Bali, "Applied Cultural Documentation," and an arts and culture program with a trip to Mexico, "Personal Is Political/Imagemaking."

For many students part-time language study is highly appropriate. To serve these needs, Evergreen offers a predictable series of part-time courses. Most of these courses are offered during evening hours. Students interested in careers in business, journalism, education, anthropology, and human services will want to consider such language study. The Director of the *Center* will advise students on the appropriateness of various types of language study to their individual goals. In the 1984-85 academic year, courses in first-year college French, Spanish, and Russian will be offered as well as second-year French.



Hanfman

## *School of International Studies: A Partnership Program With the University of Washington*

Beginning in the Fall of 1984, Evergreen students who have met the necessary prerequisites may be eligible to spend up to a full year studying language, area studies, or international political economics as special students in the University of Washington's School of International Studies. Along with Harvard, Stanford, and a small number of other universities, The School of International Studies has been a pioneer in offering programs in non-Western languages and cultural studies.

The School of International Studies offers interdisciplinary curricula which are organized to emphasize both regional and topical studies. Students may concentrate their study on a major world area within the context of the humanities and the social sciences; they may specialize in topical studies, or they may pursue a more general course of study within the program.

Major areas available through this program include the following:

- Chinese Studies
- Japanese Studies
- Korean Studies
- Latin American Studies
- Middle Eastern Studies
- Russian and East European Studies
- South Asian Studies
- Comparative Religion

It is also possible to integrate the international or regional study with an emphasis on business, health, or political economy. The study of a foreign language is an integral part of the program at the School of International Studies.

Application to participate in a year at the School of International Studies should be made through the Director of the *Language and Culture Center*, Andrew Hanfman. Application must be made before April 1 of the year preceding admission to the University of Washington. For advice on this program, contact Andrew Hanfman as early as possible.

The following list includes the academic programs in this area planned through 1987:

### *1984-85*

"French Culture," Fall, Winter, Spring; study in France, Spring 1985.

"Russia/USSR," Fall, Winter, Spring, Summer; study in the Soviet Union, Summer, 1985.

### *1985-86*

"Japanese Culture and Language," Fall, Winter, Spring; study abroad to be announced.

"Spanish Forms," Fall, Winter, Spring; study abroad to be announced.

"Intermediate French," Fall.

### *1986-87*

"French Culture," Fall, Winter, Spring; study abroad to be announced. "Classical World" (Greek and Latin); Fall, Winter, Spring.

## French Culture

*Fall, Winter, Spring/Group Contract*  
*Sponsor:* Susan Fiksdal  
*Enrollment:* 24  
*Prerequisites:* One year of college work  
*Special Expenses:* To be determined  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* 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, Stendahl, 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 careers and/or future study in humanities, cultural studies, history, journalism, international law, international business, literature and writing.*

## Russia-USSR

*Fall, Winter, Spring/Coordinated Study*  
*Coordinator:* Tom Rainey  
*Enrollment:* 48 Faculty: 2  
*Prerequisites:* No  
*Special Expenses:* Approximately \$3,000 in case of travel and study in USSR, Summer, 1985.  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

The program will offer extensive study in the history and general civilization (literature, art, music) of Russia and the Soviet Union from the time of the Kievan confederation, emphasizing historical, social, and cultural developments during the 19th and 20th Centuries. The current political, economic, and social structure of the Soviet Union will receive thorough treatment in spring quarter.

Intensive Russian language study at the basic and intermediate level will begin in the summer of 1984, and continue in the quarters to follow. All students will be encouraged to enroll. However, the program will be open to students who do not wish to take the language, and language classes will be open to students from outside the program.

Students can enroll each quarter for either 16 or 12 quarter hours. To earn 16 quarter hours, a student must attend two weekly lectures, participate actively in two weekly book seminars, satisfy all reading and writing requirements, and attend either a language class, a special workshop designed for students who are not taking the language, or a course of their choice outside the program.

Part-time students can earn 4 quarter hours of credit by attending one of the language classes or the program workshops; or by attending the weekly lectures, reading four books from the required program reading list, and submitting a term paper at the end of the quarter.

Given sufficient student interest, the faculty will arrange a quarter-long study trip to the Soviet Union during the summer of 1985. Twelve to 16 additional credits can be earned in this component of the program.

*Planned equivalencies in quarter hours:*  
*Summer, 1984:* 16—Russian language;  
*Fall, 1984:* 4—Russian language;  
4—Russian history; 4—Russian literature;  
4—history, literature, art, depending upon workshop or project; *Winter, 1985:* same as Fall, but substitute Soviet for Russian history; *Spring, 1985:* 6—Russian language; 2—Soviet literature; remainder same as Winter; *Summer, 1985:*  
16—Russian language.  
**80—total**

*Program is preparatory for further study in Russian language, history and literature.*

## Personal is Political/Imagemaking

For a complete description of this Winter Quarter program about the interaction between the art and social commentary of Mexican artists Kahlo and Rivera, see page 40.

## Applied Cultural Documentation: Bali

For a complete description of this Spring Quarter program on anthropology and media in Bali, see page 42.

# Native American Studies

*Convener:* Gail Tremblay

*Affiliated Faculty:* Lloyd Colfax,  
Rainer Hasenstab, Lovern King,  
Mary Nelson, Gail Tremblay, and  
David Whitener

*Associated Faculty:* Betty Kutter,  
Betsy Diffendal, and Craig Carlson

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

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

*Northwest Native American Studies* will include at least one major program and two auxiliary programs, as well as a minimum of one course each year. In addition, the area will collaborate and design symposium components with other specialty areas on topics such as health, science, environmental studies, and art. Collaboration will include allowing *Northwest Native American Studies* students to participate in certain activities of programs that have agreed to collaborate, and allowing students from other programs to participate in activities in the *Northwest Native American Studies* area.

## Career Pathways in Native American Studies

We tailor the educational experience of each student to his or her particular needs; there are, therefore, no prescribed "pathways" in *Northwest Native American Studies*, although there is a general pattern which most students follow.

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

Students in *Northwest Native American Studies* work to develop (1) Individual Identity, (2) Group Loyalty, and (3) Personal Authority. Having developed these strengths, and the particular skills they need, they return to their communities and have a positive impact on the world around them.



Tremblay

Students can use various methods to build strength and skill. For example:

...they can study a year in the central *Northwest Native American Studies* program (in 1984-85, "Ceremonies: Prefigurative Culture"), and another year in an auxiliary program (1984-85, "Counseling the Culturally Different")  
...they can take a number of quarters in our programs and combine this with study in programs, contracts, or internships outside our area  
...and some students will spend additional time working with the faculty in the central program.

In addition, this area will provide programs to prepare Native American Teacher Certification students, and the area will advise students wishing to prepare to become certified teachers.

## Ceremonies: Pregifurative Culture

*Fall, Winter, Spring /*Coordinated Study  
*Coordinator:* David Whitener  
*Enrollment:* 72 *Faculty:* 3  
*Prerequisites:* Interview and faculty signature  
*Special Expenses:* Field trip expenses and project materials  
*Part-time Options:* Yes  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

This is a student-centered program through which students may integrate self-designed projects into a coordinated learning environment. The basic philosophy of the program is that students from varied cultural perspectives can help one another learn. They are able to do this by using the resources of students, faculty, and surrounding communities in order to grow and recognize their potential as human beings in a complex society which uses ceremony as a bond that shows people the direction their culture is taking. In this program, students will be invited to participate in campus wide symposia, to design work that allows them to affirm their own cultural roots, and to maintain close communication with faculty when designing and developing a scholarly independent study project which is suited to their own personal learning style. The goal of the program is to help students develop skills which suit their own goals and to integrate those goals into a community shaped by a sense of direction in harmony with its shared cultural models.

*Planned equivalencies in quarter hours:*  
8—cross-cultural communication skills;  
8—Native American culture and history;  
8—philosophy; 8—human resource development; 16—individual skills development specified by faculty upon evaluation of student's work.  
**48—total**

*Program is preparatory for further studies, careers and/or graduate study in cultural exchange, education, social services, community work, environmental planning, the arts, and Native American studies.*

## Counseling the Culturally Different

*Fall, Winter, Spring/*Group Contract  
*Sponsor:* Mary F. Nelson  
*Enrollment:* 46 *Faculty:* 2  
*Prerequisites:* Interview and faculty signature  
*Special Expenses:* Expense sharing for short field trips  
*Part-time Options:* Yes, if relevant to focus of program; 4 credits only Winter Quarter  
*Internship Possibilities:* All students on 16 credit internships Spring Quarter, 1985  
*Additional Course Allowed:* No

This program is intended for students interested in understanding and examining the differences in counseling the American racially or culturally different from the Native American, Asian American and the Mexican American ethnocultures. It will help students realize and develop realistic and meaningful skills and techniques that address the culturally different in America.

This program will allow each student to examine carefully their own misconceptions, biases, and beliefs about these different perspectives on multicultural concepts, and to learn to utilize concepts that include and exclude these multicultural perceptions. The program will include readings and research on various theories of psychological, sociological, historical and political approaches used in the past, as well as examining and studying theories found in these ethnocultures.

During Fall and Winter Quarter we will explore various theoretical perspectives via readings, films, guest lecturers and field trips. Spring Quarter, students will have field internships in counseling to apply what they have learned.

Only those sincerely interested in ethnocultural counseling should enroll.

Partial book list: *Counseling the Culturally Different*, Sue (textbook); *Children of Ishmael*, Krisberg and Austin; *The Psychology of the Afro-American*, Jenkins; *No No Boy*, Okada; *Weeping in the Playtime of Others*, Wooden; *Bless Me, Ultima*, Anaya; *Winter in the Blood*, Welch; *Native Son*; Wright; *Letters from Soledad*, Jackson; *Indian Oratory*, Vanderwerth; *People Making*, Satir; *I'm OK, You're OK*, Harris; *Blaming the Victim*, Ryan; *Reality Therapy*, and *Stations of the Mind*, Glasser; *Transactional Analysis*, Berne; *Gestalt Is*, Stevens; *The Helping Interview*, Benjamin; and more.

*Planned equivalencies in quarter hours:*  
8—ethnocultural psychology; 8—sociology of ethnocultural social structures;  
8—multicultural counseling/theory;  
16—multicultural counseling practicum;  
4—cross-cultural perspectives in counseling; 4—writing and research  
**48—total**

## Native American Learning Environments

*Fall/*Coordinated Study  
*Coordinator:* To be announced  
*Enrollment:* 30  
*Prerequisites:* Admission to Teacher Certification Program  
*Special Expenses:* \$10 for field trips  
*Part-time Options:* Yes  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

Students in this program will work to build their own skills, both academic skills and interpersonal communication skills. They will share their knowledge and develop personal teaching styles for use in the classroom. They will be exposed to a wide range of curriculum materials from a multicultural perspective with special emphasis on developing a basis for teaching Native American studies and reaching students from a wide variety of cultural backgrounds. In this program, we will do field study by visiting local reservations and schools, use local resource people, explore diverse cultural images in media, and analyze print materials. Students who need to work on fulfilling major requirements may take the program part time in order to take courses or other part-time programs in their major field. Those interested in a part-time internship option need permission of the program coordinator.

*Planned equivalencies in quarter hours:*  
4—Native American Studies;  
4—multicultural studies; 8—cross-cultural perspectives in learning.  
**16—total**

*Program is preparatory for careers and/or future study in teachers' certification.*



# Political Economy and Social Change

Convener: Ken Dolbeare

*Affiliated Faculty:* Bill Arney, Priscilla Bowerman, Jovana Brown, Ken Dolbeare, Betty Ruth Estes, Jeanne Hahn, Gerald Lassen, Russell Lidman, Alan Nasser, Matt Smith, Susan Strasser, Ron Woodbury, and Irwin Zuckerman.

*Political Economy and Social Change* integrates anthropology, economics, history, law, political science, and sociology as a way of understanding the modern world and as a set of tools for analyzing contemporary public problems. We focus particularly on those problems involving scientific, technological, and environmental applications. We are interested in how such problems evolved, how they are understood, how and why certain decisions are made about them, and what difference this all makes for the quality of human life.

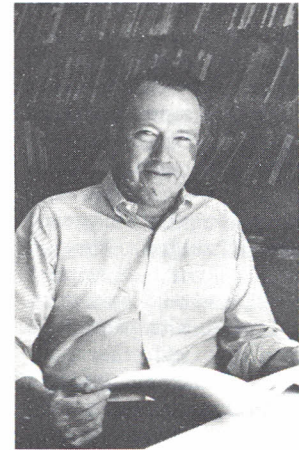
All major problems are deeply grounded in cultural, social, economic, and political theories, history, and practice. Their understanding involves exploring basic analytic concepts and values (freedom, equality, justice, democracy) and their meanings today. We look at societies as dynamic, ever-changing systems, compare them to other countries and cultures, and evaluate their impacts on the everyday lives of all affected people. We encourage learning to think independently, critically, and with awareness of the nature and sources of our own way of thinking and knowing.

## Career Pathways in Political Economy and Social Change

There are three pathways, or areas of concentration, students can pursue after they take the foundation program, "Introduction to Political Economy and Social Change:"

*Government and Public Policy*, which includes the structure and decision-making processes of governments at all levels. We also examine what governments have done with respect to public problems and what difference it has made for people generally.

*Economics*, which includes economic history, intensive theoretical and practical work in micro and macroeconomics, critical evaluation of their applications, and a survey of possible alternatives.



Dolbeare

*Law and Society*, a pre-law pathway which includes the philosophical foundations and historical development of law and legal systems, their social effects and functions, and the governing role of law and lawyers in the United States today.

Students are encouraged to undertake senior theses or projects, or internships, as integral parts of their academic work. Faculty in the area will make a special effort to prepare students for internships with the state legislature, executive departments, or other agencies and organizations in order to take advantage of the special opportunity offered by our location in the state capital.

Each of these areas will, wherever possible, compare the American experience with that of other countries and cultures. In addition, we offer pathways in collaboration with *Environmental Studies* and *Science, Technology, and Health*, both formally charted (as in "Science, Technology, and Public Policy") or as designed by individual students.

These pathways lead to careers in law, government, business, education, and professional social science. While we assume that most students who undertake studies in *Political Economy and Social Change* are preparing themselves for a basic critical understanding of today's problems, we also shall assure that those who specialize in the area are fully prepared for graduate and professional education in the disciplines represented here.

## Political Economy and Social Change

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Priscilla Bowerman

*Enrollment:* 72 *Faculty:* 3

*Prerequisites:* One year of college or in core program

*Special Expenses:* None

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* Yes, program is only 12 quarter hours; "Political Economy of Scientific Problems," a year-long course, is recommended Winter and Spring

The economic, political, and environmental crises of today have their origins in the development of an industrial, state-centered society. This society arose in Western Europe in the 17th Century—shaped by political, economic, industrial, and scientific revolutions—and has now spread to much of the world. If we wish to comprehend this development independently and judiciously, we must grasp the coherence of these historic transformations, and the interaction of the crucial ideas which shaped, justified, or challenged them.

Fall Quarter, we will begin by examining the nature of the social sciences: the questions asked, the explanations accepted. We will explore the origins of modern society and of "social science" in the 17th and 18th Centuries. We will examine individualism, democracy, liberalism, and conservatism. Winter Quarter, we will focus on the technological and industrial revolutions, the rise of the modern state, and imperialism. Students will be introduced to micro-economic principles, Marxist and positivist social theory, and their interaction with science and philosophy. Spring Quarter, we'll focus on the 20th Century. The development of macro-economic principles and the emergence of global politics and economics will be the central concerns.

*Planned equivalencies in quarter hours:*

8—European and American history;

5—macroeconomics; 5—microeconomics;

8—political theory; 6—social theory;

4—cultural anthropology

**36—total**

*Program is preparatory for careers and/or future study in law and society, economics, government and public policy.*

## Political Economy of Scientific Problems

*Fall, Winter, Spring/Course*

*Instructor:* Priscilla Bowerman

*Enrollment:* 120 *Faculty:* 5

*Prerequisites:* Sophomore standing

*Special Expenses:* None

*Part-time Options:* This is a series of 4 quarter hour courses

*Fall:* "Foundations of Social Science"

Students will be introduced to the major political-economic theories used by social scientists to analyze the history of the rise of industrial society and the modern state. Special attention will be paid to the roles played by science and technology in the development both of modern society and of modern social science theory. Students may expect to learn how our understanding of contemporary social issues and problems is shaped by knowledge of social history and of social and scientific theory and practice.

Scientific and social theories illuminate society and its problems, but each theory casts light in its own particular way, depending on its philosophical bases, values, and social origins. Each provides some insights, yet proscribes others. We shall evaluate these insights, and other strengths and weaknesses of each approach.

*Winter:* "19th Century Scientific Problems" will explore two or three major issues or problems that emerged in the industrialization of Western society. We will study the historical context in which the issues emerged, seeking to understand how then-existing world views, economic doctrines, and scientific knowledge interacted with the contemporaneous public decision-making to produce particular social and/or political responses. We will also seek to understand how these historical responses both contribute to and limit our understanding of present social issues and problems.

*Spring:* "Contemporary Scientific Problems." Current social science will be applied to local or regional problems in which science, technology, and the environment play major roles. Some field research will be integrated into the course, and the full range of approaches used in current public policy analysis will be employed and evaluated in concrete settings.

*Planned equivalencies in quarter hours:*

*Fall:* 4—Foundations of Social Science;

*Winter:* 4—Problems of Industrial

Society; *Spring:* 4—Public Policy Analysis

**12—total**

*Program is preparatory for careers and/or future study in environmental studies; science, technology and health; and social sciences.*

## Pre-Law Preparation

Law schools do not require college credits in any specified subjects. They want students who can read well, write well, and speak well, and who have a broad general education, with perhaps some specialization in a field other than law or politics. For instance, the rapidly developing field of environmental law needs lawyers with some substantive understanding of the environmental sciences.

Many pre-law students concentrate on social sciences, but law schools particularly value work in the humanities—literature, philosophy, history—because of the concentration on language, precise thinking, and understanding of our intellectual heritage and the progress of civilization.

Evergreen's commitment to broad interdisciplinary study adapts itself perfectly to the needs of the pre-law student.

## The U.S. Economy Today

Fall/Group Contract

Sponsor: Alan Nasser

Enrollment: 24

Prerequisites: One year of college or Core Program; priority given to students who have had "Introduction to Economics" or equivalent

Special Expenses: None

Part-time Options: Yes, with permission of sponsor

Internship Possibilities: Yes, with permission of sponsor

Additional Course Allowed: No

We will investigate the current economic crisis in the United States, its origins, and prospects for the future. We will relate economic conditions in the United States to those in Great Britain, Western Europe, and Japan. We will examine the impact of the economic crisis on the political system, and the impact of the political system on the economic system. Issues to be discussed include inflation, unemployment, the balance of trade, runaway shops, productivity, the relations among the agricultural, manufacturing, and service sectors, and economic planning. We will examine conservative, liberal, and radical approaches to these issues.

Planned equivalencies in quarter hours:

8—contemporary economic problems;

8—competing ideologies in contemporary economics

16—total

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

## Comparative Studies in Social Institutions

Fall/Group Contract

Sponsor: William Arney

Enrollment: 24

Prerequisites: Junior standing or permission of instructor

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

Once the Modern State was invented in the 19th Century, it was either imposed upon countries throughout Western Europe, or imitated by them.

Modern institutions—prisons, schools, asylums, hospitals—are isolated entities. Modern police forces deal not just with crime, but also with public hygiene, the care and training of children, and people's use of their sexuality. The Modern State is the first in history to standardize time worldwide.

We will study the precursors of modern institutions, particularly the slow deployment of scientific perspectives on social life. We shall also compare histories of several social institutions across diverse Western countries.

Planned equivalencies in quarter hours:

4—sociology; 4—political science;

4—policy studies

12—total

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

## Microeconomics and Social Justice

Winter/Coordinated Study

Coordinator: Alan Nasser

Enrollment: 46 Faculty: 2

Prerequisites: (Applies only to students enrolling in the microeconomics portion) "Introduction to Political Economy" (or 4 quarter hours each principles of microeconomics and macroeconomics); two years high school algebra or one year college algebra, or permission of coordinator

Special Expenses: None

Part-time Options: Yes, 12 quarter hours

Internship Possibilities: No

Additional Course Allowed: Only for 12 quarter-hour students

This program covers intermediate microeconomics and current debates among philosophers and economists about distributive justice and other topics: firms, markets, and other components of the economy; philosophical assumptions embedded in theoretical descriptions of the economy; and the roles that concepts of justice and rights can play in the economy and society.

The program consists of classes and workshops in microeconomics, seminars in philosophy, and a core seminar. The part-time option (the core seminar plus either the microeconomics or the philosophy class) is aimed at students with insufficient background to benefit from, or qualify for, the entire program.

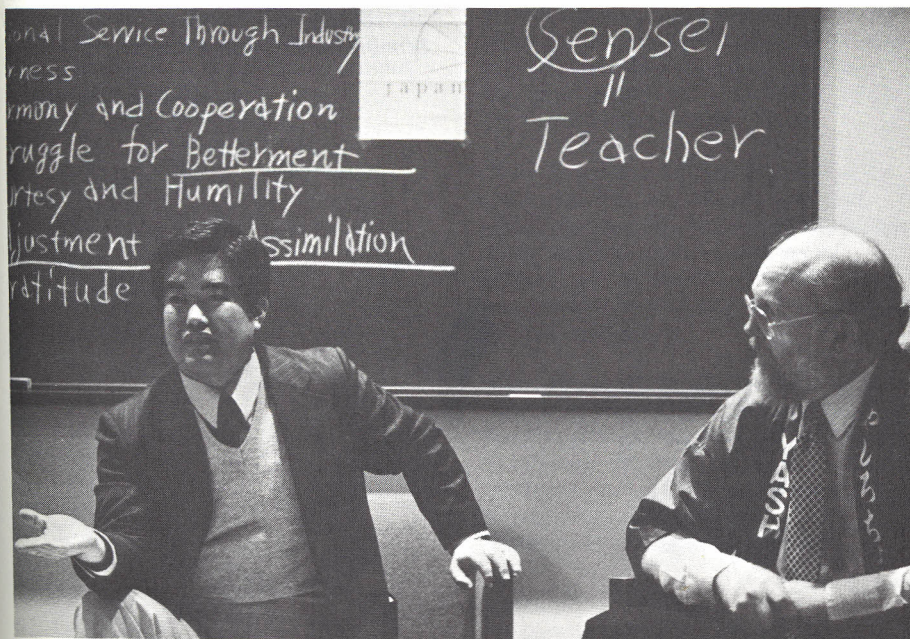
Planned equivalencies in quarter hours:

8—intermediate microeconomics;

8—theory and practice of distributive justice

16—total

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



Mitsui Mitsuharu, visiting faculty member in management, taught at Evergreen on exchange from Kobe University in Japan during the 1983-84 academic year. Participating in a panel discussion with him on the right is faculty member Richard Alexander.

## The Good Life in the Good Society

*Spring/Group Contract*

*Sponsor:* Alan Nasser

*Enrollment:* 24

*Prerequisites:* Interview with coordinator and at least sophomore standing

*Special Expenses:* No

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

We will examine the connection between modern ideas about the morally good life and modern ideas about what makes a society (social system) good. We will study the *moral, social and political* philosophies of important modern philosophers, including Hobbes, Locke, Rousseau, Kant, Hegel, and Marx; and their theories of human nature, community, moral obligations, the basis of social life, the justification of property rights and the nature of the state, among others. This will not be a study of the history of ideas; it will also involve relating these ideas to the actual cultural and historical circumstances in which they arose.

*Planned equivalencies in quarter hours:*

4—traditional vs. modern moral philosophy; 6—modern social theory and contemporary problems; 6—modern political theory and contemporary problems

**16—total**

*Program is preparatory for careers and/or future study in political theory, history, government, philosophy, and law.*

## World Population Policy

*Spring/Group Contract*

*Sponsor:* William Arney

*Enrollment:* 24

*Prerequisites:* Junior standing or permission of instructor

*Special Expenses:* None

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

How did world population come to be problematic? For whom is population problematic? Why do some countries with the highest growth rates claim that "population control" is part of the First World's plan to oppress the Third?

This contract introduces demography, theories of population change, and several "solutions" to the population problem. We shall study population dynamics, migration, population growth and economic development, and world dynamics models. Population policies in the United States and the People's Republic of China will serve as case studies.

In groups, students will write papers on population issues in the country of their choice.

*Planned equivalencies in quarter hours:*

4—sociology; 4—political science;

4—policy studies

**12—total**

*Program is preparatory for careers and/or future study in law, business education, government, and social science.*

## Other Study Opportunities in Political Economy and Social Change

The *Senior Project* or *Thesis* option is available for variable credit under the sponsorship of individual faculty in *Political Economy and Social Change*. For guidance on the procedures for setting up a senior project, please consult the convener of the specialty area.

*Internships* are available in a variety of different agencies, businesses and private and public organizations. Advance planning is imperative for students planning to undertake an internship. Students should begin by talking with the Office of Cooperative Education early in the quarter preceding the internship. Consult with the convener of *Political Economy and Social Change* for advice on possible faculty sponsors and areas of interest.

*Individual contracts* are available to advanced students with well defined plans of individual study. If you are interested in doing an individual contract, you should begin planning your program of study early in the preceding quarter. The possibility of specific studies under the individual contract mode depends upon faculty and equipment availability each quarter. Students may register for no more than one quarter of individual contract at one time. If you are interested in pursuing an individualized program of study and need advice on a faculty sponsor, consult with the convener of *Political Economy and Social Change*.

# Science and Human Values Demonstration Project

*Convener:* Carolyn Dobbs

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



Dobbs

The aim of this *Demonstration Project* is to provide a bridge between science and the humanities. It is structured around these three assumptions:

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

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

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

The *Science and Human Values Demonstration Project*, then, will train students to be, both professionally and politically, *interpretive* life scientists and *technologically informed* humanists. In doing this, we will approach questions relevant to the human condition without ideological predilections.

## The Human Condition I: Science, Human Values, and Modern Evil

*Fall, Winter, Spring/Coordinated Study*  
*Coordinator:* Beryl Crowe  
*Enrollment:* 96 *Faculty:* 4  
*Prerequisites:* One year of college or faculty permission  
*Special Expenses:* None  
*Part-time Options:* Yes—2, 4, and 8 quarter hours  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes, one

Daily, we encounter painful instances of man's inhumanity to man. We cannot deny the reality of such evils, but after a century of cultural and philosophical relativism, bolstered by biological theories about "aggression" and "survival of the fittest," we have lost our ability to talk or think cogently about inhumanity. We lack a viable public moral vocabulary: our existing moral vocabulary is private and religious. Yet, political responses must be made to modern evils. But we can act politically only on that which we can talk about.

The goal of this program is to create a new vocabulary for discussing modern evils—a vocabulary that is biologically sound, psychologically relevant, humanistically acceptable, and historically objective.

The following list illustrates the topics to be covered: Contemporary Moral Confusion; Modern Apotheosis for Evil; Psychology and Pseudo-Innocence; Science and the Abandonment of Posterity; Technology and Pseudo-Speciation; Social Science and the Denial of Tragedy.

Writing components: Fall Quarter, Confessions of Complicity in Evil; Winter Quarter, A Play on Complicity in Evil.

*Planned equivalencies in quarter hours:* 4—psychological theories; 4—20th Century history; 4—modern literature; 4—sociology of racism; 4—social psychology; 4—creative writing; 4—modern philosophies; 4—contemporary ideologies; 4—political science; 4—expository writing; 4—history of science at war; 4—psychology of genocide  
**48—total**

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

## Cutting Edge Symposium

*Fall, Winter, Spring/Symposia*  
*Coordinators:* Carolyn Dobbs, Fall; Hazel Jo Reed, Winter; Beryl Crowe, Spring  
*Enrollment:* 24 *Faculty:* one each quarter  
*Prerequisites:* None for lecture series; intermediate standing for remainder  
*Special Expenses:* None  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

American glorification of anything new has led us to assume that the latest results of scientific research always lead to human betterment. We forget that science exploits one version of "truth" and that competing truths have equal value. We forget that scientific advance always has political consequences.

The "Cutting Edge" will focus on a current scientific advance that re-shapes traditional assumptions. We will explore both the issues this research consciously addresses, and those it ignores. We will question the effects of that research on the ethical, social, and political situations we all face. To cite one well-known example: how have advances in genetic engineering forced upon us moral dilemmas about creating life, and political dilemmas about limiting research?

At least one "Cutting Edge Symposium" will be offered each quarter, in cooperation with other specialty areas. A *lecture series*—open to students, faculty, staff, and public—will generate two quarter hours of credit for registered students. Students may supplement the lecture series with a seminar focused on the presentations and additional readings, for two more hours of credit.

Students wishing to take up to 16 hours of credit per quarter can negotiate an individual contract with faculty affiliated with the "Symposium," or the student's own Specialty Area.

Topics under consideration for the 1984-85 academic year include Evolution (Fall), Artificial Intelligence and Fifth-Generation Computers (Winter), and Immunology (Spring).

Ideas for specific "Cutting Edge" symposia and questions about content and structure should be addressed\* to Carolyn Dobbs, convener of the *Science and Human Values Demonstration Project*.

*Planned equivalencies in quarter hours:* Depends on specific content each quarter and studies worked out with contract sponsor when student chooses the research option  
**4-12 total**

*Program is preparatory for studies, careers, and/or graduate study in appropriate sciences, social sciences, or humanities.*

## Community Resources—Design—Social Change

*Fall, Winter/Group Contract*  
*Sponsor:* Phillip Harding  
*Enrollment:* 24 *Faculty:* 1  
*Prerequisites:* Sophomore standing, or by interview  
*Special Expenses:* \$25/quarter  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

Within the *Science and Human Values Demonstration Project*, students may choose to focus on community resources, design, and social change. Fall Quarter will be given to the study of design methodology and an examination of the forces that form the social, natural, and built environments of the human community. Designing will be approached as a process of changing environment, and as a social and political activity which clarifies as it changes and gives form to human values. When we are unable to participate in forming our environments, we are involuntarily formed by them. Winter Quarter, accordingly, we will strive to articulate our environmental experience and translate it into "action by design" through project work in the community. Students will have the option in the spring of continuing project work on an individual contract. Throughout the year, students will also participate in the seminars and lectures of the program, "The Human Condition I."

*Planned equivalencies in quarter hours:* 8—cultural anthropology; 8—design theory and practice; 8—aesthetics; 8—ethics  
**32—total**

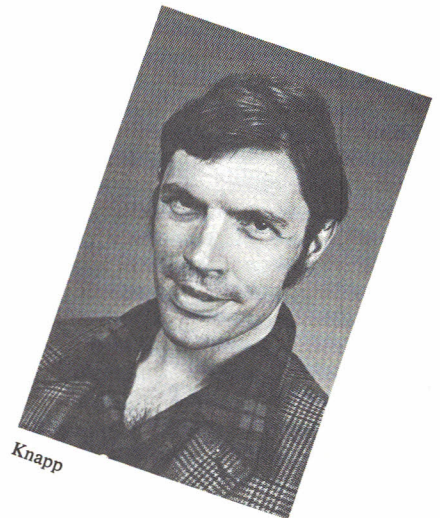
*Program is preparatory for further studies, careers and/or graduate study in design, planning, and environmental design.*

# Science, Technology and Health

*Convener:* Rob Knapp

*Affiliated Faculty:* John Aikin,  
Clyde Barlow, Rob Cole, Barbara Cooley,  
Diana Cushing, George Dimitroff,  
Burt Guttman, Will Humphreys,  
Linda Kahan, Jeff Kelly,  
Rob Knapp, Elizabeth Kutter,  
Sig Kutter, Al Leisenring,  
Earle McNeil, Willie Parson,  
David Paulsen, Jake Romero,  
Fred Tabbutt, and  
Byron Youtz

*Associated Faculty:* Hazel Jo Reed,  
Debbie Robinson, and  
Rita Pougiales



Knapp

► "What after all has maintained the human race on this old globe despite all the calamities of nature and all the tragic failings of mankind, if not faith in new possibilities and courage to advocate them."

Jane Addams  
Social Reformer

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

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

**Academic Pathways:** Students may take any of the programs and courses in this area at any time, provided they meet all prerequisites. For ease in planning, we have laid out suggested program sequences, or academic pathways, in subjects where student interest is strong and where we have special strength. Each pathway is composed of a number of regularly-offered programs and courses so arranged that students can easily gain essential prerequisites—arranged also so that students can balance *Science, Technology and Health* with studies in other areas. *We do not want students to spend all their time in a single subject.*

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

The current *Science, Technology, and Health* academic pathways are:

Computer Studies (offered in partnership with *Applied Social Theory* area);  
Energy Systems;  
Health and Human Behavior with three sub-pathways—Health Sciences, Human Services, Psychological Counseling;  
Laboratory Biology;  
Mathematics;  
Physical Systems;  
Science, Technology and Public Policy (to be offered starting in 1985/86 in partnership with *Political Economy and Social Change* area);  
3/2 Engineering

Detailed descriptions of each pathway follow.

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

In addition, we offer a number of courses in which a single subject is taught. These courses typically award 4 quarter hours of credit or about 1/4 of a full-time load. These courses are useful for gaining prerequisites, for pursuing part-time studies, or simply for gaining an acquaintance with a subject without making a full-time commitment to it.

**Important Note:** Students who plan to gain a given prerequisite by taking one of these courses should pay close attention to their timing: we are able to offer most courses only once each year.

## Academic Pathways in Science, Technology, and Health

### Computer Studies

The Computer Studies Pathway is designed to serve students planning careers or graduate study in the fields of computer science and information systems. The student who completes this Pathway will have a solid foundation in computer science and will be prepared for career opportunities in this rapidly expanding area.

The pathway is strongly interdisciplinary and includes partnership programs offered on a regular basis with other specialty areas and disciplines including the arts, communication, education, management and business, and the natural sciences. Much of the Computer Studies Pathway is accessible on a part-time basis and to students outside the pathway.

The structure of the pathway is as follows:

**First Year:**  
Any *Core Program*

**Second Year:**  
"Data to Information," an entry level program offered each year covering the fundamentals of information systems, programming, and system design. This program participates in the *Science, Technology, and Health Seminars*.

**Third and Fourth Year:**  
Advanced offerings alternate, with one group of topics offered in even years (e.g. 1984-85) and another group in odd years (e.g. 1985-86). The programs in each are:

**Even years:**  
"Computability and Cognition" (Fall, Winter, Spring/Coordinated Study) or "Computers and Communications" (Fall/Group Contract\*);  
"Computers and Artists" (Winter/Group Contract); and "Computers in Education" (Spring/Group Contract).  
Other such partnership contracts may evolve.

\*not offered in 1984-85



► "If you leave the future to the big 'think factories' they are the ones who will make your future and not you."

Robert Jungk  
Writer

#### Odd years:

"Business of Computers" (Fall, Winter, Spring/Coordinated Study) or "Information Systems: Physical and Biological" (Fall, Winter, Spring/Coordinated Study).

Students intending to follow the Computer Studies Pathway should plan to enroll in "Data to Information" and *one more* advanced program. Students in this Pathway are also encouraged to select at least two quarters worth of programs from other specialty areas related to their interests.

#### Energy Studies

The Energy Studies Pathway leads to careers in applied energy analysis and development, energy efficient design, and energy policy analysis and implementation. Opportunities for employment exist throughout the industrial and commercial sector, and in numerous local, state, and federal agencies.

The heart of the Energy Studies curriculum is the third-year program, "Energy Systems," which is followed by fourth-year work in either technical or policy areas.

The suggested pathway:

#### First Year

Any *Core Program*

#### Second Year

Electives (Introductory calculus and physics are useful though not required for entry into "Energy Systems")

#### Third Year

"Energy Systems"

#### Fourth Year

Two options: *Either* electives (Fall) and "Science, Technology and Public Policy" (Winter, Spring) *or* "Natural and Artificial Structures" (Fall), "Natural and Artificial Dynamics" (Winter), and electives and/or senior project or internship (Spring)

#### Health and Human Behavior

The Health and Human Behavior Pathway has three main, often intersecting branches: counseling, human services and health sciences. Workers in all three areas need to be fully aware of the interaction of social, psychological and biological forces affecting human health and behavior as they intervene when trying to improve the quality of life of those they serve.

Each of the three branches needs to develop its own set of tools, but with full appreciation and awareness of the impacts of all three sets of factors and of the complementary roles of the other health and human service professionals. The entry-level program, "Human Health and Behavior," is designed to provide this shared perspective as well as a common language and the skills needed by all. More specialized programs, courses, and internships develop the special skills needed in each area, while further integration and improved communication between areas is facilitated by the "Senior Learning Community" (see page 71).

Sample career goals and work undertaken by students in each branch include:

*Psychological counseling* provides preparation for paraprofessional work in the counseling and mental health fields, and also prepares students for graduate study in psychology, social work, and counseling. A strong liberal arts and sciences background is recommended, as are the "Helping Relationships" or "Psychological Counseling" Group Contracts. Students aiming at a doctoral program are urged to include "Developmental Psychology and Family Structure," "Personality Theory," "Abnormal Psychology," and "Statistics and Research Methodology" in their curriculum.

*Human Services* provides preparation for careers as advocates, case workers, administrators, planners, or counselors in a variety of settings and for graduate work in many human service areas. Additional work taken by students in this branch includes "Statistics and Research Methodology," "Helping Relationships" or "Psychological Counseling," "Problem Youth," "Nutrition," additional studies in economics and public policy (particularly as such factors affect health and human services), appropriate internships, and the "Senior Learning Community."

*Health Sciences* provides preparation for paraprofessional jobs such as counseling in nutrition and health, for professional training in dentistry, medicine, veterinary medicine, naturopathic medicine, midwifery, and for graduate work in nutrition, biochemistry, genetics, microbiology, pathology, etc. Students in this branch should expect to study inorganic chemistry (possibly coupled with physics and math in "Matter and Motion"), organic chemistry and "Molecule to Organism." They often select additional work in such programs and areas as "Nutrition," "Helping Relationships" or "Psychological Counseling," health policy planning, computers, statistics and experimental design, as well as the "Senior Learning Community."

#### Laboratory Biology

This Pathway focuses on studies of molecular and organism biology in the lab, using concepts and methods from biochemistry, molecular and cellular biology, genetics, development and physiology. It is distinguished from basic ecological studies (see *Environmental Studies*) that entail much field work, even though they also require some work in a laboratory.

#### First Year

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Matter and Motion."

#### Second Year

"Matter and Motion" or "Human Health and Behavior" ("Biology I, II, III" should be taken during either the first or second year).

#### Third Year

"Molecule to Organism" or outside studies.

#### Fourth Year

"Molecule to Organism" or individual study; "Senior Learning Community."

Many students take on individualized study through contracts, sometimes involving research projects with faculty members. Past and current students have been involved in projects such as bacteriophage genetics and photosynthesis.

► "If we are to arrive at the year 2000 and view about us a world worth turning over to future generations, we must conceive of most of that world today and build it with every succeeding tomorrow."

Glenn Seaborg  
Nuclear Physicist

### Mathematics

The Mathematics curriculum consists of a variety of courses, integrated programs, and individual contracts that provide students with the opportunity to do intermediate- and advanced-level work in mathematics. It is designed to serve those students who are preparing for careers and/or graduate study in mathematics, as well as those students who want a solid background in mathematics for work in related fields.

Students are encouraged to combine their study of mathematics with that of related disciplines, such as computer science, physics, or philosophy. The two Coordinated Studies programs listed below provide the full-time student with an integrated way of doing this. The courses and individual contracts enable both the full-time and part-time students to do more specialized and advanced work.

A recommended pathway through the mathematics curriculum is as follows:

#### First Year

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Matter and Motion."

#### Second Year

"Matter and Motion," full-time, or calculus course, part-time.

#### Third and Fourth Year

"Computability and Cognition"—a full-time, integrated program in mathematics, logic, computer science, and philosophy; courses in advanced calculus, differential equations, abstract algebra, linear algebra, and numerical analysis; individual contract in more advanced topics.

*Note:* "Computability and Cognition" will be offered in 1984-85, and "Advanced Calculus" (course) in 1985-86.

### Physical Systems

Students interested in professional work or study in physics or chemistry will find that the Physical Systems Pathway will help them build a strong foundation of concepts and methods while providing an unusual opportunity to understand the applications and impacts of these technical subjects.

The suggested academic pathway for Physical Systems is as follows:

#### First Year

Any *Core Program*, plus courses if necessary, to meet prerequisites for "Matter and Motion."

#### Second Year

"Matter and Motion."

#### Third or Fourth Year

Chemistry emphasis (offered in even-numbered years starting in 1984/85): "Chemical Thermodynamics" (half-time, Fall), Chemical Kinetics (half-time, Winter), and "Atom, Quantum and Field" (Spring); plus additional courses to fill out Fall and Winter Quarters.

Physics emphasis (every year): "Natural and Artificial Structures" (Fall), "Natural and Artificial Dynamics" (Winter), and "Atom, Quantum, and Field" (Spring).

#### Science Technology, and Public Policy

(to be offered starting in 1985/86 in partnership with *Political Economy and Social Change* area.)

Students with strong backgrounds in either the natural or social sciences will work collaboratively to understand historical and current public problems, such as electric power or toxic wastes, that involve major scientific and technical questions as well as important economic, political, and social effects. Details of this pathway will be announced in the 1985/86 catalog, and students interested in this pathway should take the seminar, "Political Economy of Scientific Problems," offered in 1984/85.

### 3/2 Engineering Partnership with University of Washington

Evergreen has joined with the University of Washington in offering a cooperative program in engineering. Beginning at Evergreen, students study interdisciplinary liberal arts and complete a full set of engineering prerequisites and then, if recommended by the *Science, Technology, and Health* faculty, transfer directly into professional programs (junior and senior years) in the University's School of Engineering. On completing both parts of the program (three years at Evergreen, two at the University) students receive two degrees, a B.A. from Evergreen and a B.S. in a specific engineering field from the University of Washington.

At present, this program is in a trial period, and allows entry to five engineering departments at Washington: Aeronautical/Astronautical, Chemical, Civil, Electrical, and Mechanical Engineering. A limited number of places are available, and only students with excellent academic records will be recommended.

The suggested academic pathway for 3/2 Engineering is as follows (full descriptions appear on pages 67-69):

#### First Year

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Matter and Motion."

#### Second Year

"Matter and Motion."

#### Third Year

Either "Energy Systems" (Fall, Winter, Spring) or "Natural and Artificial Structures" (Fall), "Natural and Artificial Dynamics" (Winter), and "Energy Systems" (Spring).

► 1984-85 Part-time Courses

Fall	Winter	Spring
<b>General Science</b>		
General Biology I General Chemistry I College Physics I Political Economy of Scientific Problems Science, Technology and Health Seminar	General Biology II General Chemistry II College Physics II Political Economy of Scientific Problems Science, Technology and Health Seminar Organic Chemistry III*	General Biology III   Political Economy of Scientific Problems Science, Technology and Health Seminar Organic Laboratory II*
	*(continuation of studies begun in "Molecule to Organism" program)	
<b>Mathematics</b>		
Calculus I Linear Algebra	Calculus II Differential Equations	Calculus III
<b>Computer Science</b>		
Introduction to Computers and Programming (BASIC)	Introduction to Computers and Programming (BASIC) (repeat)	Introduction to Computers and Programming (BASIC) (repeat)
Pascal Intermediate BASIC Programming Machine Organization Data Structures	Pascal Numerical Analysis I  Computer Architecture Data Structures (repeat)	Pascal Numerical Analysis II  Operating Systems Data Base System
Data Communications Computer Graphics		

*Note:* For some students, special circumstances will make the above courses inappropriate. For them, part-time enrollment in a full-time program is sometimes possible. For the following subjects, consult the coordinator or sponsor of the program indicated: University Chemistry, University Physics ("Matter and Motion"), Engineering Thermodynamics ("Energy Systems"). In other cases, consult the Academic Advising Office.

**Senior Thesis**

The *Senior Thesis* provides students with the opportunity to extend the expertise they have developed in *Science, Technology, and Health* to a specific problem or question as would be expected of a professional in the field. Students are encouraged to undertake a *Senior Thesis* so that they might gain experience in the formulation of a problem, the review of previous work, devising experimental or theoretical methods to answer a problem the interpretation of the results, and the defense of the conclusions. The *Senior Thesis* is undertaken with the supervision of a faculty member. Upon conclusion of the project, the results will be presented in an oral review.

Prerequisites: Senior standing in *Science, Technology, and Health*.

**Data to Information**

*Fall, Winter, Spring/Coordinated Study Coordinator:* To be announced (for information, contact Rob Knapp)  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Core Program or equivalent  
*Special Expenses:* \$15-\$20 for field trips  
*Part-time Options:* Yes  
*Internship Possibilities:* Only if student has already completed part of the program  
*Additional Course Allowed:* Only if student has already completed part of the program

"Data to Information" is the full-time, entry-level program designed for students entering the Computer Studies Pathway. Students completing this program will have the necessary preparation for further work in computer studies at Evergreen.

Fall Quarter, we will introduce information and systems theory. We will learn the organization of a typical computer, and how to program it in assembler language. Students who have not learned Pascal will do so; those who know Pascal may select a substitute course.

Winter Quarter, we will study data structures and computer architecture. We will also study the handling of scientific and social data by statistical and other means.

Spring Quarter, we will continue work in data structures, and broaden our understanding of computer systems by study of operating systems. Students may select an additional four-credit hour course outside this specialty area.

*Students enrolled in "Data to Information" for more than 8 credit hours per quarter must participate each quarter in "The Science, Technology, and Health Seminar," or "The Political Economy of Scientific Problems.* This seminar component is a critical part of "Data to Information." Those pursuing computer studies must be able to talk about computer science in a wider context—and not just with their computing peers, but also with those who are not so "computer literate."

*Planned equivalencies in quarter hours:*  
12—science, technology, and health seminar, or equivalent; 4—systems and information theory; 4—quantitative methods; 4—Pascal; 8—data structures; 8—machine organization and computer architecture; 4—operating systems; 4—elective  
**48—total**

*Program is preparatory for careers and/or future study in computer science and information systems.*

## Computability and Cognition

*Fall, Winter, Spring/Coordinated Study*  
*Coordinator:* Al Leisenring  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* At least one year of college; entrance exam; permission of coordinator  
*Special Expenses:* None  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

This program will investigate questions such as the following:

*What are the thought processes involved in solving a mathematics problem?*

*Can a person be taught to think intelligently and creatively?*

*Can the rules of thought be made sufficiently explicit that a computer can be programmed to think intelligently and creatively?*

*What, if any, are the limitations of formal reasoning?*

*Could brain physiology ever tell us all there is to know about the mind?*

*What is the relationship between language and thought? and between thought, decision and action?*

Topics in mathematics are central to this investigation: mathematical logic, discrete mathematics, automata theory, the theory of computability, formal language theory. Problem assignments will develop skills in proving theorems and devising strategies for solving problems. Students with a strong interest in computer science can also study practical techniques for computer algorithms, parsing, compiler development, and language translation.

Mathematics is central also to the larger issues discussed in the program: the work of Chomsky on language, possible connections between the "software of the mind" and the "hardware of the brain," and theories about the limitations of formal systems in general and computers in particular, which raises the questions about the possibility of artificial intelligence adequately modeling the mind.

This program is designed for students with a strong interest in mathematics, computer science, cognitive psychology, or philosophy who want to explore interconnections between these fields.

*Planned equivalencies in quarter hours:*  
4—discrete mathematics; 4—mathematical logic; 4—computability theory;  
4—automatic theory; 4—language theory;  
4—abstract algebra; 4—design of algorithms; 4—compiler design;  
4—artificial intelligence; 6—philosophy of science; 6—cognitive science  
**48—total**

*Program is preparatory for careers and/or future study in mathematics, computers sciences, philosophy, and education.*

## Computers in Education

*Spring/Coordinated Study*  
*Coordinator:* John Aikin  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Background in either education/psychology or computer studies  
*Special Expenses:* No  
*Part-time Options:* Yes  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

"Courseware" flooding our schools promises to free teachers from record-keeping and drills, present subjects better than humans can, liberate students to learn self-paced when and where they wish.

Are such claims warranted? How can schools deal with this flood?

We will:

examine critically the nature of learning and schools—the work of Piaget, Papert, and others. . .

review existing computer applications—PLATO, microcomputers, LOGO, etc. . .

and develop technical skills in computing.

This program is recommended for third- and fourth-year students in education or computer sciences. Students with advanced standing in either area will be well-prepared, and need not be advanced in both.

*Planned equivalencies in quarter hours:*  
8—educational psychology; 8—principles of computer-assisted instructional design  
**16—total**

*Program is preparatory for careers and/or future study in teaching, instructional technology, computer-aided instruction and educational applications of computers, and cognitive psychology.*

## Human Health and Behavior

*Fall, Winter, Spring/Coordinated Study*  
*Coordinator:* Betty Kutter  
*Enrollment:* 70 *Faculty:* 2  
*Prerequisites:* *Core Program* or one year college study  
*Special Expenses:* Field trips  
*Part-time Options:* Yes, this is an 8 credit program; recommended additional courses are listed below  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

In "Human Health and Behavior" we will investigate the biological, psychological and social forces that affect human behavior, in order to develop a strong foundation for further work in the areas of health, human services, and counseling. Program material will be presented on the basis of two important assumptions. First, behavior and health are mutually influenced by psychological and biological forces. Second, culture defines and influences our understanding and facilitation of health. All students will take a common 8-hour core, with additional courses available for developing the specific skills needed in preparation for advanced work.

We will draw from human biology, sociology, anthropology, and developmental psychology as we examine: physiological development, nutrition, perception, mind-body interactions; the roles of gender and culture in differentiating human behavior and in guiding development; the influences of social and community structure, and social and ecological forces, on mental and physical health.

Through the core lectures, workshops, seminars, and library research papers, students will be encouraged to develop analytical skills in reading, writing, discussion, and research. Development of the specific skills needed for the three career pathways—psychological counseling, human services, and health sciences—will mainly take place in separate courses. Program faculty will help students select the courses best suited to their individual directions.

Recommendations for such concurrent courses: Social Systems (Fall); Statistics and Research Methodology I, II (Winter, Spring); Chemistry I, II, III (any quarter); General Biology I, II, III; Computer-related studies.

*Planned equivalencies* are social and developmental psychology, human biology, nutrition, sociology, anthropology, literature  
**24—total**

*Program is preparatory for careers and/or future study in psychological counseling, human services and health sciences.*

## Psychological Counseling

*Fall, Winter/Group Contract*

*Sponsor:* Kirk Thompson

*Enrollment:* 24

*Prerequisites:* Background in psychology, senior standing, career plans in counseling and mental health, and faculty permission

*Special Expenses:* Travel to internship

*Part-time Options:* None

*Internship Possibilities:* Half-time internship required

*Additional Course Allowed:* Consult faculty

This advanced group contract offers preparation for paraprofessional jobs in psychological services, and academic and practical experience appropriate for graduate study in clinical psychology, counseling psychology, educational psychology, and psychiatric social work.

The *academic component* is an integrated equivalent to courses on (1) introduction to clinical procedures, (2) structure and dynamics of personality, (3) adolescent and adult development, and (4) abnormal psychology. Students who have taken comparable courses will be expected to teach one or more classes, in order to be engaged at a more advanced level.

*Internship component:* Students are urged to arrange their internships before Fall Quarter begins, by contacting the Office of Cooperative Education. Internships must be supervised by a counseling or mental health professional. Internships must involve a six-month, half-time commitment to one agency; repeated face-to-face contact with adolescent or older clients; and counseling experience involving psychological adjustment or development.

The academic and internship components will be integrated through workshops, seminars on internship experience, and written assignments involving the relation of theory to practice.

*Planned equivalencies in quarter hours:* 4—psychology: introduction to clinical procedures; 4—structure and dynamics of personality; 4—adolescent and adult development; 4—abnormal psychology; 16—clinical practicum  
**32—total**

*Program is preparatory for careers and/or further study in psychological services; counseling, clinical, and educational psychology, psychiatric social work.*

## Molecule to Organism

*Fall, Winter, Spring/Group Contract*

*Sponsor:* Jeff Kelly

*Enrollment:* 48 Faculty: 2

*Prerequisites:* Precalculus mathematics; one year general inorganic chemistry with lab; physics (mechanics); introductory biology useful but not essential; prerequisites could be filled by "Matter and Motion," "Introduction to Natural Science," or "Human Health and Behavior," plus appropriate courses  
*Special Expenses:* Lab fee up to \$25/quarter

*Part-time Options:* Yes, with faculty consent

*Additional Course Allowed:* Yes

This program is for students who want to study organic chemistry and biochemistry and who wish to integrate that study with biology at the molecular, cellular and organismic level. Opportunities will be provided to develop good problem-solving skills and laboratory techniques in addition to theoretical knowledge. It is an excellent preparation for the health professions or for graduate school.

*Fall Quarter* (16 quarter hours) will cover organic chemistry (with laboratory), histology and microtechnique.

*Winter Quarter* (12 quarter hours) will begin biochemistry with the study of the physical and chemical properties of biological molecules in the context of their function in cells. Biology studies will focus on cell biology and developmental biology.

*Spring Quarter* (12 quarter hours) biochemical studies will focus on metabolism and physiological chemistry; biological studies will cover vertebrate anatomy and physiology.

There will be a substantial (8-12 hrs week) chemistry and biology laboratory component all three quarters. In addition to carrying out traditional exercises in light microscopy and dissection of prepared specimens, students will learn to operate and/or understand the modern laboratory equipment.

Students who need 12-16 units of organic chemistry to meet professional school requirements will be able to take additional organic chemistry courses Winter and Spring Quarters to achieve required equivalencies.

*Planned equivalencies in quarter hours:* 8—organic chemistry with lab; 10—biochemistry; 8—histology and microtechnique; 6—cellular and developmental biology; 8—anatomy and physiology  
**40—total**

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

## Matter and Motion

*Fall, Winter, Spring/Coordinated Study*

*Coordinators:* Clyde Barlow and Sig Kutter

*Enrollment:* 48 Faculty: 2

*Prerequisites:* Core Program or equivalent; mathematics through trigonometry; high school chemistry or equivalent

*Special Expenses:* None

*Part-time Options:* See below

*Internship Possibilities:* No  
*Additional Course Allowed:* Students who place out of portions of the program may substitute additional courses.

This intermediate program is designed for students with a keen desire to develop a firm physical science and mathematics background suitable for pursuing more advanced work in the sciences. Students should have completed intermediate algebra and trigonometry and have a background in high school level chemistry. Some experience with computing may be helpful.

The program will cover differential and integral calculus, topics in general chemistry and physics (including thermodynamics, kinetics, quantum mechanics and bonding, mechanics, kinetics, waves and oscillations, electricity and magnetism), and the use of computers in experimentation. In addition students will participate in the "Science, Technology and Health Seminar" to examine history, philosophy, and current public policy in science.

The laboratory section of the program will develop basic early lab skills in physics and chemistry so that students can then pursue project-oriented laboratory work. Expertise in the use of laboratory instrumentation and integration of computers with experimentation will be emphasized.

Lectures, workshops, problem sessions, laboratories and seminars are interwoven to help students test and improve their understanding of ideas and techniques being studied, and also to help students develop better skills in presenting ideas and results in both written and oral formats.

*Planned equivalencies in quarter hours:* 12—university chemistry; 12—university physics; 12—calculus; 12—"Science, Technology and Health Seminar"  
**48—total**

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

## Energy Systems

*Fall, Winter, Spring/Coordinated Study*

*Coordinator:* Robert S. Cole

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Precalculus math; and 6-8 quarter hours of college-level physical science.

*Special Expenses:* Above average textbook costs; drafting supplies; field trip expenses.

*Part-time Options:* Yes

*Internship Possibilities:* Yes

*Additional Course Allowed:* Yes

The goals of "Energy Systems" are to develop a broad understanding of energy issues and energy technology in our society, and to build a technical ability to analyze energy systems in detail, especially in small scale applications.

*Fall Quarter,* we will survey energy sources, conversion technologies, distribution systems, and storage schemes. We will study economic and policy issues, and students will be expected to take the course "Political Economy of Scientific Problems" (see page 56). Heat transfer, technical drawing, and mathematics will round out the course of study.

*Winter Quarter,* we will study thermodynamic processes, solar energy applications (including photovoltaics), and solar architectural design. We will continue seminar readings in energy issues, and students will do work in policy analysis applications as part of "Political Economy of Scientific Problems."

*Spring Quarter,* we will focus on research projects or internships in the areas of alternative energy policy formulation, economic analysis, or feasibility studies of specific energy systems. The projects will have a "hands-on" emphasis. We will also offer a lecture series in advanced topics in energy conversion—including biomass, conservation, hydro, wind, or other systems. We will participate in a seminar symposium.

"Energy Systems" is one of several options suitable for 3/2 Engineering students (see page 64 for the 3/2 options). The Fall Quarter energy survey course is particularly suitable for gaining an overview of current energy technology and issues.

*Planned equivalencies in quarter hours:*  
4—fundamentals of energy systems;  
4—thermodynamics; 7—heating, cooling, and conservation design; 2—graphics;  
2—readings in energy policy; 8—project or internship; 9—calculus (applied math); 12—the political economy of scientific problems  
**48—total**

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

## Natural and Artificial Structures

*Fall/Group Contract*

*Sponsor:* Rob Knapp

*Enrollment:* 25

*Prerequisites:* Calculus and one year of quantitative physics or engineering ("Matter and Motion" or "Energy Systems" or equivalent)

*Special Expenses:* None

*Part-time Options:* Yes (8 or 12)

*Internship Possibilities:* Yes

*Additional Course Allowed:* Yes

Using advanced methods from physics and mathematics, we will describe and analyze natural and man-made structures. Using ideas from design, engineering, and philosophy, we will discuss their uses and significance.

Students will receive a full introduction to engineering statics and significant amounts of solid state physics—the key analytical approaches to the subject. They will also investigate the design values, economics, and history which shape such important structures as cathedrals, ultralight aircraft, transistors, and magnetic materials.

Full-time students will develop graphic or mathematical skills (architectural drawing, linear algebra, or computer graphics) through suitable project or coursework may be substituted by arrangement with instructor.

*Planned equivalencies in quarter hours:*  
4 each—engineering statics, design seminar, materials science, graphics/mathematics  
**16—total**

*Program is preparatory for careers and/or future study in physics, engineering, and energy studies.*

## Chemical Thermodynamics

*Fall/Group Contract*

*Sponsor:* Fred Tabbutt

*Enrollment:* 15

*Prerequisites:* "Matter and Motion" or equivalent

*Special Expenses:* None

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

Equilibrium thermodynamics and statistical mechanics will be covered, and nonequilibrium processes introduced. The laws of thermodynamics will be used to explain energy transformations, using environmental, geological, chemical, and biochemical for examples. We will strongly emphasize problem solving.

The optional laboratory component will undertake modest research projects involving practical problems: the development of a thermodynamically viable method for recycling waste from an industrial process; detoxification of hazardous waste; the thermodynamics of phase transitions for energy storage; the measurement of chemical potentials for a biochemical storage of solar energy; the thermodynamics of naturally occurring minerals.

*Planned equivalencies in quarter hours:*  
4—chemical thermodynamics;  
4—advanced physical chemistry laboratory  
**8—total**

*Program is preparatory for careers and/or future study in chemistry, geology, biochemistry, medicine, and environmental science.*

*Evergreen intern Joe Clements (right) discusses a programming problem with Olympia High School student Louis Blowers.*



## Electronics

*Fall/Group Contract*

*Sponsor:* Fred Tabbutt

*Enrollment:* 23

*Prerequisites:* None, except for calculus network analysis portion

*Special Expenses:* Maximum \$15 to cover cost of electrical components

*Part-time Options:* Yes

*Internship Possibilities:* Yes, in spring

*Additional Course Allowed:* Yes

The Introduction to Electronics portion of this three-quarter time program offers practical coverage of components used in linear circuitry, with heavy emphasis on the operational amplifier. Topics include: regulators, oscillators, amplifiers, active filters, waveform generators, and phase-lock loops. No prior knowledge of electronics will be assumed.

An optional laboratory will provide experience in circuit construction.

For students with a background in calculus, a further option in Network Analysis will rigorously cover the quantitative basis for modern circuit analysis. Topics include: Kirchoff's Laws, Laplace transformations, network functions, phasors, frequency response, power transfer and Fourier series.

Some internships will be available Spring Quarter for students completing both "Electronics" and "Digital Electronics."

*Planned equivalencies in quarter hours:*

4—introduction to electronics;

4—electronic laboratory; 4—network analysis

**12—total**

*Program is preparatory for further studies, careers and/or graduate study in natural sciences, medical technology, audio engineering, electrical engineering, and electronics*

## Natural and Artificial Dynamics

*Winter/Group Contract*

*Sponsor:* Rob Knapp

*Enrollment:* 25

*Prerequisites:* Calculus and one year of quantitative physics or engineering ("Matter and Motion" or "Energy Systems" programs or equivalent)

*Special Expenses:* None

*Part-time Options:* Yes (8 or 12 quarter hours)

*Internship Possibilities:* Yes

*Additional Course or Project Work*

*Allowed:* Yes

Using advanced methods from physics and mathematics, we will study natural and man-made motions. Drawing on design, engineering, and philosophy, we will discuss their uses and significance.

We will apply conservation laws and differential equations to the analysis of motion—from planetary orbits to spinning tops. We will investigate economic, aesthetic, and "variational" principles governing fluid flow, wave motion, rotations, and engineering mechanisms.

Design projects will be strongly encouraged. As mathematical fluency is vital, students must take an introduction to differential equations or an advanced problem-solving class. Students may also take the engineering thermodynamics offered in the "Energy Systems" program.

*Planned equivalencies in quarter hours:*

4—intermediate mechanics; 4—differential equations or advanced problem-solving; 2 each—design seminar, descriptive dynamics; 4—related project or coursework

**16—total**

*Program is preparatory for careers and/or future study in physics, engineering, and energy studies.*

## Digital Electronics

*Winter/Group Contract*

*Sponsor:* Fred Tabbutt

*Enrollment:* 23

*Prerequisites:* Familiarity with binary number system and binary logic; introductory "Electronics" program, or familiarity with Ohm's Law.

*Special Expenses:* \$15 maximum to cover costs of electrical components

*Part-time Options:* Yes

*Internship Possibilities:* Yes, Spring

Quarter

*Additional Course Allowed:* Yes

The more important digital electronic components will be covered, emphasizing their practical use through laboratory exercises. The laboratory will begin with set exercises, and move to projects. Students will use flip-flops, registers, gates, encoders, decoders, Schmidt triggers, digital-to-analog and analog-to-digital converters.

Some internships will be available Spring Quarter for students completing both "Electronics" and "Digital Electronics."

*Planned equivalencies in quarter hours:*

4—digital logic; 4—computer interfacing;

**8—total**

*Program is preparatory for further studies in electronics.*

## Dynamic Systems

*Winter/Group Contract*

*Sponsor:* Fred Tabbutt

*Enrollment:* 23

*Prerequisites:* Calculus I, II; intermediate programming

*Special Expenses:* None

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

The strategies for analyzing the dynamics of a system and developing models for making predictions based on those models will be covered. Several major case studies will be used as vehicles for developing an understanding of the theory in practice—systems such as population dynamics, both competitive and prey/predator; the World III model (basis for *Limits to Growth*); energy flow in an ecosystem; and feedback models of the central nervous system. Control theory, parameter optimization, and sensitivity analysis will also be covered.

*Planned equivalencies in quarter hours:*

4—systems analysis and control theory;

4—computer modeling

**8—total**

*Program is preparatory for further study in natural sciences, quantitative ecology, systems analysis, and computer simulation.*

## Atom, Field and Quantum

*Spring/Group Contract*

*Sponsors:* Rob Knapp and Fred Tabbutt

*Enrollment:* 25 *Faculty:* 2

*Prerequisites:* Calculus-based physics and chemistry ("Matter and Motion" or equivalent); differential equations and intermediate mechanics ("Natural and Artificial Dynamics" or equivalent) needed for physics emphasis

*Special Expenses:* None

*Part-time Options:* Yes (8 or 12 quarter hours)

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

This program rounds out the undergraduate study of physics and chemistry with intensive work on modern theories of atomic and molecular structure—that is, quantum theory, electromagnetism, and chemical bonding. Students elect either a *physics emphasis* including electromagnetism and optics; or a *chemistry emphasis* including many-electron atoms (self-consistent field) and bonding (molecular orbital theory). All students cover introduction to quantum theory and to principles of molecular symmetry. Computer methods will be emphasized. Each week, related work in mathematics, history and philosophy of science, and laboratory exercises will enrich understanding of the central subjects, and provide variety.

*Planned equivalencies in quarter hours (each student's program will be selected from the options listed):*

4—introduction to quantum mechanics;

4—electromagnetism; 4—advanced

physical chemistry laboratory; 3—partial

differential equations and vector calculus;

3—seminar (history of atomic theory);

2—optics laboratory

**16—total**

*Program is preparatory for further study in calculus, physics, and chemistry.*

## Chemical Kinetics

*Winter/Group Contract*

*Sponsor:* Fred Tabbutt

*Enrollment:* 15

*Prerequisites:* "Matter and Motion" or equivalent

*Special Expenses:* None

*Part-time Options:* Yes (4 or 8 quarter hours)

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

Current theories and experimental techniques for understanding the dynamics of chemical reactions will be developed. Topics to be covered include collision theory, absolute rate theory and the theory of unimolecular reactions. Special emphasis will be placed on numerical methods using the computer for solving rate expressions. Applications which will be stressed are the kinetic modeling of reactions affecting the ozone layer, fast reactions involving enzymes, molecular beam experiments, and electron transfer reactions.

An optional laboratory component will allow students to undertake projects involving flash photolysis, stopped flow, temperature jump, live-broadening, and classical techniques to study chemical and biochemical systems.

*Planned equivalencies in quarter hours:*

4—chemical kinetics; 4—advanced

physical chemistry lab

**8—total**



## The Science, Technology, and Health Seminar

*Fall, Winter, Spring/Course*  
Coordinator: Will Humphreys  
Enrollment: 80

This 4 quarter-hour course, designed for students engaged in intermediate and advanced studies in the physical or computer sciences, includes material from the humanities and social sciences of particular interest to prospective scientists. It will be organized around a series of topical lectures in the history of science, history of technology, philosophy of science, sociology of science, public policy, and literature. There will also be weekly small-group discussions. The course will be taught jointly by the faculty coordinator, several guest lecturers, and two or more faculty from *Science, Technology, and Health* who will serve as small-group discussion leaders. Readings will include plays, novels, and philosophical essays, as well as classics from the history of science.

The course fulfills the seminar requirement for students enrolled full-time in "Matter and Motion" and "Data to Information" and those students will be given priority in enrollment.

## Senior Learning Community in Human Health and Behavior

*Fall, Winter, Spring*  
Coordinators: Jeff Kelly and Betty Kutter

This will be a regular Monday afternoon activity written into most advanced individual contracts in counseling, human services, and health fields. As such, it will *not* require separation. Virtually all the faculty in *Science, Technology and Health* will be involved, and presentations will be made by guest speakers and students, as well. Some quarters, a central theme will be chosen, possibly in cooperation with another specialty area; other quarters, a wide variety of topics of general interest will be covered. There will also be an hour set aside for small or large group discussions of problems and interesting issues encountered in students' internships, senior thesis studies, and other advanced work.

## Cutting Edge Symposium

Coordinator: Carolyn Dobbs

Students doing advanced work may also be interested in the "Cutting Edge Symposium" (see page 60). Each quarter, a lecture series and seminar discussions will be offered on an area of significance in science of the 1980's. The symposia will explore issues science consciously addresses and those it blindly ignores, as well as the effects of that research and its technology on traditional assumptions, and social and political considerations.

Topics under consideration for 1984/85 are Evolution (Fall), Artificial Intelligence and Fifth-Generation Computers (Winter), and Immunology (Spring).

## Other Study Opportunities in Science, Technology, and Health

The Senior Project or thesis option is available for variable credit under the sponsorship of individual faculty in the specialty area. For guidance on the procedures for setting up a senior project, please consult the convener of the specialty area.

*Internships* are available in a variety of different agencies, businesses and private and public organizations. Advanced planning is imperative for students planning to undertake an internship. Students should begin by talking with the Office of Cooperative Education early in the quarter preceding the internship. Consult with the convener of *Science, Technology, and Health* for advice on possible faculty sponsors and areas of interest.

*Individual contracts* are available to advanced students with well-defined plans of individual study. If you are interested in doing an individual contract, you should begin planning your program of study early in the preceding quarter. The possibility of specific studies under the individual contract mode depends upon faculty and equipment availability each quarter. Students may register for no more than one quarter of individual contract at one time. If you are interested in pursuing an individualized program of study and need advice on a faculty sponsor, consult with the convener of *Science, Technology, and Health*.



# Teacher Certification

*Director:* Robert Hostetter  
*Administrative Assistant:* Marilyn Watson  
*Evergreen Directors:* Ronald Woodbury and Barbara Smith  
*Faculty:* Rosemary Barnhart, Diane Blair, John English, Robert Ford, Norm Heimgartner, Richard Hodges, Cheryl Peters, Rita Pougiales, Lovern King, Edith Richards, Ray Roussin, Robert Steiner

► *Sequences of Courses Evergreen-UPS Teacher Certification Program*

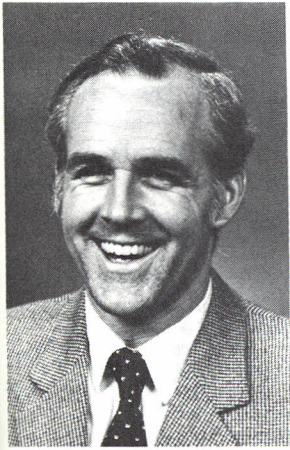
**Elementary School Preparation**  
*(50-52 quarter hours)*

Fall I	Winter I	Spring I	Fall II	Winter II
	Introduction to Teaching Ed. 301 5 qtr. hrs.	Context of Teaching Ed. 415 2 qtr. hrs.	Field Experience in Education (September Practicum) Ed. 407* 2 qtr. hrs.	Student Teaching Ed. 401 14 qtr. hrs.
New students are encouraged to use Fall Quarter to complete Evergreen requirements in writing, coordinated studies and natural science. "Native American Learning Environments" is offered Fall Quarter. This program fulfills both the optional emphasis on Indian education and the coordinated studies requirement.	Educational Psych. Ed. 302 5 qtr. hrs.	Reading Ed. 349 5 qtr. hrs.	Mathematics in Elem School Ed. 350 5 qtr. hrs.	Student Teaching Seminar Ed. 416 2 qtr. hrs.
		Language Arts in Elem. School Ed. 348 3 qtr. hrs.	Science Methods Ed. 365 3 qtr. hrs.	
		Soc. Studies in Elem. School Ed. 345 2 qtr. hrs.	Art Experience for the Educator Art 373 2 qtr. hrs.	
			Music Methods for Elem. School Music 321 2 qtr. hrs.	

**Secondary School Preparation**  
*(36-38 quarter hours)*

Introduction to Teaching Ed. 301 5 qtr. hrs.	Context of Teaching Ed. 415 2 qtr. hrs.	Field Experience in Education (September Practicum) Ed. 407* 2 qtr. hrs.
Educational Psych. Ed. 302 5 qtr. hrs.	Secondary Curriculum Development & Methods Ed. 359 5 qtr. hrs.	Student Teaching Ed. 402 14 qtr. hrs.
	Secondary Reading Ed. 360 3 qtr. hrs.	Student Teaching Seminar Ed. 416 2 qtr. hrs.

\*This class is not required but *strongly* recommended.



Woodbury

In cooperation with the University of Puget Sound, Evergreen has created a highly successful professional *Teacher Certification* program on campus. The program integrates the best of traditional discipline-centered education characteristic of UPS with the Evergreen interdisciplinary curriculum.

At the undergraduate level, students may pursue Elementary or Secondary *Initial Certification* through a sequence of courses in educational philosophy, psychology, and teaching methods. Although people who already have a Bachelor's degree are welcome in the program, it is set up for students to enter in their junior or senior years and simultaneously complete requirements for the Baccalaureate degree from Evergreen.

Highlights of the program include special requirements of all students for coordinated studies, natural science and writing, and initiation of a special emphasis on Indian education. Education classes begin in Winter Quarter. New students are encouraged to use Fall Quarter to complete Evergreen requirements in writing, coordinated studies and natural science. Secondary Certification candidates will be able to gain their field experience in Fall Quarter, which is not only the best time for classroom experience, but also provides the best entry into the job market since substituting has become a virtual prerequisite of regular public school teaching contracts.

The program has a strong emphasis on field experience.

Because none of the education classes begin before 1 p.m., students employed as school aides and in other part-time morning jobs find the program especially attractive. It is a unique opportunity to gain Washington State Initial Certification, on the Evergreen campus, at state college tuition rates, in three or four quarters.



Smith

#### *Indian Education Special Emphasis*

The *Teacher Certification* program includes a special optional emphasis on Indian Education. This emphasis is designed primarily to provide Indian teachers for Indian schools. Students taking this option will complete all other requirements of the program, including their major and minor fields of study. They will also complete at least one full quarter of study in "Native American Learning Environments" during Fall Quarter.

All students participating in the *Teacher Certification* program should benefit from this multicultural emphasis in the program. The Fall Quarter offering itself will satisfy the *Teacher Certification* program's coordinated studies requirement.

#### *Major and Minor Fields*

It is possible to pursue the following majors at Evergreen: art, biology, chemistry, theatre, English and language arts, mathematics, computer science, and social science. Additional areas are in the process of being approved. For a complete description of majors and minors offered and courses required, see the Academic Advising Office, Dean Ronald Woodbury or Dean Barbara Smith. It is not possible to pursue secondary majors in music, home economics, vocational education, physical education and some other areas at Evergreen.

## Admission Requirements

Admission to the TESC/UPS *Teacher Certification* program is highly competitive. Academic excellence is the primary criterion. Students should begin making their curriculum plan before entering the program. All students should develop strong writing skills and even before entering the program many should begin work on the graduation requirement of college-level natural science. Secondary students should have completed most of their major requirements by the time they enter the program. Strength of work in proposed major and minor fields, as well as letters of recommendation, play a major role in admissions decisions.

Minimum admission requirements include admission to the college, junior class standing at the time of entering the program, and a grade-point average of C+ (2.50), with graded transcripts or comparable quality work on ungraded transcripts.

As part of the admissions process, applicants must also take standard aptitude tests in reading, English, and mathematics. Students scoring at less than the 50th percentile may receive no more than conditional admission to the program. In preparation for the test, students may take mock versions in order to assuage any "test anxiety," identify any areas of weakness, or just prepare for their first attempt. The mathematics mock test is available in the Self-Paced Learning (SPLU) Center and reading and writing tests in the Learning Resource Center (LRC). If necessary, a second test is allowed in the fall.

For further information on the test and when it is given, contact Marilyn Watson, 866-6000, ext. 6146.

Students entering the program with a Bachelor's degree must also already have had either 12 quarter hours of work in a team-taught, interdisciplinary program (including a seminar), or present a plan to undertake this work with certification conditional upon its completion; or demonstrate equivalent experience in interdisciplinary education.

Students wishing to apply for this program should complete all admission requirements, including letters of recommendation and the special form from the Admissions Office, prior to *March 15*. Students who are selected for admission at this time will be notified in writing prior to the Academic Fair in early May. A second, later, application deadline is *May 15*, at which time those placed on the waiting list after March 15 will be reviewed, along with late applicants.

Full information may be obtained through the Admissions Office. Current Evergreen students will be charged a \$5.00 copying fee for their transcripts. UPS will consider education transfer credit on a

## Types of Certification

The State of Washington currently issues *Initial Certificates* and *Continuing Certificates* to qualified applicants.

Students who successfully complete this program will be eligible to hold the *Initial* elementary (K-8), secondary (7-12), or elementary/secondary (K-12) certificate. The requirements for the *Initial Certificate* include: (1) a Bachelor's degree, and (2) completion of a State-approved teacher education program which includes meeting *Initial* generic standards as described in the Washington Administrative Code. The *Initial Certificate* is valid for 48 months from the date of issuance and may be renewed, upon completion of appropriate requirements, for an additional 36-month period.

The *Continuing Certificate* (elementary/secondary K-12) will be issued to candidates who have (1) completed three years of educational service (at least two years must be in K-12 classroom teaching); (2) completed 45 quarter hours of upper-division or graduate-level study (30 quarter hours of this work must be taken after 180 days of teaching); and (3) must have met the *Continuing* level generic standards as described in the Washington Administrative Code.

For further information, see Bob Hostetter, Lab I 1012, 866-6000, ext. 6146.

## Continuation and Graduation in the Certification Program

Criteria for continuation and graduation in the *Teacher Certification* Program at Evergreen include:

1. Completion of satisfactory work as evidenced in the student's written transcript evaluations at Evergreen.
2. Maintenance of a 2.50 average in the student's UPS Certification classes.
3. Completion of major and minor field requirements.
4. At least eight quarter hours of college-level natural science.
5. At least 12 quarter hours of work in an Evergreen team-taught, interdisciplinary, coordinated studies program or group contract, including participation in a seminar. This requirement may be fulfilled either in one program or group contract of at least 12 quarter hours or in two quarters of half-time, eight quarter hour, work.
6. Completion of an academic program including substantial work in writing, equivalent to at least 12 identifiable quarter hours.

Students seeking advice on, or a waiver of, any of the interdisciplinary coursework criteria and updated information on major and minor field requirements should see the Academic Advising Office, Dean Barbara Smith or Dean Ron Woodbury.

## Job Availability

During a typical year, approximately 35-40 school districts regularly approach UPS for teacher candidates. In addition, the UPS Office of Career Planning and Placement receives written or phone contacts from numerous other districts seeking to fill specific teaching needs.

In 1981-82, the average beginning teacher's salary in the Puget Sound area was approximately \$14,000.

In 1981-82, approximately 55% of the total number of TESC/UPS students completing the certification sequence were employed in regular full-time or substitute teaching positions. Approximately 20% of our graduates did not choose to enter the job market.

## Teacher Placement Service

Assistance in securing a teaching position will be given by the University of Puget Sound Career Planning & Placement Bureau. This service is open to all seniors and graduates of the School of Education and to other certified teachers who have taken at least four units of work in residence. Students must complete all necessary forms needed for credential files.

## Continuing Certification and Masters in Education

Through an additional cooperative arrangement between The Evergreen State College and UPS, students may also complete, on the Evergreen campus, some of their coursework for both *Continuing Certification* and a Master's degree in education. Appropriate Evergreen coursework may be applied towards the *Continuing Certificate* if it is taken after earning a Bachelor's degree.

The University of Puget Sound provides advising for interested candidates on the Evergreen campus. It is important to file a plan of study with UPS when pursuing this work. Registration for UPS coursework in Olympia is done through the UPS Division of Continuing Education. Evergreen work must also be specified in the plan of study and will be registered through the usual Evergreen registration channels.

For further information, contact Bob Hostetter, Lab I 1012, 866-6000, ext. 6146.

# Off-Campus Programs

Evergreen runs two Off-Campus programs. One is located in a center in Vancouver, Washington; the other in downtown Tacoma. Both of these off-campus centers provide two-year, upper-division programs. Classes are scheduled at times convenient for working people.

Students wishing to enroll in an off-campus program must have completed 90 quarter hours of college-level work before entering. Detailed information on Admissions is available at the Tacoma and Vancouver campuses, or through the Admissions Office in Olympia.

## *The Evergreen State College-Tacoma*

The Evergreen State College-Tacoma program is designed for working adults over 25 years old who have completed their first two years of college work. Evergreen-Tacoma provides a broad based liberal arts education in the arts and sciences which recognizes the importance of good communication skills to work effectively in today's society. More detailed information can be obtained by contacting Maxine Mimms in Tacoma at (206) 593-5915.

## Comparative History of World Ideas

*Fall, Winter, Spring/Coordinated Study*  
*Coordinator:* Maxine Mimms  
*Enrollment:* 144 *Faculty:* 6  
*Prerequisites:* Upper-division standing  
*Special Expenses:* None  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

Topics to be explored in "Comparative History of World Ideas" include: history of computers; counting and mapmaking; biology of the human body; comparative world literature; technology and health; political economy; comparative education; and communications.

In addition, individualized plans for specialized skill-building will be prescribed in such areas as writing, public speaking, reading and study skills, and computer skills.

*Planned equivalencies in quarter hours:*  
6—history of computers; 6—counting and mapmaking; 6—biology of the human body; 6—comparative world literature; 6—political economy; 6—communication; 6—sociology of education; 6—technology and health  
**48—total**

*Program is preparatory for future studies, careers and/or graduate study in health areas, education, literature, and political science.*

## *The Evergreen State College-Vancouver*

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 for residents of Clark County. Reciprocity with Oregon allows a limited number of students residing in Oregon to enroll at the Vancouver campus and pay resident tuition rates.

The Evergreen-Vancouver campus is projected to grow to 250 students, and designed to provide them with a high-quality liberal arts education in a small college setting. At the present time, three curricular pathways are provided in Management, Health and Human Services and Community Studies. More specific information can be obtained by contacting Anne Turner in Vancouver at 206-696-6011.

## Human Environments, Human Expressions

*Fall, Winter, Spring/Coordinated Study*  
*Coordinator:* Virginia Darney  
*Enrollment:* 120 *Faculty:* 6  
*Prerequisites:* Junior Standing  
*Part-time Options:* Yes  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* No

This upper division program is located in Vancouver, Washington, and is designed to serve adult learners in Southwest Washington. It is concerned with the study of human environments as expressions of values. The three career pathways within this program—*Management, Community Studies, and Health and Human Services*—each contribute to the exploration of human environments through the study of local, regional, and international communities; the study of organizations, of the relationship of people to the several organizations of which they are members; and the study of the mechanisms by which people adjust to or seek to change their environments. In each instance, we will strive to understand the values of these human communities and to explore the assumptions implicit in them.

The program will emphasize proficiency in the skills associated with a liberal education: effective writing, careful reading and analysis of texts, and oral communication in a collaborative learning setting. Students in each of the three pathways will also study techniques specific to their career interests.

*Planned equivalencies in quarter hours:*  
Distributed among humanities, social science, public and business administration  
**48—total**

*Program is preparatory for future studies, careers and/or graduate study in management, community planning and health.*

# Part-time at Evergreen

Although the primary foundation upon which the Evergreen tradition has been built is the full-time, team-taught, interdisciplinary program, the college has made it an important priority to provide a variety of part-time options. In this way, you can still share in the unique interdisciplinary education at Evergreen, even if you attend only part of the time. Many adult students pursue their degrees at Evergreen by going to school part-time.

Every year there are a variety of interdisciplinary programs which have a half-time (8 quarter hours) option, or which are designed for only 8 quarter hours. These programs include both lower- and upper-division offerings and are taught during the daytime, evenings, or on weekends. The first chart below shows half-time programs to be offered in 1984-85.

In addition to half-time programs, Evergreen offers a variety of 4 quarter hour courses, most of which are offered in the evening and on weekends. A preliminary list of these courses for 1984-85 follows.

In addition, Evergreen's other modes of study are available to part-time students: *Individual Contracts* (see page 8), *Internships* (see page 80), and *Credit for Prior Learning* (see page 81).

If you are interested in part-time programs and courses, you will want to get a copy of the *Evergreen Times*, which lists the dates, times, and descriptions of each course or half-time program to be offered during the coming quarter.

## ► Half-time (8 quarter hours) Programs 1984-85

Fall	Winter
<b>Daytime</b>	
Great Questions & Great Books (Core)	Great Questions & Great Books (Core)
Reintroduction to Education	Reintroduction to Education
Introduction to Environmental Studies	Introduction to Environmental Studies
Plato's Republic	Studies in American Culture
Utopias: Alternative Societies in Thought and Practice	Utopias: Alternative Societies in Thought and Practice
Ceremonies: Prefigurative Culture	Ceremonies: Prefigurative Culture
Human Health and Behavior	Human Health and Behavior
Natural and Artificial Structures	Natural and Artificial Structures
Chemical Thermodynamics	Digital Electronics
Electronics	

## ► Preliminary List of Part-time Courses 1984-85

Fall	Winter
<b>Visual Arts</b>	
Drawing I	Drawing II
Printmaking I	Printmaking II
	Ceramic Sculpture
	Beginning/Intermediate Weaving
<b>Performing Arts</b>	
Beginning Ballet	Beginning Ballet
Intermediate Ballet	Intermediate Ballet
Modern Dance I	Modern Dance I
Modern Dance II/III	Modern Dance II/III
Music Fundamentals	Music Theory I
Music Theory III	Music Theory IV
Jazz Ensemble	Jazz Ensemble
Class Piano	Class Piano
Class Voice	Class Voice
Chamber Singers	Chamber Singers
	Songwriting
America's Performing Arts: Roots, Issues & Directions	America's Performing Arts: Roots, Issues & Directions
<b>Media Arts</b>	
Media for the Uninitiated	
Portable Film/Video Skills	On Location Production
Photography I	Photography I
Photography II	Photography II
Audio in Media I	Audio in Media II
Animation Drawing	Beginning Animation
<b>Language and Culture</b>	
Reading, Writing and Study Skills	Reading, Writing and Study Skills
Creative Writing	Writing for Film and Video
Playwriting	Playwriting
French Ia	French Ib
Spanish Ia	Spanish Ib
Russian Ia	Russian Ib
French II	French II

ing  
 at Questions & Great Books  
 (Core)  
 Introduction to Education  
 Coastal Natural History  
 Memory Images  
 Studies in American Culture  
 Cuban Experiment: Theory  
 and Practice  
 Ceremonies: Prefigurative  
 Culture  
 Human Health and Behavior  
 Dynamic Systems  
 m, Field and Quantum

Fall	Winter	Spring
<b>Evening and Weekend</b>		
Management and the Public Interest Down and Out: The Literature of Hard Times Reintroduction to Education Writing Workshop	Management and the Public Interest Mural of Revolution: Mexico Reintroduction to Education Writing Workshop	Management and the Public Interest The Lure of Fascism Reintroduction to Education Writing Workshop

ing  
 wing III  
 Making III  
 amics  
 Metal Design  
 nning Ballet  
 rmediate Ballet  
 ern Dance II  
 ern Dance III  
 ic Theory II  
 ic Theory V  
 Ensemble  
 s Piano  
 s Voice  
 mber Singers

Fall	Winter	Spring
<b>Computer Science</b>		
Intro. to Computers and BASIC Pascal Programming Intermediate BASIC Programming Machine Organization Data Structures I Data Communications Computer Graphics	Intro. to Computers and BASIC Pascal Programming Numerical Analysis I  Computer Architecture Data Structures II	Intro. to Computers and BASIC Pascal Programming Numerical Analysis II  Operating Systems Data Base System
<b>Social Science and Management</b>		
Political Economy of Scientific Problems Introduction to Accounting Library Research Methods Legal Research Methods Behavior Modification: Issues, Ethics and Practices Social Systems	Political Economy of Scientific Problems Microeconomics Managerial Accounting American Federal Government Statistics and Research Methods I	Political Economy of Scientific Problems Macroeconomics Library Research Methods  Statistics and Research Methods II
Science, Technology, and Health Seminar	Science, Technology and Health Seminar	Science, Technology, and Health Seminar

ts:  
 ons  
 erica's Performing Arts:  
 oots, Issues & Directions

Oral and Performing Traditions 17th Century England History of Jazz	Oral and Performing Traditions 17th Century on the Continent History and Culture of the Indians of Cape Flattery	Cutting Edge Symposium: Science and Human Values
---	---	---

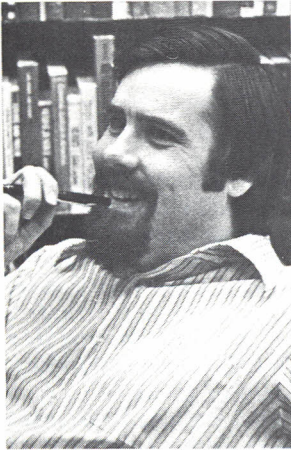
n Editing  
 ography II  
 io in Media III

Cutting Edge Symposium: Science and Human Values Children's Literature	Cutting Edge Symposium: Science and Human Values	Cutting Edge Symposium: Science and Human Values
--	---	---

ding, Writing and Study  
 ch Ic  
 nish Ic  
 sian Ic  
 ch II

<b>Natural Science and Mathematics</b>		
Self-Paced Pre-Calculus Math Calculus I General Chemistry I College Physics I Linear Algebra Salmon Human Ecology General Biology I General Entomology Oceanography Fundamentals of Energy Systems	Self-Paced Pre-Calculus Math Calculus II General Chemistry II College Physics II Differential Equations  Earth Science General Biology II Agriculture Entomology Organic Chemistry III	Self-Paced pre-Calculus Math Calculus III      Coastal Natural History Planning Design General Biology III  Organic Laboratory II

# Graduate Study at Evergreen



Kuehn

## Master of Public Administration

*Director: Lowell Kuehn*

The *Master of Public Administration (MPA) 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.

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. Extensive and detailed narrative evaluations, as opposed to grades, are used to record a student's achievement.

## 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.

## Public Policy and Its Administrative Implications

(8 quarter hours)

The development, implementation and evaluation of public policies in particular areas are examined. We include a focus on the individual administrator in order to explore ethical conflicts or dilemmas that face one serving in such a role.

## Applications in Public Policy and 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 project is to be written, substantial latitude is permitted as to the final form of the work submitted for the satisfaction of the Application requirement.

## 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 twelve 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.

Instruction beyond or in addition to that provided in the core sequence is available in three areas of concentration: Public Policy, Human Resources, and Public Economics. Direct inquiries concerning the program to Dr. Lowell Kuehn, Director, Graduate Program in Public Administration, Library 2102, The Evergreen State College, Olympia, WA 98505; (206) 866-6000, ext. 6385.

## Core

### The Political and Economic Context of Public Administration

(8 quarter hours)

This program describes development of society and the economy and the parallel development of our governmental forms. It treats the relations between governmental activities and social political and economic values and forces.

### 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.

### 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 finances and budgeting techniques are also studied.





Soule

## Master of Environmental Studies

Director: Oscar H. Soule

The *Graduate Program in Environmental and Energy Studies* leading to the degree of Master of Environmental Studies (MES) will open in September of 1984. This, as with the *MPA*, is to be an integrated and interdisciplinary program. The synthesis of technical aspects and management aspects should produce well-trained graduates with working tools in two areas of Environmental Studies.

The *MES Program* has come about through interest expressed by potential students and Evergreen's interest in expanding its graduate offerings. Environmental Studies has been a strong point in the curriculum since the opening of Evergreen; the *MES Program* is a logical extension of this success.

The *MES Program* will be open to part-time and full-time students. Specifically, we are looking for people who are interested in the practical application of information in the fields of energy studies and environmental studies. To make attendance easier for employed students, coursework will be concentrated in the evening and late afternoon. Full-time students can take these classes, plus choose from selected daytime offerings to complete their course of study.

The 72 quarter hour completion requirement can be met by part-time students in nine quarters, while full-time students can complete their work in as few as six quarters. All students are expected to have coursework or work-related experience in both the social and natural sciences before entering the Program. Those choosing Energy Studies will have specific math and physics requirements as well.

The *MES Program* will consist of three parts: (1) a core taken by all students, (2) electives leading to a major, and (3) a thesis. The core will be taught by an interdisciplinary team, usually a social scientist and a natural scientist. It will be 8 quarter hours and constitute the full load for part-time students. The core will run consecutively for four quarters: Fall, Winter, Spring, Fall. Two majors will be available: Energy Resources and Land and Water Resources. The choice of major will lead to a specific track through the electives. For the thesis, all students will be required to complete a piece of original, applied research in the form of an individual or small group project.

Students will enroll in the following core sequence:

### Societal and Ecological Processes (8 quarter hours)

This program will provide a framework for understanding how ecosystems work and how social pressures based on human wants and needs come to bear on their function. Historical, political and regional foci will be used to clarify issues. Students can expect to gain familiarity with the impact of technology, cultural patterns, and economic views on the living and non-living parts of the environment.

### Population, Energy and Resources (8 quarter hours)

Students will study the contemporary situations of population, energy, and resources on a global, national, and regional level. Emphasis will be given to the interactions that shape levels of affluence and to the impact of the political process on the environment.

### Case Studies: Environmental Assessment and Policy Management (8 quarter hours)

Students will examine a variety of methods to assess environmental problems associated with particular technologies and the use of specific resources. Students will also examine how a policy, once implemented, has an impact on the original environmental problem.

### Quantitative Analysis for the Public Sector: MES (8 quarter hours)

This program will cover analytical and research methods particularly suited to the analysis of social and economic policy as related to environmental concerns. It is anticipated that certain aspects of this program will be offered in conjunction with the *MPA Program* at Evergreen.

Electives at this time include (4 quarter hours each): natural resource economics, environmental policy, ecological methods, methods for energy analysis, energy resources, energy systems, urban growth management, freshwater and estuarine resources, land resources.

Questions concerning the *MES Program* should be directed to Oscar H. Soule, Director, Graduate Program in Environmental and Energy Studies, The Evergreen State College, Olympia, WA 98505. Admission forms will be available through Evergreen's Admissions Office in January and applications should be completed by *March 1* to be considered for early acceptance.

### Admissions

The application deadline is *March 15* for early decisions, *May 1* for regular admissions. Individuals interested in securing a catalog, or in applying for admission to the program, should request material from the Admissions Office, The Evergreen State College, Olympia, Washington 98505.

Admissions will be competitive. The admission decisions will be based on a thorough review of the following:

*Academic transcripts including certification of receipt of a bachelor's degree.*

*Brief essay on a public policy issue of interest to the applicant.*

*Score on the Miller Analogy Test.*

For some who apply, the transcript or some other admissions material may be an incomplete reflection of their interests and abilities. Our admissions process will consider the applicant's academic preparation as well as his or her professional accomplishments or other public activities, and may require an interview with faculty.

### Financial Aid

Certain forms of financial aid are available to full-time students, however, aid to part-time students is more limited. In some cases, the *MPA program* can assist a student in obtaining part-time public sector employment. Information on financial aid is available from the *MPA Program* or from the Financial Aid Office, The Evergreen State College, Olympia, Washington 98505.

# Special Forms of Study

## Internships

What is an internship? Nationwide, fewer than two percent of college students conduct internships while they are in school. At Evergreen, however, over half of the students do an internship before they graduate. Many find it beneficial to do more than one.

An internship gives a qualified student the opportunity to gain, with supervision, practical experience in a professional setting. In other words, it's a chance to take what you have learned in the classroom and apply it in the field. With careful planning and close supervision, an internship can be an excellent opportunity to acquire additional knowledge and explore career options through hands-on work experience in a specific area.

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 by a field supervisor who's selected on the basis of his or her qualifications, experience, and willingness to serve as a mentor. Field supervisors are valuable learning resources to whom most students otherwise would not have access during their undergraduate years.

Each internship is planned, arranged, conducted, and evaluated each quarter in terms of one's academic objectives for that quarter.

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 signed by all parties. Internship arrangements almost always include a strong academic component (related readings, report writing, etc.), and all internships at Evergreen are credit generating.

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 substantial 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.

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 an internship request form and 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 adult student entering or returning to college after some years of work or community experience, you may be able to earn academic credit for what you have learned as a result of this experience. Evergreen's External Credit Program offers you an opportunity to earn up to a year's credit by writing a document which communicates college-level learning you may have acquired through life experience. The learning for which you seek credit 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, contact the Coordinator of External Credit during your first quarter of enrollment for a brochure and more details.

## Evaluation of Certificated Learning

If you have taken formal training sequences such as those offered by all branches of the military or through organized personnel training programs, you may have these experiences evaluated for credit by our Registrar. The American Council on Education has prepared a manual for evaluating many organized training programs and courses for college credit.

## Credit by Examination

A third option for earning credit for prior learning is offered through nationally recognized examination programs. Students who score three or higher on the Advanced Placement Examination of the College Entrance Examination Board will be awarded college-level credit. Tests prepared by the College Level Examination Program (CLEP) and the Proficiency Examination Program (PEP) are available in a variety of subject areas. Scores must be at, or above, the fiftieth percentile, and subjects may not duplicate other earned credit. Where essay exams are available, they are required. Information on these national examinations is available in the Registrar's office.

## 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 86.

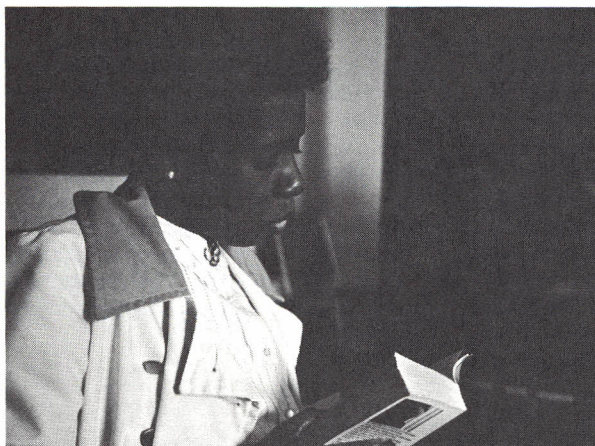
## Self-Paced Learning Center

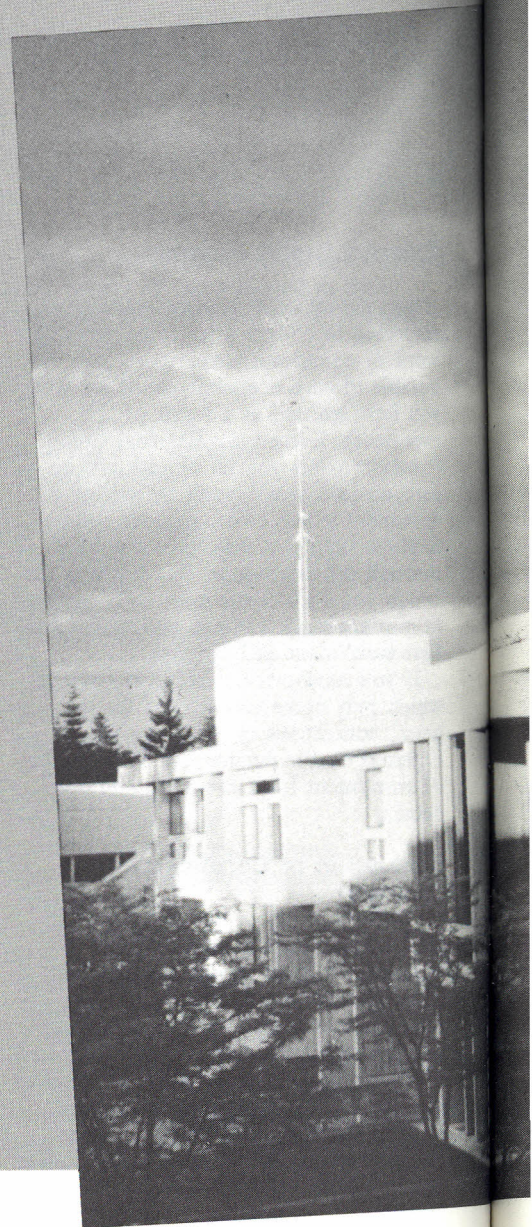
Evergreen recognized early in its history that students could study some subjects effectively by using materials that allow them to work at their own pace. Since the college opened it has been building a collection of slide-tapes, computer-assisted instruction, videotapes, programmed texts, and other resources with which you can independently study 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 Center (known as the SPLU lab) which maintains an inventory of equipment and materials 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.

*A quiet moment belies the flurry of interplay between book and mind.*





At Evergreen, you always have easy access as hands-on experience begins at the freshman level. As the state's newest college, Evergreen offers some of the most modern equipment and facilities in the Pacific Northwest. Evergreen's beauty has caught the eye of the *Seattle Times*: "...especially remarkable for an institution whose physical existence hardly exceeds a decade, the campus already manages an ambiance of natural and built environment that should be the envy of its much more venerable peers." And a reaccreditation team recognized Evergreen's wealth of tools for the mind by declaring the academic facilities "superior to that which can be found in any institution of which we have knowledge."

Following is a brief look at some of the resources available for your academic studies and leisure pursuits.

# The Physical Campus



## Daniel J. Evans Library

Ideas and information—access to them and ways to communicate them—that's what the Library is all about.

Evergreen's Library is the nerve center of campus and uniquely successful in providing students and faculty with hands-on access to a great variety of tools for instruction and research. There are films, books, slides and prints, as well as periodicals and newspapers, audio tapes, media equipment for viewing and producing programming, and an extensive reference collection. Staff members will help you relate the Library's resources to your academic work and personal interests.

The Library provides you access to book and periodical collections of the libraries through the computerized data base of the Washington Library Network. In fact, Evergreen borrows more materials on Interlibrary Loan than any other college in the Northwest. Each year, the Library circulates a much larger proportion of its book collection than most colleges, and Evergreen students check out far more items per person than average. Moreover, Library staff are eager to assist you in finding a way to communicate the information you discover.

For example, as part of our integrated communications system, the Library features a Media Production Center which is equipped with work stations for

the student producer who wishes to use audio mixing facilities, multi-media programming equipment, an ARP music synthesizer, photography equipment, audio editing benches and drafting tables. The Media Loan area circulates media equipment—35mm cameras, slide projectors, video equipment, etc.—just as the other areas circulate books and slides.

Books, equipment and other resources in Evergreen's collection are carefully chosen to support the college's academic programs. Library staff also teach many workshops and courses to support you in the discovery and communication of your ideas and information.

More details about the Library and its resources can be found in the Information Calendar, which can be picked up just inside the Library's main doors.

## Computer Services

You'll find you have open access to the computer through Evergreen's hands-on approach to learning. Each year an estimated 40 percent of Evergreen's students find a valuable problem-solving resource in Computer Services, which is located in a spacious, comfortable terminal room deep in the heart of the Library.

Evergreen's excellent computer facilities were greatly improved during the 1983-84 academic year. The Washington State Legislature appropriated \$405,000 for the acquisition of major new computing resources to support growing student use in computer science, statistical analysis, word processing, laboratory sciences, the arts and music. More than 75 terminals and microcomputers are now scattered around campus and terminals are even available from Media Loan for individual use at home.

The use of an administrative HP 3000/44 and other statewide computer systems is also available via an on-line remote job entry facility. This provides you with access to special software and a variety of large computers for "number crunching." Other on-campus computer facilities include an extensive collection of microcomputers, Data General NOVA mini-computers, 15 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 65 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 including Stanford and the University of Edinburgh in Scotland, and taken their knowledge into the work world as a powerful tool to complement their other pursuits.

In recognition of its work with computers, Evergreen was cited by a National Science Foundation study as one of ten exemplary colleges and universities nationwide in the use of instructional computing.

## Arts and Sciences Laboratory Building

The Laboratory Building provides you with a learning environment and facilities to support the arts and sciences. There's space and equipment for large groups to work together in team-taught Coordinated Study programs, small groups to carry out research, and individual students to pursue special projects.

LAB I houses a lab supply store, a number of teaching and research labs, an exercise testing lab, holography lab, electron microscope, advanced microscopy lab, and several instrument labs which feature spectrophotometers, chromatographs, ultra-centrifuges, scintillation counters and other equipment necessary for advanced instruction in the sciences. The balance of space goes to a vivarium of exotic plants, painting and design studios, and various shop and storage areas.

The Annex has a greenhouse, ceramic studio, and a large area for sculpture, shop work, casting, welding, lapidary, spray painting, and sheet metal work.

LAB II houses the Self-Paced Learning Center (see page 81) and large, open studio spaces as well as weaving, batik, jewelry-making, drawing and design facilities adjacent to general laboratory science space. The Printmaking Studio, one of the best in the state, includes facilities for lithography, serigraphy, intaglio, bookbinding, letterpress printing, papermaking, photo lab work, equipment for registering color lithographs, and producing fine book work.

## 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, filmmaking and previewing.

## 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 16 mm 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.

## 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.

## College Activities Building

The College Activities Building on the east end of the central plaza contains many student and campus headquarters, including the cafeteria, bookstore, information center, deli, radio station and student activities center. A complete postal facility, bike repair shop and conference rooms round out the activities, contained in the three-story building.

The CAB provides a quiet place to study, or just meet and talk with people.

A complete postal facility, bike repair shop and conference rooms rounds out the activities contained in the three-story building.

## Campus Recreation Center

One of the best-equipped facilities in the Pacific Northwest, the Campus Recreation Center sports an 11-lane Olympic-size swimming pool complete with a separate diving well, competition timing system and power lift for the handicapped; sun deck; two sauna baths; showers and locker rooms; multipurpose dance room; martial arts, exercise and weight training rooms, and five racquetball courts.

Downstairs from the swimming pool is the Recreation Equipment Center, where you can rent just about anything you'd want for outdoor activities. Rentals include sailboats, kayaks, canoes, Nordic skis, backpacking equipment and, for day use, volleyballs, nets and softball equipment.

East of the Rec Center is a 20-acre playfield for field hockey, flag football, rugby, soccer and softball. Also in place are four lighted tennis courts, a rock-climbing wall, two horseshoe pits and an archery cage. Only a 20-minute walk or short drive away, you'll find the boating facility on Evergreen's 3,300 feet of undisturbed saltwater shoreline.

## Recreational Arts

The Metal Arts and Ceramics Studios on the eastside of campus comprise the Recreational Arts Center, where artists, real and would-be, practice their craft. Jewelry making, small metal sculpture, lapidary work, leather and stained glass facilities are found in the 211 Metal Arts Studio, with the "fire arts" (raku, stoneware, porcelain and kiln-fired glass) nearby in 201 Ceramics Studio. There are both electric and kick wheels, three electric bisque kilns, 30- and 60-cubic-foot gas kilns and temporary raku kilns for artists' use.

A black-and-white photo darkroom is also available to students and community residents who either enroll in Leisure Education or pay a user fee.

## Organic Farm

You can raise crops at the Organic Farm on the west edge of campus, either through an academic program or on community plots by individual request. Located at the end of a quarter-mile walk through the woods west of campus, the Farmhouse is used as a meeting place by various academic programs. Direct your requests for use of the farm or solar greenhouse to the Resident Caretaker at the Organic Farm.

## The Seawulff

Commissioned in 1978, the Seawulff is a 38-foot sailboat, a portable piece of campus that serves Evergreen as a floating classroom for marine studies and research projects. Built by students, faculty and community volunteers over a six-year period, the vessel now plies the waters of Puget Sound on a regular basis, venturing as far north as the San Juan Islands.

## Malheur Bird Observatory

Although Evergreen programs travel to many locations around the Northwest, the Malheur Bird Observatory is perhaps most frequently visited. Located on the Malheur National Wildlife Refuge in eastern 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 Environmental Studies.

*Jonathan Knapp (left), Magdalena Donnelly, and Joan Barker celebrate the end of a quarter at a seminar potluck.*



# Campus Directory

An alphabetical listing of some of the many student services you'll find at Evergreen.

**Academic Advising** will help you plan your academic pathway through Evergreen. Turn to page 11 for a full description.

**Admissions** will be happy to show you around campus if you've never been to Evergreen before. Just give them a call at 206-866-6000, extension 6170. Complete information on the admissions process is on page 14.

**Bike Shop.** You can get tools, free advice and the room to operate on your bicycle here in the basement of the College Activities Building.

**Bookstore.** The place to go for textbooks and supplies, the Bookstore also offers general reading and reference books, recreation wear, film processing, greeting cards, gifts and much more.

**Bus Service** from campus to the Olympia, Lacey, Tumwater area is provided daily by Intercity Transit (IT). Buses arrive and depart at the Library loop and campus housing every 30 minutes on week days and hourly during evenings and weekends. An Evergreen van services an additional weekend route to Tumwater. You can flag down an IT bus or Evergreen van anywhere, anytime, provided there's a safe place to pull over.

**Computer Services** has more than 75 terminals for student access. See page 84.

**Cooperative Education**, in Lab I of the Arts and Sciences Building, is where you'll find out everything there is to know about internships. More about internships on page 8.

**Cooper Point Journal**, or CPJ, is a student-run weekly newspaper supported by student fees and advertising. Internships are available.

**The Corner** in the residence halls offers evening meals often accompanied by live entertainment.

**Counseling Services** helps members of the campus community acquire skills to solve problems and develop their human potential. Workshops, seminars, individual and group counseling are among the activities offered. You'll find them in the Seminar Building.

**Day Care** is provided weekdays from 9 a.m. to 4 p.m. for the pre-school children of students while college is in session. Internships are encouraged. Parents pay on a sliding scale that averages between \$3 and \$10 per day.

**Deli.** Sandwiches, espresso, sundaes, juice and a full line of other food and beverages can be purchased at the Deli in the College Activities Building.

**Educational Support Programs** provide services to students for both their formal academic pursuits and personal needs and interests through the Learning Resource Center (see page 81), and KEY-Special Services and the Third World Coalition, both described in this directory.

**Events** of both an academic and entertaining nature occur at Evergreen throughout the year. Highlighting the list are the Evergreen Expressions Performing Arts Series, which brings dance, music and theater to campus; the President's Symposium which hosts the visit of a prominent national figure every spring; and the Colloquium Series which presents a quarterly line-up of experts who speak on topics of current scientific interest. Evergreen also stages two major annual events that attract visitors from around the area: Super Saturday which celebrates the end of the school year and graduation on the first weekend in June, and the Concours D'Elegance vintage car show which brings car-buffs to campus by the thousands in late July.

**Facilities** you can use are described on page 83-85.

**Financial Aid** information can be found on page 19.

**Food Services** gives you the choice of meals for cash or on a scrip ticket basis. Purchasing scrip tickets saves ten percent. Bonus tickets are given at the beginning of each quarter for larger purchases. The cafeteria, located on the first floor of the College Activities Building, offers a large salad bar, a hot food line with a different menu daily, homemade pizza, Mexican bar, snack bar, fresh pastries and much more. Vegetarian items are offered at all meals and special diets can be prepared when medically required.

**Gardening** plots are available on campus, see page 85.

**"Happenings,"** a weekly publication of the Office of Information Services, provides newsbriefs and a detailed calendar of campus events. A companion publication, "The Newsletter," has news and feature stories about Evergreen people, programs, events and problems every month. Both are distributed on Fridays from the Information Center.

**Health Services/Women's Clinic** is staffed with professional and paraprofessional medical personnel who are available to discuss health concerns with registered students during Fall, Winter, and Spring Quarters. Diagnosis and treatment is provided for injury, illness and emergency first aid. Laboratory testing is also available at cost, as well as most prescription medication. A limited number of work-study and internship positions are available.

Women's Clinic provides services addressed specifically to women's health needs. The staff is trained to deal with most questions that women and men have about sexual health. Annual exams, infection checks, S.T.D. screening and treatment, cancer and DES screening, reproductive planning and counseling, and workshops on health issues are all available.



**Housing** for about 600 students is provided on campus in four residence halls, which have living units ranging in size from single and double studios to one, two and five-bedroom apartments; and in the "Mods" a cluster of two-bedroom, four-person duplexes. Most units have complete kitchen facilities. Units are available on a first-come, first-serve basis, following completion of an application and receipt of deposit. Forms and more information can be obtained from the Housing Office, Room 322, Building A, The Evergreen State College, Olympia, WA 98505.

**Information Center**, operated by part-time student employees, serves the Evergreen community and campus visitors from 8 a.m. to 5 p.m., weekdays during Fall, Winter and Spring Quarters. Check with them if you have any questions about times and places of campus events.

**KAOS FM Radio Station** (89.3) airs a wide variety of shows created by students and community volunteers who support and staff it.

**KEY-Special Services** is designed to assist students in achieving their educational goals by providing academic advising, career guidance and numerous personal and academic skills development workshops. Appropriately, KEY encourages you to Keep Enhancing Yourself, and you'll find it in Library 350L.

**Learning Resource Center** provides help with reading, writing and study skills. See page 81.

**Legal Aid** from paralegal assistants in cooperation with a local practicing attorney assists students in need of legal advice. If the need arises, contact Self-Help Legal Aid, Library 3223.

**Leisure Education** provides non-credit workshops which are fun, enriching and creative. Each quarter, more than 100 workshops in sports, movement, art, aquatics, and others are offered to students, staff and community members. Check the listings in room 305 of the Campus Recreation Center.

**Mail Services** delivers student mail to individual boxes in the residence halls six days a week. Mail drops are centrally located and a self-serve postal unit is provided on the first floor of the College Activities Building. If you're a new student, you can send belongings in advance of your arrival by addressing them care of Mail Services, The Evergreen State College, Olympia, WA 98505. Such items must be claimed in person.

**Recreation and Athletics** offers a full roster of sports clubs as well as intramural activities in soccer, basketball, softball, volleyball, running, mountain climbing, river running, sailing and skiing. In addition, Evergreen's intercollegiate athletics program fields men's and women's teams in soccer, swimming and diving, tennis and sailing (Walk-ons are welcome!). During the winter, the college offers its popular Ski School that makes twice-weekly trips to the Cascades. See page 85 for details on the Campus Recreation Center.

**Registrar** and registration information is on page 16.

**Self-Paced Learning Unit Center** provides you opportunities to learn at your own pace. See page 81.

**Services and Activities (S&A)**, administered by a board of students, faculty and staff, takes a portion of tuition fees to fund numerous student organizations and activities.

**Third World Coalition** welcomes all persons of color and works to insure their complete access to equal educational opportunities at Evergreen. The Coalition functions administratively as an advocate and advisor in such areas as curriculum development, faculty hiring, and student recruitment and retention. Direct services to the campus community include the development of a scholarship fund; sponsorship of educational workshops, cultural events, information and referral assistance; academic and social advising; and educational, political and social advocacy. A Third World library, lounge and a study room is also available to students of color.

The Third World Coalition also provides assistance to the following student organizations: Asian/Pacific Isle Coalition, Northwest Indian Center, MEChA, Ujamaa and Third World Women.

**Veterans Affairs** assists veterans and other eligible persons with information and all VA-related applications to assure maximum use of benefits provided under law. The Office also provides counseling and referral assistance to veteran students and serves in an advocacy role by supporting their issues and concerns at the college and in the community.

**Women's Clinic**, see Health Services.

# Governance

## Governance and the Social Contract

The Evergreen system of governance includes open and ready access to information, but foremost, the system rests on the willingness of all members of the campus community to participate in the spirit of compromise and consensus. Decisions, and methods used for implementation of decisions, must be handled at a level of responsibility and accountability established after consultation with students, faculty, and staff affected by the issue.

Evergreen has a system of meetings, committees, mediation, appeals, and grievance resolution set out in the Evergreen Administrative Code (EAC), copies of which are available in the Information Center and Business Office. All of these require full community acceptance to be successful.

Another integral part of Evergreen's system of governance is the Social Contract. Rather than a list of prohibitions and negative rules, the Social Contract is a positive document that states the mutual goals and purposes of the college as reflected in the rights and responsibilities of all members of the campus community.

A committee of students, faculty, staff and administrators regularly review and update the Social Contract, which is published in the Washington Administrative Code (WAC 174-107-010) and the *Academic Advising Handbook*, available at the Academic Advising Office, Library 1221.

## Using College Premises

Evergreen's facilities may be used for activities other than education, provided that users meet eligibility requirements, suitable space is available, and adequate preparations are made.

Arrangements for conferences or group gatherings by outside organizations are made through the Conference Coordinator, in the College Activities Building, room 214.

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 for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited at on-campus events/meetings without written permission from the Activities Coordinator or Conference Coordinator.

## Facilities/Use Regulations

Because Evergreen is state-owned, there are responsibilities to the state and Thurston County that must be met. 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 the residence halls and 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 Security 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 their owner. At no time are pets allowed in buildings. Stray animals are held for one day and then turned over to the Humane Society.

### *Bicycles*

Bicycles should be locked in parking blocks provided at various locations around campus. Bicycles should not be placed in, or alongside, buildings.

### *Smoking*

Smoking is not allowed in "No Smoking" areas, and any other place where such a request is made by the person in charge.

## *Parking and Traffic Regulations*

All motor vehicles must display valid parking permits, available at the following 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 purchased at the information booth on the front entrance road to campus.

Parking in, or alongside, roadways is hazardous and prohibited. Illegally parked vehicles will be impounded at the expense of the vehicle owner or driver. The college cannot assume responsibility for any vandalism or theft to vehicles while parked on campus.

Campus speed limits, generally 25 miles per hour or less, are indicated by signs. Drivers must obey all traffic signs posted on campus.

## **Security**

Security is staffed by officers trained as law enforcement professionals to interact with all members of the campus community in a positive way. While charged with the enforcement of campus regulations, and state and local laws, Security's goal is to resolve problems by using Evergreen's Social Contract rather than the courts whenever possible. Security is socially oriented, and approaches that charge with a high degree of humanism. Security is open 24 hours a day, seven days a week, to respond to campus needs.

## **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. Security keeps the card on file in case of loss or theft.

## **Office of Handicapped Access and Services**

This office coordinates services for students with mobility and sensory impairments, and learning or other disabilities. Campus areas modified for greater accessibility include a science lab, photo darkroom, tv studio control room, post office, racquetball court, showers, and swimming pool lift. For further information, contact Rebecca Wright, Handicapped Access and Services, Library 3238.

## **Affirmative Action**

The Board of Trustees of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, national origin, sex, marital status, religion, age, disability or veteran status. The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors, and those who develop or participate in college programs.

To implement this commitment, Evergreen has developed an Affirmative Action Policy, which is published in the Washington Administrative Code under WAC 174-109 (available in the Library and Affirmative Action Office).

Persons who wish legal or statistical information on Affirmative Action, or who believe they have been discriminated against at Evergreen, are urged to contact the Affirmative Action Officer, Rebecca Wright, Library 3238.

## **Board of Trustees**

*September 1983*

Thelma Jackson, Chairman  
Lacey  
Herbert Gelman, Vice Chairman  
Tacoma  
Jane B. Sylvester, Secretary  
Seattle  
Robert J. Flowers  
Seattle  
George Mante  
Aberdeen

# Faculty

A more extensive detailing of Evergreen faculty members' areas of expertise can be found in the *Academic Advising Handbook*, available in Library 1221.

## Humanities-Art

### Richard W. Alexander

*English and Literature*, 1970;  
*Assistant Academic Dean*, 1980-1982;  
B.A., English, Emory University, 1956; M.A., English, Tulane University, 1961; Ph.D., English, University of Illinois, 1966.

### Nancy Allen

*Literature and Languages*, 1971;  
B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

### Susan M. Aurand

*Art*, 1974;  
B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

### Gordon Beck

*Art History and Cinema*, 1971;  
A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.

### 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.

### Doranne Crable-Sundmacher

*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.

### Leo Daugherty

*Literature and Linguistics*, 1972;  
*Academic Dean*, 1975-76;  
A.B., English-Art, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970.

### 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 Literature, Theater History and Literacy 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.

### Marilyn J. Frasca

*Art*, 1972;  
B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.

### Andrew M. Hanfman

*Senior Member of the Faculty*;  
*Language Studies; Russian-Soviet Area Studies*, 1972; Ph.D., Modern Languages-Comparative Literature, University of Turin, 1937.

### W. Joye Hardiman

*Theater-Communications*, 1975;  
B.A., Literature-Creative Writing, State University of New York at Buffalo, 1968; M.A., Urban Folklore, State University of New York at Buffalo, 1975.

### Patrick J. Hill

*Philosophy*, 1983;  
*Academic Vice President and Provost*, 1983-Present;  
A.B. Philosophy, Queens College, 1963; A.M. Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.

### Willard Humphreys

*Philosophy*, 1970;  
*Academic Dean* 1976-1980;  
A.B., Mathematics, Allegheny College, 1961; M.A., History-Philosophy of Science, Indiana University, 1963; M.A., Philosophy, Yale University, 1965; Ph.D., Philosophy, Yale University, 1966.

### Margaret I. Hunt

*Dance*, 1976;  
B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.

### Mary Huston

*Librarianship*, 1980;  
B.A., American Studies, Hamline University, 1971; Master of Library Studies, University of Hawaii, 1972; M.A., Women's Studies, Goddard College, 1977.

### Bernard Johansen

*Dance*, 1972.

### Kazuhiro Kawasaki

*Art History*, 1976;  
B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.

### Stan Klyn

*Arts-Engineering*, 1972;  
B.S., Engineering, California State University at San Jose, 1967; M.S., Mechanical 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 Mandeberg

*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.

### Mary F. Nelson

*Art, Anthropology, Minority Studies*, 1972;  
B.F.A., Art Education, Washington State University, 1966; M.A., Art Anthropology, University of Idaho, 1968.

### Charles N. Pailthorp

*Philosophy*, 1971;  
B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

### David Paulsen

*Philosophy*, 1978;  
B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy of Science, Stanford University, 1971.

### David L. Powell

*Literature*, 1972;  
B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.

### Terry A. Setter

*Music and Audio*, 1983 (visiting);  
B.A., Music, University of California, San Diego, 1973; M.A., Music, University of California, San Diego, 1978.

### Sandra M. Simon

*English*, 1973;  
B.A., Psychology, University of California at Los Angeles, 1954; M.A., English, University of California at Los Angeles, 1963.

### Leon R. Sinclair

*Literature*, 1971;  
B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.

### Susan P. Smith

*Librarianship*, 1978;  
*Dean of Library*, 1981-Present;  
B.A., History, Wake Forest University, 1963; M.S.L.S., University of North Carolina, 1966.

### Paul J. Sparks

*Art and Photography*, 1972;  
B.A., Art, San Francisco State College, 1968; M.A. Art-Photography, San Francisco State College, 1971.

### Charles B. Teske

*Literature*, 1970;  
*Academic Dean*, 1970-75;  
B.A., English, Lafayette College, 1954; M.A., English, Yale University, 1955; Ph.D., English, Yale University, 1962.

### Gail Tremblay

*Creative Writing*, 1980;  
B.A., Drama, University of New Hampshire, 1967; M.F.A., English (poetry), University of Oregon, 1969.

### Sidney D. White

*Art*, 1970;  
B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.

### Ainara D. Wilder

*Theater and Drama*, 1972;  
B.A., Dramatic Arts, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.

### William C. Winden

*Music*, 1972;  
*Assistant Academic Dean*, 1976-78;  
B.S., Music, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois.

## 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.

### Judith E. Bayard

*Computer Science*, 1982 (visiting);  
B.A., Math and Philosophy, The College of William and Mary; M.A., Philosophy, Brown University.

### Michael W. Beug

*Chemistry*, 1972;  
B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.

### Richard B. Brian

*Mathematics*, 1970;  
B.S., Physics, Grove City College, 1953; M.A., Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.

### Richard A. Cellarius

*Plant Biology, Biophysics, Environmental Policy*, 1972;  
B.A., Physics, Reed College, 1958; Ph.D., Life Sciences, Rockefeller University, 1965.

### Robert Cole

*Physics*, 1981;  
B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967;  
Ph.D., Physics, Michigan State University, 1972.

### George E. Dimitroff

*Mathematics*, 1973;  
B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.

### Larry L. Eickstaedt

*Biology*, 1970;  
*Academic Advisor*, 1978-81;  
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 University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.

### Burton S. Guttman

*Biology*, 1972;  
B.A., University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.

### Steven G. Herman

*Biology*, 1971;  
B.S., Zoology, University of California at Davis, 1967;  
Ph.D., Zoology, University of California at Davis, 1973.

### Donald G. Humphrey

*Biology*, 1970;  
*Academic Dean, Natural Sciences and Mathematics*, 1970-73;  
B.S., Physical Education, University of Iowa, 1949;  
M.S., Physical Education, University of Washington, 1950; Ph.D., Zoology, Oregon State University, 1956.

### Linda B. Kahan

*Biology*, 1971;  
A.B., Zoology, University of California at Berkeley, 1963; M.A., Biology, Stanford University, 1965; Ph.D., Biology, Stanford University, 1967.

### Jeffrey J. Kelly

*Chemistry and Biochemistry*, 1972;  
B.S., Chemistry, Harvey Mudd College, 1964, Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.

### Robert H. Knapp, Jr.

*Physics*, 1972;  
*Assistant Academic Dean*, 1976-79;  
B.A., Physics, Harvard University, 1965; D. Phil., Theoretical Physics, Oxford University, England, 1968.

### Elizabeth M. Kutter

*Biophysics*, 1972;  
B.S., Mathematics, University of Washington, 1962;  
Ph.D., Biophysics, University of Rochester, New York, 1968.

### G. Siegfried Kutter

*Astrophysics*, 1972;  
B.S., Physics, University of Washington, 1962; M.A., Physics, University of Rochester, New York, 1965.  
Ph.D., Physics, University of Rochester, New York, 1968.

### Patricia Labine

*Ecological Agriculture*, 1981;  
B.A., Zoology, Mount Holyoke College, 1961; Ph.D., Biology, Stanford University, 1966.

### Kaye V. Ladd

*Inorganic Chemistry*, 1975;  
B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University, 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.

### Albert C. Leisenring

*Mathematics*, 1972;  
B.A., Mathematics, Yale University, 1960; Ph.D., Mathematics, The University of London, 1967.

### David H. Milne

*Biology*, 1971;  
B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.

### Willie L. Parson

*Microbiology*, 1972;  
*Academic Dean*, 1974-78  
B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968;  
Ph.D., Microbiology, Washington State University, 1973.

### John H. Perkins

*Biology, History of Technology and Environment*, 1980;  
*Academic Dean*, 1980-Present;  
B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.

### Hazel J. Reed

*Mathematics, Spanish*, 1977;  
B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.

### Jacob B. Romero

*Applied Science*, 1972;  
B.S., Chemical Engineering, University of New Mexico, 1954; M.S., Chemical Engineering, University of Washington, 1957; Ph.D., Chemical Engineering, University of Washington, 1959.

### Niels A. Skov

*Oceanography*, 1972;  
B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Ph.D., Physical Oceanography, Oregon State University, 1968.

### Robert R. Sluss

*Biology*, 1970;  
B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University, 1955; Ph.D., Entomology, University of California at Berkeley, 1966.

### Oscar H. Soule

*Biology*, 1971;  
*Director of Graduate Program in Environmental Studies*, 1983-Present;  
B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.

### James Stroh

*Geology*, 1975;  
B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.

### Frederick D. Tabbutt

*Chemistry*, 1970  
B.S., Chemistry, Haverford College, 1953; M.A., Chemistry, Harvard University, 1955; Ph.D., Physical Chemistry, Harvard University, 1958.

### Peter B. Taylor

*Oceanography*, 1971;  
B.S., Biochemistry, Cornell University, 1955; M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.

### Alfred M. Wiedemann

*Biology*, 1970;  
B.S., Crop Science, Utah State University, 1960; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.

### Byron L. Youtz

*Physics*, 1970;  
*Academic Dean*, 1973-74;  
*Vice President and Provost*, 1978-83;  
B.S., Physics, California Institute of Technology, 1948;  
Ph.D., Physics, University of California at Berkeley, 1953.

## Social Sciences

### Guy B. Adams

*Public Administration*, 1978;  
*Director of Graduate Program in Public Administration*, 1980-1981;  
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.

### 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 at Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.

### Bill Bruner

*Economics*, 1981 (visiting);  
B.A., Economics and Mathematics, Western Washington University, 1967.

### Lloyd Colfax

*Native American Studies*, 1981;  
B.A., Native American Studies, The Evergreen State College, 1974.

### Barbara Cooley

*Health Education*, 1981;  
*Director of Cooperative Education*, 1977-Present;  
B.S., Psychology and Health Education, James Madison University, 1959; M.A. Health Education, Ohio State University, 1965.

### Stephanie Coontz

*History and Women's Studies*, 1974;  
B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.

**Beryl L. Crowe**

*Political Science*, 1970;  
A.B., Political Science, San Francisco State College,  
1959; M.A., Political Science, University of  
California at Berkeley, 1961.

**Diana C. Cushing**

*Psychology*, 1978;  
B.S., Occupational Therapy, University of Buffalo,  
1959; Ph.D., Clinical Psychology, State University of  
New York at Buffalo, 1971.

**Virginia Darney**

*Literature and Women's Studies*, 1978;  
A.A., Christian College, 1963; B.A., American  
Literature, Stanford University, 1965; M.A.,  
Secondary English Education, Stanford University,  
1966; M.A., U.S. Studies, King's College, University of  
London, 1972; Ph.D., Emory University, 1983.

**Elizabeth Diffendal**

*Applied Social Science-Planning*, 1975;  
*Academic Dean*, 1981-85;  
A.B., Social Anthropology, Ohio State University,  
1965; M.A., Social Anthropology, University of  
California at Los Angeles, 1968.

**Carolyn E. Dobbs**

*Urban Planning*, 1971;  
B.A., History-Political Science, Memphis State  
University, 1963; M.A., Political Science, University of  
Kentucky, 1966; M., Urban Planning, University of  
Washington, 1968; Ph.D., Urban Planning, University  
of Washington, 1971.

**Kenneth Dolbear**

*Political Science*, 1981;  
B.A., English, Haverford College, 1951; L.L.B.,  
Brooklyn Law School, 1958; Ph.D., Political Science,  
Columbia University, 1965.

**Donald Finkel**

*Psychology*, 1976;  
B.A., Psychology, 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.

**Russell R. Fox**

*Community Planning*, 1972;  
*Academic Advisor*, 1981-83;  
B.A., Mathematics, University of California at Santa  
Barbara, 1966; M., Urban Planning, University of  
Washington, 1971.

**Margaret H. Gribskov**

*Journalism and Education*, 1973;  
Ph.D., Education, University of Oregon, 1973.

**Jeanne E. Hahn**

*Political Science*, 1972;  
*Assistant Academic Dean*, 1978-80;  
B.A., Political Science, University of Oregon, 1962;  
M.A., Political Science, University of Chicago, 1964.

**Phillip R. Harding**

*Architecture*, 1971;  
B., Architecture, University of Oregon, 1963; M.,  
Architecture, University of California at Berkeley,  
1970.

**Lucia Harrison**

*Public Administration*, 1981;  
B.A., Arts Administration, Antioch College, 1972;  
M.P.A., Public Policy, University of Wisconsin at  
Madison, 1976; Ph.D., Educational Administration,  
University of Wisconsin at Madison, 1979.

**Rainer G. Hasenstab**

*Environmental Design*, 1974;  
B., Architecture, University of California at Berkeley,  
1965; M., Architecture, University of California at  
Berkeley, 1970.

**Peta M. Henderson**

*Anthropology*, 1974;  
B.A., History, Swarthmore College, 1958; M.A.,  
Anthropology, McGill University, 1969; Ph.D.,  
Anthropology, University of Connecticut, 1976.

**David Hitchens**

*History and Social Work*, 1970;  
B.A., History, University of Wyoming, 1961; M.A.,  
History, University of Wyoming, 1962; Ph.D., History,  
University of Georgia, 1968.

**Virginia Ingersoll**

*Communications*, 1975;  
B.A., Journalism-Philosophy, Marquette University,  
1964; Ph.D., Communications and Organizational  
Psychology, University of Illinois, 1971.

**Winifred Ingram**

*Psychology*, 1972; *Emeritus*, 1981;  
B.A., Sociology, University of Washington, 1937;  
M.A., Sociology, University of Washington, 1938;  
Ph.D., Clinical Psychology, Northwestern University,  
1951.

**Richard M. Jones**

*Psychology*, 1970;  
A.B., Psychology, Stanford University, 1950; Ph.D.,  
Clinical Psychology, Harvard University, 1956.

**Lovern Root King**

*Native American Studies*, 1977;  
B.A., English, Seattle Pacific College, 1972, M.A.,  
Communications, University of Washington, 1976.

**Lowell Kuehn**

*Sociology*, 1975;  
*Director of Graduate Program in Public  
Administration*, 1983-85;  
B.A., Sociology, University of Redlands, 1967; M.A.,  
Sociology, University of Washington, 1969; Ph.D.,  
Sociology, University of Washington, 1973.

**Jan Lambertz**

*Recreation and Physical Education*, 1982;  
*Director of Athletics and Recreation*, 1982-Present  
B.S., Recreation and Physical Education, Colorado  
State University, 1970; M.A., Education, University of  
Denver, 1971.

**Eric H. Larson**

*Anthropology*, 1971;  
B.A., San Jose State College, 1956; M.S., San Jose  
State College, 1957; Ph.D., Anthropology, University  
of Oregon, 1966.

**Gerald Lassen**

*Public Administration*, 1980;  
B.A., Mathematics, University of Texas, 1960; M.A.,  
Economics, University of Wisconsin, 1967.

**Russell Lidman**

*Economics*, 1974;  
*Director of Graduate Program in Public  
Administration*, 1981-83;  
B.S., Electrical Engineering, Cornell University, 1966;  
M.P.A., Economic Development, Princeton University,  
1968; M.A., Economics, University of Wisconsin at  
Madison, 1970; Ph.D., Economics, University of  
Wisconsin at Madison, 1972.

**Earle W. McNeil**

*Sociology*, 1971;  
*Academic Advisor*, 1983-Present;  
B.S., Chemistry, Washington State University, 1964;  
M.A., Sociology, Washington State University, 1965.

**Maxine L. Mimms**

*Social Services*, 1972;  
B.S., Education, Virginia Union University, 1950;  
Ph.D., Pedagogical and Curriculum Studies, Union  
Graduate School-West, 1977.

**Arthur Mulka**

*Public Administration*, 1979;  
B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic  
University, 1958; S.S.L., Biblical Institute, Rome, Italy,  
1965; M.P.A., California State University, 1975; D.P.A.,  
Public Administration, University of Southern  
California, 1980.

**Charles T. Nisbet**

*Economics*, 1971;  
B.A., Economics, Kalamazoo College, 1958; M.B.A.,  
Business, Indiana University, 1959; Ph.D., Economics,  
University of Oregon, 1967.

**Ruth Palmerlee**

*Costume Design and Theater*, 1982;  
B.A., Theater, California State University at Chico,  
1976; M.F.A., Costume Design, University of Oregon  
at Eugene, 1977.

**Mark Papworth**

*Anthropology*, 1972;  
B.A., Central Michigan College, 1953; M.A.,  
Anthropology, University of Michigan, 1958; Ph.D.,  
Anthropology, University of Michigan, 1967.

**Lynn D. Patterson**

*Anthropology*, 1971;  
*Academic Dean*, 1973-76;  
B.A., Anthropology, Ohio State University, 1966;  
M.A., Anthropology, University of Washington, 1968.

**Rita Pougiales**

*Education*, 1979;  
B.A., Liberal Arts, The Evergreen State College, 1972;  
M.A., Education, University of Oregon, 1977, Ph.D.,  
Education and Anthropology, University of Oregon,  
1981.

**Thomas B. Rainey**

*History and Russian Studies*, 1972;  
A.B., History, University of Florida, 1962; M.A.,  
History, University of Illinois, 1964; Ph.D., History,  
University of Illinois, 1966.

**Gilbert G. Salcedo**

*History*, 1972;  
B.A., U.S. History, San Jose College, 1970.

**Barbara L. Smith**

*Political Science*, 1978;  
*Academic Dean*, 1978-Present;  
B.A., Political Science, Lawrence University, 1966;  
M.A., Political Science, University of Oregon, 1968;  
Ph.D., Political Science, University of Oregon, 1970.

**Matthew E. Smith**

*Political Science*, 1973;  
B.A., Political Science, Reed College, 1966; M.A.T.,  
Social Science, Reed College, 1968; Ph.D., Political  
Science, University of North Carolina, 1978.

**Susan Strasser**

*American History*, 1975;  
B.A., History, Reed College, 1969; B.A., U.S. History,  
State University of New York at Stony Brook, 1971;  
Ph.D., History, State University of New York at Stony  
Brook, 1977.

**Gregory Stuewe-Portnoff**

*Psychology*, 1971;  
B.A., Psychology, Brooklyn College, 1961; M.A.,  
General Experimental Psychology, Brooklyn College,  
1964; Ph.D., Social Psychology, City University of  
New York, 1976.

**Nancy Taylor**

*History-Education*, 1971;  
A.B., History, Stanford University, 1963; M.A.,  
Education, Stanford University, 1965.

**Kirk Thompson**

*Political Science*, 1971;  
*Academic Advisor*, 1977-78;  
B.A., History, Stanford University, 1956; M.A.,  
Political Science, Stanford University, 1958; Ph.D.,  
Political Science, University of California at Berkeley,  
1965.

**Gregory Weeks**

*Economics*, 1981 (visiting);  
B.S., Economics, Pittsburgh State College, 1969; M.S.,  
Economics, Pittsburgh State College, 1972; Ph.D.,  
Economics, Washington State University, 1978.

**David W. Whitener**

*Native American Studies*, 1978;  
B.Ed., English History, Western Washington  
University, 1962; M.Ed., Public School  
Administration, Western Washington University, 1970.

**York Wong**

*Management and Computer Sciences*, 1975;  
*Director of Computer Services*, 1973-75;  
*Assistant Academic Dean*, 1979-81;  
B.S., Electrical Engineering, University of  
Arkansas, 1956; M.B.A., Columbia University, 1970.

**Ronald G. Woodbury**

*History*, 1972;  
*Academic Dean*, 1982-84;  
B.A., Economics, Amherst College, 1965; M.A., Latin  
American History, Columbia University, 1967; Ph.D.,  
Latin American History, Columbia University, 1971.

**Irwin Zuckerman**

*Economics*, 1977;  
A.B., University of North Carolina, 1941; M.A.,  
Economics, Yale University, 1974.

# General Index

- A**  
Academic Advising, 11  
  credit, 12, 16  
  Fairs, 12  
  standing, 17  
  warning, 17  
Acceleration, 16  
Address, changes, *see Registration*, 16  
Admission  
  conditional, 15  
  notification, 15  
  requirements and procedures, 14  
Adult Student Housing (ASH), 87  
Advanced placement, 81  
Affirmative action, 89  
Alcohol, 88  
Appeals, 18  
Application deadlines, 14  
Application fee, 14  
*Applied Social Theory*, 29  
Arts & Sciences Laboratory Building, 84  
Athletics, 87  
Auditors, 15
- B**  
Bachelor of Arts, 17  
Bachelor of Science, 17  
Bicycles, 88  
Bike Shop, 86  
Billing procedures, 18  
Bookstore, 86  
Bus Service, 86
- C**  
Calendar, 96  
Campus Recreation Center, 85  
Career Planning and Placement, 6  
CLEP, 81  
Communications Laboratory, 84  
Computer Services, 84  
Conferences, 13  
Confidentiality of records, 17  
Contacting Evergreen, 96  
Contracts  
  *see Group, Individual, Social*  
Cooper Point Journal, 86  
Cooperative Education, 80  
Coordinated Studies, 6  
*Core Programs*, 9, 25  
Counseling Services  
  Academic Advising, 11  
  Career Planning and Placement, 6  
  KEY Program, 87  
  Psychological counseling, 86  
  Third World Coalition, 87  
Courses, 8, 76  
Covenants, 10  
Credit, 12, 16  
Curriculum planning, 11
- D**  
Day Care Center, 86  
Degree requirements, 17  
Deposits, 14, 19  
Directory, 86  
Disbursements, 19  
Disciplines, 6  
Drops, program changes, 16
- E**  
Educational Support Programs, 86  
Emergency loans, 19  
Enrollment deposit, 14  
Environmental Studies, graduate program, 79  
*Environmental Studies*, 33  
Equivalencies, *see Narrative Evaluations*, 13  
Evaluations, 13  
Exit interviews, 17  
Expenses, estimated yearly, 18  
*Expressive Arts*, 39  
External Credit, 81
- F**  
Facilities  
  academic, 83  
  use regulations, 88  
Faculty, 90  
  advisor, 12  
  evaluations, 13  
Fees and charges, 18  
Financial aid, 19  
  estimated expenses, 18  
Firearms, 88  
Food services, 86  
Foreign language study, 51  
Foreign students, 15  
Foundation scholarships, 19  
Freshman admission requirements, 14  
Full-time status, 16
- G**  
Gardening, 85  
General Education Development Tests, 14  
Governance, 88  
Graduate study, 78  
Graduation requirements, 17  
Group Contracts, 6
- H**  
Half-time programs, 76  
Handicap Access, 89  
*Happenings*, 86  
Health insurance, 19  
Health Services, 86  
Housing, 87  
Housing, off-campus, 87  
*Humanities*, 47
- I**  
Individual Learning Contracts, 8  
Information Center, 87  
Insurance, 19  
International students, 15  
International studies, 51  
Interdisciplinary programs, 5  
Internships, 8, 80  
Intramurals, 87
- K**  
KAOS, 87  
KEY Program, 87
- L**  
*Language and Culture Studies*, 51  
Learning Resource Center, 81  
Leaves of absence, 17  
Lecture Halls, 84  
Legal aid, 87  
Leisure Education, 87  
Library, 83  
Loans, 19
- M**  
Mail services, 87  
Malheur Bird Observatory, 85  
Maps, campus and vicinity, 97  
*Master of Environmental Studies*, 79  
*Master of Public Administration*, 78  
Minority Affairs, 87
- N**  
Narrative Evaluations, 13  
*Native American Studies*, 53  
Newsletter, 85
- O**  
Off-campus housing, 87  
Organic gardening, 85
- P**  
Parking, 19, 88  
Partial credit, 16  
Part-time study, 8, 16, 76  
Payment procedures, 18  
PEP, 81  
Pets, 88  
Placement, 6  
Planned equivalencies, *see Narrative Evaluations*, 13;  
  *Specialty Areas*, 29-71; *Political Economy and Social Change*, 55  
Portfolios, 17  
Program planning, 10, 23  
Property cards, 88  
Public Administration, graduate program, 78  
Public events, 86
- R**  
Record keeping, 17  
Recreational Arts, 85  
Refunds, 18  
Registration, 16  
Residency, 18  
Returning students, 15
- S**  
Scheduling of typical week, 8  
Scholarships, 19  
*Science and Human Values Demonstration Projects*, 59  
*Science, Technology, and Health*, 61  
Seawulf, 85  
Security, 88  
Self-Help Legal Aid, 87  
Self-Paced Learning, 81  
Seminars, 5  
Seminar Building, 84  
Ski School, 87  
Smoking, 88  
Social Contract, 88  
Special forms of study, 80  
Special Students, 15  
Specialty Areas, 10, 29-71  
SPLU Lab, 81  
Sports, 87  
Student evaluation of faculty, 13  
Study abroad, 51  
Subjects, academic, 94  
Summer Quarter, 15
- T**  
Tacoma Program, 75  
Teacher Certification, 72  
Third World Coalition, 87  
Transcripts, 17  
Transfer of credit, 14  
Transfer students, 14  
Tuition, 18
- U**  
University of Puget Sound, 72  
Upside-Down Degree Program, 15
- V**  
Vacations, 96  
Vancouver Program, 75  
Veterans, 16, 87
- W**  
Warning, academic, 17  
Withdrawals, 16  
Women's Clinic, 86

# Academic Subject Index

The academic subjects taught at Evergreen during 1984-85 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. It is impossible to list all Individual Contract or Internship possibilities. Many of these subjects, and some subjects not listed, can be studied on contracts or internships. Part-time courses are not included here, but a list by title can be found on page 77.

## Accounting

Management and the Public Interest, 31

## Aesthetics

*Expressive Arts*, 39

Foundations of Human Inquiry, 26

Great Questions and Great Books, 26

Growth and Form, 28

Image and Idea of the Human Body, 50

## Agriculture

Ecological Agriculture, 37

## American History

*Political Economy and Social Change*, 55

Studies in American Culture, 50

U.S. Economy Today, 57

## Anatomy

Molecule to Organism, 67

Principles of Biology, 35

## Animal Behavior

*Environmental Studies*, 33

The Human Condition, 60

## Anthropology

Anthropology of Visual Communication, 42

Applied Cultural Documentation: Bali, 42

Ceremonies: Prefigurative Culture, 54

Comparative Studies in Social Institutions, 57

Image and Idea of the Human Body, 50

Issues, Traditions, and Change, 28

Personal Is Political/Imagemaking, 40

*Political Economy and Social Change*, 55

Techniques of Visual Anthropology, 41

The Human Condition, 60

## Art

*Expressive Arts*, 39

Growth and Form, 28

## Art History

*Expressive Arts*, 39

Foundations of Human Inquiry, 26

Great Questions and Great Books, 26

## Ballet

Dance: Creation and Performance, 43

The Gaia Aesthetic, 40

## Biochemistry

Advanced Environmental Studies, 38

Human Health and Behavior, 66

Molecule to Organism, 67

## Biology

Coastal Natural History, 36

Human Health and Behavior, 66

Introduction to Environmental Studies, 35

Molecule to Organism, 67

Paradox of Progress, 27

Political Ecology, 26

Principles of Biology, 35

The Human Condition, 60

## Botany

Coastal Natural History, 36

Ecological Agriculture, 37

Evergreen Environment, 38

Introduction to Environmental Studies, 35

Political Ecology, 26

## Business Administration

Business of Computers, 62

Comparative Studies in Social Institutions, 57

Management and the Public Interest, 31

Microeconomics and Social Justice, 57

U.S. Economy Today, 57

## Calculus

Energy Systems, 68

Matter and Motion, 67

## Ceramics

Flat, Flat, Round, 41

## Chemistry

Advanced Environmental Studies, 38

Atom, Field and Quantum, 70

Chemical Thermodynamics, 68

*Master of Environmental Studies*, 79

Matter and Motion, 67

Molecule to Organism, 67

## Child Development

Human Health and Behavior, 66

Psychological Counseling, 66

*Teacher Certification*, 72

The Lives and Education of Children, 31

## Communications

Mass Communications and Social Reality, 31

## Community Studies

Advanced Environmental Studies, 38

*Center for Community Development*, 32

Ceremonies: Prefigurative Culture, 54

Community Development Internships, 37

Community Resources—Design—Social Change, 60

Comparative History of World Ideas (Tacoma), 75

Human Environments, (Vancouver), 75

## Community Planning

Advanced Environmental Studies, 38

*Center for Community Development*, 32

Community Development Internships, 37

Community Study Center, 32

## Computer Science

Computer Sciences Program, 65

Cutting Edge Symposium, 60, 71

*Science, Technology, and Health*, 61

Society and the Computer, 27

The Paradox of Progress, 27

## Costuming

Directors on Directing/Actors on Acting, 43

## Counseling

Comparative Studies in Social Institutions, 57

Counseling the Culturally Different, 53

Human Health and Behavior, 66

Human Environments, (Vancouver), 75

Metaphor, Dreams and Language, 48

Psychological Counseling, 67

The Lives and Education of Children, 31

## Creative Writing

Fiction Writing Workshop, 44

Writing Short Fiction and Poetry, 44

## Cross Cultural Studies

Anthropology of Visual Communication, 42

Applied Cultural Documentation: Bali, 42

Ceremonies: Prefigurative Culture, 54

Comparative History of World Ideas (Tacoma), 75

Great Questions and Great Books, 26

Image and Idea of the Human body, 50

Issues, Traditions, and Change, 28

*Language and Culture Center*, 51

*Native American Studies*, 53

Paradox of Progress, 27

Personal Is Political/Imagemaking, 40

*Political Economy and Social Change*, 55

Techniques of Visual Anthropology, 41

## Cultural History

Foundations of Human Inquiry, 26

French Culture, 52

Great Questions and Great Books, 26

Image and Idea of the Human body, 50

Issues, Traditions, and Change, 28

*Political Economy and Social Change*, 55

Russia/USSR, 52

17th Century Continental Europe, 49

17th Century England, 49

Studies in American Culture, 1890-1940, 50

The Cuban Experiment, 50

Utopias, 49

## Dance

Dance: Creation and Performance, 43

The Gaia Aesthetic, 40

## Drawing

Flat, Flat, Round, 41

Personal Is Political/Imagemaking, 40

Studio Project: Painting & Drawing, 40

## Design Projects

Community Resources—Design—Social Change, 60

Energy Systems, 68

Growth and Form, 28

## Earth Science

Earth Environments, 34

Introduction to Environmental Studies, 35

## Ecology

Advanced Environmental Studies, 38

Earth Environments, 34

Ecological Agriculture, 37

Environmental Design, 34

Evergreen Environments, 38

Introduction to Environmental Studies, 35

*Master of Environmental Studies*, 79

Political Ecology, 26

## Economics

Comparative History of World Ideas (Tacoma), 75

Human Environments, (Vancouver), 75

Management and the Public Interest, 31

*Master of Public Administration*, 78

*Political Economy and Social Change*, 55

## Education

*Applied Social Theory*, 29

Computers in Education, 66

Native American Learning Environments, 54

*Teacher Certification*, 72

## Electronics

Also see Computer Science, 64

Digital Electronics, 69

Dynamic Systems, 70

Electronics, 69

Energy Systems, 68

## Energy Studies

Energy Systems, 68

## Engineering

3-2 Engineering, 64

## English Composition

*Core Programs*, 25

Also see Creative Writing, 44

Learning Resource Center, 81

## Entomology

Agricultural Entomology, 37

Ecological Agriculture, 37

General Entomology, 37

## Environmental Science

*Environmental Studies*, 33

*Master of Environmental Studies*, 79

## Ethnic Studies

*Language and Culture Center*, 51

*Native American Studies*, 53

## Film

Anthropology and Visual Communication, 42

Applied Cultural Documentation: Bali, 42

Techniques of Visual Anthropology, 41

## Finance

Human Environments, (Vancouver), 75

Management and the Public Interest, 31

## French

French Culture, 52

*Language and Culture Center*, 51

## Genetics

Human Health and Behavior, 62

Molecule to Organism, 67

Principles of Biology, 35

## Geology

Earth Environments, 34

## Health

Comparative Studies in Social Institutions, 57

Counseling the Culturally Different, 53

Human Health and Behavior, 66

Human Environments, (Vancouver), 75

Issues, Traditions, and Change, 28

Paradox of Progress, 27



- Psychological Counseling, 66  
 Senior Learning Community, 71  
 World Population Policy, 58
- History**  
 Comparative History of World Ideas (Tacoma), 75  
 Comparative Studies in Social Institutions, 51  
 Foundations of Human Inquiry, 26  
 Great Questions and Great Books, 26  
 Human Environments, (Vancouver), 75  
*Humanities*, 47  
 Issues, Traditions and Change, 28  
 Paradox of Progress, 27  
 Personal Is Political/Imagemaking, 40  
*Political Economy and Social Change*, 55  
 Reintroduction to Education, 27  
 Society and the Computer, 27  
 The Human Condition, 60
- Humanities**  
 Comparative History of World Ideas (Tacoma), 75  
*Core Programs*, 25  
*Expressive Arts*, 39  
 Human Environments, (Vancouver), 75  
*Humanities*, 47  
 Microeconomics and Social Justice, 57
- Jazz**  
 Composition and Performance, 45  
 Oral and Performing Traditions, 45
- Japanese**  
*Language and Culture Center*, 51
- Journalism**  
 Internships, 80  
 Mass Communications and Social Reality, 31
- Korean**  
*Language and Culture Center*, 51
- Land Use Planning**  
 Community Resources—Design—Social Change, 60  
*Environmental Studies*, 33
- Language Studies**  
*Language and Culture Center*, 51
- Law**  
*Political Economy and Social Change*, 55  
 Pre-Law Pathway, 55
- Literature**  
 Comparative History of World Ideas (Tacoma), 75  
*Core Programs*, 25  
 Fiction Writing Workshop, 44  
 French Culture, 51  
 Human Environments, (Vancouver), 75  
*Humanities*, 47  
 Image and Idea of the Human Body, 50  
 Memory Images, 43  
 Oral and Performing Traditions, 45  
 Russia/USSR, 52  
 The Human Condition, 60  
 Writing Short Fiction and Poetry, 44
- Logic**  
 Computability and Cognition, 65  
 Computers in Education, 65  
 Data to Information, 65  
 Society and the Computer, 27  
 Thinking Straight, 28
- Management**  
 Business of Computers, 62  
 Human Environments, (Vancouver), 75  
 Management and the Public Interest, 31  
 Maritime Entrepreneurship and Marine Affairs, 36  
*Master of Public Administration*, 78
- Marine Sciences**  
*Environmental Studies*, 33  
*Master of Environmental Studies*, 70
- Marketing**  
 Business of Computers, 62  
 Human Environments, (Vancouver), 75  
 Management and the Public Interest, 31
- Mathematics**  
 Paradox of Progress, 27  
*Science, Technology, and Health*, 62  
 Society and the Computer, 27  
 SPLU Lab, 81
- Media and Mass Communications**  
 Anthropology of Visual Communication, 42  
 Mass Communications and Social Reality, 31  
 Techniques of Visual Anthropology, 41
- Microbiology**  
 Molecule to Organism, 67
- Modern Dance**  
 The Gaia Aesthetic, 40
- Molecular Biology**  
 Molecule to Organism, 67
- Multicultural Studies**  
 Comparative History of World Ideas (Tacoma), 75  
 Issues, Traditions, and Change, 28  
*Language and Culture Center*, 51  
*Native American Studies*, 53
- Music**  
*Expressive Arts*, 39  
 Society and the Computer, 27
- Natural History**  
*Environmental Studies*, 33  
*Master of Environmental Studies*, 79  
 Political Ecology, 26
- Nutrition**  
 Human Health and Behavior, 66  
*Science, Technology, and Health*, 61
- Organic Chemistry**  
*Science, Technology, and Health*, 61
- Painting**  
 Flat, Flat, Round, 41  
 Memory Images, 43  
 Personal Is Political/Imagemaking, 40  
 Studio Project: Painting & Drawing, 40  
 The Artistic Imagination, 42
- Performing Arts**  
 America's Folk Music in Cultural Perspective, 46  
 Composition and Performance, 45  
 Dance: Creation and Performance, 43  
 Directors on Directing/Actors on Acting, 43  
 Oral and Performing Tradition, 45  
 Performing America's Music, 46  
 The Gaia Aesthetic, 40
- Philosophy**  
 Foundations of Human Inquiry, 26  
 Great Questions and Great Books, 26  
*Humanities*, 47  
 Memory Images, 43  
 Microeconomics and Social Justice, 57  
 Paradox of Progress, 27  
*Political Economy and Social Change*, 55  
 Russia/USSR, 52  
 The Good Life in the Good Society, 58  
 The Human Condition, 60  
 Thinking Straight, 28
- Photography**  
 Anthropology of Visual Communication, 42  
 Flat, Flat, Round, 41  
 Techniques of Visual Anthropology, 41
- Physics**  
 Paradox of Progress, 27  
*Science, Technology, and Health*, 61
- Physiology**  
 Human Health and Behavior, 62  
 Molecule to Organism, 67
- Poetry**  
 Great Questions and Great Books, 26  
 Growth and Form, 28  
 Writing Short Fiction and Poetry, 44
- Political Economy**  
 Human Environments, (Vancouver), 75  
 Issues, Traditions, and Change, 28  
 Mass Communications and Social Reality, 31  
*Masters of Public Administration*, 78  
 Paradox of Progress, 27  
*Political Economy and Social Change*, 55  
 Russia/USSR  
 Society and the Computer, 27  
 The Cuban Experiment, 50  
 The Human Condition, 60  
 U.S. Economy Today, 49  
 Utopias, 49
- Political Science**  
 Comparative History of World Ideas (Tacoma), 75  
 Issues, Traditions, and Change, 28  
 Management and the Public Interest, 31  
 Paradox of Progress, 27  
*Political Economy and Social Change*, 55  
 Russia/USSR, 52  
 Society and the Computer, 27
- The Cuban Experiment, 50  
 The Human Condition, 60  
 Utopias, 49
- Psychology**  
 Developmental  
 Development: Aim of Education, 30  
 Human Health and Behavior, 66  
 Lives and Education of Children, 31  
 Psychological Counseling, 67  
 Organizational  
 Human Health and Behavior, 66  
 Management and the Public Interest, 31  
 Psychological Counseling, 67  
 Social  
 Ceremonies: Prefigurative Culture, 54  
 Comparative Studies in Social Institutions, 57  
 Counseling the Culturally Different, 53  
 Miscellaneous  
 Computability and Cognition, 66  
 Mass Communications and Social Reality, 31  
 Memory Images, 43
- Public Administration**  
 Human Environments, (Vancouver), 75  
 Management and the Public Interest, 31  
 Mass Communications and Social Reality, 31  
*Masters in Public Administration*, 78  
*Political Economy and Social Change*, 55
- Radio**  
 KAOS Internships, 87  
 Mass Communications and Social Reality, 31
- Sculpture**  
 Cluster Contracts in 3-D Art, 41  
 Flat, Flat, Round, 41
- Social Science**  
*Applied Social Theory*, 29  
 Comparative History of World Ideas (Tacoma), 75  
 Counseling the Culturally Different, 53  
*Core Programs*, 25  
 Human Environments, (Vancouver), 75  
*Humanities*, 47  
 Internships, 80  
*Political Economy and Social Change*, 55  
*Science, Technology, and Health*, 61
- Sociology**  
 Community Development (Internship Cluster), 32  
 Comparative Studies in Social Institutions, 57  
 Lives and Education of Children, 31  
 Mass Communications and Social Reality, 31  
*Science and Human Values Demonstration Project*, 59  
 Utopias, 49  
 World Population Policy, 58
- Soil Science**  
 Ecological Agriculture, 37
- Spanish**  
*Language and Culture Center*, 51
- Statistics**  
 Advanced Environmental Studies, 38  
 Human Environments, (Vancouver), 75  
 Management and the Public Interest, 31
- Television**  
 Anthropology of Visual Communication, 42  
 Mass Communications and Social Reality, 31  
 Society and the Computer, 27  
 Techniques of Visual Anthropology, 41
- Theater**  
 Directors on Directing/Actors on Acting, 43
- Three-Dimensional Art**  
 Cluster Contracts in 3-D Art, 41  
 Flat, Flat, Round, 41
- Voice**  
 Oral and Performing Traditions, 45  
 Performing America's Music, 46
- Women's Studies**  
*Humanities*, 47  
 Reintroduction to Education, 27
- Writing**  
*Core Programs*, 25  
 Fiction Writing Workshops, 44  
 Memory Images, 43  
 Metaphor, Dreams, and Language, 48  
 Writing Short Fiction and Poetry, 44

# Academic Profile

20 - watch crystal  
 32.37 - mltiple sneakers  
 2.00 - socks  
 45.00 } - mltiple watches  
 49.90 }  
 132.00 - NORDSTROMS  
 117.01  
 397.

35.00 - socks  
 27.00 - shoes  
 398  
 460.90  
 160.00 - baggy jeans  
 420.00

## ► Campus Profile (1982-83)

<b>Faculty</b>	<b>131</b>
Ph.D. or Terminal degree	66%
Percent female	31%
Percent male	69%
Third World	14%
Student/faculty ratio	20/1
<b>Staff</b>	<b>461</b>
<b>Enrollment</b>	<b>2611</b>
Graduate	68 3%
Undergraduate	2543 97%
Female	1361
Male	1250
Third World	8%
Black	4%
Native American	1%
Hispanic	1%
Asian	2%

Full-time	78%
Part-time	22%
18-24 age group	51%
25-29 age group	19%
30-39 age group	20%
40+ age group	10%
Students living on campus	990
Tacoma Enrollment	94
Male	81%
Female	19%
Third World	67%
Vancouver Enrollment	87
Male	47%
Female	53%
Third World	1%
<b>Entering Class</b>	<b>1103</b>
Applicants, degree-seeking	1702

Admitted	83%	1409
Enrolled	61%	859
Nondegree-seeking enrollment		244
Washington		929
Region (OR, ID, MT, AK, HI)		31
California		20
Other states		107
Other countries		16
<b>Financial aid</b>		
Full-time student aid		50%
Average award		\$2880
<b>Placement</b>		
1971-81 classes		93%
Employed		71%
Graduate school		18%
Travel, homemaking, etc.		4%
<b>Graduating class (1983)</b>		<b>625</b>

## ► Academic Calendar

1984-85	Fall	Winter	Spring	Summer	First Session	Second Session
Begins	Sept. 24	Jan. 7	April 1	June 24	June 24	July 29
Ends	Dec. 14	March 22	June 14	Aug. 30	July 26	Aug. 30
Evaluations	Dec. 10-14	March 18-22	June 10-14	Aug. 28-30	July 24-26	Aug. 28-30
Class Days	54	54	54	49	24	25
Vacations	Fall	Winter	Spring	Summer	First Session	Second Session
	Thanksgiving Nov. 19-23	Washington's Birthday Feb. 22	Memorial Day May 27	Independence Day, July 4	—	—
	Holiday Break Dec. 15-Jan. 6					

## ► Contacting Evergreen

All calls to Evergreen go through Directory Assistance at 866-6000. Specific offices and people may be reached by then asking for them by name or extension number.

Persons with inquiries about admissions should contact: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, (206) 866-6000, ext. 6170.

General information may be obtained through the Office of College Relations, ext. 6128.

Direct all correspondence to the appropriate office at The Evergreen State College, Olympia, Washington 98505.

Important offices and their extension numbers include:

Dial 866-6000, then ask for	
Academic Advising	ext. 6312
Academic Deans	ext. 6870
Academic Vice-President	ext. 6400
Admissions	ext. 6170
Alumni Office	ext. 6565
College Relations	ext. 6128
Development Office	ext. 6565
Directory Assistance	866-6000
Housing	ext. 6132
President's Office	ext. 6100
Recreation Center	ext. 6530
Registrar	ext. 6180
Tacoma Campus	(206) 593-5915
Vancouver Campus	(206) 696-6100
Vice-President for Business	ext. 6500

The Evergreen State College reserves the right to make any changes in courses, programs, faculty, calendar dates, tuition and fees, grading policies, admission and graduation requirements, and any other information contained in this publication at any time without notification. Changes become effective when the college so determines and apply to prospective students as well as students currently enrolled at Evergreen.

### Photo credits:

Cover photograph by Evergreen alumnus Jacques Zimicki.

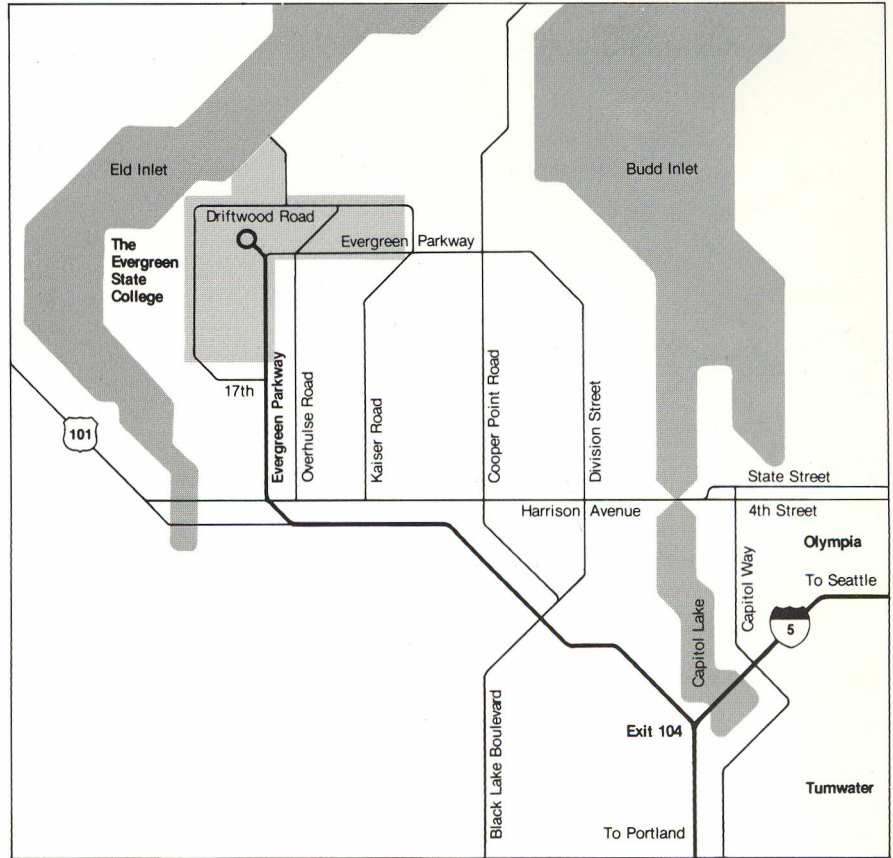
Interior photographs taken by student Ed Alverson, staff member Ken Balsley, student Joan Barker, student Tomas Black, staff member Mark Clemens, 1976 alumnus David Current, student Gary Oberbillig, and The Evergreen State College Photo Services staff.

## 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

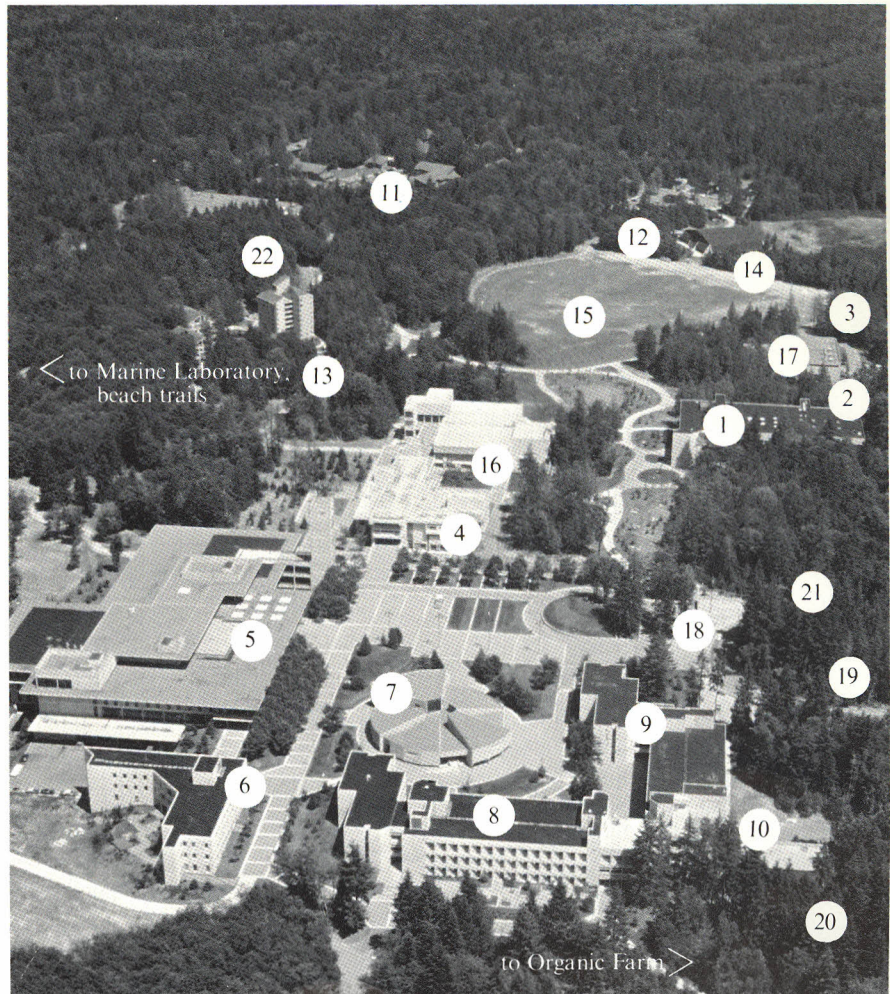
11. Adult Student Housing (ASH)
12. Modular Housing
13. Residence Halls

### 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



The Evergreen State College  
Olympia, Washington 98505

Non-Profit Organization  
U.S. Postage  
**PAID**  
Olympia, Washington  
Permit Number 65

