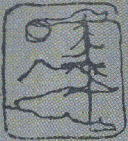


The **Evergreen**
State College
1996-1997 CATALOG



Archives

The Evergreen State College
Olympia, Washington 98505





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The **Evergreen**
State College
1996-1997 CATALOG

► *When*
you
READ
this
CATALOG,

you'll get the most out of the program descriptions and, eventually, from your Evergreen education, if you read pages 4 - 7 of the Catalog first.





► "Lots of work. I thought I'd never do this much work ... it's crazy, but I love it. My faculty have been great. They've never held my hand and they've pushed me to do things I didn't think I could do. It's been incredible."

► **Erin Ficker** spent her first year at Evergreen studying sociology in a Core program and taking photos for the student newspaper, the *Cooper Point Journal*.

► "I like the evaluation process because it's good at the end of the quarter to look back and think about what I've learned ... otherwise, it might all fall to little pieces behind me. It's another part of taking control of your own education and taking responsibility for what you've learned and really making something out of it."

► Second-year student **Khaela Maricich** came to Evergreen from Seattle to study sociology, art and linguistics. She serves as a steward in campus housing.



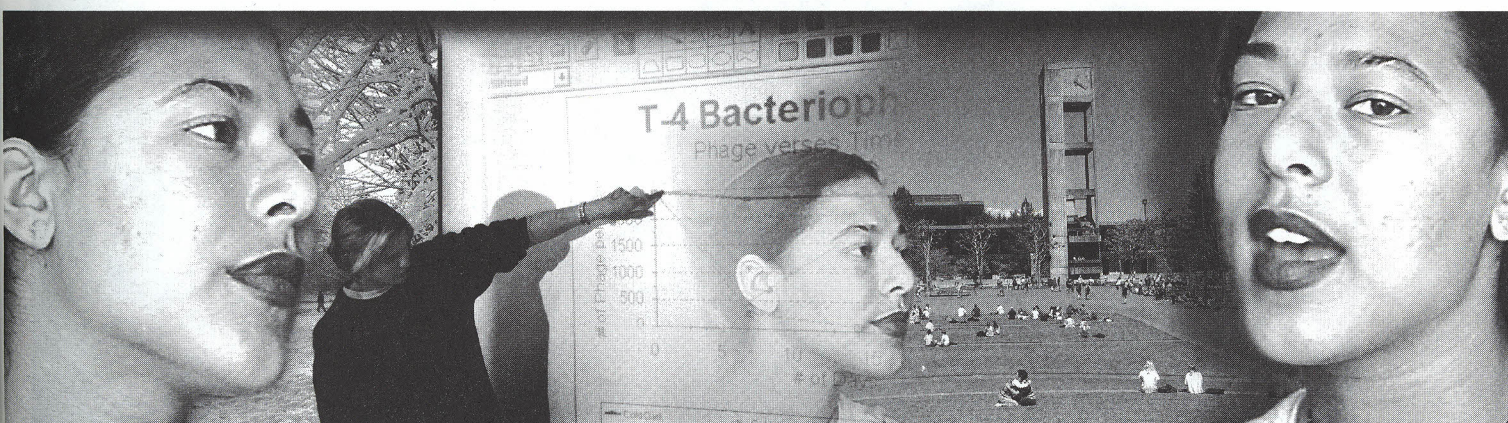


► "Originally, I wanted to go into live-action narrative film. Then I took Experimental Animation. It was one of the most wonderful programs I ever took. I found my true field of study — a field I might never have discovered at another school."

► **Joe Watt** is studying animation and plans to make shorts for animation festivals and for Nickelodeon. He is involved with the Animators' Group and works in the Graphic Imaging lab.

► "I like that there are a lot of resources at Evergreen for students and the fact that there are a lot of teachers who can, at any time, be there for you if you have a question, if you need help, if you need information on a project you're doing."

► **Cassidy Arkin** is a second-year student at Evergreen studying broadcasting and political science.



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► *Why* **EVERGREEN?**

- » Every college claims to be different, but few rival Evergreen for creating an educational environment so completely focused on student learning. Evergreen's differences matter, because the entire college is organized around philosophies and ideas about education that really work.
- » Why Evergreen? This catalog allows you to answer that question by helping you understand more about Evergreen's general approach to education, while providing details about specific programs offered during the 1996-97 academic year.

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

► *Why Evergreen?*



► *What* **SETS EVERGREEN APART**

» What makes Evergreen different begins with a set of fundamental ideas and beliefs that flow through everything the college does, both inside and outside of the classroom.

► *We* **BELIEVE:**

- » The main purpose of a college is to teach, and good teaching involves close interaction between faculty and students.
- » Collaborative or shared learning is better than learning in isolation and in competition with others.
- » Teaching across differences is critical to learning.
- » Connected learning — pulling together different ideas and concepts — is better than teaching separated bits of information.
- » Active learning — applying what’s learned to projects and activities — is better than passively receiving knowledge.
- » And we believe the only way to thoroughly understand abstract theories is to apply them to real-world situations.

» **DIFFERENT, BUT SIMILAR.** These differences in how we go about teaching and learning can sometimes mask how Evergreen is similar to other colleges. Remember that, as at any college, you will read books, write papers, take tests and strive to complete a variety of assignments in the process of learning about the world and preparing for a lifetime of meaningful work.

» **KEEPING THESE FUNDAMENTAL SIMILARITIES IN MIND,** take a look at Evergreen’s differences in more detail. By understanding the ideas at the foundation of Evergreen’s curriculum, detailed on the next page, you’ll understand why you should come to Evergreen.

Describing the Foundation of the Curriculum

6

- » **Student-Centered Education:** Teaching is what Evergreen is all about, so the college's entire curriculum, from Core programs to advanced and independent study, is designed to enhance the student's ability to learn. Throughout the curriculum, faculty work in full-time programs in teams of two, three or four with groups of students who are also usually working in a single program. This means you will have a lot of interaction with your program faculty – you will know them well and they will know your work well. You will meet with faculty in lectures, in labs, in smaller seminars, in writing workshops; they will observe your academic development in all these formats. Faculty are drawn to Evergreen because they love teaching – they are interested in the process of teaching and learning, and they want to work with students in an environment that rewards that interest: one that places the faculty in a learning mode, too.
- » **Collaborative Learning:** We believe that setting students in competition with each other stifles learning, so we have designed a curriculum that encourages collaboration – among students, among faculty, and between students and faculty. You may work with other students in seminars to tease out meaning or significance from a novel; you may work with other students in labs to understand a chemical reaction; you may work with another group of students on a research project. In these and other settings, you will find that by working together, you can accomplish what no one could do alone.
- » **Our Narrative Evaluation System Supports Collaborative Learning:** You will discuss your academic progress one-on-one with your faculty during an evaluation seminar and will receive a written evaluation of that progress. This evaluation compares your work to your earlier work and evaluates only your progress. Your own self-evaluation will do the same, discussing your accomplishments, learning environment, new understandings and goals for the future.
 - » We have found that removing grades from the evaluation process changes the central relationships among students and between students and faculty; it becomes more collaborative, less adversarial. You will not measure your success by looking at your, or another student's, letter grade or a few brief comments. Instead, you will look at more complex criteria applied to the entire learning process.
 - » You'll find this collaborative stance useful, because after you graduate you'll enter a world where teamwork is increasingly important to work and thought in an ever-expanding range of fields.
- » **Teaching Across Differences:** We believe that both teaching and learning must draw from many perspectives and include a multiplicity of ideas. We believe in preserving and articulating differences of ethnicity, race, gender and sexual orientation, rather than erasing them or shoving them to the sidelines. We believe this breadth of perspectives can be reached in many ways – from the study of cultures to employing strategies for including women and minority students in science teaching.
- » **Interdisciplinary Learning:** It is impossible to isolate bits of learning and present them as if they had no connection to other learning and to other parts of the world. Each Evergreen program is designed around a theme or question, and each draws on many traditional academic disciplines to explore this central question. You might look at problems in health care, for example, from the point of view of biology, history, philosophy, sociology, drama, economics and literature. Or you might study the physical world through the interplay of physics, chemistry, philosophy and mathematics. Such connections will ground your learning in the context of other learning, other explorations.
 - » You will develop skills in critical thinking, in writing and in analysis in all that you do. We believe that these skills, crucial to a good college education, cannot be either taught or learned in isolation, but rather that they need to be connected to the context in which they will be used.
- » **Active Learning:** We believe that students need to take an active part in the learning process – passively receiving information in front of a TV monitor or in a large lecture hall is not enough. At Evergreen, you will:
 - » Discuss your ideas in seminar.
 - » Write about your ideas in collaborative and individual writing assignments.
 - » Explain ideas to others in presentations to your program.
 - » Practice applying ideas in laboratories and workshops.
 - » Evaluate your ideas and work in your written self-evaluation.
 - » Challenge your own and others' ideas, throughout your education.
- » Evergreen also emphasizes active learning by putting you in charge of developing a sequence of study that meets your academic needs. Whether you are searching for a vocation, committed to learning about a wide array of subjects, or pursuing a specific field of study, Evergreen provides great flexibility for you to meet your academic goals.
- » **Bridging Theory and Practice:** We believe that learning about theories and ideas in a classroom isn't enough – you need to apply what you're learning to the world outside the college. At Evergreen, you'll do this sort of learning – what we call bridging theory and practice – in an academic program by applying your study to the program's central theme or question. You may study actual communities, or develop an Internship Learning Contract, where both the learning and application of that learning occur in a business, a social service agency or a non-profit organization.

Designing Your Learning

- » At Evergreen, you will connect your learning to *your* academic interests. Working with your faculty advisor and the Academic Planning and Experiential Learning staff, you will design your own way through the curriculum because no one else can do this for you – no single set of curricular offerings will work for each student. That's why Evergreen has no prescribed sequences of programs ... no majors. This means you will need to think carefully about the work you want to do at Evergreen. You must think about the breadth of study you need, about the preliminary work required to prepare for another area of study, and about the kind of preparation you need to enter a particular field or for entry into graduate or professional school.
- » Besides thinking about what you want to know, you must also think about what it takes to learn what you want to know. For example, if you're interested in migratory bird habitats, you would need to learn about ornithology and ecology, of course. But you may also need to know something about environmental policy and the political process, something about the history of ecological policy and the development of the West, something about the ways people have talked and felt about land use and conservation, something about the fundamental ways humans perceive the spaces around them. This is just one example. You know better than we do where you might like to go, so your own curricular path will be unique, drawing on an academic program, or work in the community, or through your own development of projects and activities applied to theoretical material.
- » It is important to remember that designing a pathway often means working with an existing landscape of academic offerings and faculty expertise to find a way from here to there, using resources already available. Evergreen is a small college with limited physical and staff resources, so you will not always be able to create a new landscape; instead, you will have to find how to navigate the one that already exists. This, too, is excellent preparation for life after college.
- » You may also design learning at Evergreen by participating in curriculum development. This happens on three levels:
 - Program initiation, which involves working with students and faculty with shared interests to design a new program of study.
 - Planning within programs, because many faculty collaborate with students while a program is underway. You might fine-tune what will be studied or set new agendas to pursue interests shared by you and your student colleagues.
 - Campus-wide curriculum planning, a long-term approach that involves joining a curriculum committee composed of faculty, staff and students who are evaluating overall curricular issues or engaged in faculty hiring.

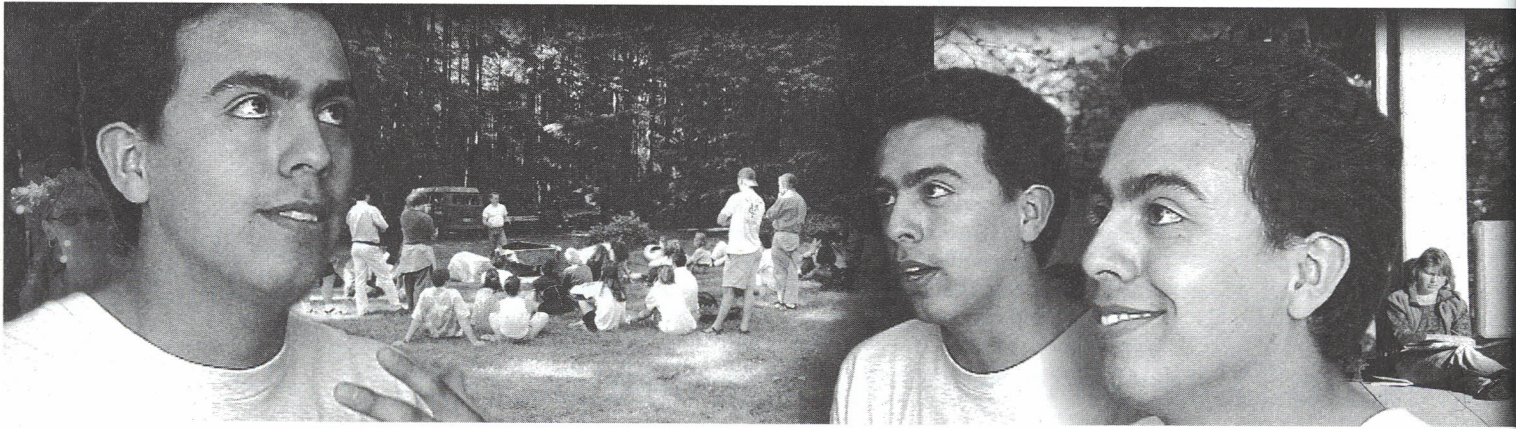
Seeking Diversity, Sustaining Community

- » Evergreen is committed to increasing diversity among both students and faculty. We believe strongly that our students' educational experiences are enhanced and their lives enriched in a multicultural environment. And while we are working to create diversity, we are also working to build a strong sense of community. In academic programs as well as in workshops, lectures, group activities and special events, Evergreen faculty and staff work with students to create a welcoming environment ... one that embraces differences ... fosters tolerance and understanding ... and celebrates a shared commitment to cultural, ethnic and racial awareness.
- » The work is far from completed. While Evergreen's commitment is real, the college is a microcosm of the larger, imperfect world. Evergreen, like all the rest of the world, has much to learn. We invite you to join us in working toward honest and earnest exploration of real issues and problems and in our work to safeguard the Evergreen community for learners who seek to explore, to grow, to interact and to find meaningful connections in today's world.

Graduates Making Important Contributions

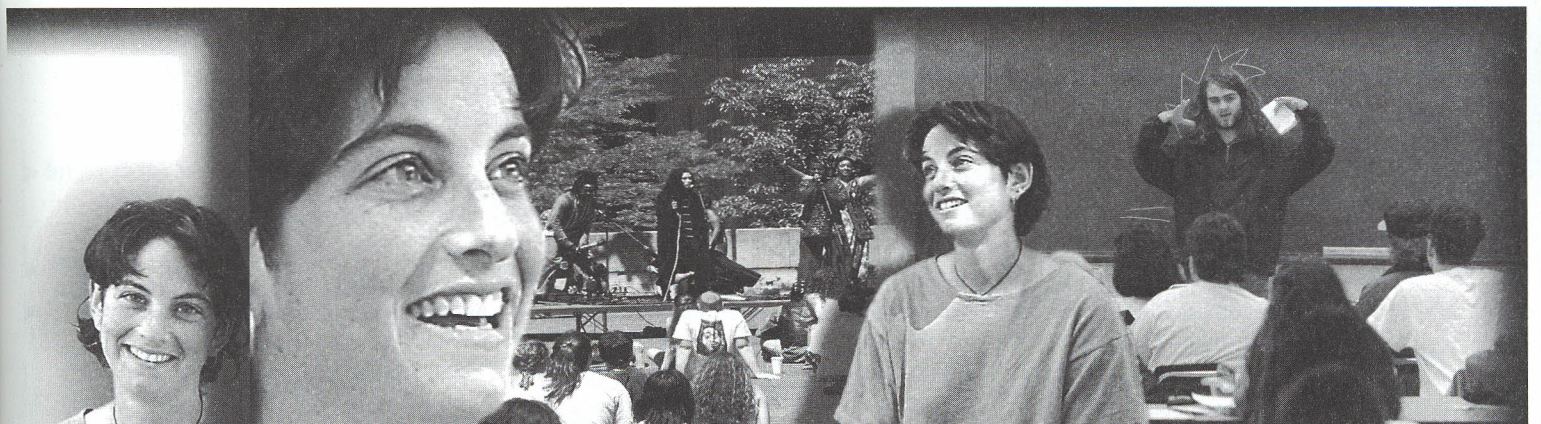
- » The Evergreen environment attracts self-starters and encourages them to work hard to achieve their goals. Our graduates tend to carry their sense of involvement and social responsibility with them in their careers as educators, entertainers, social workers, environmental engineers, lawyers, journalists, artists, administrators, care providers, counselors, entrepreneurs, and businesspeople, as well as in their interests and activities outside of the workplace.
- » The demands on Evergreen students are perhaps both greater and different than on students in traditional college settings, and it naturally follows that the results are greater, too. A recent survey found that both employers and graduate school faculty ranked Evergreen graduates higher in six main areas of preparedness (writing, speaking, critical thinking, blending theory with practice, appreciating cultural differences and integrating information) than counterparts from other schools.

- "I'm not competing with anybody else to get a higher grade. I'm trying to be the best I can be, and that produces some tension in me, but it's not the tension of competing with all the other students and all your friends."



- **Luis Suarez**, a second-year pre-med student from Ecuador, plans to practice medicine and do medical research. He is a member of the Latin American Student Organization and the People of Color Coalition.

► "For sciences, Evergreen is where it's at — it's really thorough. The faculty are really knowledgeable in their subjects and really excited about what they're teaching. It makes for a great environment."

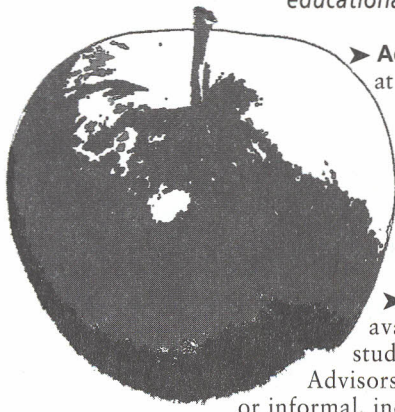


► **Liza Richheimer** is a fourth-year student at Evergreen pursuing an education in natural sciences. Her studies include field work in locales ranging from the Evergreen campus to Death Valley.

Speaking of Evergreen: A Glossary

10

» A few words about Evergreen, a college built on the philosophy that teachers should focus on the educational experience of each individual student. Free of distraction created by academic departments, grades and majors, Evergreen is a college truly unlike any other. A few words, commonly used on campus, help describe this educational experience. We share them with you here, as you begin to explore all that Evergreen has to offer.



» The Evergreen Glossary

► **Academic Fair** ► A mass gathering of faculty, student services staff and students held in the Library Lobby at the beginning of each academic year and near the end of fall, winter and spring quarters. This provides a great opportunity to get information about upcoming programs, explore possible contracts and talk to people who are genuinely interested in helping you with planning. Check with APEL, Admissions or Registration and Records for dates and times.

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

► **APEL (Academic Planning and Experiential Learning)** ► A key part of the student support services available in the Student Advising Center, Academic Planning and Experiential Learning offers students up-to-date information on internships, academic programs, faculty and academic services. Advisors provide valuable advice for planning your education. You'll also receive advising services – formal or informal, individual or group – on an ongoing basis from faculty in your programs and areas of interest.

► **CAB** ► Unless you're calling a taxi, CAB refers to the College Activities Building.

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

► **Contracts** ► Evergreen offers three kinds of academic contracts: Group Contracts, Individual Learning Contracts and Internship Contracts. Talk to an APEL advisor or faculty member to learn more.

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

► **Core Programs** ► Designed for first-year college students. You can think of Core programs as coordinated studies for beginners because they emphasize studying in several disciplines and improving skills such as college-level reading, writing and research.

► **Courses** ► Part-time courses supplement the main curriculum. They can be combined with programs, contracts and internships.

► **CPJ** ► It's the *Cooper Point Journal*, Evergreen's student newspaper.

► **Credits** ► Full-time students at Evergreen earn 12 to 16 credits, or quarter hours, per quarter; the maximum allowed is 16. The amount of credit earned in a program is clearly specified at the end of the evaluation written by the faculty member on the student's academic performance.

► **DTF** ► DTFs are Disappearing Task Forces. Evergreen's planners wanted to avoid permanent committees, so they created DTFs to study problems, make recommendations and then disappear. Several DTFs are active each academic year and students are encouraged to participate.

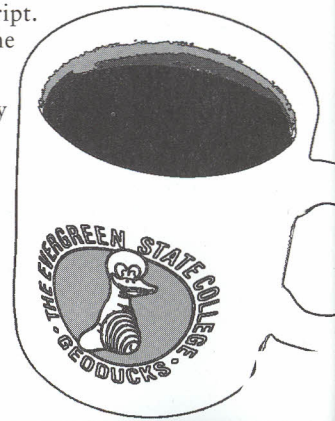
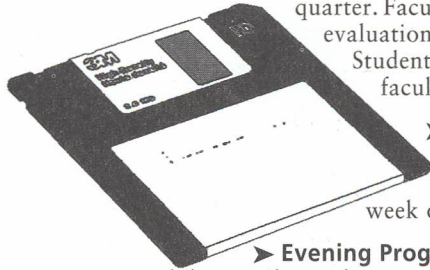
► **EARS** ► Evergreen's Automated Registration System lets currently admitted, continuing students register for classes over the phone. Appointment information will be mailed to you each quarter.

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

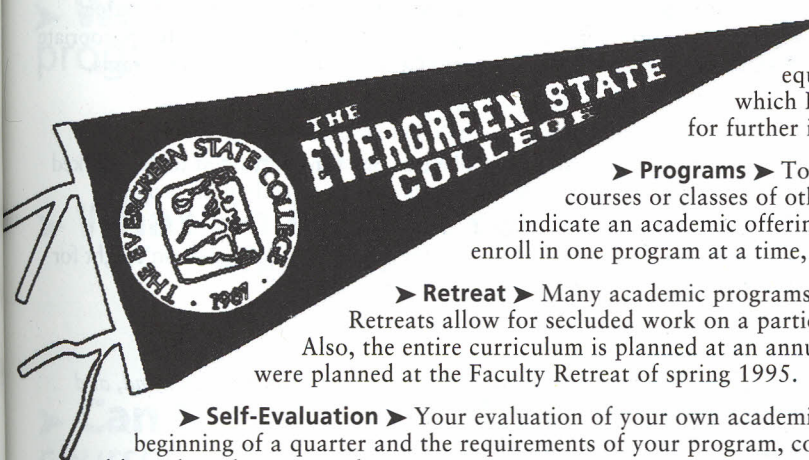
► **Evaluation** ► Evergreen's grading system consists of a narrative evaluation of a student's academic work at the end of each quarter. Faculty members write evaluations of each student's work and progress, and each student writes a self-evaluation. These become official documents, making up your permanent transcript. Students also write evaluations of faculty members, which become a part of the faculty's official portfolio.

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

► **Evening Program** ► These part-time programs are designed as a way for working adults or others who cannot attend regular daytime programs to earn credit toward a Bachelor of Arts degree.



- ▶ **Faculty Sponsor** ▶ A student's chief instructor during any given quarter in a group contract, individual contract or internship.
- ▶ **Field Trips** ▶ At Evergreen, field trips are regularly integrated into the schedule of program activities – just like lectures, seminars, etc.
- ▶ **First Peoples** ▶ At Evergreen, the term First Peoples refers to people of color – often referred to in the United States as minorities. The name is in recognition of the unique indigenous heritages of all people of color. See First Peoples' Advising Services in the Student Support Services section on page 17. See also the First Peoples' Recruitment staff in the Admission section on page 25.
- ▶ **Geoduck** ▶ The campus mascot – a legacy from Evergreen's early humorists. Pronounced "gooey-duck," the geoduck is an oversized clam native to this area and noted for digging deep and fast.
- ▶ **Governance** ▶ An ongoing process at Evergreen, demonstrating our commitment to working together to make decisions. Students participate in governance along with staff and faculty members, usually through a DTF established to study a problem and seek solutions. Participatory democracy is hard work and time-consuming, but you have a voice in what happens at Evergreen if you choose to exercise this unusual and valuable franchise.
- ▶ **Greener** ▶ Short for Evergreener.
- ▶ **Interdisciplinary** ▶ Study that covers more than one academic discipline. Many Evergreen programs involve study in three or more disciplines, and all require some cross-disciplinary work. Thus, you may find yourself learning about both science and art in the same program, or about social science and human development, or combining studies of history with exploration of literature.
- ▶ **Individual Learning Contract** ▶ An individual study plan agreed to by a student and a faculty sponsor. May include readings, writing, painting, photography, field studies and research – whatever suits your academic needs and interests. Requires well-defined goals, self-discipline, lots of motivation and the ability to work with minimal supervision. For advanced students and available only in limited numbers. APEL has information on how to proceed and which faculty might be appropriate sponsors.
- ▶ **Internships** ▶ Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through APEL. Seniors are generally given priority, as are students in academic programs that require internships.
- ▶ **Part-Time Study** ▶ Most Evergreen programs are designed for full-time study, but some part-time options are offered.
- ▶ **Potluck** ▶ A tradition at Evergreen where a faculty member and his or her students bring food for lunch or dinner, often at a seminar member's home. These occasions are perfect for mixing academic and social life.



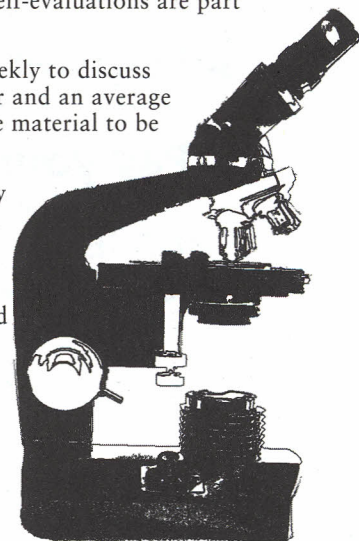
▶ **Prior Learning From Experience** ▶ Also known as PLE. Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit. Contact APEL for further information.

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

▶ **Retreat** ▶ Many academic programs go on retreat during the year, often off campus. Retreats allow for secluded work on a particular project or the finale to an entire year's studies. Also, the entire curriculum is planned at an annual Faculty Retreat. The programs in this Catalog were planned at the Faculty Retreat of spring 1995.

▶ **Self-Evaluation** ▶ Your evaluation of your own academic work as measured against your objectives at the beginning of a quarter and the requirements of your program, contract or internship. Student self-evaluations are part of formal academic records.

- ▶ **Seminars** ▶ One of the central experiences of an Evergreen education, seminars usually meet twice weekly to discuss the readings assigned in a particular program. The discussion group consists of a faculty member and an average of 20 students. Participants are expected to prepare for the seminar by reading and analyzing the material to be discussed.
- ▶ **Social Contract** ▶ Evergreen's planning faculty wanted the college to function as a community, so they wrote their ideas about social ethics and working together into the Social Contract. See page 18.
- ▶ **Specialty Area** ▶ An interdisciplinary grouping of Evergreen faculty, all of whom are interested in a specific set of disciplines or issues. Faculty within each Specialty Area meet regularly to plan curriculum and often teach together. Evergreen's nine Specialty Areas are listed in the Condensed Curriculum, pages 34 and 35.
- ▶ **The Student Advising Handbook** ▶ Published by APEL, this publication is an invaluable source of information and a tool for planning your career at Evergreen and beyond.



Selecting Your Program of Study

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▶ Selecting Your Program of Study

▶ Consider what you want to study.

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

▶ Read the Catalog to find the appropriate programs for you.

- ▶ *If you are a freshman,*
carefully consider the *Core programs* described on pages 40-44. Almost any Core program can lead into any area of specialization. Especially well-prepared students may also want to consider other programs that do not list specific prerequisites.
- ▶ *If you are a transfer student,*
look up the subjects that interest you in the section entitled Matching Evergreen's Programs to Your Field of Interest, beginning on page 14. This guide lists all programs which cover your subjects. Sometimes a Core program will look just right, especially if you are transferring as a first- or second-year student. For some transfers, an intermediate or advanced program in a Specialty Area may be the right choice. If a Specialty Area is listed under your subject of interest in the guide, read over all the offerings in that area.
- ▶ Look at the *academic pathways*
described in the Specialty Areas where your interests lie. *Pathways* will suggest a logical sequence for your years of study in a particular field and will help you decide where to begin.
- ▶ Examine the *planned equivalencies*
at the end of each program description to see the full range of subject matter it will cover. Equivalencies may change as faculty develop the program's theme, but the Catalog description will give you a general idea of content.
- ▶ Browse over a number of *possibilities*
before you settle on one. Try to choose at least three alternates before you take the next step.

▶ Discuss your choices and goals

with your faculty, or with the staff in the Academic Planning and Experiential Learning (APEL) office. APEL keeps program descriptions that may 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 when you read the latest details. APEL staff can also give you information about new or revised programs.

▶ Attend the Academic Fair

described on page 10. The faculty will be assembled there, all in one place at one time, sitting at tables marked with their program titles. You can discuss program content, style and requirements directly with program faculty.

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

▶ Choose your program.

In all of these discussions – with the APEL advisors, with prospective faculty – *keep your goals in mind, and also the range of your interests and needs.*

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

▶ Register.

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

▶ Pay your tuition by the deadline,

and that's it! You're ready to attend your first program meeting.

Answers To Some Frequently Asked Questions

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► **What degrees does Evergreen offer?**

The Bachelor of Arts, Bachelor of Science, Master in Teaching, Master of Public Administration and Master of Environmental Studies degrees.

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

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

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

Advisors in the Academic Planning and Experiential Learning (APEL) office, the faculty members in your current program or faculty in other areas that interest you – all are excellent sources of information. Conversations with these individuals and careful reading of the Catalog can help you make curriculum decisions. The section entitled Matching Evergreen's Programs to Your Field of Interest, beginning on page 14, is a great place to start. The Academic Fair is another great source of information (see page 10).

► **Are all 1996-97 programs listed in this Catalog, or are others added later?**

One of the greatest strengths of Evergreen's academic programs is that they change from year to year – ensuring fresh approaches and up-to-date information on issues relevant to today's world. Most full-time programs listed in this Catalog were planned more than a year before the 1996-97 academic year. While every effort is made to present accurate information, it's inevitable that some programs and faculty will be revised, revamped, added or deleted. Information about changes is available at the APEL office.

► **What if I want to attend part-time, or enroll in a program part-time so that I can also pursue other interests?**

Most academic programs are planned for full-time enrollment, but other options do exist for part-time attendance, including half-time, interdisciplinary, team-taught Evening programs. They are publicized in a campus quarterly called the *Evergreen Times*.

► **What do I do if I can't enroll in the program I want?**

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

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

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

► **Where can I learn more about programs, individual and group contracts, internships and other opportunities available at Evergreen?**

Check with the APEL office in the Student Advising Center, first floor, Library Building. More detailed program descriptions, including weekly schedules, are available there, as well as information about program and faculty changes.

Matching Evergreen's Programs to Your Field of Interest

- ▶ You may be accustomed to thinking about your future study interests in terms of majors, rather than in the interdisciplinary program titles and the Specialty Areas used at Evergreen. If this is the case, this guide can help you match your educational interests with our offerings.
- ▶ **AFRICAN AMERICAN STUDIES**
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- ▶ **AGRICULTURE**
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- ▶ **AMERICAN STUDIES**
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- ▶ **ANTHROPOLOGY**
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Oral History: Theory and Practice 63
Orientalism and Afrocentricity: En-Countering the Master Narrative 68
- ▶ **ARCHEOLOGY**
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- ▶ **ART** (see Film, Media, Performing Arts, Visual Arts)
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- ▶ **ASIAN STUDIES**
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- ▶ **BIOLOGY**
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- ▶ **BUSINESS**
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- ▶ **CALCULUS**
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- ▶ **CHEMISTRY**
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- ▶ **COMPARATIVE LITERATURE**
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- ▶ **COMPUTER MODELING**
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- ▶ **COMPUTER SCIENCE**
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- ▶ **EDUCATION**
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Student Support Services and Activities

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- ▶ Evergreen's learning environment is profoundly engaging and challenging. Ideally, the education you receive here will bridge the gaps between academic disciplines and enable you to view concepts, problems and solutions in a unified, interdisciplinary manner. It's an experience designed purposely to empower you for your entire life, not just to prepare you for a job.
- ▶ You will find the experience most valuable if you look carefully at the many decisions you'll be making about your education, if you take responsibility for your own learning and keep your eyes wide open for the rich and varied opportunities Evergreen offers.
- ▶ Evergreen's commitment to you means more than just making all this available. It also means we're committed to helping you succeed and make the most of your academic career, your social development and your physical well-being. Sound advice, genuine support, good information and easily accessible resources for both work and play are invaluable tools for students entering and making their way through the Evergreen community of learners. We encourage you to take full advantage of these services. For further information, see Campus Services and Resources, beginning on page 97.



▶ **Academic Planning and Experiential Learning (APEL)** » LIB 1401, ext. 6312

» **Kitty Parker, Director**

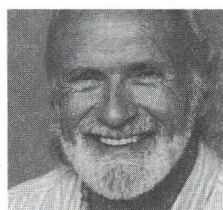
- » APEL offers information on academic programs, and individual and group advising sessions when you need advice, as well as information on degree requirements, individual contracts, internships, credit for prior learning and other academic concerns. You'll find it an excellent resource for all your academic planning.



▶ **Access Services for Students with Disabilities** » LIB 1407D, ext. 6348; TDD: 866-6834

» **Linda Pickering, Coordinator**

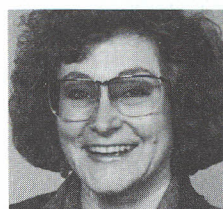
- » Evergreen welcomes students with disabilities and is committed to providing them with a comprehensive and coordinated support system. Please contact the Access Services office as early as possible so we can help you meet your personal needs.



▶ **Recreation, Wellness and Athletics** » Campus Recreation Center (CRC 210), ext. 6770

» **Pete Steilberg, Director**

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



▶ **Career Development Center** » LIB 1407, ext. 6193

» **Wendy Freeman, Director**

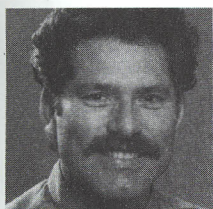
- » The Career Development Center supports students and alumni in their career and life-work planning process. The Center offers a variety of services, including workshops, individual counseling, ongoing groups, career exploration and planning, resume writing, and interviewing techniques. Resources in the Center include assessment inventories, a computerized career-information system, graduate school information, entrance exam practice testing and a 3,000-volume library on topics such as career exploration, graduate schools, career planning and employer information. A job board, updated daily, lists available state, national and international positions.



▶ **Health and Counseling Center** » Health, SEM 2110, ext. 6200; Counseling, SEM 2109, ext. 6800

» **David Schoen, Director**

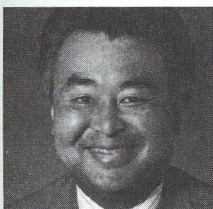
- » The Health Center is here to meet the primary health needs of currently enrolled, full-time Evergreen students who have paid a mandatory fee of \$32 (subject to change). Students with health concerns will be evaluated and treated appropriately. If necessary, referrals will be made. Clinicians diagnose and treat common medical problems and manage stable chronic illness. The practitioners write prescriptions or dispense from the small, on-site pharmacy.
- » The Counseling Center provides professional psychological counseling and peer counseling for mental health issues, as well as workshops and therapy groups. The college's alcohol and drug education program and support services for students in recovery are also located in the Center. Referrals are made to community therapists and other offices when appropriate.



► **First Peoples' Advising Services** » LIB 1415, ext. 6467

» Ricardo Leyva-Puebla, Director

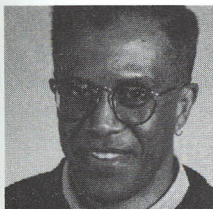
» As a student of color, you bring important life experience to Evergreen's learning environment. You may also face unique challenges. The First Peoples' Advising Services staff works to make you feel welcome and to provide a warm, hospitable environment. Located in the Student Advising Center, First Peoples' Advising offers academic and personal counseling to support you in achieving your academic goals, support from peer counselors, workshops and support groups, a library/lounge/meeting room, advocacy, referrals and community gatherings, events and meetings.



► **Housing** » Housing Office (A-Dorm, Room 301), ext. 6132

» Mike Segawa, Director

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

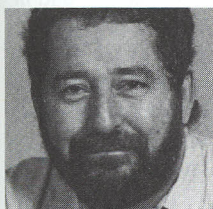


► **KEY Student Services** » LIB 1407, ext. 6464

» Eddy Brown, Director

» KEY (Keep Enhancing Yourself) Student Services is a federally funded support program. You are eligible for KEY if: 1) neither parent has a four-year college degree; 2) you have a physical disability or documented learning disability; or 3) you meet federal guidelines for low-income status.

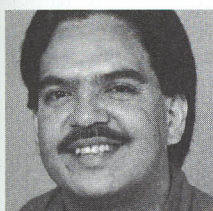
» The KEY staff will work with you to provide needs assessment; personal and academic advising; financial aid advocacy; financial management assistance; free tutoring; academic and study-skills development; cultural enrichment; career guidance; referral; and institutional advocacy.



► **Learning Resource Center, Writing Center** » LIB 3407, ext. 6625

» Tom Maddox, Director

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



► **Student Activities** » CAB 320, ext. 6220

» Tom Mercado, Director

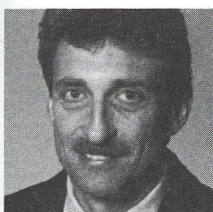
» At Evergreen, learning doesn't end once you leave the classroom. Students are involved in a wide range of co-curricular activities and services that bring the campus to life. Through this involvement, they gain experience, knowledge and invaluable practical skills such as event planning, budget management,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



► **Student and Academic Support Services (SASS)** » LIB 1414, ext. 6034

» Shannon Ellis, Dean

» Advice on Evergreen policies and procedures is available in the Office of the Dean for Student and Academic Support Services. The office also offers mediation services, coordinates new student programs and provides referrals to campus and community resources.



► **Student Affairs Office** » LIB 3236, ext. 6296

» Art Costantino, Vice President

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

Evergreen's Social Contract:

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- » When you make the decision to come to Evergreen, you are also making the decision to become closely associated with its values. A central focus of those values is freedom – freedom to explore ideas and to discuss those ideas in both speech and print, freedom from reprisal for voicing concerns and beliefs, no matter how unpopular. It's this freedom that is so necessary in a vibrant, dynamic learning community.
- » As members of the Evergreen community, we acknowledge our mutual responsibility for maintaining conditions under which learning can flourish – conditions characterized by openness, honesty, civility and fairness. These conditions carry with them certain rights and responsibilities that apply to us both as groups and as individuals. Our rights...and our responsibilities ... are expressed in Evergreen's Social Contract, a document that has defined and guided the college's values since its very beginning.
- » The Social Contract is an agreement ... a guide for civility and tolerance toward others...a reminder that respecting others and remaining open to others and their ideas provides a powerful framework for teaching and learning.

► The Social Contract

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

▼ The Social Contract

- **Purpose:** Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators, and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.
 - » The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals. Specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal, and reinforcing roles in both the teaching/learning process and in the governance process.
- **Freedom and civility:** The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.
- **Individual and institutional rights:** Each member of the community must protect: the fundamental rights of others in the community as citizens; the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; the rights and obligations of Evergreen as an institution established by the state of Washington; and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.
- **Society and the college:** Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion.
 - » All members of the Evergreen community should strive to prevent the financial, political, or other exploitation of the campus by any individual or group.
 - » Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

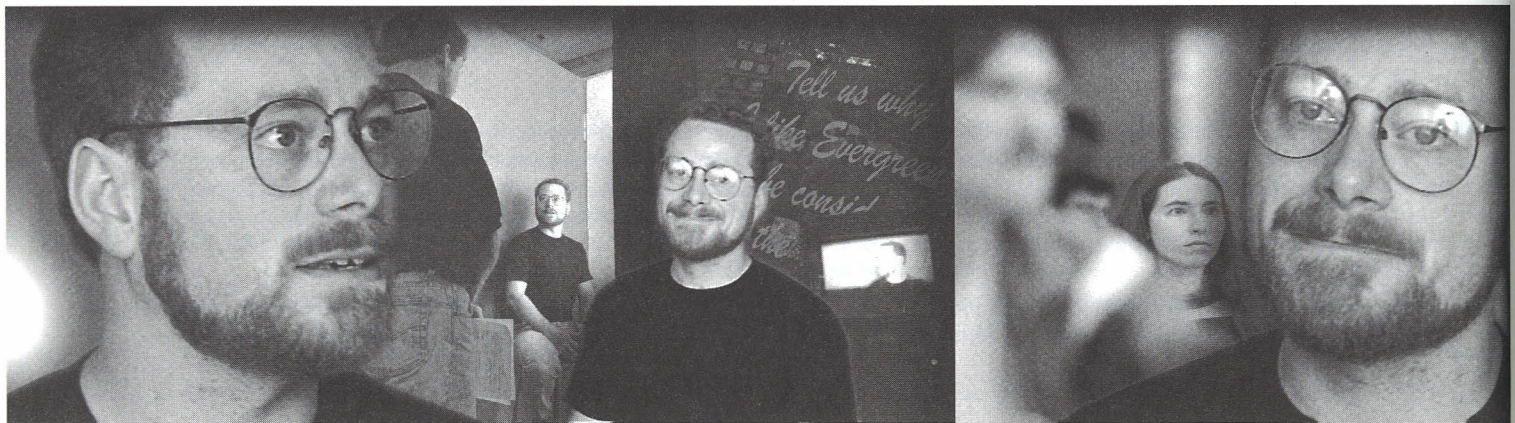
A Guide for Civility and Individual Freedom

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- ▶ **Prohibition against discrimination:** There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board. Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Ch. 49.74 WAC; RCW 28B.16.100; Ch. 251-23 WAC).
- ▶ **Right to privacy:** All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.
 - » All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution.
 - » Evergreen does not stand in loco parentis for its members.
- ▶ **Intellectual freedom and honesty:** Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry.
 - » An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular, or controversial points of view. Only if minority and unpopular points of view are listened to and given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.
 - » Honesty is an essential condition of learning, teaching or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices.
- ▶ **Open forum and access to information:** All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities.
 - » As an institution, Evergreen has the obligation to provide open forums for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community.
 - » The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records.
 - » In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.
 - » Decision-making processes must provide equal opportunity to initiate and participate in policy making, and Evergreen policies apply equally regardless of job description, status or role in the community. However, college policies and rules shall not conflict with state law or statutory, regulatory and/or contractual commitments to college employees.
- ▶ **Political activities:** The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support and its educational programs. At the same time, Evergreen has the obligation to recognize and support its community members' rights to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

▶ Student Conduct Code/Grievance and Appeals

- » Complementing Evergreen's Social Contract is the Student Conduct Code – Grievance and Appeals Process (WAC 174-120-010 through WAC 174-120-090). This document defines specific examples of Social Contract violations and delineates appropriate corrective action. The code also defines the role of the grievance officer and proscribes the processes for informal conflict resolution, grievances and appeals procedures.
- » Copies of the Student Conduct Code are available at the Office of the Vice President for Student Affairs Office, LIB 3236.
- » Copies of Evergreen's policy on sexual harassment are available from the Equal Opportunity Office, LIB 3103.

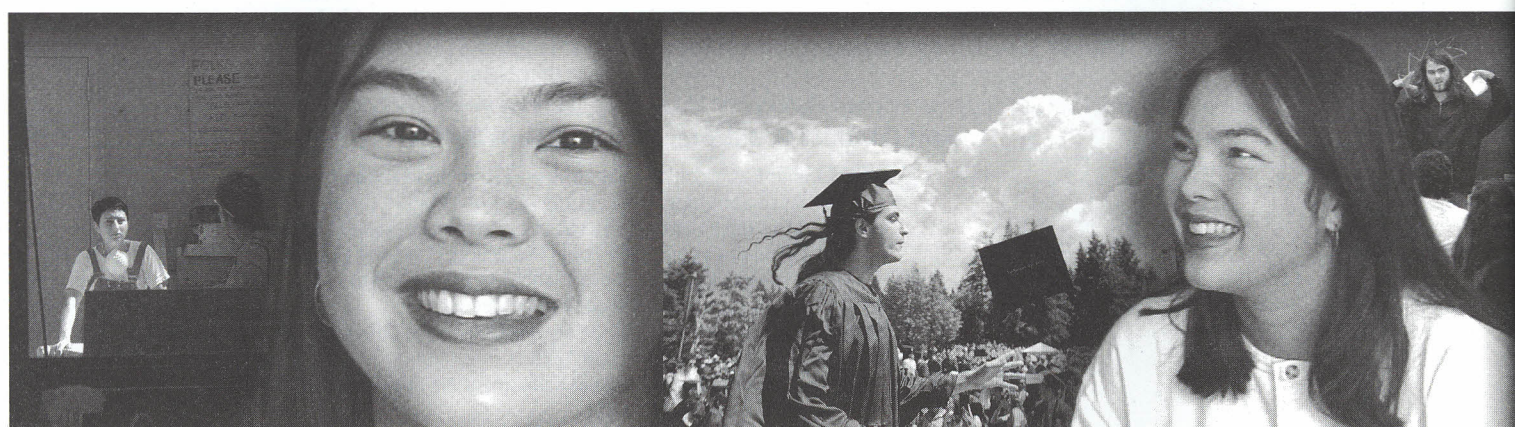


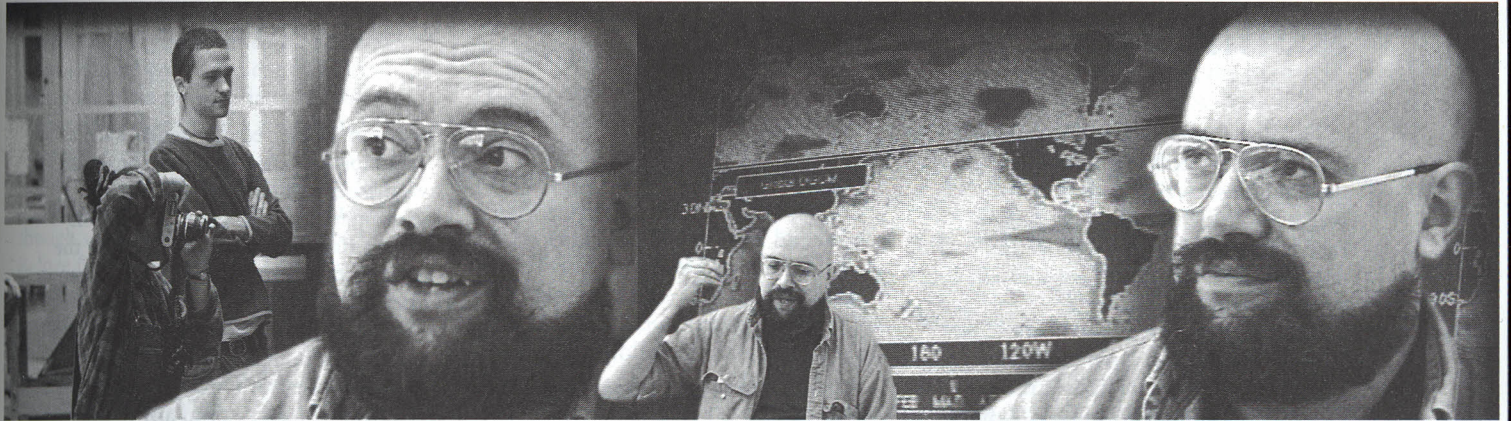
➤ "My experience in the business world was that problems didn't live in neat little compartments — everything was connected to everything else in one fashion or another. Having the chance to study liberal arts in depth underscores that, but more importantly, it exposes a lot of the connections."

➤ **Jim Picard** is a fourth-year business student who transferred to Evergreen from Clark College in Vancouver. He plans to pursue a master's degree in business administration and to work in private-sector business management.

➤ "The thing I like best about Evergreen is the sense of community I've experienced. It's really wonderful to be with other students of color, helping them out and knowing that a lot of the things I went through, other students are going through."

➤ **Desiree Jade Cheung** is pursuing Asian American literature studies and wants to teach and write about the Asian American experience. She is a First People's peer advisor and is involved with Asian Students in Alliance and Women of Color.





➤ "Say you're interested in journalism. Before you're done, you're going to be involved in library science, basic writing, ethics and values in writing, and other areas of the humanities. It's not just going to be, 'Go out and report the story.'"

➤ **John Ford** came to Evergreen from Niagara Falls, New York, to further his career as a journalist by studying communications and media. He is involved in a variety of social and education-related activities on campus, and is news director for KAOS, the campus radio station.

➤ "I'm using puppetry as a medium for communication. It's forceful, but in a way people want to hear — I'm not screaming at them and saying, 'you should be doing this or that.' In one show, I focused on ignorance in a homophobic culture. In another, I tried to show what our culture will be like if funding for the arts is cut off."

➤ **Cris Borowski** is a transfer student from Michigan State University studying French, fine arts and puppetry.



Evergreen is committed to fostering individual and collective growth in a democratic society. To that end, we welcome students of diverse culture, race, age, previous educational and work experience, geographical location and socioeconomic background.

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

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

► Criteria for First-Year Students

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

- » High school grade-point average (GPA);
- » Test scores in the Scholastic Aptitude Test (SAT) or American College Testing (ACT);
- » Good standing of college work completed after high school graduation.

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

Washington residents may be given admissions priority. First-year students are required to have completed the following college-preparatory program in high school:

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

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

► **Mathematics:** Three years of mathematics are required, at the level of algebra, geometry and advanced (second-year) algebra. More advanced mathemat-

ics courses are recommended, such as trigonometry, mathematical analysis, elementary functions and calculus. Arithmetic, prealgebra, and business mathematics courses will not meet the requirement. An algebra course taken in the eighth grade may satisfy one year of the requirement if second-year algebra is completed in high school.

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

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

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

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

In addition, students should select electives that offer significant preparation for a challenging college curriculum. Honors and advanced-placement (AP)

courses are strongly encouraged. Interdisciplinary study and courses that stress skills in writing, research and communication are especially helpful in preparing for Evergreen's innovative programs.

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

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

► **"Home-schooled" applicants:**

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

► **High school students who have earned college credit or who are currently participating in Washington's Running Start program:**

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

» **Note: All first-year students are admitted for fall quarter only.**

► Criteria for Transfer Students

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

- » GPA (minimum 2.0 cumulative);
- » Good standing at the last institution attended; and
- » Satisfactory completion of a variety of courses in the liberal arts and the sciences.

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

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

Washington residents may be given admissions priority.

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

Students who will not be able to complete 40 transferable quarter credits by the application deadline must submit official high school transcripts, precollege test scores from either the SAT or ACT or WPC (if the WPC was taken prior to 6/1/89) along with official transcripts from every college or vocational institute attended, regardless of credit earned or nature of the program.

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

► Other Criteria

► General Education Development (GED) Tests

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

► Returning Students

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

► First-year Students 25 or Older

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

► International Students

The college will consider applications from international students who have met the minimum entrance requirements for universities in their native country and who can provide evidence of proficiency in English. International students transferring from a college or university must show satisfactory completion of courses at a minimum achievement level of C+ or 75 percent or equivalent. Applicants must score at least 525 on the Test of English as a Foreign Language. Applicants must also show evidence of having at least \$13,000 (U.S.) to pay normal expenses for one year's enrollment at Evergreen. Interested international students must request, in writing, specific information about application processes from the Admissions Office by February 1. All application materials for international students must be received in the Admissions Office by April 15.

► To Apply for Admission

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

- » The Washington Uniform Undergraduate Application;
- » \$35 nonrefundable application fee (check or money order only).
- » **First-year students entering directly from high school must** also supply an official high school transcript and official precollege test scores from the SAT or ACT. To meet our fall quarter deadline, you must take the SAT on or before the January 27, 1996 testing session or the ACT on or before the February 3, 1996 testing session.
- » **First-year students who have taken the GED must**, in addition, submit an official set of GED test scores along with official precollege test scores from the SAT or ACT.

» **Students not coming directly from high school who have accumulated fewer than 40 transferable quarter credits** (see **Transfer of Credit** section) must also submit an official high school transcript showing date of graduation, official test scores from the SAT or ACT and official transcripts from each college or vocational institute attended prior to high school graduation and after high school, regardless of credit earned or nature of the program. Transcripts must reflect **all** course work completed prior to the application deadline. If transcripts are not available verification must be sent directly from the institution, or overseeing state agency if the institution no longer exists.

» **Note:** If you are not sure whether the credits you have earned will be accepted as transfer credits we encourage you to submit **all** the materials listed above.

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

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

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

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

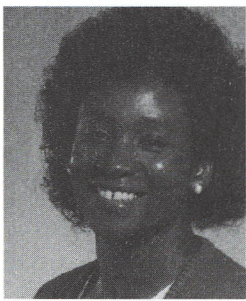
- » Sent directly by the institution to the Admissions Office; **or**
- » Enclosed in a sealed envelope from the issuing institution and delivered by the applicant to the Admissions Office. If the envelope is opened prior to receipt in the Admissions Office, the transcript is no longer official.

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

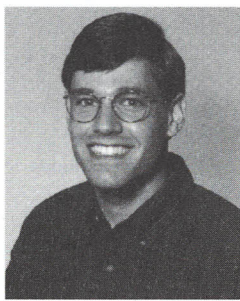
Facsimiles (fax copies) of any of the application materials (the Washington Uniform Undergraduate Application, transcripts, or precollege test scores) will not be accepted as part of the application. Original copies must arrive in the Admissions Office by 5 p.m. on the date of the deadline.

First-year applicants are considered for admission for fall quarter **only**. Transfer applicants are considered for admission fall, winter and spring quarters.

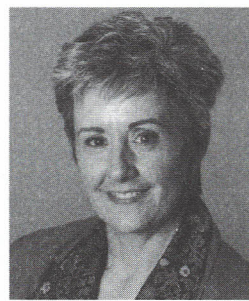
» **Note:** Students who have already earned a B.A. or B.S. degree need only submit an official transcript from the institution awarding the degree as long as the degree confirmation is indicated on the transcript.



» Wanda Curtis
Assistant to the
Dean of Admissions



» David Wagner
Admissions Counselor
Coordinator of Community
College Relations



» Ileana Dorn
Admissions Counselor
Coordinator of High School
Relations

► Application Deadlines

Fall 1996: Applications will be accepted from September 1, 1995 through March 1, 1996. All application materials must be received in the Admissions Office by 5 p.m. on March 1, 1996.

» Note: First-year students are admitted only for fall quarter.

Winter 1997: Applications (transfer students only) will be accepted from April 1, 1996 through October 1, 1996.

All application materials must be received in the Admissions Office by 5 p.m. on October 1, 1996.

Spring 1997: Applications (transfer students only) will be accepted from June 3, 1996 through December 2, 1996. All application materials must be received in the Admissions Office by 5 p.m. on December 2, 1996.

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

Late applications will be accepted only if openings remain.

► Notification and Deposit

Target dates for notification of admission are April 1, 1996 for fall quarter 1996; November 1, 1996 for winter quarter 1997 and January 6, 1997 for spring quarter 1997. Upon notice of eligibility you will be asked to send a nonrefundable deposit of \$50 by a stated deadline in order to assure your space at the college for the quarter of admission. However, admission and deposit do not guarantee your enrollment in a particular program, contract or course. Offers of admission cannot be deferred or transferred from one quarter to another. Applicants should contact the Admissions Office for more information.

► Eligibility for Admission

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

► Transfer of Credit

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

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

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

► Other Sources of Transfer Credit

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

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

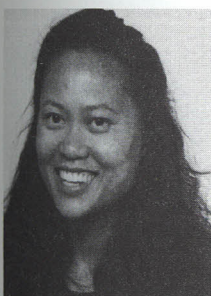
CLEP general and subject examinations may also generate credit. CLEP credit is also accepted as part of an associate's degree in a direct-transfer agreement with a Washington state community college. Students must request that official test results be sent directly from the testing center to the Admissions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

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

Applicants should contact the Admissions office for more information.

► Community College Transfer

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



» Diane Kahaumia
Coordinator
First Peoples' Recruitment



» Clarisse Leong
Admissions Counselor
First Peoples' Recruitment

► Upside Down Program

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

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

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

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

► Attention Housing and Scholarship Applicants

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

Scholarship information is available from the dean of Enrollment Services after November 1, 1995. Application deadline for these scholarships is February 1, 1996.

You are encouraged to prepare your scholarship application(s) concurrently with your application for admission.

► Retention of Records

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

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

► Special Students and Auditors

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

Special student and auditor are categories for local residents interested in college work but not currently seeking a bachelor's degree.

Special students may be limited in the amount of credit for which they can register. Special students receive credit and narrative evaluation. They may later apply for admission as described in the To Apply for Admission section (p. 24). Upon acceptance, their previous work is credited toward a degree.

Auditors receive neither credit nor narrative evaluation to be advanced toward a degree if they later apply for admission.

► Summer Quarter

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

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

► For more information about admission, call (360) 866-6000, ext. 6170
e-mail: admissions@elwha.evergreen.edu

Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial aid application packets are generally available by mid-January. Because funds are limited, it is recommended you submit your 1996-97 Free Federal Application for Federal Student Aid (FAFSA) to the processor by February 15, 1996, to receive full consideration for all available campus-based financial aid. For more information, please consult the flyer called Application for Student Financial Aid, which outlines the application process, priority filing dates and other details.

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

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

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

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

► Emergency Loan Program

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

► Scholarships

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

Scholarship information is available from the dean of Enrollment Services after November 1, 1995. Application deadline for these scholarships is February 1, 1996.

You are encouraged to prepare your scholarship application(s) concurrently with your application for admission.

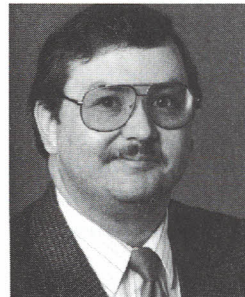
► For more information about financial aid, call (360) 866-6000, ext. 6205
e-mail: admissions@elwha.evergreen.edu



» Georgette Chun
Director of Financial Aid



» Laura Grabhorn
Financial Aid Counselor



» Chuck Wilson
Financial Aid Counselor

Tuition and Fees

► **Residency Status for Tuition and Fees**

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

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

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

► **Billing and Payment Procedures**

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

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

You may set up a special billing address so your bills are sent directly to the person who pays them. Contact the Student Accounts Office for more information.

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

Students allowed to register during the second class week must pay a \$15 late-registration fee. Students allowed to register or re-enroll after the 10th class day must pay a \$50 late-registration fee.

► **Estimated Expenses**

These estimates are for a single student who lives on or off campus during the 1995-96 nine-month academic year.

	Residents	Nonresidents
► Tuition and Fees		
» (Full-time undergraduate)	\$2,346	\$8,295
» Books and supplies	708	708
» Housing and meals	4,470	4,470
» Personal needs	1,440	1,440
» In-state travel	948	948
► Total	\$9,912	\$15,861

» Note: Full-time undergraduate tuition figures include quarterly mandatory health fee.

► **Refunds/Appeals**

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

► **Fee/Charge Category Applicable Refunds**

» Tuition and Fees	100 percent to Friday of the first week of quarter, 50 percent to 30th calendar day; after that, no refund.
» Housing Deposit	Please contact the Housing Office for a copy of the housing contract, which contains complete details on deposits and refund schedules. Appeals of Housing charges must be made to the Housing Office.

» Appeals of tuition and fee charges must be made to the Office of Registration and Records. Appeals of any financial policy or other charges must be made to the Controller's Office.

► For more information about tuition and fees, call (360) 866-6000, ext. 6447

► **1996-97 Tuition and Fees**

Rates subject to change without notice

► Enrollment status	Quarter credit hours	Washington resident tuition*	Nonresident tuition*
» Full-time undergraduate students	10-16	\$813 per quarter	\$2,875 per quarter
» Part-time undergraduate students	9 credits or less	\$81.30 per credit; 2 credits minimum	\$287.50 per credit; 2 credits minimum
» Full-time graduate students	6 MIT; 8 MPA, MES	\$1,298 per quarter	\$3,942 per quarter
» Part-time graduate students	9 credits or less	\$129.80 per credit; 2 credits minimum	\$394.20 per credit 2 credits minimum

For other fees, see the Miscellaneous Fees chart below.

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

► **Miscellaneous Fees**

» Mandatory health fee (quarterly) [§]	\$ 32
» WashPIRG (quarterly, waivable) [†]	\$3.50
» Housing deposit/administrative fee	
<i>Rental contract</i>	\$60
<i>Unit lease</i>	\$100
» Transcript	\$10
<i>Extra copies ordered at same time</i>	\$5
» ID-card replacement	\$5
» Returned check	\$15
» Application fee (nonrefundable)	\$35
» Admission deposit (nonrefundable)	\$50
» Late-registration fee	\$15
» Reinstatement/late-registration fee	\$50
» Graduation fee	\$25
» Specialized facility use fee (varies)	\$5-150
» Leisure Education (varies)	\$5-100

► **Parking**

	Automobiles	Motorcycles
» Daily	\$1	\$1
» Quarterly	\$25	\$12.50
» Academic Year	\$65	\$35
» Full Year	\$75	\$37

§ Students may also purchase health insurance for themselves and dependents. Information about the plans is available from Student Accounts. All payments and questions regarding specifics of the plans may be directed to the insurance agent at 943-4500.

† The Washington Public Interest Research Group (WashPIRG), is a consumer and environmental organization directed by students. If you do not wish to support WashPIRG, you may waive the \$3.50 fee.

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

Registration and Academic Regulations

► Registration

New and Continuing Student Enrollment Process

If you are a continuing student, registration information will be mailed to you each quarter. If you are registering for fall quarter of next year, you should select your academic program(s) in mid-May. If you are a new student, you will be asked to participate in an orientation and an academic advising session before you register. The Admissions Office will inform you about the dates.

Entrance into a program is based on your registration priority. Some programs require a faculty interview or audition for entry. Early registration will increase your chances of getting into the program of your choice. As a full-time Evergreen student, you will be enrolled in only one full-time learning activity. When you enroll, you will designate the length of your program or contract by specifying the beginning and ending dates. You also will specify the number of quarter credit hours you'll take per quarter during that period. There will be no need to re-enroll each quarter during this designated period if you continue in the same program or contract. Changes in the dates or amount of credit need to be made as far in advance as possible to assure proper assessment of tuition and fees.

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

► Address Changes

Throughout the year, important information will be mailed to you from a variety of campus offices, therefore *you are required to keep a current address* – even one of short duration – on file with the Office of Registration and Records throughout your stay at the college. (See also Billing and Payment Procedures on page 28.)

► To Drop or Change a Program

If you want to reduce credit, or drop or change a program, you must do so by the 30th calendar day of the quarter. Use a Change of Registration form from the Office of Registration and Records, and also check to see if faculty signatures are required for the particular programs involved. It is essential to complete these in advance. (See Refunds/Appeals on page 28.)

► Withdrawal

You may withdraw any time up to the 30th calendar day of the quarter, but please inform the Office of Registration and Records. (See the tuition and fee refund schedule on page 28.)

► Enrollment Status

	Full-time	Part-time
» Undergraduate Students	12-16 credits	11 credits or less
» Graduate Students	8-12 credits	7 credits or less
» Veteran Students	Important: The Evergreen State College's programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.	

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

► Leave of Absence

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

► Academic Credit

► General Policies

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

► Partial Credit Options

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

► Credit Limit

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

► Evaluation

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

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, two evaluations are written about your academic accomplishments, one by your faculty member and one by you. For more about this unique way of grading, see pages 6 and 10.

► Amending Faculty Evaluations of Students

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

► Academic Honesty

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

► Record Keeping

Transcript and Portfolio

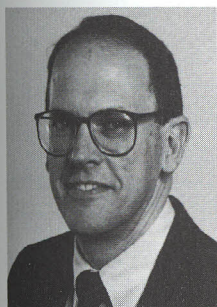
The transcript and portfolio are the main records of your academic achievement at Evergreen. Maintained by the Office of Registration and Records, your transcript will include all work done for credit, the official description of the program or contract, faculty evaluations and, when required, your own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

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

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

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

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



» Arnaldo Rodriguez
Dean of Enrollment Services



» Judy Huntley
Registrar

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

► **Confidentiality of Records**

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

► **Academic Standing Policy**

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

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

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

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

► **Graduation Requirements**

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

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

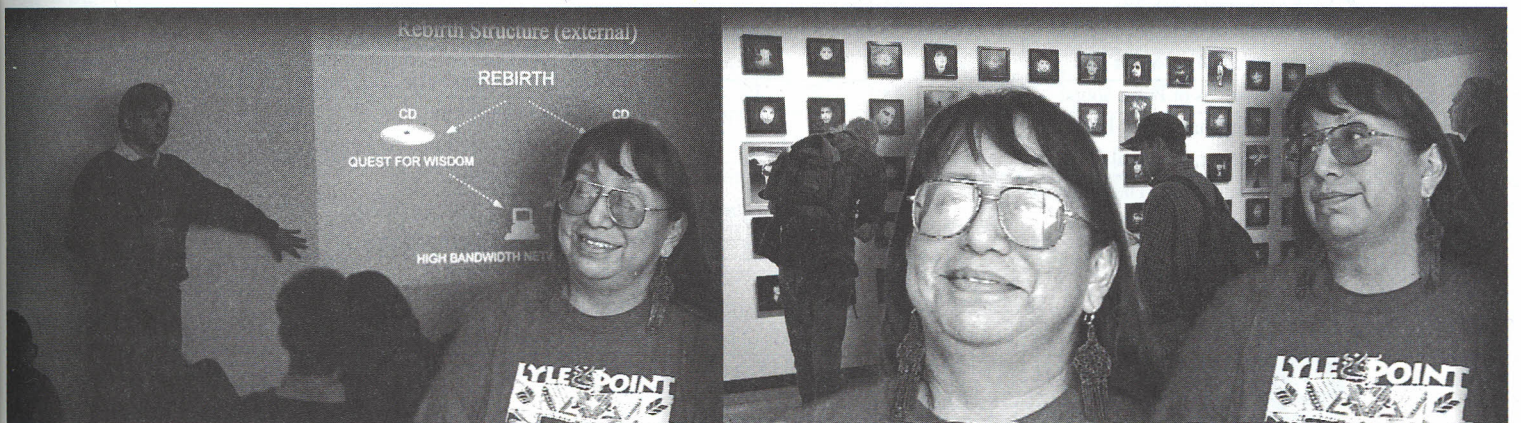
If you have a bachelor's degree from a regionally accredited institution (including Evergreen), and wish to earn a second bachelor's degree, you must earn at least 45 additional quarter credit hours as an enrolled Evergreen student.

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

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

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

► "I'd like to help Native American students who are thinking of going to college. Here, I've been able to do a lot of independent study. I can go out to different schools and talk to the students and the counselors. I'm getting the information I really need."



► **Amy Broken Leg** is a fourth-year student from Rosebud Reservation, South Dakota, who plans to counsel high school students and teach Native American history. She is also a member of the Native Student Alliance.

Condensed Curriculum 1996-97

► These two pages feature the titles of programs planned in the spring of 1995 for the 1996-97 academic year. The Condensed Curriculum allows you to scan all of the college's academic offerings while determining your pathway through the curriculum. All of Evergreen's programs are organized within Specialty Areas, which are topical groupings of academic offerings planned by a group of faculty with similar interests. Within each Specialty Area, you will find at least one program with a prerequisite of one year of college and no other specific requirements. In many areas, you will find more advanced programs as well. As you plan your educational pathway, you may decide to work for a number of quarters within one Specialty Area, or you may move from area to area to broaden your education. Either pattern is appropriate, depending on your academic goals.

► **Key**
F—fall quarter; W—winter quarter; S—spring quarter; Su—summer quarter

► **Special Features of the Curriculum (page 34)**
» Interdivisional Offerings
» International Studies and Opportunities to Study Abroad
» Part-Time Study Evening Programs

► Core Programs (page 40)	Credits			
Asian Performing Arts and Culture	36-48	F	W	S
The Awakening Mind-Spirit	48	F	W	S
Ecological Systems of Puget Sound	48	F	W	S
Environmental Change and Health:				
Global Context, Regional Conditions	48	F	W	S
Great Works and What They're Made Of	48	F	W	S
Masculine and Feminine	48	F	W	S
Search For Meaning	48	F	W	S



» Mike Beug
» Matt Smith
Conveners

► Environmental Studies (page 45)	Credits			
Introduction to Environmental Studies: Land	32	F	W	
Introduction to Environmental Studies: Water	32	F	W	
After Audubon	16			S
Climate and Climate Change	16			S
Landscape Processes: Shaping the American West	16			S
Representing the Land:				
Landscape, Drawing and History	16			S
Urban Ecology	48	F	W	S
Working in Development:				
Learning from the Past; Creating the Future	48	F	W	S
Natural Resource Policy	24-32	F	W	
The Marine Environment	32		W	S
Maritime Communities of Puget Sound	32		W	S
Wildlife and the Law: Administrative, Case and				
Statutory Legal Research in Ecological Issues	12-16			S
Applied Geology: Hazards and Resources	16	F		
Biogeography and Biodiversity	16	F		
Invertebrate Zoology, Entomology, and Systematics	4-16	F		
Introduction to Geographic Information Systems	8		W	
The Practice of Sustainable Agriculture	28/32	S, Su, F		
Tribal: Reservation Based/Community Determined	48	F	W	S

» Convener to be announced

► Expressive Arts (page 52)	Credits			
» <i>Expressive Arts — Cross Area</i>				
The Spirit of Creativity:				
Women, Film and Performance	24	F	W	
» <i>Expressive Arts — Film/Video</i>				
Mediaworks	48	F	W	S
Student Originated Studies: Film/Video	4-16	F		S
The Electronic Image: Theory and Practice	16			S
» <i>Expressive Arts — Performing Arts</i>				
Multimedia: History, Aesthetics, Techniques	24	F	W	
Performing Arts and Culture	24	F	W	
Path: Practices Acknowledging the Heart	12			S
» <i>Expressive Arts — Visual Arts</i>				
Foundations of Visual Arts: Drawing, Painting, Printmaking, Sculpture	48	F	W	S
Fiber Arts	16	F		
Sculpture in Time and Place	32	F	W	
Student Originated Studies: Visual Arts	4-16	F	W	
What is Found There	16			S



» Sam Schragger, Secretary

Knowledge and the Human Condition (page 58)	Credits			
Science, Art and Ideology in Social Context	48	F	W	S
Feminist Studies/Cultural Studies	32	F	W	
The Fool's Journey: Exploring and Designing Paths to Appropriate Work and Leadership	32	F	W	
Public Education	32	F	W	
Religion and Social Change	32	F	W	
Six Months With Shakespeare: Interdisciplinary Studies of His Works and World	32	F	W	
Literary Journalism	32		W	S
Meditations on Nature, Human and Otherwise	32		W	S
Student Originated Studies				
in Humanities and Social Sciences	4-16	F		
Hemingway	16	F		
Prose Workshop	16	F		
The Vanishing Father	16	F		
The Lottery: Ticket to Trouble?	16		W	
Oral History: Theory and Practice	16			S
Poetry	16			S
Schopenhauer	16			S
Writers' Workshop	16			S
Restorying the American West	48	F	W	S

Victorian Studies: British Culture and Society 1837-1901	48	F	W	S
Turn of the Century: Government and Society, 1900 and 2000	32	F	W	
Writing Process/Writing Product	32		W	S
Hype and Hucksters: Media Campaigns as Popular Culture	16	F		
Bones and Stones, the Roots of Society: Achievements of Our Prehistoric Ancestors	16		W	
The English Romantics: Poetry and Fiction, Wordsworth to Scott	16		W	
Tempting the Muse: The Language of Poetry "Tenter la muse: le langage de la poésie"	16		W	
Life as Art: Art as Life: Advanced Studies in Surrealism	16			S
Orientalism and Afrocentricity: En-Countering the Master Narrative	16			S
Senior Seminar	12-16			S



» Susan Fiksdal, Convener

► Language and Culture (page 69)	Credits			
Cultural Transformation in Modern Japan	48	F	W	S
Russia	36-48	F	W	S
The Amberlands: Poland, Lithuania, Latvia and Estonia	24-32	F	W	
Class, Gender and Ethnicity: Mexico and the Middle East	32	F	W	
Latin American Short Story	16			S
Latin American History and Its Novel	32	F	W	
Political Bodies: Recent Chilean Literature	16			S



» John Filmer, Convener

► Management Studies (page 73)	Credits			
Management in a Changing World	24-48	F	W	S



» Yvonne Peterson, Convener

► Native American Studies (page 74)	Credits			
Community: Time, Space, People and Place	48	F	W	S
Writing from the Landscape	16			S



» Peter Bohmer, Convener

► Political Economy and Social Change (page 76)	Credits			
From Public Issues to Public Policies: An Introduction to Economic and Policy Analysis	48	F	W	S

Who Built America: Understanding the U.S. Economy	24	F	W	
Money: An Examination of Financial Institutions	12			S
Hidden History: African Americans, Irish Americans and Latin Americans	32	F	W	



» Leo Daugherty, Convener

► Science and Human Values (page 78)	Credits			
Anatomy of an Election	32	F	W	
Cultural Studies of Science and Technology: Imagining Affective Knowledges	32			W S
The Politics of "Revolution"	32	F	W	
Freud and Philosophy	16	F		



» John Marvin, Convener

► Science, Technology and Health (page 80)	Credits			
Computability and Cognition: The Scope and Limits of Formal Systems	48	F	W	S
Data to Information: An Introduction to Computing and Computers	48	F	W	S
Foundations of Natural Science	48	F	W	S
Matter and Motion	48	F	W	S
Lecture Series: Science Stories of the 20th Century	2	F	W	
Social Work	16			S
Atoms, Molecules and Research	48	F	W	S
Molecules and Organisms: Function and Disease	48	F	W	S
Physical Systems	48	F	W	S
Human Health and Behavior	48	F	W	S
Perspectives on Behavior: History, Systems and Fields of Psychology	48	F	W	S



» Joye Hardiman, Director

► Tacoma Campus (page 88)	Credits			
Millennium Shifts and Heightened Realities: Focuses, Directions and Frame of Reference for the Next Millennium	48	F	W	S



» Richard Cellarius - MES

» Carolyn Dobbs - MPA

» Michael Vavrus - MIT

Directors

► Graduate Study at Evergreen (page 89)				
Master of Environmental Studies (MES)				
Master of Public Administration (MPA)				
Master in Teaching (MIT)				

Special Features of the Curriculum

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► Internships

More than half of Evergreen's students complete one or more internships by the time they graduate. This compares with a nationwide figure of less than two percent. Interns work in businesses, schools, government agencies, or nonprofit organizations in Washington state, around the nation and even in other countries.

Opportunities to conduct internships are built into many academic programs. They also are available for junior/senior-level students through individualized internship learning contracts.

Transfer students are eligible to conduct internships after they have been enrolled at Evergreen for at least one quarter.

Each quarter of an internship is planned, conducted and evaluated based on the student's academic objectives for that quarter. Internships include a strong component of academic activities such as related reading, a daily journal, weekly conferences with faculty and written reports.

Academic Planning and Experiential Learning (APEL) is the central source of current information about internship programs, policies and procedures, available internship positions and internship sponsors. APEL staff members are available throughout the year to answer questions about the program and to assist students, sponsors and field supervisors with all activities involved in planning, arranging and conducting internships.

You are encouraged to plan for your internship at least one quarter ahead of time. For more information, call or write: APEL, The Evergreen State College, Olympia, WA 98505.

► Prior Learning From Experience (PLE)

PLE is a structured program for adult students who want to document their precollege experience for potential academic credit. PLE students plan, develop and write an extended paper which discusses the context of their precollege experience, and the resultant learning.

When completed, the document is submitted to a PLE Credit Evaluation Committee for assessment of credit.

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

PLE Coordinator: Kate Crowe, ext. 6415.

► Longhouse Education and Cultural Center

Evergreen's new Longhouse Education and Cultural Center, opened fall quarter of 1995, is a center for multicultural study and a valuable resource to programs throughout the curriculum. The Longhouse – the only building of its kind on a public college campus in the United States – will support Native American studies, and will attract conferences and events that will educate, entertain and enrich the college and surrounding communities. The building design is based on historic longhouse structures and the traditions of Northwest Native American communities.

► Interdivisional Offerings for Intermediate and Advanced Students

Evergreen's interdisciplinary curriculum enables academic programs to integrate several disciplines in the study of one problem or theme. The programs listed below are team-taught by faculty from different Specialty Areas. They provide an opportunity for students with widely differing fields of interest, who want to retain a broad scope throughout their intermediate and advanced study, to pursue those interests from an integrated, broadening perspective.

- » Working in Development: Learning from the Past; Creating the Future, (page 48)
- » Feminist Studies/Cultural Studies, (page 59)
- » Restorying the American West, (page 64)
- » Life as Art: Art as Life: Advanced Studies in Surrealism, (page 67)
- » Cultural Transformation in Modern Japan, (page 69)
- » Class, Gender and Ethnicity: Mexico and the Middle East, (page 71)
- » Community: Time, Space, People and Place, (page 75)
- » Hidden History: African Americans, Irish Americans and Latin Americans, (page 77)
- » Human Health and Behavior, (page 86)
- » Millennium Shifts and Heightened Realities: Focuses, Directions and Frames of Reference for the Next Millennium (Tacoma Campus), (page 88)

► The Evans Chair

Funded by a state grant and donations from many generous people, the Daniel J. Evans Chair in Liberal Arts was established to support Core programs. Each year a distinguished scholar is selected to work with Core programs. This year's recipient is Louis J. Guillette, Jr., Professor of Zoology at the University of Florida. His research in the reproductive health of many species and how it is affected by hormone-mimicking pollutants is highly interdisciplinary and of wide interest. He is also very interested in working with non-traditional students who are thinking about science as an area of study and a possible career. We believe that he will do much to enhance the work of Core programs this year.

► Evening Programs

Fall 1993 marked the beginning of a new experiment for Evergreen: programs offered evenings and weekends for part-time students. Team-taught, interdisciplinary work featuring seminars and narrative evaluations have been the trademark of an Evergreen education. Our new Evening Program brings these characteristics to evenings and weekends in a half-time, 8-credit format. Unlike our part-time courses, the Evening Program is designed as a coherent program of coordinated study. The program's primary goal is to respond to adult learners unable to attend full time or during the day. We hope to provide the adult learner with an opportunity to experience Evergreen's best innovation in a format sensitive to the demands of adult life.

The faculty develop programs that maintain a thematic line for the entire year. However, since today's world often requires us to make changes in life schedules, faculty have also designed each quarter to stand alone – allowing students to enter winter or spring quarter if space is available.

Please call the Admissions Office (ext. 6170) or Nina Powell, Evening Program student services coordinator (ext. 6657), for additional information.

► Part-Time Courses

Part-time courses (for 2 or 8 credits) are offered each quarter. Most of these courses are offered to fill specific needs of the full-time curriculum or to enrich and complement that curriculum. Thus, they do not provide a wide and coherent array of courses for part-time students. In general, full-time students are discouraged from substituting several courses in a quarter for participation in a full-time group contract or coordinated studies program.

People wishing to enroll in studies part-time should speak with Registration and Records (ext. 6180) and Academic Planning and Experiential Learning (ext. 6312) to better understand the courses available to them. Up-to-date descriptions of part-time offerings are published quarterly in the *Evergreen Times*, which can be obtained by calling Registration and Records.

► International Studies and Opportunities to Study Abroad

Evergreen offers a variety of ways to study various cultures, both in Olympia and abroad. The curriculum offers a number of programs with an international and/or multicultural theme, both within the various Specialty Areas and in the Core curriculum. In some programs, opportunities are available for part-time language study.

Juniors or seniors interested in complementing their broad Evergreen education with some depth in international studies, particularly global area studies, may be eligible to spend a year at the University of Washington's Jackson School of International Studies.

Evergreen students have several options for studying abroad. The Language and Culture Specialty Area, in particular, usually offers one or more programs each year in which students and faculty travel abroad spring quarter, most typically to Spain, Latin America, France or Russia. Most years, the Environmental Studies Specialty Area offers the Tropical Rainforests program, taught entirely in Costa Rica's Monteverde cloud forest. Other programs with an emphasis on sustainability, community development, agriculture, natural history and conservation provide opportunities for projects and internships in the Third World.

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

Evergreen and Washington state's other public institutions collaborate in a unique interdisciplinary program in Ecuador, which provides students with the opportunity to study and experience firsthand not only the language but the environmental, social, political and economic impacts of development in Latin America.

Students may also study abroad through individual learning contracts, group contracts or programs offered by other U.S. universities. For information regarding these options, read the relevant Catalog sections and contact the Student Advising Center.

Programs offered in the 1995-96 curriculum with a strong international focus include:

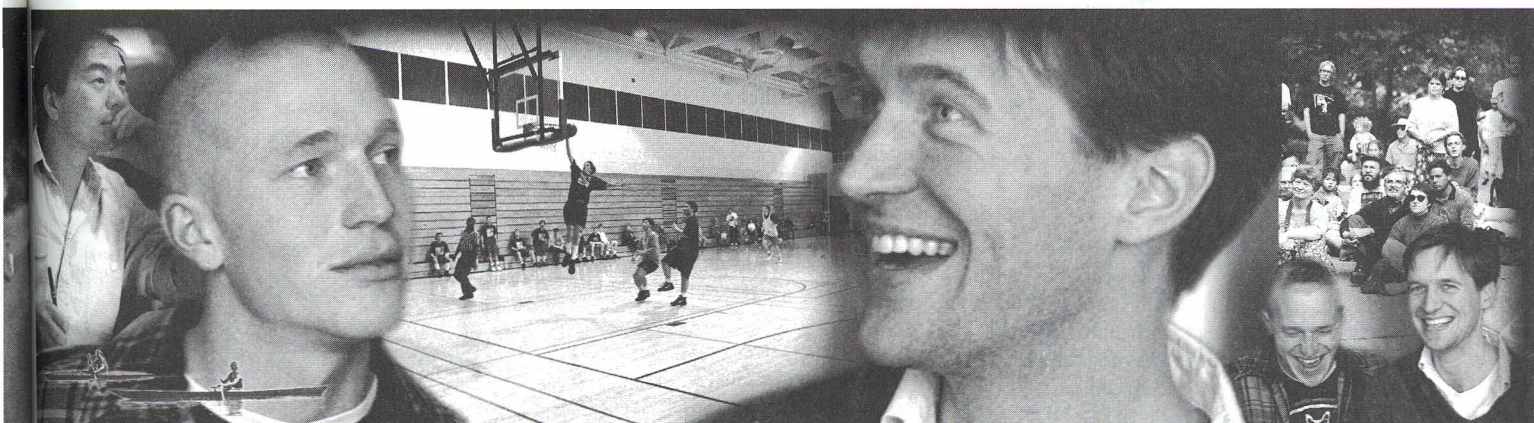
- » Asian Performing Arts and Culture, (page 41)
- » Science, Art and Ideology in Social Context, (page 58)
- » Religion and Social Change, (page 60)
- » Schopenhauer, (page 64)
- » Six Months with Shakespeare: Interdisciplinary Studies of His Works and World, (page 65)
- » Victorian Studies: British Culture and Society 1837-1901, (page 65)
- » The English Romantics: Poetry and Fiction, Wordsworth to Scott, (page 67)
- » Cultural Transformation in Modern Japan, (page 69)
- » The Amberlands: Poland, Lithuania, Latvia and Estonia, (page 70)
- » Russia, (page 70)
- » Class, Gender and Ethnicity: Mexico and the Middle East, (page 71)
- » Latin American Short Story, (page 71)
- » Latin American History and its Novel, (page 72)
- » Political Bodies: Recent Chilean Literature, (page 72)

- "My first two quarters at Evergreen, I was in a program that used cartography as a metaphor to map how people work together, and how they work together with new technology. It let me explore a lot of the social issues that go on with the technology. Right now, I'm in a contract where I'm doing a whole bunch of Internet stuff, writing web pages and all that."



- **Andre Helmstetter** transferred from Seattle Central Community College to study computer science, especially computer/human interaction. He plans to start a business helping people overcome their fear of computers.

- ▶ Adam: "We're reading a lot of primary material — Plato, Xenophon, Aristophanes and Nietzsche. It's all about living in the question, and about finding your own question."
- ▶ Huck: "Which really relates back to this campus. It expands people. Our class can't stop seminar-ing — we take a break and go outside and we seminar."
- ▶ Adam: "When we play basketball, half our class turns out and we seminar."
- ▶ Huck: "You don't stop thinking about it."



▶ **Huck Wilken** and **Adam Ward** crossed paths in the program *In Search of Socrates*. In searching, they made a common discovery — that the path of learning at Evergreen often extends beyond the walls of the classroom.

Core Programs

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

Core programs emphasize the development of college-level skills necessary for you to do more advanced college work. For most students this means learning how to write at college level in various modes, read carefully, analyze arguments, skillfully reason quantitatively or mathematically, work cooperatively in small project or discussion groups, and use the many resources in the Library and elsewhere on campus. Core programs also provide an opportunity to connect your studies with your own intellectual and personal concerns. You will learn the skills you will need to design your education, both at Evergreen and after. Core programs take the time necessary to develop college-level academic skills, and Evergreen's small student-faculty ratio (22-1) in Core programs ensures close interaction between you, your faculty and other students.

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

► Other First-year Options:

Some intermediate-level programs are open to first-year students:

- » Science, Art, and Ideology offers humanities, arts, science and social science (see p. 58).
- » From Public Issues to Public Policies offers economics, mathematics, statistics, public policy and economic development (see p. 76).
- » Data to Information offers computer programming, discrete mathematics, computer architecture, and digital logic (see p. 82).
- » Foundations of Natural Science offers biology, chemistry, mathematics, physics, and science and society (see p. 83).
- » Matter and Motion offers university physics, university chemistry, introductory calculus, and a seminar on science and culture (see p. 83).
- » Cultural Studies of Science and Technology offers cultural studies, post-modern theory, and ethnographic studies (see p. 78).
- » Lecture Series: Science Stories of the 20th Century offers an introduction to science, history and philosophy of science (see p. 84).
- » Russia offers study in Russian language, history, and culture (see p. 70).
- » The Electronic Image offers video production, introduction to media criticism, and media literacy (see p. 54).
- » Health and Human Behavior offers human biology, psychology, human development, anthropology, sociology, education, and health (see p. 86).

Check catalog listings for complete program descriptions and program application requirements. First-year students who wish to enroll in one of these programs should be excellent writers, have some experience working in groups, and feel that they would like to work in a learning community with first- to fourth-year students. To enroll in one of these programs, please submit the following to Judy Huntley, Registration and Records, by May 1, 1996:

1. A letter explaining why you would like to enroll.
2. A substantial sample of your writing, such as a research report you did for one of your classes, a major essay or a short autobiography.
3. A letter from a teacher at your school recommending you.
4. A copy of your high school transcript.
5. Copies of the scores of any standardized tests you have taken.

Some programs may have other requirements as noted in the catalog.

► The Evans Chair

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► Asian Performing Arts and Culture

Fall, Winter, Spring/Coordinated Study

Faculty: Sean Williams, Rose Jang, Ratna Roy

Enrollment: 66

Prerequisites: None

Faculty Signature: No

Special Expenses: \$30 for theater tickets, films, makeup

Part-time Options: Yes, with faculty permission

Internship Possibilities: No

Additional Course Allowed: Yes, with faculty permission

This year-long, lower-division program will explore the performing arts of four major Asian culture areas: China, Japan, India and Indonesia. Our studies will include the history, philosophy, language, and theory and practice of Asian dance, music and theater. Weekly meetings will include lectures, hands-on workshops in the performing arts, presentations by visiting artists, films, and seminars based on both texts and performances. Faculty members will give lectures and workshops in each of the major culture areas based on first-hand knowledge and experience, and the program will be supplemented with guest lectures and demonstrations. Ultimate goals of the program include an enhanced understanding of Asian cultural traditions, and the creation of a major performance piece at the end of the program.

Three workshops will be offered in the following Asian performing traditions: Orissi dance (a 2000-year-old classical dance tradition from Eastern India), Chinese opera (an ancient traditional Chinese theatrical performance style combining dance and theater), and Indonesian gamelan (a musical ensemble comprised of bronze gongs and xylophones). In addition to selecting a single workshop as the primary mode of expression throughout the year, students will also work within the other traditions. We will work regularly with visiting artists (performers from the United States and Asia) including the Theater of the Oppressed. Some work in the languages of the three areas (Hindi, Mandarin [for stylized performance], and Sundanese/Indonesian) will also be part of these workshops.

Fall quarter will begin with an introduction to the four major culture areas and will include both intensive reading and skill-building in expository writing, performance and language. In winter quarter students will continue laying foundations in performance skills while exploring some of the most important cultural concepts that underlie Asian expressive culture. We will also begin to develop ideas about our spring quarter performance. In spring quarter the program will concentrate mainly on producing a work which will combine the performance skills in Indonesian gamelan, Chinese opera and Orissi dance developed in program workshops throughout the year.

► Credit will be awarded in Asian studies, Asian languages and culture, Orissi dance, Indonesian gamelan, and Chinese opera.

► Total: 36-48 credits

► This program is preparatory for careers or future study in liberal arts, Asian studies, cultural studies, performing arts, anthropology, and ethnomusicology.

► The Awakening Mind-Spirit

Fall, Winter, Spring/Coordinated Study

Faculty: Ryo Imamura, Don Middendorf

Enrollment: 66

Prerequisites: None

Faculty Signature: No

Special Expenses: One overnight field trip

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

In this year-long program, we will examine modern views of mind and "spirit" including psychological, spiritual, scientific, aesthetic and artistic perspectives. In addition to the subject matter, we will focus on skill building throughout the year. Skills we will emphasize include expository writing, study skills (including reading), time-management skills, critical analysis of information, group dynamics, visual expression skills and library use.

During fall quarter, we will examine our awareness of self by focusing on how we know ourselves in relation to others. We will include a study of our ethnicity, gender and dreams, as well as a study of both our conscious and unconscious selves. Art workshops will focus on development of the inner eye through visual images.

In winter quarter, we will expand our view to include a social and cultural view of our selves in the world. We'll include an analysis of old and new belief systems in the areas of science and spirituality and their reflection in visual images. Topics include philosophy of modern physics, transpersonal psychology, Buddhism and visual arts. Workshops may include the use of mathematics in decision-making in our society and use of the library (and computer networks) to find information.

During spring quarter, students will do additional work in one of three areas previously covered: traditional psychology including personality theory and Jungian psychology, physiology and psychology of dreaming, or visual expression.

Although there are no prerequisites for this Core program, students should be comfortable with high school algebra and should be able to submit spell-checked and proofread papers in the first week of class. (Some experience with word processing is highly recommended.) Successful completion of this program will require at least 40 hours per week of work including class time. Students will be expected to keep a portfolio of their work and a log of their hours.

► Credit will be distributed among psychology, expository writing, Jungian psychology, philosophy of modern physics, physiology and psychology of dreaming, Buddhism, ethnic and gender studies, family dynamics, transpersonal psychology, personality theory, art appreciation, design, drawing, painting and comparative aesthetics.

► Total: 48 credits

► This program is preparatory for careers and future study in all of the liberal arts and sciences.



► Ecological Systems of Puget Sound

Fall, Winter, Spring/Coordinated Study

Faculty: Brian Price, Rob Cole, TBA

Enrollment: 66

Prerequisites: None

Faculty Signature: No

Special Expenses: Up to \$300 for overnight field trips

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Because Ecological Systems of Puget Sound and Environmental Change and Health: Global Context, Regional Conditions share a regional focus on Puget Sound, they have much to share with and learn from each other. The faculty of both programs have been collaborating in planning our year's work, so that both programs can share some common readings, presentations, and invited speakers, as well as the results of their research projects. For example, students from both programs may seminar together on some common texts or ideas, may share lecture hall space for some faculty and guest presentations, may attend some common workshops, and may present individual and group research project findings in a common "conference" setting. This means that students in each program can expect to spend some of their time collaborating in a larger learning community, enhancing their participation in truly interdisciplinary, cooperative work.

This program will apply a whole-systems view to the maritime Pacific Northwest, particularly the regions surrounding Puget Sound and the adjacent coastal area at Willapa Bay. We will study forest and marine ecologic systems paying particular attention to the health of these systems and the various species within them. We will closely examine human interactions with the environment – population growth, use of natural resources both renewable and non-renewable, the effects and amelioration of pollutants and toxic materials, and issues of systemic health. We will construct mathematical models of these systems, run computer simulations to study their dynamics, and explore implications of these simulations. This program will share considerable content with the Environmental Change and Health: Global Context, Regional Conditions program.

Students can expect to learn a significant amount of natural history and biology. We will observe and collect data in the nearby Nisqually Delta and on campus in both forest and tideland settings. We will gather, analyze and interpret data, incorporating some of this data into the mathematical models we build.

In addition to natural ecosystems, we will explore the impact that humans have on the environment. Areas we will study include current and historical forest and fishery usage, agricultural practices, energy production and consumption, pollution and toxic substance flows. By developing dynamic models of these systems and exploring computer simulations, we will investigate a spectrum of policy options that might point toward sustainable futures. We will compare these policy options with those currently being pursued and develop strategies for moving society in more sustainable directions.

Program activities will include lectures, seminars, substantial readings, workshops, field work (sometimes of several days' duration) in all kinds of weather, and laboratory sessions. Students can expect to hone writing and communication skills, and develop public speaking abilities in a variety of presentation settings. The faculty does not assume that students will have any background in the sciences or computers. Rather, we want to work with students who are willing to engage science and systems thinking as it speaks to their commitment to environmental and human health. Students can anticipate working collaboratively in small groups throughout the program, and will be expected to develop substantive group process skills.

This program will require a significant time commitment (40 to 50 or more hours per week). At the completion of the program diligent students will have acquired a solid background in the fundamentals of biology, Northwest natural history, conceptual statistics, introductory calculus, mathematical modeling with differential equations, public health and epidemiology, policy analysis, and a systems view of current ecological and environmental health issues.

► Credit will be awarded in a variety of areas in natural history, biology, and mathematics.

► Total: 48 credits

► This program is preparatory for further study in environmental studies, biological or physical sciences, environmental health and public policy, or mathematics and computer modeling of environmental systems.

► Environmental Change and Health: Global Context, Regional Conditions

Fall, Winter, Spring/Coordinated Study

Faculty: Lin Nelson, Mike Beug, TBA

Enrollment: 66

Prerequisites: None

Faculty Signature: No

Special Expenses: Up to \$300 for overnight field trips

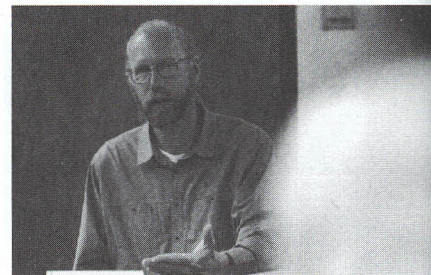
Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

In this program we will examine past and present human and natural ecosystems, with an emphasis on the impact of population, development and pollution. We will begin broadly with an examination of global patterns of demographic change, development, trade, technology and resource use. Then we will direct our attention to the history and current conditions in the Pacific Northwest, focusing on biology, ecology, the use of natural resources and the effects of pollution. We will examine the evolution of public policy and public-interest science. A significant feature of our work will be to construct mathematical models of these systems, run computer simulations to study their dynamics, and explore simulations for the future. This program will share considerable content with "Ecological Systems of Puget Sound."

Students can expect to collect and use data on current and historical forest and fishery usage, agricultural practices, pollution and waste disposal flows, and public health issues. By developing dynamic models of human impacts on ecosystems and environmental impacts on human health, we will investigate a spectrum of policy options that might point toward sustainable futures. We will compare these options with those being pursued by regional groups working for sustainability, and develop strategies for moving society in more ecologically sound directions.



Program activities will include lectures, workshops, field work in all kinds of weather, laboratory sessions, and field trips. Global and local leaders on environmental issues will be visiting the program to discuss their work. Students can expect to hone their writing and communication skills, and develop their public speaking abilities in a variety of presentation settings. Participants will develop some proficiency with a range of computer software (no prior background assumed): word processors, spreadsheets, symbolic algebra systems, and mathematical modeling. Participants will also develop a broad background in biological science and ecology. Students can anticipate working collaboratively in small groups throughout the program, and will be expected to develop substantive group-process skills.

This program will require a significant time commitment (40 to 50 hours or more each week). At the completion of the program students will have acquired a solid background in environmental studies, natural history, fundamentals of biology, mathematics, public policy and community studies, public health and epidemiology, history and writing.

► Credit will be awarded in environmental studies, natural history, biology, mathematics, public policy and community studies, public health and epidemiology, history and writing.

► Total: 48 credits

► This program is preparatory for careers in any of the sciences, community planning, public policy and public health.

► Great Works and What They're Made Of

Fall, Winter, Spring/Coordinated Study
Faculty: Charlie Teske, Susan Fiksdal (fall), Thad Curtz (winter, spring)

Enrollment: 44

Prerequisites: None

Faculty Signature: No

Special Expenses: Approximately \$20 per quarter for performances

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

A lot of different kinds of people are getting on the Internet – government officials and cyberpunks, Nigerians and Australians, scientists and school kids. The news is full of pronouncements about cyberspace and the information revolution. Some claim that earlier changes in communications led to profound transformations of consciousness, politics, and social life, and that we are in the midst of another one. Do you think it makes a big difference in how people feel and think to move from a world in which everything has to be spoken and remembered to one in which people write things down? How about going from scribes' manuscripts to printed books? Do you think photography, film, television, and video are changing how you think and act? (For better or for worse) ... will the rapidly unfolding conversion of words, sounds, and images to digital data flowing around the planet at electronic speeds make much difference in people's experiences and the course of history?

This program explores questions such as these by carefully interpreting traditions and texts from the past and present. Our central focus will be on developing our capacity to respond to, describe, and share the ways in which language works to express, convey and shape experiences. A lot of this will involve careful reading, writing and discussion, but we'll also practice interpreting works as pianists do — through performance exercises such as reading out loud and storytelling. We'll read theoretical and historical works such as Ong's *Orality and Literacy* and Lakoff's *Metaphors We Live By*. We'll do a lot of comparing — listening to ballads and reading lyric poems, learning folk tales and analyzing short stories, studying oral traditional epics and written and filmed versions. You should expect to spend time with famous works — such as Homer and Don Quixote and Doris Lessing's *The Golden Notebook* and *Citizen Kane* — as well as

with interesting contemporary material. We will learn to use the Internet and some current computer tools for manipulating texts and images. One way and another, though, we will keep circling around our central questions. Speech, writing, print, audio-visual images, cyberspace — how do the means that we have available for communicating shape what we experience, if they do?

► Credit will be awarded in literature, linguistics, computer studies, history, and film.

► Total: 48 credits

► Program is preparatory for further work in any discipline or career which centers on interpretation, including literature, communications, linguistics, psychotherapy, journalism, philosophy, history, anthropology, art history and law.



► Masculine and Feminine

Fall, Winter, Spring/Coordinated Study
Faculty: Harumi Moruzzi, Les Wong
Enrollment: 44
Prerequisites: None
Faculty Signature: No
Special Expenses: Up to \$50 per quarter for theater passes
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

In recent years a number of controversies have arisen about gender and the meaning of masculine and feminine. Some have said these categories refer to inherent, genetic characteristics; some have said they are the result of experiences and conditioning. Some have questioned whether there even are such categories as masculine and feminine. The media, health and safety, criminal and civil proceedings, art and literature, politics, sports, colleges and universities and the law continue to be influenced by how one confronts the central question of gender. In this program, we want to look for a new way of thinking about gender – one that opens and illuminates rather than closes possibilities.

We also hope to examine how gender intertwines with other equally important topics such as race and class, identity, politics and culture. Students will read extensively in the modern as well as classical traditions. We will examine gender issues cross-culturally, from Western and Eastern antiquity to contemporary times. Our examination will be interdisciplinary: examining art, literature, film, psychology, law, and politics. Students will also develop quantitative skills (statistics) and increase their visual and computer literacy. Students will create their own thematic visions of masculine/feminine through projects, which will complement the extensive writing and statistical/computer skills.

The goal of this program is to improve our understanding of the influence of gender at the individual and societal level. We will use film, art, literature, psychological research and cultural studies produced by both genders from a number of critical points of view. We hope also to articulate as well as challenge the notion of masculine and feminine through critical thinking, artistic expression and challenging readings. We hope to explore and create new concepts when old ones cease to work.

► Credit will be awarded in cultural studies, film studies, psychology, child psychology, gender studies, statistics, humanities, literature or art history.

► Total: 48 credits

► This program prepares students for entry programs in all Specialty Areas and is preparatory for careers and future study in humanities, psychology and cultural studies.

► Search For Meaning

Fall, Winter, Spring/Coordinated Study
Faculty: Lucia Harrison, Priscilla Bowerman, Earle McNeil
Enrollment: 66
Prerequisites: None
Faculty Signature: No
Special Expenses: Approximately \$125 for supplies for students who do art or photography projects
Part-time Options: No
Internship Possibilities: Yes, spring quarter
Additional Course Allowed: No

In our materialist culture money is often the measure of a person's success. Not surprisingly, then, many college students, at least sometimes, view their education primarily as a means to high-paying jobs, and they make choices about what they will study based on their estimates of how much they can hope to earn after graduation.

Yet this is not a simple choice for many students: they feel disquiet at the choice between careers that promise future economic comfort on the one hand, and meaningful work on the other. Some students are upset by social problems (e.g., poverty, racism, violence, AIDS, political corruption or environmental degradation) they know from personal experiences or through reading. They need to weigh the necessity of earning a living against their desire to "make a difference." Some students may wish to pursue an art though they may not become famous, well-remunerated artists – at least in their lifetimes. Some students may be seeking a deep connection with a spiritual or religious community that cannot be sustained along with a highly paid career. In sum, some students may choose to earn less money in order to work at what they find meaningful. In the terms of our culture, they can be said to have a "calling." Callings can take many forms:

A Life of Artistic Expression: a desire to produce work which "moves the heart, revives the soul, delights the senses or offers courage for living;"

A Spiritual Life: a desire to serve God and people through established churches or independent missions;

Social Service: a desire to help people directly and personally or to build community structures to help the vulnerable;

Political Activism: a desire to bring about a redistribution of resources or a transformation of society's values, be it toward the conservative, the liberal or the radical.

This program will examine the experiences of people who have pursued their callings. Focusing on a few periods in history, we will examine how historical conditions affected their callings. Did the society at the time recognize a social need for these pursuits? Were they supported politically or financially? Were some people categorically excluded from them? Were those who followed these paths respected, admired, or mocked?

We will read biographies or autobiographies of people who followed their callings in each historical period to understand the complexity and difficulty of their choices, what motivated and inspired them, what compromises they made, and we will study some of their works. Throughout our studies we will examine certain important recurring concepts, including compassion, pride, voluntary poverty, and self-discipline.

This program is designed for students who are considering choosing one of these callings for themselves and for students interested in others who make this choice. It will be a varied and intense program. Students will develop critical reading, expository writing and critical thinking skills through the historical, biographical and conceptual studies sketched above. All students will have the opportunity to participate in visual arts workshops (drawing, painting and perhaps photography) or in creative writing groups, and to perform voluntary service with social, political or religious organizations in the community. The program will invite people who are following these callings today to talk about their choices and experiences, and students will be asked to reflect throughout the program on their own choices in light of their learning in the program.

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

► Total: 48 credits

► This program is preparatory for further study in history, literature, social science and art.

Environmental Studies

Conveners: Michael Beug, Matt Smith

Affiliated Faculty: Michael Beug, Jovana Brown, William Brown, Paul Butler, Gerardo Chin-Leo, Richard Cellarius, Rob Cole, Larry Eickstaedt, Russ Fox, Steven G. Herman, Tom Grissom, Pat Labine, John Longino, David Milne, Carol Minugh, Ralph Murphy, Nalini Nadkarni, Lin Nelson, Tom Rainey, John Perkins, Oscar Soule, Matt Smith, Jim Stroh, Pete Taylor, Jude Van Buren, and Al Wiedemann

The Environmental Studies Specialty Area is designed to help students gain the knowledge, skills, and experience necessary to understand and work with today's complex environmental issues. Our goals are that students should learn

- » to understand the principles underlying life on earth;
- » to understand the nature, development and interactions of human societies with the environment;
- » to qualitatively and quantitatively investigate the chemical, physical and biological elements that define terrestrial, freshwater and marine ecosystems;
- » to learn the richness and limits of environmental and social resources available to sustain both human environments and natural systems; and
- » through applied work, to develop the skills necessary to handle these resources wisely.

Introductory programs in Environmental Studies can be found both in the Specialty Area programs (IES: Land and IES: Water) and in the Core programs, Ecological Systems of Puget Sound and Environmental Change and Health. Those interested in advanced work in the earth sciences should consider Applied Geology, Geographic Information Systems, and Landscape Processes. Those interested in advanced work in marine science should consider The Marine Environment and for marine social science, Maritime Communities of Puget Sound. For advanced work in natural history and ecology consider Urban Ecology; Invertebrate Zoology, Entomology, and Systematics; and Biogeography and Biodiversity. Those interested in advanced work in environmental social issues should consider Working in Development, Landscape Processes, Natural Resource Policy, Wildlife and the Law, and Restorying the American West. In addition, the Masters of Environmental Studies offers coursework in specific topics to qualified advanced undergraduates by permission of the instructor.

Students interested in this area should not limit themselves to programs offered by Environmental Studies. Those interested in the natural science dimension (chemical, physical and biological interactions) of environmental studies will also need the material found in Foundations of Natural Science or Matter and Motion and that found in Molecule to Organism. Those interested in the social science dimension (policy, economics), will also need material found in Political Economy and Social Change (this year: Who Built America and Hidden History).

► Curricular Pathways in Environmental Studies

Major curricular pathways in Environmental Studies include (1) field biology and natural history; (2) marine studies; (3) ecological agriculture; (4) sustainable development, political economy and environmental policy; and (5) geology and earth sciences. Additional strengths of the Environmental Studies faculty include conservation and restoration ecology, physiological ecology, entomology, environmental chemistry, environmental history and philosophy, environmental policy, geology and hydrology, mammalogy, ornithology, 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.

Students interested in Environmental Studies will also want to look at Restorying the American West (p. 64), a program which looks at contemporary writing on the West, and at Writing from the Landscape (p. 75), a program of and about natural history writing.

► Introduction to Environmental Studies: Land

Fall, Winter/Coordinated Study
Faculty: Geology/James M. Stroh (fall), Paul Ray Butler (winter), TBA

Enrollment: 50

Prerequisites: One year of college

Faculty Signature: No

Special Expenses: Up to \$60 per quarter for overnight field trips

Part-time Options: Yes, with consent of faculty

Internship Possibilities: No

Additional Course Allowed: Yes, with consent of faculty

The field of environmental studies involves many disciplines and includes some of the most important applied topics of modern civilization. This program will offer substantive work in geology, biology, ecology and quantitative methods; plus integrated study of locally-based environmental issues. While the imbedded courses will consist primarily of text readings, discussions, and lab exercises, the integrated study involves field-based, local case studies. Potential topics include forest practices, surface-water hydrology, and water-quality issues. To be eligible for the field studies, students must enroll in at least one of the imbedded courses.

Fall quarter, these courses will include: physical geology, biology, quantitative skills for the natural sciences, and field-based case study.

Winter quarter, the courses are: historical geology, ecology, statistics, and field-based case study.

In lieu of one of the courses listed above, 4 credit hours of work can be taken in the IES: Water program, offering students an opportunity to perform substantive work in history and political economy of environmental issues. The faculty teams for IES: Land and IES: Water will coordinate these exchanges.

► Credit will be awarded in geology, biology, ecology, and quantitative methods.

► Total: 32 credits

► This program is preparatory for careers and future study in biology, ecology, earth science and environmental studies.

► Introduction to Environmental Studies: Water

Fall, Winter/Coordinated Study
 Faculty: Gerardo Chin-Leo, Matt Smith
 Enrollment: 50
 Prerequisites: One year of college work
 Faculty Signature: No
 Special Expenses: Up to \$120 for overnight field trips
 Part time Options: With faculty signature
 Internship Possibilities: No
 Additional Courses: With faculty signature

Students in this program will develop an understanding of ecology and biogeochemical cycles as they are exemplified in the processes of coastal and estuarine systems. We will examine how these systems and processes underlie and influence the development of human communities. Students will develop extensive case studies which may include Budd Inlet, the lower Columbia, and Willapa Bay. Students can expect to do serious field work and complex library research on their own and in group projects.

The material will be developed through lectures, laboratory work, seminars, and workshops. Lectures will cover principles of biogeochemistry, ecology, quantitative skills (fall quarter), descriptive statistics (winter quarter), history and the political economy of environmental issues. Seminars will offer an opportunity to discuss scientific, social and political literature. We will develop laboratory skills for analyzing physical and chemical parameters of aquatic systems. In a computer lab we will organize and analyze data using a spreadsheet program. Results of case study work will be presented in formal reports and oral presentations.

Students in IES: Water may negotiate with the faculty team to earn geology credit from IES: Land.

► Credit will be awarded in ecology, environmental studies, statistics and political economy.

► Total: 32 credits

► This program is preparatory for careers and future study in environmental studies, political economy, planning, economic development, law and natural sciences.

► After Audubon

Spring/Coordinated Study
 Faculty: Steve Herman, Susan Aurand
 Enrollment: 44
 Prerequisites: Core program or equivalent
 Faculty Signature: No
 Special Expenses: Art supplies; amount depends on the student's project
 Part-time Options: No
 Internship Possibilities: No
 Additional Course Allowed: With faculty permission

This program is about birds – about how we understand, experience and portray them in art, biology, literature and myth. Students will work to develop skills in drawing and in ornithology to enable them to study and make images of birds in nature. Our weekly work will include lectures and presentations, drawing workshops, fieldwork in ornithology, seminars and journal writing. Our study will range from the biology of birds to why birds have been thought to be the messengers of the gods and symbols of the soul. In the last five weeks, each student will identify a topic or theme concerning birds and develop a body of work on this topic which includes drawings, research and writing.

This program is appropriate for students seeking to combine art and science in a focused multi-disciplinary study. Some prior experience in either art or biology is strongly recommended. No prior drawing experience is required, only a willingness to do intensive work in both drawing and ornithology.

► Credit will be awarded in drawing, ornithology, literature and art history.

► Total: 16 credits

► Program is preparatory for careers and future study in art, ornithology and environmental studies.

► Climate and Climate Change

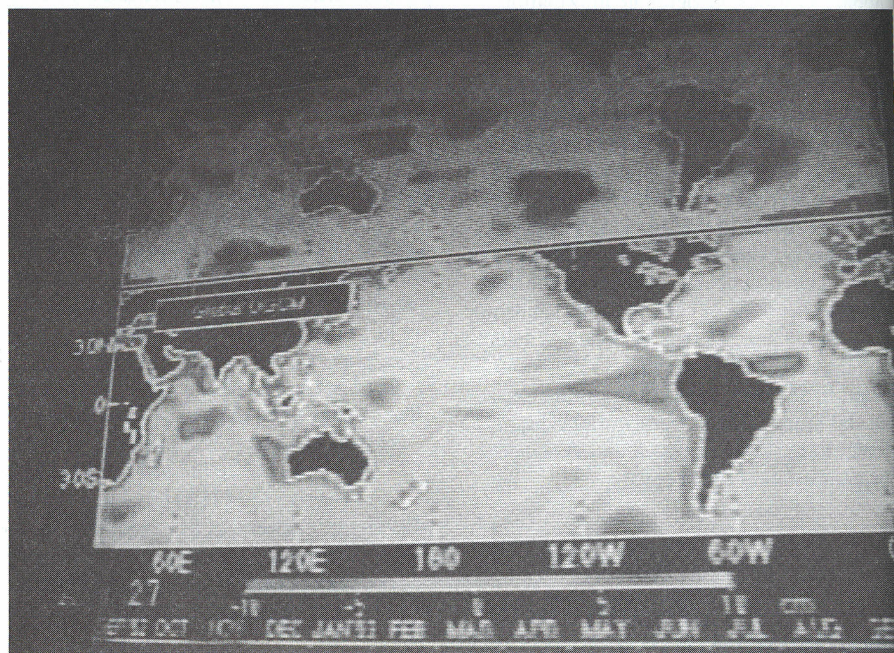
Spring/Group Contract
 Faculty: William H. Brown, Jr.
 Enrollment: 25
 Prerequisites: No
 Faculty Signature: No
 Special Expenses: No
 Part-time Options: No
 Internship Possibilities: No
 Additional Course Allowed: No

For more than a century, scientists have contended that the rising level of carbon dioxide is responsible for a steady increase in global atmospheric temperature. Only in recent years has this change been taken seriously as a major environmental threat. Since 1990, international negotiations on issues that impact changes in climate have revealed a major conflict between industrial nations, which are responsible for most of the increase, and the developing and low-lying island nations most immediately threatened by changes in climate. Through seminars, lectures, and workshops, students in this program will study the nature of climate and climate change, and the potential consequences of human practices that impact this natural process.

► Credit will be awarded in meteorology and climatology, climates of the Pacific Northwest, physical geography, and climate change/political and social implications.

► Total: 16 credits

► This program is preparatory for careers and future study in environmental planning and climatology.



► Landscape Processes: Shaping the American West

Spring/Coordinated Study

Faculty: James M. Stroh, Paul Ray Butler

Enrollment: 50

Prerequisites: Sophomore standing, physical geology, good quantitative skills (calculus not required)

Faculty Signature: Yes

Special Expenses: Depends on which, if any, field trip options are selected. Grand Canyon River trip approximately \$1500; Death Valley \$250; Washington \$75

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

Process geomorphology (the study of processes that make and modify physical landscapes) is often considered a subfield of geology. In reality, this discipline is based on applications of a host of other overlapping physical and biological sciences, including physics, chemistry, hydrology, soil science, geography, meteorology, climatology, and biology. This program will combine text discussion and exercises with the opportunity for separate field studies at selected sites in Washington, the Grand Canyon, and Death Valley. Students with appropriate training can apply GIS methods to the field studies.

Note: Students planning to take this program should contact the faculty no later than December 1, 1996, (360/866-6000, Jim Stroh, x6762; Paul Butler, x6722) to obtain application criteria and to identify preferences in field-study locations. Jim and Paul will post the program membership on their office doors by the end of March, in time for spring quarter registration.

► Credit will be awarded in geomorphology and geological and related field studies.

► Total: up to 16 credits

► This program is preparatory for careers and future study in the earth sciences.

► Representing the Land: Landscape, Drawing and History

Spring/Group Contract

Faculty: Matt Smith

Enrollment: 25

Prerequisites: Sophomore standing, completion of Introduction to Environmental Studies preferred

Faculty Signature: No

Special Expenses: \$60 for overnight field trip

Part Time Options: No

Additional Courses: With consent of faculty

Internship Possibility: No

We live in a dialogue with nature. The representations of nature we produce and values we hold about the natural world are created by and express personally and collectively our interaction with it. They allow, legitimate, reveal, and obscure our use of the natural world. This program is about creating our personal understandings and understanding our collective perceptions of nature.

This program asks two related questions. How can we represent the landscape around us in words and images? And what has been the significance of landscape representation, particularly painting and photography, in the past two hundred years?

We will examine the way national, imperial and scientific projects of the 19th and 20th centuries used drawing, painting, and photography to help naturalize and legitimate their actions. We will read natural history from the 19th and 20th centuries, drawing examples from the American West. And we will write observations of the land and draw landscapes of our own. By actively working at representing the landscape and by thinking about the meanings and uses of landscape representations, we will reflect on how the land around us shapes our lives and how, as we interact with it, we give it personal and collective meanings and obtain meanings from it.

► Credit will be awarded in environmental studies, drawing and art history.

► Total: 16 credits

► Program preparatory for careers and future study in environmental studies, design and art

► Urban Ecology

Fall, Winter, Spring/Group Contract

Faculty: Oscar Soule

Enrollment: 25

Prerequisites: Junior/senior standing; demonstrated ability/interest in advanced work as shown by portfolio or previous work

Faculty Signature: Yes

Special Expenses: \$150 for overnight field trips and conference registration

Part-time Options: No

Internship Possibilities: Yes

Additional Course Allowed: Yes

Urban Ecology is a broad-ranging field composed of planning, geography, geology, ecology, environmental education, and community studies.

This program will have among its central themes: plant and animal components of the urban landscape, the physical environment, impacts of the built environment, the impacts of people on the environment and the environment on people, and ways to educate people effectively about issues of the urban environment. Students will be required to work individually, in groups, and with people outside the college. Students will perform research on a variety of topics, and the program will culminate in a major collaborative project.

Urban Ecology will help students achieve added depth in areas of strength and gain new understanding in related fields. The three-quarter program will culminate with a collective, book-length report of publishable quality. Advanced students and those ready for upper-division work will find the opportunity to prepare for graduate school and the working world while exploring the rich mix of disciplines covered by this topic.

Urban Ecology will offer up to 48 units of upper-division science credit, based on each student's work plan and performance, with a mix of individual and group work. Lectures, seminars and field trips will complement individual and group research topics of each student's choice. Internships and courses will be considered on an individual basis.

We will begin the planning process in the winter and spring of 1996; enrollment will be open to all qualified students. The program will be a collaborative learning community, not a clearinghouse for individual contracts.

Students wishing to apply for this program should prepare a portfolio consisting of their Evergreen evaluations and two pieces of significant writing; transfer students should prepare a portfolio consisting of their transcript and two pieces of significant writing. All material is due to Oscar Soule before the May 15, 1996 Academic Fair. Oscar will post the program membership on his door May 20, in time for registration.

► Credit will be awarded in environmental studies, community studies, ecology, natural history, and environmental management.

► Total: 48 credits

► This program is preparatory for careers and future study in ecology, environmental management, planning, and environmental education.

► Working in Development: Learning From The Past; Creating the Future

Fall, Winter, Spring/Coordinated Study
 Faculty: Pat Labine, Jeanne Hahn
 Enrollment: 50
 Prerequisites: Junior/senior standing; Political Economy and Social Change and/or Ecological Agriculture or their equivalents
 Faculty Signature: No
 Special Expenses: No
 Part-time Options: No
 Internship Possibilities: Spring only
 Additional Course Allowed: No

This is an advanced program in political economy for students interested in working for development, either at home or abroad. We will explore the meanings and history of "development," examine the forces that shape relationships between North and South, between rich and poor, and consider prospects for sustainability and progressive change in the 21st century. We will make extensive use of case studies material, as well as fiction and nonfiction narratives. Case studies may include investigations of multinational institutions such as the World Bank, transnational corporations, non-governmental organizations involved in development work, and grass-roots social change movements. Many of the case studies will reflect faculty interest in gender issues, the globalization debate, the informal labor sector, and agriculture and rural development. Student work will involve critical reading, expository writing, and collaborative research projects. Students will also be given opportunities to develop skills that will allow them to function with sensitivity in culturally diverse settings, and to assist in self-directed community development.

► Credit will be awarded in sustainable development, political economy, colonial and neo-colonial history, agriculture and rural development, and research skills.

► Total: 48 credits

► This program is preparatory for careers and future study in international relations, political economy, and community development.

► Natural Resource Policy

Fall, Winter/Group Contract
 Faculty: Jovana J. Brown
 Enrollment: 25
 Prerequisites: Junior/senior standing; Introduction to Environmental Studies or equivalent; Political Economy and Social Change or equivalent.
 Faculty Signature: No
 Special Expenses: No
 Part-time Options: No
 Internship Possibilities: No
 Additional Course Allowed: Yes, one 4-credit course with permission

Natural Resource Policy is an upper-division group contract that examines the history of natural resource issues in the United States to provide a context for understanding current policy and decision-making.

Fall quarter will begin by looking at the origins of the conservation and preservation movements, then go on to examine forest policy, study Western water law, look at salmon and hydroelectric power concerns, and review tribal natural resource policy issues. All of these will be studied in the framework of federal and state laws and policies. In addition, students will learn about the Washington State Legislature and how policies are formulated and passed into law. Winter quarter, each student will follow a natural resource policy issue through the Washington State Legislature.

The following, or similar, books will be read: Hays, *Conservation and the Gospel of Efficiency*, Merchant, *Major Problems in American Environmental History*, Wilkinson, *Crossing the Next Meridian*, Clarke and McCool, *Staking Out the Terrain*, Seeberger, *Sine Die: A Guide to the Washington State Legislative Process*, Bates, et. al., *Searching Out the Headwaters*, Brown, B., *Mountain in the Clouds*, Yaffe, *The Wisdom of the Spotted Owl*, Solnit, *Savage Dreams*, White, *The Organic Machine*, and writings by Brown, J., on off-reservation tribal decision-making in the Northwest.

Fall quarter, students will carry out an independent research project on a natural resource issue of their choice. Winter quarter, students will write a legislative history of their legislative/policy issue.

► Credit will be awarded in natural resource policy, environmental history, environmental studies, Washington legislative processes, and water resource policy.

► Total: 24-32 credits

► This program is preparatory for careers and future studies in environmental, natural, and social sciences.

► The Marine Environment

Winter, Spring/Coordinated Study
 Faculty: Gerardo Chin-Leo, TBA
 Enrollment: 50
 Prerequisites: Junior/senior standing; college-level biology or Introduction to Environmental Studies: Water (fall 1996), at least two quarters of college chemistry with lab, the ability to quantify information (work easily with numbers and equations), and experience using a personal computer for word processing
 Faculty Signature: No
 Special Expenses: \$5 per quarter lab breakage fee; \$50 for two overnight field trips
 Part-time Options: No
 Internship Possibilities: No
 Additional Course Allowed: No

The Marine Environment focuses on the sea as a habitat for marine life and the relationships between marine organisms and the physical and chemical properties of the marine environment. We will explore these topics through the study of biological, chemical, and physical oceanography; quantitative methods (statistics); laboratory and field work; and research projects. We will apply concepts in oceanography and marine biology through faculty-designed experiments and student-designed research projects.

Winter quarter, we will develop field and lab methods for determining physical parameters, nutrients, and biological productivity, and for studying marine organisms. In addition, students will design research projects using these methods and read in the appropriate primary literature to develop the background material for their project. The faculty will provide a list of possible research projects to help students develop an understanding of the physiological adaptations of animals to the marine environment and the dynamics of phytoplankton and nutrients in a local estuary.

Spring quarter, roughly one third of the program work will be devoted to completing the research projects. Seminar will develop your ability to read and discuss primary literature, and you will be required to make a formal oral analysis of a particular paper for seminar. Data analysis will be facilitated through use of computer spreadsheets. You will be expected to develop your formal written products using a word processor and you will learn to integrate various forms of software outputs (spreadsheets, graphs, text) for formal presentations.

► Credit will be awarded in marine biology, oceanography, quantitative methods (statistics), and research/laboratory/field work in marine science. Although subject to change, we anticipate all credit will be designated upper-division science.

► Total: 32 credits

► This program is preparatory for careers and future study in marine and other environmental sciences.

► Maritime Communities of Puget Sound

Winter, Spring/Group Contract

Faculty: Dean Olson

Enrollment: 12

Prerequisites: Junior or senior standing

Faculty Signature: Yes

Special Expenses: Approximately \$250-300 spring quarter for food, fuel, moorage, skipper costs during overnight voyages, foul weather gear

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program examines smaller maritime communities in Puget Sound, beginning with the natural characteristics which may explain their location. We will explore the political economic history of a townsite and community from earliest records to the present day. This requires that we learn about land settlement and resource use patterns of the region's original people and following Euroamerican settlement in the early 19th century. It also requires that we study the impact of resource extraction and developments in transportation throughout the 20th century. We will learn how and why maritime communities changed over this period and we will become familiar with methodologies for studying community change.

Spring quarter will be devoted to field studies in selected maritime communities. We will use the Evergreen boats *SeaWulff* and *The Resolute* as our mode of transportation to communities and as dormitories during our field studies. Field studies will examine community social and political structures, evaluate resource endowment, review economic profiles, and result in the construction of forecasts about the communities into the 21st century. The two-quarter program will close with presentations and the submittal of community reports from student groups.

Students interested in enrolling in this program should schedule an interview with Dean Olson before the December 11, 1996 Academic Fair. He will post the program list on his door by December 16, in time for registration.

► Credit will be awarded in geography, political and economic history, cultural studies, community studies, natural sciences, navigation and piloting, and economics.

► Total: 32 credits

► This program is preparatory for careers and future studies in maritime history, administration, and community studies.

► Wildlife and the Law: Administrative, Case and Statutory Legal Research in Ecological Issues

Spring/Group Contract

Faculty: Terry Hubbard

Enrollment: 25

Prerequisites: Junior/senior standing

Faculty Signature: Yes

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes, 4 credits

Edward Wilson argues that "we are human in good part because of the particular way we affiliate with other organisms." This group contract investigates Wilson's theory as it applies to wildlife and the laws created to formalize that relationship, primarily at the national level. In so doing, the program will cover researching the publications of the courts, legislatures and agencies which create and adjudicate the law, as well as substantial readings in laws related to the resource rights of Native Americans. There will be training for and use of computerized databases and the Internet, and some class work will require use of e-mail. Court cases and law review articles will constitute most of the reading. There will be one major research project which requires the ability to articulate a current wildlife problem in its legal vernacular.

Students wishing to apply for this program should schedule an interview with Terry Hubbard in person or by telephone (360/866-6000 x6258) before the March 12, 1997 Academic Fair. Bring/send a sample of your college-level writing to the interview, and be prepared to discuss your interest in this program. Terry will post the program membership on his door March 17, in time for registration.

► Credit will be awarded in legal research, environmental law, and in the area of the student's research topic.

► Total: 12-16 credits

► This program is preparatory for careers and future study in natural resources, government, environment science, and Native American studies.

► Applied Geology: Hazards and Resources

Fall/Group Contract

Faculty: Paul Ray Butler

Enrollment: 20 undergraduate, 12 graduate

Prerequisites: Graduate standing, or junior/senior standing and one course in physical geology or physical geography

Faculty Signature: No

Special Expenses: \$75 for five-day field trip

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

Applied Geology focuses on a broad spectrum of possible interactions between people and the physical environment. The Pacific Northwest is situated in a geologically active area, as evidenced by the 1980 eruption of Mount St. Helens and the wide-spread flooding of the late 1980's and 90's, as well as the growing understanding of the region's potential for a large-magnitude earthquake. In addition to these obvious hazards, several more subtle interactions between people and the environment are important here and around the world. The technological advances of the 20th century have made human populations significant agents of landscape modification, and we are rapidly depleting the resource bases.

This group contract affords both graduate students and advanced undergraduates an opportunity to investigate the relationship between humans and the natural world, focusing primarily on geologic hazards and mineral resources. In addition to regular lectures, discussions and problem sets, field trips will be an important component of the class. Graduate students can enroll for 4 to 8 credits; undergraduates can enroll for 8 to 16 credits.

► Credit will be awarded in applied geology.

► Total: 16 credits

► This program is preparatory for careers and future study in the earth sciences.



► Biogeography and Biodiversity

Fall/Group Contract

Faculty: Pete Taylor

Enrollment: 25

Prerequisites: Junior/senior standing; 8 credits of college-level general biology are required; some work in general ecology is strongly recommended.

Faculty Signature: No

Special Expenses: \$20 for one overnight field trip

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Biogeography is a scientific field dedicated to describing and explaining the distributions of organisms. Explanations are sought in historical and modern causes, drawing from several fields of environmental science, including ecology, evolutionary biology, systematics, and geology. The program will also explore aspects of conservation biology, an emerging field that applies concepts from biogeography and related fields toward the protection of biodiversity, now recognized as threatened by human causes. The program's geographic scope will be worldwide and locally focused on the Pacific Northwest. These subjects will be covered by lectures, readings, seminars, field trips, and literature-research projects.

► Credit will be awarded in biogeography and conservation biology (both upper-division level).

► Total: 16 credits

► This program is preparatory for further studies and careers in natural sciences and related environmental fields.

► Invertebrate Zoology, Entomology and Systematics

Fall/Group Contract

Faculty: John T. Longino, TBA

Enrollment: 50

Faculty Signature: Yes

Prerequisites: Junior/senior standing; at least two quarters of college study in biology or equivalent.

Faculty Signature: Yes

Special Expenses: \$5 lab fee, \$20 for individually purchased dissecting tools and lab supplies, and above-average book expenses.

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

This program explores the diversity of invertebrate life in both marine and terrestrial realms, encompassing the traditional disciplines of invertebrate zoology, entomology, evolution, and systematics. There will be four main components: (1) a lecture series to treat general concepts in evolution, taxonomy, systematics, and the estimation of phylogenetic relationships; (2) a marine laboratory addressing diversity at the phylum level; (3) an entomology laboratory addressing insect diversity (the dominant terrestrial invertebrates); and (4) a computer laboratory introducing quantitative and computer-assisted methods of phylogeny reconstruction.

Cladistic philosophy and methodology has emerged as the dominant paradigm in modern systematics, and will be emphasized in the lecture series and computer lab. The proximity of The Evergreen State College to various marine, fresh water and terrestrial habitats provides excellent opportunities to study many diverse groups of local organisms, and in the marine and entomology labs, emphasis will be placed on learning the regional fauna.

To benefit from this program you need to be familiar with basic language and concepts in biology and math. Students wishing to apply for this program should schedule a short interview in person or by telephone before or at the May 15, 1996, Academic Fair. Signatures will be given to all students who demonstrate basic knowledge in introductory biology, and simple concepts in algebra and geometry.

Note: a signature does not guarantee entry into the program, but verifies that the student is qualified for the program. The first 50 qualified students may enroll; students must be sure to register at their registration appointment.

► Credit will be awarded in zoology, invertebrate zoology laboratory, entomology laboratory and biological systematics. All credit is upper-division science.

► Total: 4, 8, 12, or 16 credits

► This program is preparatory for future study and careers in biology, zoology and environmental science.

► Introduction to Geographic Information Systems

Winter/Group Contract

Faculty: James M. Stroh

Enrollment: 50

Prerequisites: Students with junior/senior standing have first priority; college algebra, statistics, and geology or geography very helpful but not required.

Faculty Signature: No

Special Expenses: \$5 lab fee; maps and extra plotting supplies as needed.

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

Geographic Information Systems (GIS) have become extraordinarily useful in all subjects that combine spatial data with other information (ecology, geology, agriculture, business, census, physical and cultural geography among others). This 8-credit group contract will introduce students to GIS, georeferencing, and geographic analysis using both raster and vector systems. We will explore both the strengths and weaknesses of GIS. The class will use standard introductory texts and tutorials for both the IDRISIr and ARC VIEW IIr software systems. Students will also learn digitizing and tabular data entry. A project combining GIS with real-world data will complete the program. Additional work on GIS projects is possible in the Landscape Processes program spring quarter.

► Credit will be awarded in environmental sciences.

► Total: 8 credits.

► This program is preparatory for careers and future study in the earth sciences, physical geography, and environmental studies.

► The Practice of Sustainable Agriculture

Spring, Summer, Fall/Course

Faculty: Pat Moore

Enrollment: 18

Prerequisites: Junior/senior standing

Faculty Signature: Yes

Special Expenses: Up to \$30/quarter for overnight field trips and clippers

Part-time Options: This is an 8-credit program in spring and fall and a 12-16 credit program in summer

Internship Possibilities: Yes

Additional Course Allowed: Yes

This program will provide upper-division students with direct experience in the practice of sustainable agriculture. There will be weekly lectures and occasional field trips, but the major emphasis of this program will be practical skill development in intensive food production at the Organic Farm. Students can expect instruction in soils, plant propagation, greenhouse management, composting, green manuring, the use of manures, equipment combinations, the economics of small farms, livestock management, pest control, weed control strategies, water management, irrigation system design, machinery maintenance, basic horticulture, intensive vegetable culture, marketing, orchard systems and more. We will also examine biodynamics, permaculture and radionics.

Continuing students wishing to apply for this program must schedule interviews to assess motivation, maturity, communication skills, and background in environmental studies between February 12 and 23, 1996. Prior to February 2, transfer students must mail a description of college courses taken and related work experience, plus letters of recommendation. Pat Moore, faculty, will then conduct a phone interview; be sure to send him a phone number at which you can be reached.

► Credit will be awarded in soil management, weed and pest control, low-input sustainable agriculture methods and plant propagation.

► Total: 28/32 credits

► This program is preparatory for careers and future studies in agriculture.

► Tribal: Reservation Based/Community Determined

Fall, Winter, Spring/Coordinated Study

Faculty: Carol J. Minugh

Enrollment: 48

Prerequisites: Faculty signature required; consult coordinator

Special Expenses: No

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

This community-determined program seeks students who work/live on a reservation, are tribal members or Indian.

The program emphasizes community building within Native American communities where the classes are held. The curriculum for the program is a direct result of students themselves determining what an educated member of an Indian nation, who wants to contribute to the community, needs to know. The interdisciplinary approach provides an opportunity for students to participate in seminars while also studying in their individual academic interest areas.

Development of the curriculum for the academic year begins with community involvement the previous spring. Current and potential students work to identify educational goals and curriculum topics for the program, to help them become effective in or outside the native community. After the students decide on curriculum, the faculty and students identify texts, methods and resources to assist the learning process.

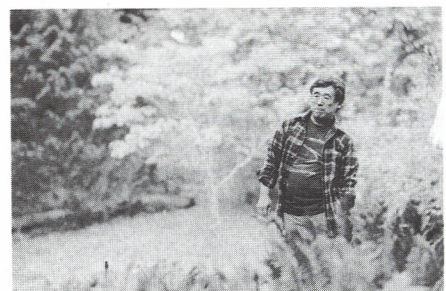
Within the framework of the identified curriculum is the overall premise that an "educated person" needs to have skills in research, analysis and communication. Material is taught using a tribal perspective, and issues related to tribal communities are most often the topics of discussion.

For program information, contact: Dr. Carol Minugh, Program Director, The Evergreen State College, Olympia, WA, 98505, 360/866-6000, ext. 6025 or 6741.

► Credit distribution relates to specific curricular foci and topics adopted in the program.

► Total: 48 credits

► Program is preparatory for careers in human services, tribal government/management, education and community development.



Expressive Arts

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Convener: TBA

Affiliated Faculty and Area of Graduate Advising:

Susan Aurand—Visual Arts

Andrew Buchman—Music

Sally Cloninger—Film/Video

Doranne Crable—Performance Studies, Literature

Joe Feddersen—Visual Arts

Anne Fischel—Film/Video

Marilyn Frasca—Visual Arts

Bob Haft—Visual Arts, Photography

Phil Harding—Sculpture

Meg Hunt—Dance

Rose Jang—Theater

Bud Johansen—Dance

Jean Mandeberg—Visual Arts/Sculpture

Laurie Meeker—Film/Video

Sandie Nisbet—Theater

Ratna Roy—Dance, African American Studies, South Asian Studies

Terry Setter—Music

Paul Sparks—Visual Arts, Photography

Gail Tremblay—Fiber Arts, Creative Writing

Ainara Wilder—Theater

Sean Williams—World Music

The Expressive Arts Specialty Area is primarily concerned with helping students gain skills and experience in the arts. In many programs students have the opportunity to work in more than one art form simultaneously, and collaboration and cross-disciplinary approaches to learning are stressed throughout this Specialty Area. Program themes are drawn from issues of current and historic interest and vary widely from year to year, ensuring that the faculty and curriculum remain vital and relevant. Students should be aware that all intermediate and advanced work is taught in the context of interdisciplinary programs; separate courses in arts, music, dance, and media are available only at the introductory level.

The Expressive Arts faculty are committed to the importance of creative work as a central element in liberal-arts education. The skills acquired in Expressive Arts programs will contribute to the work students undertake in future academic programs. However, it is important for students primarily interested in the Expressive Arts to have a broad range of other academic experiences, and students should not expect to do all their undergraduate work within the Expressive Arts.

Students are encouraged to move into and out of the area, taking advantage of study opportunities in other parts of the curriculum. While in the Expressive Arts, they are encouraged to work in more than one of the arts areas and to consider undertaking multimedia, collaborative projects with other students. The faculty believe that a wide range

of experience in the arts and other disciplines is necessary to develop students' creativity and knowledge of aesthetics.

Expressive Arts offerings include work in dance, theater, film/video, photography, visual arts, music and creative writing. In all of these, we are working to create a learning environment that supports a strong multicultural perspective.

Offerings in the Expressive Arts include annual entry-level programs in media arts (Mediaworks), performing arts (Performing Arts and Culture), and visual arts (Foundations of Visual Arts), which provide an introduction and theoretical foundation for work in one or more arts disciplines. Cross-divisional programs that examine several media and are theme-based are also typical. In addition, the area also offers junior/senior level programs where students apply and refine art skills.

Individual contracts and senior thesis projects allow students to do work that suits their own particular needs and abilities. For both these options, eligibility requirements include a minimum of three quarters' prior experience in the Expressive Arts. Students wishing to do either contracted individual study or a senior thesis in the arts should check with Expressive Arts faculty members about these requirements prior to submitting proposals. Students may also enroll in skill-development modules designed to supplement work in programs and group contracts. Finally, there are internship possibilities for preprofessional work experience.

» **The Senior Thesis** project in the arts is a competitive program involving the production of senior-level work in one or more media; participating students are advised by a thesis committee composed of three faculty or staff. Twice a year, students may submit proposals; these are reviewed by the Expressive Arts faculty, and successful projects are supported by a small stipend.

» **Advanced Work in Film/Video:** Independent contracts in film/video are available on a limited basis to students who are ready for advanced work in film/video production, history and theory. Independent contract projects might involve production of a film, video, or mixed-media piece; writing a script or screenplay; or research on media history or theory. In order to do an independent contract, students must be at the junior or senior level and must demonstrate they have gained a solid theoretical and technical background in film and video production, history and theory. This background should be developed through work in programs, courses and modules. Students must have at least three quarters' prior experience in the Expressive Arts or expect to have taken and successfully completed an entry-level film and

video program, such as Mediaworks. Transfer students who have spent a year in coordinated studies may also plan independent contracts if they have at least one year of intensive coursework in media production and theory from their former institution. Students may not use independent contracts to learn basic production skills that are taught in full-time programs, courses or modules.

» **Portfolio for Visual Arts:** The following items should be included in the portfolio which students submit when seeking entrance into an advanced program in the visual arts: (1) At least six examples from a body of work which examines a particular theme or topic. The theme may be explored using a single medium or through the use of several different two-dimensional and three-dimensional media. Slides, photographs, and actual pieces may be included. (2) Students who have worked in a variety of media should include examples from each, demonstrating the range of diverse skills which have been developed. (3) Several examples of written work should be contained in the portfolio. Assigned papers, creative writing and/or self-evaluations would serve this purpose. These materials should be contained in a portfolio which is portable and easily carried from one place to another. They should be arranged in a coherent sequence based upon one of the following factors: chronology, medium, theme, or the sequences of programs in which the work was completed. Students should contact the relevant faculty or the Academic Planning and Experiential Learning Office for information concerning the times and places to submit portfolios.

» Students interested in the visual arts will also want to look at *Representing the Land: Landscape, Drawing and History* (p. 47), which explores contemporary and historical visual representations of landscape; and at *Life As Art: Art as Life: Advanced Studies in Surrealism* (p. 67), which explores the Surrealist period in literature, visual arts, photography, and art theory.



(Cross Area)

► The Spirit of Creativity: Women, Film and Performance

Fall, Winter/Coordinated Study

Faculty: Doranne Crable, Laurie Meeker

Enrollment: 45

Prerequisites: Sophomore standing; two quarters in a coordinated study program, or equivalent for transfer students

Faculty Signature: No

Special Expenses: Retreats; up to \$150 per quarter, depending on retreat site

Part-time options: No

Internship Possibilities: Yes (winter only)

Additional Course Allowed: Yes (required, see description)

This program explores the contributions women have made to the arts as producers, writers, and performers. The Spirit of Creativity is about the connection between the intellectual, physical, and spiritual aspects of human experience. When these are fully integrated in a mindful life, creativity is as natural as breathing and being. Image, word, and movement are the vehicles of expression at the heart of our study. Thus, our emphasis will be in film studies and performance studies, and will include in-depth dialogue writing (integrating the inner voice with other experience) and movement work (initiating deep awareness through the connection of breath and physical movement). In addition, individual and group retreat opportunities will be required as part of our work toward achieving the mindful awareness necessary for initiating or supporting the creative process.

Women's stories and creative works have historically been undervalued and marginalized. Women's literature, films, and performance work will be at the center of our inquiry and students can expect to engage with a variety of written, visual, and performed texts to develop a critical voice and creative responses. We will explore the basics of film analysis, feminist film theory, and performance theory, in addition to exploring selected examples of women's fiction and poetry. Fall quarter will focus on historical overview, theory, and research. Performance and film journals, in-depth dialogue writing and research reflections will support individual and collaborative work in workshops and seminars. Winter quarter will involve further research, creative projects and collaborative work. Central to the balance in this study is the necessity to incorporate body knowledge and movement. Students are required to take 4 credits of body movement from the part-time studies curriculum. Possibilities include Butoh (contemporary Japanese movement theatre), Poekoelan (Indonesian martial arts), and other relevant modules.

In addition, student and faculty co-learners will participate in three- to four-day retreats outside the program, arranged individually or in small groups. This will be required at least twice in fall quarter to facilitate the development of the inner voice and the creative spirit. In winter quarter, faculty will help provide the opportunity for a ten-day Vipassana retreat. This experience must be voluntary, and we will provide information in fall quarter to facilitate student choices. Whether or not a student volunteers for Vipassana retreat, all students will be required to experience ten days of deep reflection and physical retreat from everyday work during winter quarter.

► Credit will be awarded in performance theory, film history and theory, feminist film theory, comparative literature, and creative and expository writing.

► Total: 24 credits

► This program is preparatory for careers and future study in performance, film, and women's studies.

(Film/Video)

► Mediaworks

Fall, Winter Spring/Group Contract

Faculty: Anne Fischel, TBA

Enrollment: 50

Prerequisites: Junior/senior standing. Written application plus copy of previous evaluation/transcript.

Faculty Signature: Yes

Special Expenses: \$300 for film and video materials, post production fees

Internship possibilities: No

Additional course allowed: No

Mediaworks is the entry-level program in film and video production, history, and theory. Our emphasis is on the nonfiction image, a broad category including documentaries, experimental film and video art, among others. Students will be engaged in producing a variety of projects that explore the potential of different film and video formats, will experiment with aesthetic strategies and forms, develop observational skills, and will make statements about the issues of their choice.

Mediaworks is designed as a flexible program that responds to current issues in production and theory. Themes for 1996-97 may include: post-colonial cinema, autobiography, video art, mixed-genre film and video, feminist media theory and practice, the politics and poetics of documentary, and community-based media.

During fall and winter quarters students will acquire basic skills in film, video and audio production, and will execute design projects in a variety of media. Screenings and seminars will develop critical viewing skills and explore current and historical issues of media representation. Spring quarter will be devoted to independent project work.

Students should expect to work collaboratively on projects consistent with the stated themes of the program. Technical instruction will include: pre-production design, cinematography, lighting, film and video editing, basic sound recording, and post-production strategies. We will pay attention to the process as well as the product of media production, with emphasis on experimentation, screening work in progress, group discussion and critique, and the development of each student's unique critical and aesthetic perspective.

Students wishing to apply for this program should complete a questionnaire (available at the program secretary's office after April 22) and submit an evaluation from a previous Evergreen program; transfer students should submit a transcript and a competed questionnaire. Applications are due by Friday, May 10, 1996 to Anne Fischel (COM 301). The membership list for the program will be available by the May 15 Academic Fair.

► Credits will be awarded in media production, media history, media theory, visual research, and independent film/video projects.

► Total: 48 credits

► This program is preparatory for careers and future study in film and video production, media studies, and mass communication.

► Student Originated Studies: Film and Video

Fall, Spring/Cluster Contracts
Faculty: Sally Cloninger (fall); Laurie Meeker (spring)
Enrollment: 25
Prerequisites: Junior standing
Faculty Signature: Yes
Special Expenses: Film and video supplies, post-production fees - amount depends on the project's scope
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

During fall and spring quarters students will have the opportunity to work with media faculty on advanced media projects doing individual contracts in media production and media studies.

You should contact faculty directly during the quarter before your proposed study (Sally Cloninger, x6059; Laurie Meeker, x6613) if you are interested. You must be at least a third-quarter junior to qualify for independent study in media production at Evergreen.

► Credit will be awarded in media production and area of student's project.

► Total: 4-16 credits

► This program is preparatory for careers and future study in communications, arts, media, social services and humanities.

► The Electronic Image: Theory and Practice

Spring/Group Contract
Faculty: Sally Cloninger
Enrollment: 25
Prerequisites: Two quarters of college-level work
Faculty Signature: No
Special Expenses: Approximately \$50 for videotape, supplies, and post-production fees
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The Electronic Image is a group contract designed primarily for first-and second-year students interested in exploring visual literacy, video production and media criticism. Students will be introduced to both media deconstruction and media production skills through a series of lectures, workshops, seminars and design problems in both location and studio video. We will be primarily concerned with the development of a critical perspective on contemporary media. In both theoretical discussions and production workshops we will consider the parameters and influences of television, video art, video activism, music videos, and video documentaries. We will read critiques of contemporary video culture (such as Television Culture by John Fiske) and meditations on experimental video (such as Illuminating Video: An Essential Guide to Video Art, by Doug Hall and Sally Jo Fifer, eds).

This group contract will investigate the politics of representation, i.e., who gets the camera, who appears on the screen, and who has the power. Therefore, students who choose to enroll in The Electronic Image should be vitally and sincerely interested in the issues and ideas concerning the representation of gender, race, ethnicity, class, and sexual orientation in the media. Activities in the group contract will include training in the multi-camera television studio facility, instruction in basic VHS field production and editing, an introduction to media research techniques, and a survey of visual design principles.

► Credit will be awarded in video production, introduction to media criticism, design for media, media literacy

► Total: 16 credits

► This program is preparatory for careers and future studies in communications, arts, media, social sciences and humanities.

► Multimedia: History, Aesthetics, Techniques

Fall, Winter/Group Contract
Faculty: Terry A. Setter
Enrollment: 25
Prerequisites: Sophomore standing; one year of study in Expressive Arts
Faculty Signature: Yes
Special Expenses: \$50 per quarter for art studio fees and supplies; \$50 for possible overnight field trip
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

This program is designed to introduce students to the history, aesthetics, and practice of multimedia arts. The program will survey the genre - computer graphics, electronic music, two-dimensional visual arts - with some instruction in various media skills. Lectures will focus on recent trends and historic developments. Class meetings will be divided into lectures and seminars on the various program materials, and a forum on techniques. We will study and develop readings on related materials and multimedia design projects. Members of the program will present original works at the end of winter quarter. Students are expected to take a related module (Audio Recording, Photography, Animation, Electronic Music, etc.) to complete their 16-credit course of study.

We will attend regional media events during both quarters. Attendance at these events will be mandatory and critical response to them will be an integral part of the program. All students will do some work with computers, but you do not need extensive computer experience to take the class.

Students wishing to apply for this program should prepare a portfolio consisting of their Evergreen evaluations and two pieces of significant writing; transfer students should prepare a portfolio consisting of their transcript and two pieces of significant writing. All material is due to Terry Setter before the May 15, 1996 Academic Fair. Terry will post the program membership on his door on May 20, in time for registration.

► Credit will be awarded in media history and media aesthetics.

► Total: 24 credits

► This program is preparatory for careers and future study in arts and media.

(Performing Arts)

► Performing Arts and Culture

Fall, Winter/Coordinated Study

Faculty: Meg Hunt, Andrew Buchman

Enrollment: 50

Prerequisite: Sophomore standing; Core program or equivalent

Signature Required: No

Special Expenses: \$25 for performance tickets

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

This program will offer a study of history, theory, and practice of dance and music and their cultural contexts. To this end, we will learn the vocabularies of these art forms (including music notation and basic movement analysis terminology) and examine their relationship to the cultures that give rise to them, through writings by artists, cultural commentators, anthropologists, novelists, and others. In addition to allowing for skills work in the art form(s) of one's choice, this program will demand a commitment to serious intellectual work. Topics under consideration include the arts of India in modern reconstruction, the Ashkenazic Jewish Diaspora of 1880-1920, and New York City arts from the '40s to the '60s.

► Credit will be awarded in music theory and history, art theory and history, and literature.

► Total: 24-32 credits

► This program is preparatory for careers and future study in the arts and humanities.

(Performing Arts)

► Path: Practices Acknowledging the Heart

Spring/Group Contract

Faculty: Doranne Crable

Enrollment: 20

Prerequisites: Sophomore standing; completion of at least one coordinated studies program.

Faculty Signature: No

Special Expenses: Tickets to performances; \$30 for retreats

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

Many cultures have expressed the heart of spiritual seeking and awareness through poetry, song and movement. We will focus on three of those artistic expressions: Sufism, gypsy experience culminating in Flamenco, and Butoh. Our study and practice will not attempt an exhaustive historical analysis. We will focus on the poetry and visionary writings of Rumi, Garcia Lorca, Kazuo Ohno and others. We will listen to Flamenco cante and explore the music and dance in workshops with master teachers and performers. We will study Butoh form and site-specific performance, and we will work with Sufi traditions of meditation and spinning.

Reading the poetry and doing in-depth dialogue writing, we will explore visual and movement images, creating performances which express the essence and the heart of all three forms. Our common motivation will be to find the links among forms and practices. Both group and individual work are required and all elements of our performing will come from within the program.

► Credit will be awarded in Butoh dance, performance studies, comparative literature, and cultural history.

► Total: 12 credits

► This program is preparatory for careers and future study in performance studies, and comparative literature.

(Visual Arts)

► Foundations of the Visual Arts: Drawing, Painting, Printmaking, Sculpture

Fall, Winter, Spring/Group Contract

Faculty: Marilyn Frasca (fall), Joe Feddersen (winter, spring)

Enrollment: 25

Prerequisites: Sophomore standing; Core program for fall quarter entry, portfolio review for winter quarter entry.

Faculty Signature: Yes

Special Expenses: Approximately \$200 for art supplies

Part-time Options: No

Internship Possibilities: No

Additional Courses: No

In the fall, this program will introduce students to a wide range of drawing methods and materials. It is an opportunity for beginning art students to acquire new skills and form a grounding for future work in the arts. They will develop a visual art vocabulary, refine visual analytic capacity, acquire basic mechanical skills and gain a historical overview.

Everyone will complete weekly studio projects designed to help students learn how to make creative and personal images in response to difficult visual problems. Each week, students will work in the studio a minimum of four hours per day, and participate in weekly life drawing classes, critiquing sessions and seeing seminars. Elements of aesthetics, basic design, topics in art history and working from personal themes will form directions for fall quarter.

Winter quarter will be an introduction to painting and monotyping, while spring will emphasize sculpture. The first five weeks of each term will be designated for skill-building exercises. This will consist of assignments that deal with content, design, or familiarization with equipment. The second half of each quarter will be more student-directed. Students will explore their ideas by creating an extensive body of work and participating in critiquing sessions, skill-building workshops, and lectures/seminars.

This is a full-time group contract; students should expect to work a minimum of forty hours per week in the studio.

All students will enroll in an art history module each quarter.

Students wishing to enter FOVA winter quarter should bring a portfolio of their work to Joe Feddersen at the Academic Fair, December 11, 1996. He will post a list of new program members on his door by Monday, December 16, in time for registration.

► Credit will be awarded in drawing, painting, printmaking, sculpture, design, art history, and an individual project.

► Total: 48 credits

► This program is preparatory for careers and future studies in arts, art education and humanities.



► Fiber Arts

Fall/Group Contract
Faculty: Gail Tremblay
Enrollment: 25
Prerequisites: None
Faculty Signature: No
Special Expenses: \$20 for materials, depending on students' projects
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, with permission of faculty

In this program students will develop skills in weaving and felting. Students will start work at their own levels, and beginning, intermediate and advanced weavers will be accepted into the program. We will examine techniques for off-loom, tapestry and four-harness weaving, drafting and design for the loom and color theory. Students will be expected to weave samples, four small projects and two large ones in the ten weeks of the quarter. The emphasis will be on work that is fine art rather than functional. Students will also learn to draft using the computer.

- Credit will be awarded in weaving, felting, textile design and drafting, and color design.
- Total 16 credits
- This program is preparatory for careers and future study in textile or fiber design and the visual arts generally.

► Sculpture in Time and Place

Fall, Winter/Group Contract
Faculty: Jean Mandeberg
Enrollment: 20
Prerequisites: Junior/senior standing; studio projects, Foundations of Visual Arts, or visual art portfolio
Faculty Signature: Yes
Special Expenses: Approximately \$50 per quarter for materials, personal tools and supplies; studio fees
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This intermediate/advanced level visual art program is an intensive study of three-dimensional art that addresses issues of site, function and community. Whether the site is the human body for jewelry, a domestic setting for functional objects, or a public architectural space for temporary sculpture, we will be studying three-dimensional work that reflects a broad approach to art: design process, craft and craftsmanship, sculptural form and concepts, and architectural space.

This will be a physically and intellectually demanding program for students interested in designing, making, installing, and living with sculptural forms, while at the same time exploring responsible use of material, shared spaces, and audience interaction. The class structure will include a full schedule of individual and collaborative studio work, critique, technical presentations, reading, seminar, writing, slide lectures and field trips.

Readings might include L. Weschler, *Seeing Is Forgetting the Name of the Thing One Sees*; T.Hiss, *The Experience of Place*; H. Petroski, *The Evolution of Useful Things*; Senie and Webster, *Critical Issues in Public Art*; and S. Gablik, *The Reenchantment of Art*.

Students wishing to apply for this program should prepare a visual arts or studio project portfolio (see page 52). All material is due to Jean Mandeberg before the May 15, 1996 Academic Fair. Jean will post the program membership on her door May 20, in time for registration.

- Credit will be awarded in sculpture, design, history of 20th century sculpture, and seminar in public art.
- Total: 32 credits
- This program is preparatory for careers and future study in arts and humanities.

► Student Originated Studies: Visual Arts

Fall, Winter/Group Contracts
Faculty: Phil Harding (fall); Susan Aurand (winter)
Enrollment: 25
Prerequisites: Junior/senior standing
Signature Requirement: Yes
Special Expenses: \$50 for materials; amount varies with scope of the project
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes, one 4-credit course only

Student Originated Studies is a place in the curriculum where groups of students may make their own program of study. It differs in this important way from the Individual Learning Contracts: it is not an aggregation of individual contracts. The process of forming a group of advanced students and "organically" developing an academic program is challenging and time-consuming. It is excellent preparation for the kind of support groups artists form after leaving the structure of academic life.

Phil will sponsor students in the fall; Susan will act as sponsor in the winter. Groups of students will develop, design, and submit separate plans for fall and winter quarters, respectively. Phil and Susan will base their selection on the following criteria:

The group must involve no more than six students and no fewer than four.

The submitted proposal must include the following: (1) a program description and a goals statement; (2) ten weekly schedules with activities [i.e., reading lists, seminar/discussions, critique, visitors, studio time, field trips, etc.], including meeting times and places; (3) a rough draft of a covenant, describing the agreed-upon responsibilities and obligations, and signed by all students; (4) a description of, and schedule for, the mid-quarter and end-of-quarter peer evaluation process; and (5) adherence to the deadlines of the three-step planning process.



The program begins on the first day of classes each quarter. Therefore, groups must be arranged, the design and content of the programs developed, submitted, refined, and approved before the first day of class. Pick up the application procedure and materials from Phil and Susan at the beginning of the preceding quarter. The first planning meeting will be week four of the quarter before the S.O.S. You will need to negotiate, as a group, with Phil or Susan for faculty support of and participation in your project. They will suggest subcontractors as appropriate. You must form the groups and complete the planning spring quarter, 1996, for the fall term with Phil, and fall quarter, 1996, for the winter term with Susan. Phil and Susan will have a detailed schedule of the submission and approval process winter quarter, 1996. Call Susan (360/866-6000, x6711) or stop by their offices to pick up the schedule.

- Credit will be awarded in the area of student work.
- Total: 4-16 credits each quarter
- This program is preparatory for careers and future study in visual arts.

(Visual Arts)

► What is Found There

Spring/Coordinated Study
Faculty: Marilyn Frasca, Phil Harding
Enrollment: 50
Prerequisites: Junior/senior standing
Faculty Signature: No
Special Expenses: Supplies for individual projects and artworks; amount depends on student's project
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

The title of this group contract is taken from a recent book by Adrienne Rich which examines "desire and daily life." We will read poetry and prose by Rich, Joy Harjo, Andre Lorde, Wallace Stevens and others. We will respond to their images and ideas with images and ideas of our own. This program is designed for students with advanced skills in writing, drawing, painting, printmaking, or sculpture. All students will participate in seeing seminars, and work-in-progress critiques. Everyone will be expected to choose a poet for their own research and to produce a minimum of five images each week of their own work.

- Credit will be awarded in art, literature and an individual project.
- Total: 16 credits
- This program is preparatory for careers and future study in arts and humanities.



Knowledge and the Human Condition

Secretary: Sam Schragger

Affiliated Faculty: Bill Arney, Gordon Beck, Caryn Cline, Thad Curtz, Argentina Daley, Virginia Darney, Don Finkel, Tom Foote, Virginia Hill, Dave Hitchens, Hiro Kawasaki, Ernestine Kimbro, Eric Larson, Mark Levensky, David Marr, Rudy Martin, Charles McCann, Frank Motley, Chuck Pailthorp, Mark Papworth, Sarah Pedersen, David Powell, Tom Rainey, Gil Salcedo, Sam Schragger, Pete Sinclair, Nancy Taylor, Kirk Thompson

The end of the 20th century finds Americans more and more dubious about the certainties of what we know. The Knowledge and the Human Condition curricular group focuses on current questions about knowledge, and examines them from the perspectives of culture, gender, history, language and power. We want to look at the ways knowledge develops, is codified, and is described and used in particular human settings. We explore these questions with content and strategies from the humanities, integrating perspectives from the social sciences, practices in the arts and the natural sciences. This is not a traditional Specialty Area with entry points and career pathways, but rather a way to effect a greater mixing of disciplines in conceiving and planning the curriculum.

Students interested in humanities and social science will also want to look at the programs listed in Language and Culture (p. 69), in Political Economy and Social Change (p. 76), and in Science and Human Values (p. 78).

► Science, Art and Ideology in Social Context

Fall, Winter, Spring/Coordinated Study
Faculty: Charles Pailthorp, Stephanie Coontz, Janet Ott, Paul Sparks
Enrollment: 100
Prerequisites: Freshmen through seniors with strong reading and writing skills are welcome
Faculty Signature: No
Special Expenses: Approximately \$200 for overnight mandatory field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

We will explore the relationship between how people lived in particular places and epochs and how they represented the world – scientifically, artistically, ideologically. Fall quarter, we will begin with 12th century France, and extend our studies to Chaucerian England. Winter quarter, 17th century England will be our prime focus, and we will reach back to France and the Continent. Spring quarter, mid-19th century England becomes center stage, and we will follow our investigations to the United States during the same period.

The social relations in which people live give them specific vantage points on the world, both in relation to a particular historical time period and in relation to other groups within an existing material and ideological hierarchy. From these vantage points, people come to develop different ways of ascertaining “beauty,” “truth,” or “goodness.” We will consider, for example, how Gothic architecture “fits” 12th century France, how empiricism “belongs” to 17th century England, and how Darwinian evolution “had to” find a social interpretation in 19th century America. These typify our overall concerns.

In the course of our intellectual travels, we will follow science from its early connection with religion to its role as an antagonist of religion. We will discover how artistic representations of the world can both reflect social change and give focus and impetus to currents of social change. And we will discern how the practical concerns of daily life both shape and are shaped by the claims and contradictions of ideology.

Overall, our primary aim is to better understand social change and the myriad ways in which change becomes evident in science and mathematics, in the various arts, and in religious, philosophical and ideological manifestoes. All of these creative works can be viewed as ways in which people rationalize their experience of change, or seek to promote change or stanch it. We have chosen these three historical case studies because each involved rapid, bewildering change, and each gave rise to creative work that astonishes us even today.

Our analysis will lead us into study of the practical arts of family living, work and technology, into the aesthetic arts of literature, architecture, and music, and into the cognitive arts of science, mathematics and philosophy. Along the way students will read extensively, write often, learn to use their eyes and ears well, and acquire tools of analysis and research. We will carry our studies, on at least a few occasions, into the field, and we will celebrate our accomplishments with the food, music and costume of those whom we study.

► Credit will be distributed among the arts, sciences, humanities and social sciences. More advanced work will be reflected by an assignment of upper-division equivalencies.

► Total: 48 credits

► This program is preparatory for further study in humanities, social history, art history, music history, history of science, and cultural studies.



► Feminist Studies/ Cultural Studies

Fall, Winter/Coordinated Study
Faculty: Ernestine Kimbro, Justino Balderrama
Enrollment: 50
Prerequisites: Sophomore standing; Core program or equivalent
Faculty Signature: Yes
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

We begin our study by addressing the questions: "What do we mean by Feminist Studies?" and "What do we mean by Cultural Studies?" During fall quarter, we describe these interdisciplinary spaces by mapping them through the social sciences, arts and humanities as intellectual movements which are diverse, with multiple sites of intersection. Thus the first quarter is formulated toward providing the foundation for narrowing our focus during winter quarter on the lived/diverse experiences of everyday life practices, as viewed through the analytical frameworks of Feminist Studies and Cultural Studies. For example, we explore the contemporary human fabric of U.S. culture by considering the political/aesthetic/social movements and trends that inform social relationships in everyday life experiences, from simple conversation and specific small group action to collective social movements.

Our approach is interdisciplinary and multicultural.

Students wishing to apply for this program should schedule an interview with Ernestine or Justino either in person or by telephone (360/866-6000, ext. 6715 or ext. 6051) before the May 15, 1996 Academic Fair. Ernestine will post the program membership on her door May 20, in time for registration.

► Credit will be awarded in cultural studies, feminist theory, literature, music, poetry, social sciences, sociology, psychology, philosophy, film, political economy, women's studies and library research.

► Total: 32 credits

► This program is preparatory for careers and future studies in cultural studies, feminist theory, women's studies, social sciences, psychology, sociology, philosophy and literature.

► The Fool's Journey: Exploring and Designing Paths to Appropriate Work and Leadership

Fall, Winter/Group Contract
Faculty: Llyn De Danaan
Enrollment: 25
Prerequisites: None (sophomore level)
Faculty Signature: No
Special Expenses: One weekend retreat; approximately \$50
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

There is work of your own to do
You will never reach the end of your becoming
The madness of creation
The joy of existence.

—Normandi Ellis

Students who are serious about seeking ways to work honestly and reflectively in the world are welcome to join. We will work together to see what other seekers have to offer to an understanding of designing a life's work in a social and cultural context. We will do this work in a community of tolerance and support for each other. This program will focus on cross-cultural work in the world; during the first quarter of our work we will read together, talk and write. We will read Thich Nat Hanh, J.G. Bennett, The Dalai Lama and Thomas Merton, and from books such as the Aramaic New Testament in translation and *Cries of the Spirit* by Marilyn Sewell. We will examine perspectives from texts such as *The Most Beautiful House in the World*, *The Unknown Craftsman* and *Number Our Days*. During the second quarter, students and faculty will spend one month in independent work of their choosing, based upon the direction they develop from reading, writing and meditation in the fall. The last six weeks of the quarter will focus on bringing the results of personal journeys back to community as action and commitment.

► Credit will be awarded in anthropology, community studies and world comparative religion.

► Total: 32 credits

► This program is preparatory for careers and future studies in community studies, social service and spiritual work.

► Public Education

Fall, Winter/Group Contract
Faculty: Bill Arney
Enrollment: 25
Prerequisites: Sophomore standing
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The focus of this two-quarter, intermediate program is public education. During the fall quarter, students will read histories and philosophies of education. Topics will include the common schools and higher education. Winter quarter will be devoted to studies of teaching practices and criticisms of public schools. We will consider both criticisms that come from the schools and those that arise from outside the schools. Students should expect to follow national and state legislative proposals concerning education, read contemporary education policy debates, and study scholarly commentary on contemporary school practices. We will do this work through a combination of reading and writing, seminars, lectures, research, and workshops. This program is appropriate for students planning careers in public education and public policy and for people who like to work with young people.

► Credit will be awarded in education, history, philosophy, psychology, sociology, and public policy.

► Total: 32 credits

► This program is preparatory for careers and future study in education and public policy.

► Religion and Social Change

Fall, Winter/Group Contract

Faculty: Nancy Allen

Enrollment 25

Prerequisites: Sophomore standing; ability and willingness to read approximately 400 pages per week and develop writing skills through frequent and varied assignments; willingness to take an active role in a collaborative learning community

Faculty Signature: No

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Religion has frequently been regarded as justifying and perpetuating social inequalities. This group contract begins with the notion that while religious belief does often act in this way, religions are symbolic systems which keep alive visions of a better world and may be vital to active projects for social change.

Our texts will be wide-ranging, but centered on Christianity in Europe and its interactions with indigenous and African religions in colonies of European nations. Thus, fall quarter we will study the variety of ideas and social organizations explored in early Christianity, the cult of saints, and the space that monastic life offered women to develop alternative roles. Key books will be Elaine Pagels, *The Gnostic Gospels*; Peter Brown, *The Body and Society*; and Caroline Walker Bynum, *Holy Feast and Holy Fast: The Religious Significance of Food for Medieval Women*. During winter quarter we will study two areas: (1) the way in which indigenous peoples in the Americas and slaves brought from Africa used religion as an aid to resistance, either maintaining their own religions or combining them with Christianity; and (2) liberation theology in contemporary Latin America.

We recognize that students rarely have the chance to discuss religion in an academic forum and that open dialogue on these questions is both provocative and energizing. Activities will be designed to encourage personal spiritual reflection as well as development of thinking and writing skills. Fall quarter, there will be three seminars each week, one of them based on short readings about contemporary religious practices in the United States. Each student will keep a written journal of reactions to the readings and discussions. Fall quarter, students will write four short essays, and winter quarter each student will write a research paper on a self-chosen topic, to be presented to the class.

► Credit will be awarded in history of religion, cultural anthropology and Latin American studies.

► Total: 32 credits

► This program is preparatory for careers and further study in humanities.

► Six Months with Shakespeare: Interdisciplinary Studies of His Works and World

Fall, Winter/Group Contract

Faculty: Kirk Thompson, Rudy Martin

Enrollment: 50

Prerequisites: None

Faculty Signature: Yes

Special Expenses: \$50 per quarter for theater tickets, overnight field trips

Part-time Options: No

Internship Possibilities: Consult faculty

Additional Course Allowed: Consult faculty

Meeting by accident on Red Square during the time of program planning, faculty members Rudy Martin and Kirk Thompson mentioned to one another that they both want to teach Shakespeare before they graduate (retire) from Evergreen. They began jotting a list of questions they might be able to address:

» What is a "play" and how does a play work in relation to its audience?

» Why do modern readers, performers, and audiences still attend Shakespeare's plays (habits of tradition and ethnocentrism; continued intellectual and emotional excitement)?

» How might we compare the racial/ethnic, class, and gender relations in Shakespeare with those we experience today?

» Can any single writer (or filmmaker) capture the spirit of our times as completely as Shakespeare did for Elizabethan England?

» What can we learn about "interpretation" and adaptation from Shakespeare and his plays?

These questions are our planning ideas. To help us develop them, we invite interested students to converse with us or write to us before the program begins. We can't promise to cover all these questions, or to give them equal emphasis. We promise only that six months' study of the world and works of Shakespeare will be time well spent. An extended period of study surrounding one important author can have a life-long effect on a committed student's heart, mind and endeavor.

We faculty members have backgrounds in the humanities and social sciences – more specifically in American studies, literature, writing and drama (Martin); and in psychology, social and political thought and comparative literature (Thompson). We caution potentially interested students that this is primarily a program of academic study, not a performing arts venture. But students who master the material will have good background for subsequent performing arts projects (for example, internships in Shakespeare productions and festivals).

Students who have completed the fall-winter contract will have an opportunity to enroll in spring with one of the faculty members for a small-group contract, to develop an individual project or a student-originated study.

Students wishing to apply for this program should submit a portfolio consisting of their Evergreen evaluations and two pieces of significant writing; transfer students should arrange a telephone interview with either Kirk or Rudy (360/866-6000, x6027 or x6009) or prepare a portfolio consisting of their transcript and two pieces of significant writing. All material is due to Kirk Thompson before the May 15, 1996 Academic Fair. Kirk and Rudy will post the program membership on their doors May 20, in time for registration.

► Credit will be awarded in Shakespeare, English Literature, Psychology, English/American History and Cultural Studies.

► Total: 32 credits

► This program is preparatory for careers and future study in teaching.

► Literary Journalism

Winter, Spring/Group Contract
Faculty: Tom Foote
Enrollment: 25
Prerequisites: Sophomore standing
Faculty Signature: Yes
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Literary journalism is a form of writing that combines journalism, field research, and literature. Literary journalism allows writers the freedom to try out literary conventions and removes the burden of having to invent everything, because the story they choose to write about actually happened. Students will learn literary journalism through intensive fieldwork, research and writing.

This program combines journalism, field research and literary techniques. We will study folklore and field research to learn to pay attention to detail, and journalism to learn how to construct a fact hierarchy as well as to distinguish between the various types of leads. Winter quarter we will focus on feature writing, using the focus structure format, which organizes writing from the particular to the general. This is an excellent feature writing tool and we will spend some part of the quarter writing feature stories. During winter quarter, students will find sites for field observations in preparation for the literary journalism writing in the spring quarter.

In the spring, we will continue the study of literary journalism and literature techniques, and students will begin work on the first draft of their literary journalism piece. The literary journalism form allows the use of first person narration and literary conventions ordinarily forbidden in the writing of new copy. It requires the writer to be immersed in a subject area over an extended period of time and demands careful attention to detail to assure accuracy. We will continue to study the form and discuss representative pieces by authors such as John McPhee, Joan Didion and Tom Wolfe. Following a period of redrafting and corrections, students will polish the finished piece and make a presentation to the group in the last week of spring quarter.

Students who do not attend the winter quarter of this program, but wish to enroll spring quarter must demonstrate advanced writing skills to obtain a signature.

Students wishing to enroll in this group contract should schedule an interview with Tom either in person or by telephone (360/866-6000, x6118) before the December 11, 1996 Academic Fair. Tom will post program membership on his door by December 16, in time for registration.

► Credit will be awarded in journalism, folklore, field research, feature writing, literary journalism and literature.

► Total: 32 credits

► This program is preparatory for careers and future study in journalism, the social sciences, writing, and the humanities.

► Meditations on Nature, Human and Otherwise

Winter, Spring/Coordinated Study
Faculty: David Marr, Mark Levensky
Enrollment: 50
Prerequisites: Sophomore standing; college-level ability to read, write about, and discuss difficult writing in humanities and social sciences
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, but not in place of some part of program

Meditations on Nature, Human and Otherwise is an advanced, undergraduate program designed for students and faculty who want to make correct representations of some parts of human and non-human nature. Members of the program will do this work by studying the representations of four extraordinary people who lived in Concord, Massachusetts around 1860 (Ralph Waldo Emerson, Margaret Fuller, Nathaniel Hawthorne, and Henry David Thoreau) and by making representations on their own on the basis of their own experience. Each student will participate in weekly all-program meetings, large and small book seminars, and occasional field trips, and will work with a small group of fellow students on a presentation for the program. These presentations will focus on human and natural life in and around Concord, 1830-1870. In addition, each student will write in response to his or her reading, research, reflection and field trip experiences.

► Credit will be awarded in American literature, American philosophy, expository writing, independent studies in humanities and social sciences.

► Total: 32 credits

► This program is preparatory for careers and future study in humanities and social sciences.

► Student Originated Studies in Humanities and Social Sciences

Fall/Group Contract
Faculty: David Marr, Mark Levensky
Enrollment: 50
Prerequisites: Junior/senior standing; approved proposal
Faculty Signature: Yes
Special Expenses: No
Part-time Options: Students can enroll for 4 to 16 credits
Internship Possibilities: Yes, if essential part of project
Additional Course Allowed: Yes, if essential part of project
Travel Component: Yes, dependent on each student's independent project.

Student Originated Studies is a program for advanced, undergraduate students who want to do independent projects in the humanities and/or social sciences. Students may work individually or with a small group of other students in the program. All students in the program will participate in a weekly all-program meeting Monday mornings in which one or more guests present recent work in the humanities and/or social sciences. All students in the program also will participate in a weekly Monday afternoon meeting in which one or more members of the program present work-in-progress to the program. On Tuesdays, program faculty will be available for individual conferences with program students.

Students – individuals or groups – who wish to apply for admission to the program must submit a written proposal to one of the program faculty by the first day of fall quarter. Each proposal must contain: (1) the name, address, and phone number of each student; (2) a general description of the project; (3) a detailed description of each student's knowledge, skill, experience and interest in undertaking the project; (4) a detailed week-to-week project work schedule for each student, including meeting times and places, some of the anticipated resources to be used (including any essential internship or course work), weekly assignments, and some of the anticipated week to week results; (5) the anticipated form of finished project work by the end of the tenth week; (6) the anticipated amount of credit to be earned by each participant – 4 to 16 credits; and (7) a signature from each student. Applications may be submitted to the program faculty by mail or in person.

► Credit awarded will depend on each student's independent project.

► Total: 4-16 credits

► This program is preparatory for careers and future studies in humanities and the social sciences.

► Hemingway

Fall/Coordinated Study

Faculty: Gilbert G. Salcedo, Tom Foote

Enrollment: 50

Prerequisites: Sophomore standing; will accept freshmen with good writing skills

Signature Required: No

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

In this one-quarter humanities coordinated studies program we will read the novels and short stories of Ernest Hemingway (1899-1961), against the background of his daring, controversial, and much-photographed life in Europe, America, East Africa, and the Caribbean. Hemingway's writings from the 1920s through the 1950s mirrored his tragic sense of life. The popularity of his writing reflected both America's yearning for adventure as well as the post-World War I disillusionment of Hemingway's generation.

We will look at Hemingway's life and its relationship to his writing: from boyhood years in Michigan, to his service as a volunteer ambulance driver in Italy in 1918 (the basis for his wartime romance *A Farewell To Arms*); to his journalist years in Paris, described thirty years later in *A Movable Feast*; to his lifelong soul-connection with Spain, where he wrote the corrido de toros classic *Death In The Afternoon* and participated in the Spanish Civil War of 1936-1939, later memorialized in *For Whom The Bell Tolls*; to the savannas of what are now Kenya and Tanzania, where Hemingway composed *The Snows of Kilimanjaro*; to Havana and Key West, the setting for *To Have And Have Not*. We will read short story collections, such as *Winner Take Nothing* and the Nick Adams stories, to gain a view of early-20th century America.

In addition to the writer's own works, students will read Carlos Baker's biography of Hemingway as well as correspondence and critical essays aimed at interpreting literature. Through seminar, lecture, independent reading, and personal reflection, students will gain an understanding of one of the most important American writers of popular fiction in the 20th century and an in-depth appreciation for the great expatriate movement in American intellectual life during the 1920s and 1930s. Weekly writing will culminate in a major essay expressing each student's own grasp of literature, history, and biography, as well as each student's personal confrontation with the meaning of Ernest Hemingway's novels and stories as illustrative of the life-experience of the first generation of Americans in the 20th century.

► Credit will be awarded in literature, social and intellectual history, biography, and expository writing.

► Total: 16 credits

► This program is preparatory for careers and future study in history and literature.

► Prose Workshop

Fall/Group Contract

Faculty: Argentina Daley

Enrollment: 22

Prerequisites: Sophomore level (Core program or equivalent)

Faculty Signature: No

Special Expenses: \$50 in duplication costs; students must provide multiple copies of their writing for workshop discussion

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Students! Have you been wanting to improve your expository writing skills, but not had much opportunity in the past to concentrate exclusively on your writing? Here's your chance to explore the full range of nonfiction prose, which covers an exciting variety of modes of expression. The primary emphasis in this course will be on writing numerous essays, exploring the traditional modes of prose writing, such as narrative, descriptive, chronological, analytical and persuasive. We will also explore the more creative modes of expression, allow for personal reflection, expressions of opinion, satire and so forth.

Students will share their work in round-robin fashion during scheduled workshops, rewriting and revising essays per criticism received in the workshop and from the instructor. We will also do some work with sentence combining, a proven method of enhancing syntactical maturity. Additionally, we will delve into both classic and contemporary works of prose during book seminars, surveying the full range of prose writing. Each student will also be responsible for one tutorial presentation on a nonfiction author of his or her choice. We will hear from and talk with guest authors.

► Credit will be awarded in expository writing/English composition, and British and American literature.

► Total: 16 credits

► This program is preparatory for careers and future studies in literature, editing, journalism and expressive writing.

► The Vanishing Father

Fall/Group Contract

Faculty: Chuck Nisbet

Enrollment: 25

Prerequisites: Sophomore standing

Faculty Signature: No

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This group contract is designed to study a leading American phenomenon: the increasing number of children growing up without fathers. According to one resource, 40 percent of the children in this country go to bed in homes where their fathers do not live. In 1994, 19 million children in the United States lived in families with only their mothers present. In historical perspective, the number of American children living in "mother-only" families jumped from six percent in 1950 to 24 percent in 1994.

Through lectures, films, videos, texts, and independent research, our central task will be to identify and examine causes and consequences of this change in the make-up of America's families. We will investigate social, political and economic forces which have altered the function and meaning of fatherhood over the past 45 years. We will pay attention to the shifting roles of gender, the rise of the Christian political right and the new Republican majority, the increase in economic inequality, the family values movement, and the widespread disaffection with national welfare policies. Finally, we will look at what might be done to address possible adverse effects of such change in the American family.

Seminar readings cover a range of perspectives on this controversial issue. They include *The Way We Never Were*, by Stephanie Coontz; *Fatherless America*, by David Blankenhorn; *Growing Up With a Single Parent*, by Sara McLanahan and Gary Sandefur; *There Are No Children Here*, by Alex Kotlowitz; and *Tragedies of Our Own Making*, by Richard Neely.

► Credit will be awarded in sociology, political economy, social science research and American studies.

► Total: 16 credits

► This program is preparatory for careers and future study in law, public policy, economics, and sociology.

► The Lottery: Ticket to Trouble?

Winter/Group Contract
Faculty: Chuck Nisbet
Enrollment: 25
Prerequisites: Sophomore standing
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The American lottery dates back to the Colonial period. George Washington both played and sponsored a lottery, and lotteries helped finance the American Revolution. In the decades since then, government policy toward lotteries has varied from an attitude of laissez-faire to regulations to complete prohibition of the practice in the 1880s. With renewed enthusiasm, the 1960s ushered in a boom period of state-regulated lotteries, and today a record number of Americans scramble for the "winning" tickets. Our state treasuries, plagued by deficit, welcome the additional revenue. What impact, if any, does this legal form of gambling have on the economy and on our culture? Is winning a blessing or a curse?

By means of lectures, films, videos, texts, independent research, and interviews with lottery winners, we will identify and examine the individual and community costs and benefits of state lotteries today. We will review the history of lotteries in America. We will investigate social, political and economic forces which brought back lotteries after years of prohibition, including the fiscal crises that hastened their legalization. Key to our understanding will be to look at the profile of the American consumer and the relationship between consumer demand and increased economic inequality since 1980. Finally, we will speculate on the impact of technology on future lotteries.

Seminar readings include *Fortune's Merry Wheel: The Lottery in America*, by John Ezell; *Lottery Winners: How They Won and How Winning Changed Their Lives*, by H. Roy Kaplan; *State Lotteries and Legalized Gambling*, by Richard McGowan; *Lotteries: Who Wins, Who Loses?*, by Ann Weiss; *Lotteries*, by Alan Karcher; and Shirley Jackson's short story "The Lottery."

► Credit will be awarded in sociology, political economy, social science research and American studies.

► Total: 16 credits

► This program is preparatory for careers and future study in business, public policy, law, economics, and sociology.

► Oral History: Theory and Practice

Spring/Group Contract
Faculty: Peta Henderson
Enrollment: 25
Prerequisites: Sophomore standing
Faculty Signature: No
Special Expenses: Approximately \$20 for audio recording materials
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

In this class we will look at oral history as an approach to understanding the contexts, conditions and consciousness of people who inhabit the margins and peripheries of society – as a way of researching "history from below." We will analyze the contributions and limitations of oral history as a research methodology based on readings of personal narratives and testimony from a variety of cross-cultural, class- and gender-based contexts. In workshops, students will be introduced to basic non-quantitative research techniques of interviewing and editing, which they will put into practice in the production and presentation of an oral history.

► Credit will be awarded in literature, anthropology, and non-quantitative research methods.

► Total 16 credits

► This program is preparatory for careers and future study in teaching, international relations, and social services.

► Poetry

Spring/Group Contract
Faculty: Gail Tremblay
Enrollment: 15
Prerequisites: Experience writing poetry
Faculty Signature: Yes
Special Expenses: \$50 in duplication costs; students must provide multiple copies of work and tutorials for workshop discussion
Part-time Options: Yes, with permission of faculty
Internship Possibilities: No
Additional Course Allowed: Yes, with permission

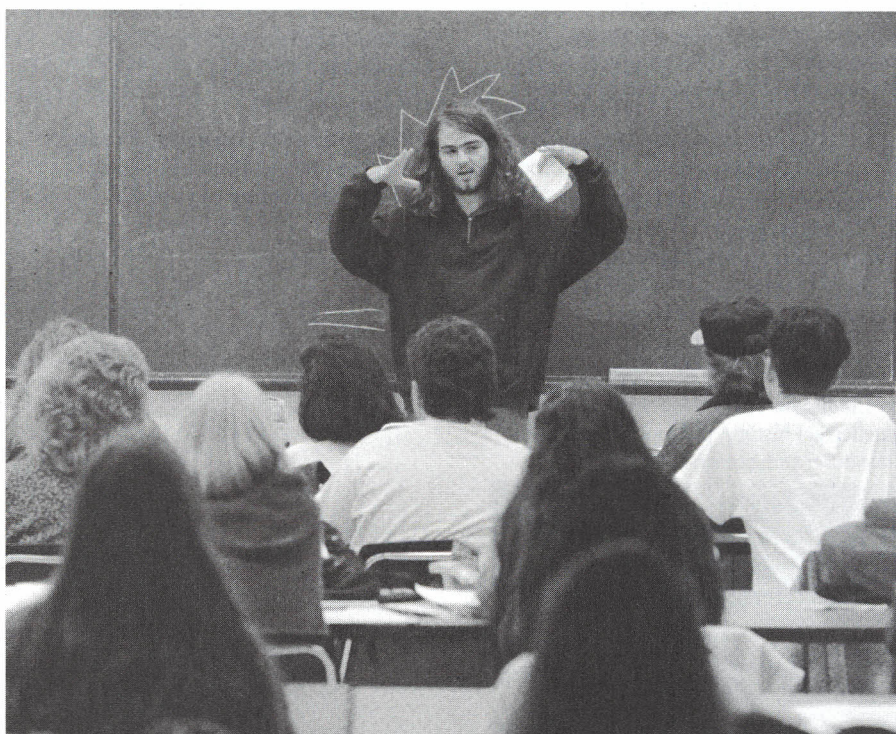
This program is designed for intermediate and advanced poetry students. Students will be expected to write a minimum of five hours each day, and to read works by contemporary American poets. While faculty will give some lectures on poetry and also discuss publishing, the class will focus on workshop critique of the work students in this group contract. We will also attend readings of work by contemporary poets.

Students wishing to apply for this group contract should submit a portfolio of their poetry to Gail before the March 12, 1997, Academic Fair. Transfer students should arrange a telephone interview (360/866-6000, ext. 6334). Gail will post program membership on her door in time for registration.

► Credit will be awarded in writing poetry and contemporary poetry.

► Total: 16 credits

► This program is preparatory for careers and future study in language arts.



► Schopenhauer

Spring/Group Contract
Faculty: Gilbert G. Salcedo
Enrollment: 25

Prerequisites: Sophomore standing; one year humanities/social science
Faculty Signature: No
Special Expenses: No
Part-time Options: This is a 16-credit program with a 12-credit option
Internship Possibilities: No
Additional Course Allowed: Yes, with 12-credit option

This group contract will focus on the life and thought of Arthur Schopenhauer (1788-1860), a major 19th century European thinker and precursor of 20th century antirationalist thought, whose writings attained popularity in the years following his death. His humane pessimism and post-Christian moral compassion for the inescapable suffering of the human condition became for following generations a significant ethical alternative to exhausted optimism and the fraud of spiritual progress. Philosophers and writers affected by Schopenhauer's ideas include Friederich Nietzsche, Leo Tolstoy, Joris-Karl Huysmans, Kate Chopin, and Sigmund Freud. The seminar will emphasize Schopenhauer's chief work, *The World As Will and Representation* (1818), as well as his *Essays and Aphorisms*, within the broader context of the cultural and intellectual legacy in both Buddhist and Western thought which influenced Schopenhauer. These include sources in ancient, medieval, and early modern philosophy, as well as Romantic and Counter-Enlightenment values of the late 18th and early 19th centuries concerning fate, freedom, and human destiny.

This is a heavily seminar-centered course with emphasis on both informal discussion and presentation of ideas in writing. Weekly responsibilities for full-time students will include several book seminars and weekly short writing toward a major essay, a journal of critical reflections, a fully-annotated bibliography, and individual tutorial conferences with faculty. Students enrolled in the 12-credit option will participate in seminars and tutorial conference with faculty; keep a journal of critical reflections; and complete weekly short essays.

This program will be offered in the evening to accommodate working adults.

► Credit will be awarded in social and intellectual history; philosophy; modern literature; and expository writing.

► Total: 16 credits

► Program is preparatory for careers and future study in history, literature, and philosophy.

► Writers' Workshop

Spring/Group Contract
Faculty: Argentina Daley
Enrollment: 25

Prerequisites: Core program or equivalent; preference given to juniors/seniors; portfolio
Faculty Signature: Yes
Special Expenses: \$50 in duplication costs; students must provide multiple copies of work and tutorials for workshop discussion.
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Writers! Here's your chance to hone your creative writing skills within a workshop setting for credit. The primary emphasis of this course will be on the practical side: writing, critiquing and more writing. Students will share their work in round-robin fashion during scheduled workshops, rewriting and revising manuscripts per criticism received in the workshop and from the instructor. We will also explore hallmark works of contemporary fiction and poetry, as well as essays by writers on writing during book seminars. We will study the formal properties of fiction and poetry in workshop, seminar and lecture activities. Each student will also be responsible for the tutorial presentation of an author of his or her choice.

Students wishing to apply for this program should submit a portfolio consisting of their Evergreen self-evaluations and two pieces of significant writing; transfer students should prepare a portfolio consisting of their transcript and two pieces of significant writing. All material is due to Argentina Daley before the March 12, 1997 Academic Fair. She will post the program membership on her door by March 17, in time for registration.

► Credit will be awarded in creative writing (fiction or poetry) and contemporary American authors.

► Total: 16 credits

► This program is preparatory for careers and future study in literature, editing, expressive writing and education.

► Restorying the American West

Fall, Winter, Spring/Coordinated Study
Faculty: Sam Schragger, Larry Eickstaedt, Pete Sinclair
Enrollment: 75
Prerequisites: Junior/senior standing; intermediate-level work in humanities, social science, or environmental studies
Faculty Signature: No
Special Expenses: Approximately \$150 for field trips and field research.
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

The term "restorying" is one used by contemporary authors of works on our relationship with nature and the landscape, such as Gary Nabhan and Barry Lopez. Western fiction and nonfiction authors and poets can be thought of as engaged in a vast collective project to reconnect us to the land, and each other, by means of story – reconnect, restory, because indigenous peoples were so connected, and many still are. This new movement attends closely to myths that ungender Western history, the reality of our current predicaments, and shifts in thought and action which lead toward inhabitation of place. The purpose of this program is to participate in this project.

Many kinds of stories have to be attempted for the truest to emerge. The faculty bring stories from literature, natural history, and community studies, and all are interested in and use the work of the other areas in their own work. This interdisciplinary approach will be the model for student work. The program is for those who have done intermediate study in at least one area – environmental, cultural, or political studies, history, literature, or composition – and wish to do more advanced work taking personal, natural, and social life as an interconnected whole.

The program will involve intensive reading, research, and writing, and training in methods of observation, documentation, and interpretation. Readings will include works by imaginative writers, naturalists, ethnographers, historians, and social thinkers. In fall quarter we will develop a framework for understanding Western experience. Winter and spring, students will undertake in-depth individual and group research projects. Throughout the year we will learn about current issues and portrayals of land and communities locally, regionally, and across the West.

► Credit will be awarded in literature, community and cultural studies, environmental studies, and history.

► Total: 48 credits

► This program is preparatory for careers and further study in the humanities, environmental studies, and social sciences

► **Victorian Studies:
British Culture and Society
1837-1901**

Fall, Winter, Spring/Group Contract

Faculty: David Powell

Enrollment: 24

Prerequisites: Junior/senior standing

Faculty Signature: Yes

Special Expenses: Extensive and expensive required book list; \$50 in duplicating costs; students must provide multiple copies of their work for workshop discussion.

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

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

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

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

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

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

Students wishing to apply for this program should submit their best essay to David by the May 15 Academic Fair. David will post program membership on his door by May 20, in time for registration.

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

► **Total: 48 credits**

► **This program is preparatory for careers and further studies in humanities, teaching and the professions.**

► **Turn of the Century:
Government and Society,
1900 and 2000**

Fall, Winter/Group Contract

Faculty: Cam Stivers

Enrollment: 25

Prerequisites: Junior/senior standing

Faculty Signature: No

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

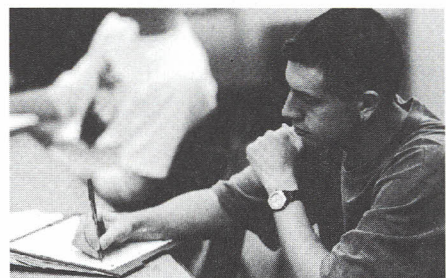
Additional Course Allowed: No

The turn of a century has frequently produced a sense of momentous change, whether manifested as dread or anticipation. This program will examine the Progressive Era around 1900 in the United States with respect to the nature and pace of political and social change, focusing especially on the role of government and efforts to shape it. Paying particular attention to gender, race, and class, we will consider historical accounts, selected relevant fiction, and original documents of the period in order to understand the economic and social context within which reformers and others approached the task of defining government for 20th century challenges and what their strategies actually produced. We will then examine current political and social issues as the United States approaches the year 2000, aiming to make informed judgments about the likely shape of government responsibilities and politics in the 21st century. Our work will include critical reading, library research, evidence-based analysis, argumentation, and writing occasional and major papers; class sessions will vary from lectures to instructor- and student-guided discussions, to traditional Evergreen seminars, to very small group tutorials.

► **Credit will be awarded in history, political science and sociology.**

► **Total: 32 credits**

► **This program is preparatory for careers and future studies in government, politics, history and management.**



► Writing Process/
Writing Product

Winter, Spring/Group Contract
Faculty: Sandra Simon
Enrollment: 25
Prerequisites: Junior/senior standing
Faculty Signature: Yes
Special Expenses: \$50 in duplication costs; students must provide multiple copies of their writing for workshop/discussion.
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Instead of focusing on the product itself – a poem, a short story, a novel, or an essay – the first quarter of this two-quarter group contract will explore the complex activities of inspiration, creation, and concentration that make the finished product possible. We will discuss influences, value systems, observation, perceptions of the internal and external world, sense of structure, motivation, modes of working, and attitudes about writing and writers. Students will choose the kind of writing they want to do throughout the quarter, concentrating on the whys and hows of writing, not on what has been done.

Spring quarter we will look at writing as a finished product totally separated from its author. We will discuss theme, structure and character. We will concentrate on the role of the narrator in each genre, the perspective and philosophical viewpoint each kind of narrator brings to the material. Students will write regularly each week and will learn to use character and theme as the fundamental organizational principles. New students will be admitted spring quarter as space permits.

This program is for advanced students. You must submit three samples of your work to Sandra before the December 11, 1996, Academic Fair; she will post the program membership on her door in time for registration. This program is not suitable for students who wish to write science fiction or fantasy.

Readings will include writers discussing their craft, biographies, critical works, and theories of creativity as well as contemporary novels and short stories.

► Credit will be awarded in literature, advanced writing, and theories of creativity.

► Total: 32 credits

► This program is preparatory for careers and future study in humanities, social science, natural sciences, and arts.

► Hype and Hucksters: Media Campaigns as Popular Culture

Fall/Group Contract
Faculty: Virginia Hill
Enrollment: 25
Prerequisites: Junior standing
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

A stream of campaigns conducted in the mass media washes over us daily: campaigns aimed at getting people to contribute money, to practice safe sex, to buy some product, to recycle, and to vote for some candidate or initiative. Campaigns insinuate themselves in public discourse and private thoughts. They influence our actions, and they shape our future. As the presidential election campaign takes center stage in the fall of 1996, this program will focus on how media campaigns are constructed, what they accomplish and how they are both symptomatic and formative of the American mind. We will focus on the presidential campaign, as well as on public service and advertising campaigns. Through seminars, lectures, and a major research project, students will study theory and practice of persuasion and propaganda and will conduct in-depth research of past presidential and other campaigns in their historical contexts, looking for ways in which thematic threads are woven into the popular culture to influence and color life in the years that follow.

► Credit will be awarded in propaganda and persuasion, public communication campaigns, mass media and popular culture and marketing

► Total: 16 credits

► This program is preparatory for careers and future study in communications, government and marketing.

► Bones and Stones, The Roots of Society: The Achievements of Our Prehistoric Ancestors

Winter/Group Contract
Faculty: Gordon Beck
Enrollment: 25
Prerequisites: Junior/senior standing; ability to write research papers
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

In this program we will be reading about the "prehistoric library" of bones, stones, and ancient artifacts. Our goal is to develop an understanding of the world of the earliest humans and to ponder the achievements of all of our ancestors. Our texts are often to be found in the surviving artifacts of various cultures, texts of bone, stone, ash, ivory, paint, metals and ancient cities.

Our major activity is research. Our program of exploration and discovery will utilize the academic tools of history, archaeology, anthropology, art history, and mythology. In aid of our search we will read several secondary texts in order to survey current opinions; however, our investigations will involve a great deal of research, careful interpretation of evidence and speculative reasoning.

We will explore the dim past of our human species, the formation of the continents, and the earliest societies. From the Olduvai Gorge to Lascaux, from Ur to Ife, from Nagarjunakonda to the Nile Valley, our research will seek to understand the roots of social order.

Books will include W. Burkert's *Ancient Mystery Cults*; Johanson & Edey's *Lucy: The Beginnings of Humankind*, R. Lewin's *Bones of Contention*, W. I. Thompson's *Time that Falling Bodies Take to Light*, M. Hoffman's *Egypt Before the Pharaohs*, C. Lumsden and E. O. Wilson's *Promethean Fire: Reflections on the Origin of Mind*, C. Renfrew's *Archaeology and Language*, R. Wenke's *Patterns in Prehistory* and J. Campbell's *Oriental and Primitive Mythology*.

Our activities will include lectures, seminars, research presentations, field trips, image workshops, and films. Reading, writing and discussion are central to all of these.

► Credit will be awarded in prehistoric anthropology, art of prehistoric people, archaeology and research writing.

► Total: 16 credits

► This program is preparatory for careers and future studies in humanities, arts and social sciences.

► **The English Romantics:
Poetry and Fiction,
Wordsworth to Scott**

Winter/Group Contract
Faculty: Charles McCann
Enrollment: 25
Prerequisites: Junior/senior standing
Faculty Signature: No
Special Expenses: No
Par-time Options: No
Internship possibilities: No
Additional Course Allowed: No

Common Readings: The poetry of William Wordsworth, Samuel T. Coleridge, John Keats, Percy B. Shelley, and Lord Byron; novels by Maria Edgeworth, Jane Austen, Sir Walter Scott and Mary Shelley.

Activities: Seminars on poetry, six to seven hours per week; seminars on novels, two to three hours per week. Students will make one 10-minute oral presentation per week on the poetry and undertake a quarter-long independent study of a major figure, group of minor figures, critical or cultural movement, etc. Some aspect of the independent study will be the subject of a paper submitted at quarter's end.

If you want to ask anything about the contract, don't hesitate to call me at 357-4209. If I'm not there leave a message so that I can get back to you.

► **Credit will be awarded in English novel (Edgeworth to Scott), English romantic poetry, and independent study.**

► **Total: 16 credits**

► **This program is preparatory for careers and future study in teaching and literature.**

► **Tempting the Muse:
The Language of Poetry
Tenter la muse:
le langage de la poésie**

Winter/Group Contract
Faculty: Marianne Bailey, Gail Tremblay
Enrollment: 50
Prerequisites: Junior standing
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

What makes a poet a poet? What is unique about the poet's world? What is there in the poet's expression that allows it to bring worlds into being? We invite you to enter the poet's world. Eat, drink and breathe poetry for 10 weeks. In this program, we will read and analyze works from selected poets, write poetry and immerse ourselves in poetic creation, interpretation and translation. Faculty and guest poets will conduct writing workshops in prosody, metaphor, formal poetic structures (villanelle, for example) as well as in free verse.

Issues at the heart of our work will include: (1) the role of the poet as craftsman, seer, artist and culture creator; (2) the role of the reader, listener, interpreter in the poetic process; (3) the role of language, of the imagination, of the poetic symbol, which, as Paul Ricoeur writes, "gives rise to thought"; (4) the aesthetic theories developed by certain major poets; and (5) the problems inherent in the translation of poetry.

Our reading list will include, among others, Gail Tremblay, Aimé Césaire, Charles Baudelaire, Anne Hébert, Rainer Maria Rilke, Eleanore Jiconsaseh Sioui, Makato Ooka, Wing Tek Lam, Joseph Stanton, Jean Yamasaki Toyama, and selections from the anthologies *Infinite Divisions*, edited by Rebolledo and Rivero and *A Nation Within*, edited by Ralph Salisbury. We will read, as well, the theorists Gaston Bachelard and John Frederick Nims.

This is an intensive and demanding program, requiring deep interest and dedication. No foreign language experience is necessary for this program; however, it provides an excellent opportunity for students with experience in French to do advanced projects in translation.

► **Credit will be awarded in creative writing, literature, literary criticism, comparative symbolism, mythology, and translation (French language, if elected).**

► **Total: 16 credits**

► **This program is preparatory for careers and future studies in writing, teaching and arts.**

► **Life as Art: Art as Life:
Advanced Studies in
Surrealism**

Spring/Group Contract
Faculty: Bob Haft, Marianne Bailey
Enrollment: 50
Prerequisites: Junior/senior standing
Faculty Signature: No
Special Expenses: Approximately \$25 for drawing and photographic supplies; amount depends on students' projects
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

For the Surrealists, everything is open to question, especially the notion of what constitutes art. Life and art are inextricable, even identical. In this program, therefore, students will work on creative as well as theoretical work. We will consider such questions as: What was Surrealism in the 1920s and 1930s, and what is it today? and Why has it informed and had such an impact on the arts of the 20th century? We will explore Surrealism as a theory, a state of mind, a gift, and a world view. We will attempt to participate in that world view through studying, interpreting and critiquing works by Surrealists, and by creating, as individuals and groups, art objects and artistic spectacles. We will follow the Surrealist lead in delving into dreams and hypnagogic imagery.

Our sources will include those valued by the Surrealists themselves, such as mystic texts from Gnosticism, the Kabbala and alchemy; we will study works from the Surrealists' favorite predecessors, including Alfred Jarry, Arthur Rimbaud, Lautreamont and Hieronymous Bosch. We will center our in-class focus on the works by the artists Max Ernst and Aime Cesaire, and on the Manifestos written by Andre Breton. Program participants will study Surrealist films, be expected to maintain a journal of their dreams, prepare a presentation on an historic or contemporary Surrealist figure of their own choice, and work collaboratively to produce some surrealist-inspired journals and review.

► **Credit will be awarded in literature, art history, photography, visual and performance art, and aesthetic theory.**

► **Total: 16 credits**

► **This program is preparatory for careers and future study in art, art history, literature and the humanities.**

► Orientalism and Afrocentricity: En-Countering the Master Narrative

Spring/Coordinated Studies
 Faculty: Angela Gilliam, Therese Saliba
 Enrollment: 50
 Prerequisites: Junior/senior standing
 Faculty Signature: No
 Special Expenses: No
 Part-time Options: No
 Internship Possibilities: No
 Additional Course Allowed: No

Although Orientalism is part of the global narrative in place for centuries and Afrocentricity is a new discourse of resistance to Eurocentrism that is becoming globalized through popular culture, they are reproduced and contested ideologies within the official history of the United States. A central, but disputed, tenet of the Master Narrative is "the West" as the producer of global knowledge, and this is the nexus where Orientalism and Afrocentricity meet. Within the narrative of discovery, Europe is constructed as the civilized master and savior of the primitive, darker hordes of Africa and Asia.

In this program, we will examine the assumptions of the Master Narrative in its European colonialist context, and its translation in the neo-crusadean discourses of the contemporary United States. The inheritance of Greek philosophy, removed from its African and Arab influences, has become part of the U.S. Master Narrative presently being revitalized by opponents to multiculturalism. Counter-narratives of nationalism, Islamism, and Afrocentricity, however, have often been as limiting as the dominant discourses they critique. We will also look at the vestiges of Arab racism and ponder the possibility of Afrocentricity – the construction of Africa by African Americans – as a form of cultural imperialism.

We will further expand the concepts of Orientalism and Afrocentricity to include an analysis of gender and the eroticizing of inequality, focusing on how female circumcision, veiling, and other cultural practices are represented in popular United States culture.

Possible readings and films include: Amin, *Eurocentrism*; Asante, *Afrocentricity*; Coombes, *Reinventing Africa: Museums, Material Culture and Popular Imagination in Late Victorian and Edwardian England*; Said, *Orientalism and Culture and Imperialism*; Conrad, *Heart of Darkness*; Davies, *Black Women, Writing and Identity: Migration of the Subject*; Dinesen, *Out of Africa*; Salih, *Season of Migration to the North*; Walker and Parmar, *Warrior Marks*; Walker, *Possessing the Secret of Joy*; Emerson, *Jihad in America*; Ahmed, *Women and Gender in Islam*; Awkward, *Negotiating Difference*; Hill Collins, *Black Feminist Thought*; Alexander, *The Venus Hottentot*; Fernea, *Veiled Revolution*; Bernal, *The Image of Ancient Greece as a Tool for Colonialism and European Hegemony*; Huggins, *The Deforming Mirror of Truth: Slavery and the Master Narrative of American History*; *Warrior Marks* (directed by Parmar); *Monday's Girls* (directed by Onwurah); *Not Without My Daughter*; *Africa* Volumes 1 and 3; *The Africans* (directed by Mazrui); *The Day the Earth Changed*; and *Out of Africa*.

► Credit will be awarded in cultural anthropology, literature, feminist theory, contemporary political thought, African American studies, and Arab/Islamic studies.

► Total: 16 credits

► This program is preparatory for careers and future studies in humanities and social sciences.

► Senior Seminar

Spring/Group Contract
 Faculty: Llyn De Danaan
 Enrollment: 25

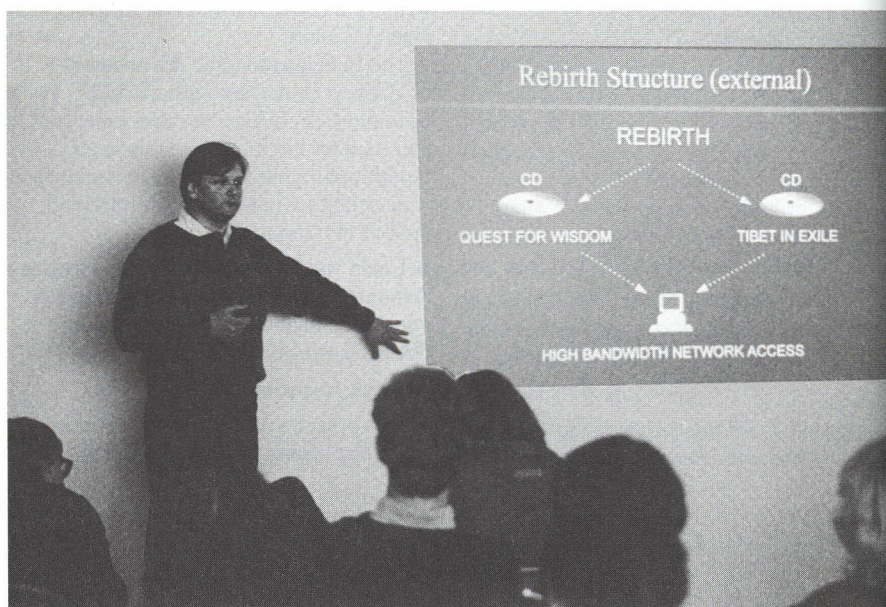
Prerequisites: Last quarter, senior status only
 Faculty Signature: No
 Special Expenses: One weekend retreat; approximately \$50
 Part-time Options: No
 Internship Possibilities: No
 Additional Course Allowed: Yes, one
 "Wove paper: paper that exhibits a pattern of fine mesh when held up to the light."
 —Random House Dictionary

This seminar is for final-quarter seniors who would appreciate an opportunity to hold their Evergreen experience to the light and become familiar with the patterns they have created. We will discuss the intellectual threads of participants' work here and ask how the weave of fabric will go forward as participants continue to be learners and seekers. We will write, discuss and read together as we explore participants' pathways and ways of planning for work, family, spiritual life, emotional health and relationships after leaving Evergreen. Writing will be a large component of this program, both personal reflection and more analytical work. Readings will include Bennett, *Transformation*; Orage, *Psychological Exercises*; and Shah, *Wisdom of the Idiots*. We will make time to complete a significant culminating piece of work for participants' portfolios or to symbolize this major passage.

► Credit will be awarded in writing, autobiography, portfolio production and assessment.

► Total: 12-16 credits

► This program is preparatory for all careers.



Language and Culture

Convener: Susan Fiksdal

Affiliated Faculty: Nancy Allen, Marianne Bailey, Susan Fiksdal, Patrick Hill, Patricia Krafcik, Harumi Moruzzi, Art Mulka, Alice Nelson, Tom Rainey, Evelia Romano de Thuesen, Setsuko Tsutsumi.

Language and Culture offers sophomores, juniors and seniors an opportunity for intensive, challenging, interdisciplinary study. (Freshmen who feel qualified for this work should contact the program's faculty.) The study of language at Evergreen is integrated fully with the study of culture. Because we believe that learning languages is the key to understanding other cultures (and vice versa), we teach them together. That is, we teach language through the study of history, literature, philosophy and art; and culture through the study of language.

Spanish and/or Latin American cultural studies are offered each year. Programs of Japanese and Russian studies occur on an alternating two year cycle, as do programs centered on French-speaking cultures of Europe, Africa and the Caribbean. Latin or Greek is also offered every two years in the program *The Classical World*. Programs in Irish studies, German studies and sociolinguistics are offered periodically.

The Language and Culture Specialty Area encourages preparation for the 21st century and responsible world citizenship through proficiency in languages other than English and through intercultural awareness. Further, we encourage students who have gained linguistic and intercultural proficiency to study abroad. Programs in Spanish and Latin American studies, French studies, and Russian studies include the option of a quarter's work abroad. Faculty affiliated with the Language and Culture Specialty Area also advise students in other study-abroad options, as does Academic Planning and Experiential Learning.

For students interested in language studies only, modules are offered, mostly in the evening, in French, Japanese, Spanish and Russian at the first- and/or second-year levels. In addition, summer programs are available for intensive language study.

Students interested in language and translation theory will also want to look at *Tempting the Muse: The Language of Poetry* (p. 67), which examines poetry and translation, and offers work in advanced French.

► The Jackson School of International Studies: A Partnership Program with the University of Washington

Evergreen students of junior and senior standing who have met the necessary prerequisites may be eligible to spend up to a full year as special students in the University of Washington's Jackson School of International Studies. Students may concentrate in one of 11 regional studies options, or in one of two thematic programs: comparative religion and Jewish studies. Or they may pursue a broader course of study within the general program of international studies. The regional studies options are: Canadian studies, China studies, European studies, Japan studies, Korea studies, Latin American studies, South Asian studies, Southeast Asian studies, Russian studies, East European studies and Central Asian studies.

Information about this program is available from the Academic Deans or the Student Advising Center. Application to participate should be made to the Academic Deans before April 1 of the year preceding planned study at the Jackson School.

► Student Exchanges with Japanese Universities

Evergreen has reciprocity agreements with two Japanese universities, Miyazaki and Kobe University of Commerce, for exchanging two students with each institution, tuition-free, for one calendar year, beginning in October.

Students who wish to apply for this exchange program must have some fluency in Japanese as most of the teaching at both universities is in lecture format in Japanese. Applications should be submitted in the form of a letter of interest accompanied by your portfolio to the Academic Deans no later than March 1.

► Washington Cooperative Development Studies Program in Ecuador

Evergreen collaborates with Washington's other public institutions to provide students with this unique opportunity to study and experience firsthand the environmental, social, political cultural and economic impacts of development in Latin America. Full-time, quarter-long interdisciplinary programs include Spanish Language and Latin American Culture (fall and spring quarters); Environment, Development and Health (winter quarter); and Projects and Internships (spring quarter). Students may enroll for one, two or three quarters. For information regarding costs, prerequisites and application deadlines, contact the Student Advising Center.

► Cultural Transformation in Modern Japan

Fall, Winter, Spring/Coordinated Study
Faculty: Setsuko Tsutsumi, Hiro Kawasaki, Nancy Taylor

Enrollment: 75

Prerequisites: No

Faculty Signature: No

Special Expenses: \$75 for program retreat

Part-time Options: Japanese language

Internship Possibilities: No

Additional Course Allowed: No

This program offers the study of cultural transformation in modern Japan from the middle of the 19th century to the present time, as well as intensive study of the Japanese language.

After 200 years of relative and self-imposed isolation, Japan was ushered into its modern era in the mid-19th century by internal and external pressures to open its door to the outside world, especially to freer interaction with Western nations. The Meiji Restoration in 1868 was followed by a vigorous attempt to modernize Japan, which meant intense study and the embracing of Western culture and technology. To many Japanese people, as well as to Westerners, modernization meant Westernization. Throughout the history of modern Japan, however, this interest in emulating the culture and technology of the Western world was checked by the equally strong desire to retain and redefine the traditional culture. The dramatic swing of the pendulum between these polar tendencies shaped the lives of modern Japanese people until recent times. However, contemporary Japanese culture seems to be constructing a different paradigm to articulate its own new identity as well as its place in the world community. This program offers an examination of the cultural artifacts – novels, short stories, paintings, architecture, music and works in television and cinema – which reflect the dynamic transformation of Japan during the last 150 years.

Japanese language will be offered at the beginning and intermediate levels. At a minimum, students will learn skills in basic conversation, grammar, writing hiragana and katakana, as well as some kanji. The program will stress oral and aural competency. Diligent students can expect to learn enough spoken Japanese to manage the necessities of daily life and travel. Students will learn how to use a Japanese word processing program to help acquire reading and writing skills in Japanese.

The Japanese exchange faculty from Kobe University of Commerce will participate in this program during fall and winter quarters.

► Credit will be awarded in Japanese language, Japanese history, Japanese film, Japanese literature, cross-cultural communication, Japanese art history, Japanese society and expository writing.

► Total: 48 credits

► This program is preparatory for careers and future study in Japan studies, international relations and humanities.

► Russia

Fall, Winter, Spring/Coordinated Study
Faculty: Patricia A. Krafcik, Thomas B. Rainey

Enrollment: 50

Prerequisites: Sophomore standing

Faculty Signature: No

Special Expenses: Study trips to Russia in summer 1997 (optional)

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes, 4 credits

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

Intensive elementary Russian language may be offered during the summer of 1996. A less intensive elementary and intermediate Russian will be offered during fall, winter, and spring quarters 1996-97. All students will be encouraged to enroll in a language class appropriate for their level; however, the program will also be open to students who do not wish to take language classes. Language classes will be open to qualified students outside the program if space is available, but students who intend to enroll full time in the program will be given first preference.

Students can enroll each quarter for 12 to 16 credits. To earn 16 credits, a student must regularly attend weekly lectures, participate in weekly book seminars, complete required readings, submit assignments in a timely manner, and attend a language class or a program workshop. Workshops may cover such subjects as Russian cultural history, an individual author such as Chekhov, and Russian and Soviet film.

Given sufficient interest, the faculty will arrange or direct students to study programs in Russia during the summer of 1997.

► Credit will be awarded in Russian language, history, literature, culture and political economy.

► Total: 36-48 credits

► This program is preparatory for careers and future study in diplomatic service or international business and trading corporations, as well as graduate studies in international affairs and in Russian studies.

► The Amberlands: Poland, Lithuania, Latvia and Estonia

Fall, Winter/Group Contract

Faculty: Ainara Wilder

Enrollment: 25

Prerequisites: At least one full year of studies in the humanities or social sciences

Faculty Signature: No

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

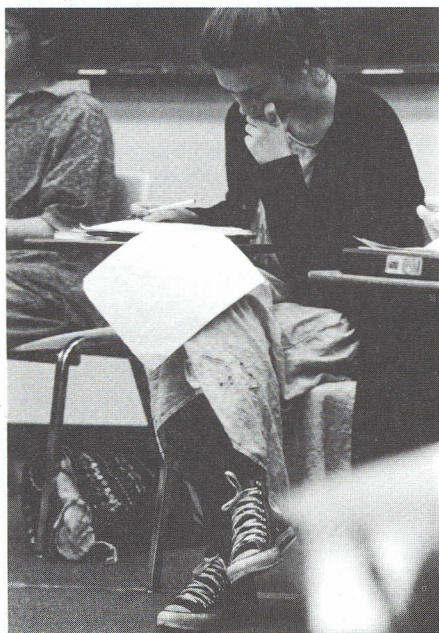
Additional Course Allowed: Yes

On the southeastern and western shores of the Baltic Sea are four amber-rich countries, known as Poland, Lithuania, Latvia and Estonia. Having regained their independence, these countries have been referred to as "The Singing Nations," "Lands of Freedom Fighters," "The Baltic Community," or simply as Central or Eastern European countries.

Why focus on the Amberlands? The current debate setting multiculturalism in opposition to Eurocentrism assumes that Europe is a single cultural entity. This notion is encouraged by the development of the European Economic Community, a vision of a politically and economically united Europe. There is also an assumption in the United States that Anglo-American refers to a descendant from any one of the European language groups.

The study of the Baltic countries offers many rich opportunities for understanding how Europeans hold on to ancient tribal beliefs and ceremonies, and practice religions that are a mixture of the very old and the new. For example, the Baltic peoples have a unique conception of the historical relationship between humans and nature. This relationship is reflected in literature, crafts, music, the visual arts and dance. A dialogue with the past allows us to discover ancient treasures from this corner of old Europe, altering our perception of other parts of Europe.

This program will focus on the following subjects and themes: (1) the importance in "choosing" one's neighbor; (2) the relationship between language and cultural identity; (3) the persistence of tribal beliefs within organized modern religions; (4) the influence of feminine deities from the past on the contemporary woman's role in society; (5) cultural and political resistance to change the spirituality of a language group; (6) the relationship between the Baltic nations and the rest of Europe; and (7) the challenges faced in re-entering the European community after fifty years of Soviet occupations.



The weekly format of the program will include lecture, seminar, creative workshop and the viewing of films. Students will be offered an opportunity to travel to the Baltic countries, independently and at their own expense, during spring quarter.

► Credit will be awarded in European history, literature in translation, Baltic folklore and mythology, Russification of Central Europe and research methodology.

► Total: 24-32 credits

► This program is preparatory for careers and future study in literature in translation, European cultures and history, women's studies, religion and social philosophy, Baltic studies, political science, folklore and mythology.

► Class, Gender and Ethnicity: Mexico and the Middle East

Fall, Winter/Coordinated Study

Faculty: Alice Nelson, Peta Henderson, Therese Saliba

Enrollment: 75

Prerequisites: Sophomore standing; Core

program or equivalent

Faculty Signature: No

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program will explore the intersection of class, gender, and ethnicity in Mexico and the Middle East. We will focus on the ways in which cultural forms (literature, media, film, art, ritual and even day-to-day routines) may both express and contest political economic relationships of power, particularly along lines of class, gender, and ethnicity. We will draw on theories of power (historical materialism, imperialism, racism, feminism, and critical theories of representation) to frame our approach to these two specific historical contexts. Students will be required to develop a portfolio of their work which they will present twice during each quarter.

Through comparative analysis of Mexico and the Middle East carried out over the two quarters, we will explore common themes, such as shared cultural roots in Moorish Spain, the experience of European colonization and U.S. intervention, and their critical consequences for both regions; the Algerian and Mexican Revolutions; women's changing roles and their participation in liberation struggles; and the tensions between nationalist, ethnic, class and feminist agendas in both regions. This comparative approach will provide important context for understanding contemporary conflicts: Chiapas and the Palestinian Intifada, class and gender relations in the era of NAFTA, GATT, and global capitalism; border wars and the experience of Arab and Mexican immigrants to the United States; the connected discourses of religion and politics as expressed in political Islam and Liberation Theology; and emergent feminist theories in Mexico and the Middle East.

► Credit will be awarded in Mexican and Middle Eastern history and literature, feminist theory, cultural anthropology, and political economy.

► Total: 32 credits

► This program is preparatory for future study in humanities and social sciences and careers in international relations or foreign service, public policy, Latin American studies, Middle East studies, and feminist studies.

► Latin American Short Story

Spring/Group Contract

Faculty: Evelia Romano de Thuesen

Enrollment: 25

Prerequisites: Sophomore standing; previous work in Latin American studies; one year of college-level Spanish or equivalent

Faculty Signature: No

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

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

► Credit will be awarded in Spanish, Latin American short story, and literary theory.

► Total: 16 Credits

► This program is preparatory for careers and future study in languages, literature and teaching.

► Latin American History in its Novel

Fall, Winter/Group Contract
Faculty: Evelia Romano de Thuesen
Enrollment: 25

Prerequisites: Junior/senior standing; previous work in Latin American studies; one year of college-level Spanish preferred
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Latin American history has been intensively explored and revised by the novel during the second half of our century. Social and political circumstances repeat throughout history, and authors look to the past to illuminate present conditions. This group contract will look at the characteristics of historical and literary discourse and examine how each of these fields construct their representations of reality. Relationships between literature and history will be investigated by studying the theory behind the historical novel, from the classical definition of Lukacs to the "new historical Latin American novel" and its techniques. Concurrently, we will analyze the evolution of historical method and discourse, concluding with the theories of Hayden White and Michel de Certeau.

The organization of the course will be thematic. During fall quarter, we will focus on colonialism and post-colonialism, utopia and counter-utopia. In winter quarter, the themes will be revolution and dictatorships. In seminars, lectures and workshops, we will study the novels of these periods and their historical contexts, emphasizing the echoes of the past in the present.

All texts and activities will be in English and/or English translation.

► Upper-level credit will be awarded in Latin American history, Latin American literature, literary theory and methodology of history.

► Total: 32 credits

► This program is preparatory for careers and future study in history, literature and education.

► Political Bodies: Recent Chilean Literature

Spring/Group Contract
Faculty: Alice Nelson
Enrollment: 25

Prerequisites: Sophomore standing; previous work in Latin American studies; Hispanic Forms, or two years college-level Spanish
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Conducted entirely in Spanish, this program will examine issues of gender, class, language, history, and resistance in recent Chilean literature, produced during the Pinochet dictatorship (1973-1990) and the subsequent transition to democracy. We will ask: How did defense of human rights during the dictatorship lead to many new grassroots movements – and new cultural forms – during that time? How and why did women's movements re-emerge during the Pinochet period, and how did this impact literature? How has this changing sociopolitical context impacted Chilean culture as a whole?

We will work deliberately on reading, writing, and seminar in Spanish. We will discuss various genres of literary expression (narrative, as well as selected poetry, testimonio, theatre, essay, and film) produced since 1973. In order to contextualize our studies, we will read historical and theoretical texts which will supplement the literature.

► Credit will be awarded in advanced Spanish, Chilean literature, literary theory and gender studies.

► Total: 16 credits

► This program is preparatory for careers and future study in language, literature, cultural studies and gender studies.



Management Studies

Convener: John Filmer

Affiliated Faculty: Bill Bruner, John Filmer, Dean Olson

Upper-division work in this Specialty Area consists of one coordinated studies program and a changing series of advanced group contracts, individual contracts and internships for the second year. Students may take one or two years of study in this area.

This Specialty Area is designed to give students interested in business, computer studies, management, and international studies tools with which to meet the changing nature of life in the 21st century. After lower-division work in economics, history, language, cross-cultural studies and general liberal arts, students may do upper-division work in the coordinated studies program, a changing series of advanced group contracts, or individual contracts or internships.

Students interested in economics will also want to look at *Money: An Examination of Financial Institutions* (p. 77), which explores the historical and contemporary role of money in capitalist economies.

► Management in a Changing World

Fall, Winter, Spring/Coordinated Study

Faculty: John Filmer, TBA

Enrollment: 50

Prerequisites: Junior/senior standing; Microeconomics

Faculty Signature: No

Special Expenses: Books are quite expensive

Part-time Options: Yes, with faculty signature

Internship Possibilities: No

Additional Course Allowed: Yes, with faculty approval

Government, business and non-profit organizations are facing unprecedented challenges as they prepare to enter the 21st century. Equipping an organization to navigate effectively through a sea of constant and often sudden change has become the prime task of managers. They must learn to contextualize, understand, and anticipate the issues that will impact their operations.

Although this program will provide an opportunity for both full-time and part-time students to learn some basic administrative skills, the emphasis will be on the development of managerial skills, perhaps appropriately termed the "art" of management. The program will emphasize the development of analytical and communication skills.

Issues management, be the issues local or global, is the key to success. Many of the most perplexing local management problems we face today are the result of global and regional change. Understanding the forces that produce those changes is essential. These will be the goals of the program.

Three concurrent disciplinary, modular tracks will continue throughout the year: an analytical track, a behavioral or qualitative track, and an international track. These will be accompanied by a seminar/colloquium for all students. It is here that the application scenarios will be discovered through reading and discussion, and here that various sub-themes illustrating the challenges of constant change will be examined in all their interdisciplinary aspects. We will re-examine the same sub-themes within the individual track modules, subject to the more restrictive contexts of those disciplines.

This program is designed to accommodate the schedules of most working adult learners.

► Credit will be awarded in organizational management, financial management, managerial analysis, international business, marketing, management theory, management policy, strategic planning, issues management and other related management topics as described above.

► Total: 48 credits

► This program is preparatory for careers and future study in business and public and private sector management, including the management of non-profit and government organizations.



Native American Studies

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Convener: Yvonne Peterson

Affiliated Faculty: Justino Balderrama, Craig Carlson, Rainer Hasenstab, Yvonne Peterson, and David Whitener

Native American Studies offers an open, alternative educational opportunity. This Specialty Area's programs are organized into 20-year cycles which mirror processes of human development and assist students and faculty alike in developing their whole person.

Mary Hillaire, the program's principal architect, envisioned the area as a way to prepare learners to be able "to lead a genuinely human life with respect to important human relationships to the land, others, work and the unknown in recognition of the fact that as you give, you teach others to give." That vision holds for the proposed programs of the Specialty Area's second 20-year cycle:

- ▶ 1994-95
HOME:
The Hospitality of the Land
- ▶ 1995-96
CO-EXISTENCE:
A Hospitable Relationship to Others
- ▶ 1996-97
COMMUNITY:
Time, Space, People and Place
- ▶ 1997-98
IMAGES:
Physical Speculations on Unknown Conditions
- ▶ 1998-99
REGENERATION:
A Celebration with the Land
- ▶ 1999-00
HONOR:
The Celebration of Others
- ▶ 2000-01
HISTORY:
A Celebration of Place
- ▶ 2001-02
DESTINY:
Welcoming the Unknown
- ▶ 2002-03
RESPECT:
A Process of Universal Humanity
- ▶ 2003-04
RECOGNITION:
The Politics of Human Exchange
- ▶ 2004-05
PATIENCE:
A Survival Process for an Unknown Future
- ▶ 2005-06
RECONCILIATION:
A Process of Human Balance

- ▶ 2006-07
HERITAGE:
Self-Identity and Ties to the Land
- ▶ 2007-08
FAMILY:
Inspiration of Significant Others
- ▶ 2008-09
PERSISTENCE:
A Study of Inspired Work
- ▶ 2009-10
SPIRITUALITY:
The Eyes of the Unknown
- ▶ 2010-11
CEREMONY:
Relating Hospitably to the Land
- ▶ 2011-12
JUSTICE:
A Relationship of Reciprocal Respect
- ▶ 2012-13
PERFORMANCE:
Models of Human Understanding
- ▶ 2013-14
DREAMS:
Uncommon Dimensions of Thought

▶ Proposed Objectives

Students will develop a critical appreciation of different ways to gather and apply information, knowledge, understanding and wisdom. Students will learn self-respect while drawing upon inherent resources and motivation for developing the whole person, and design important self-reliant, life-foundation standards for a meaningful education to share with others.

The major goal of Native American Studies is to provide an open, alternative education opportunity through experiencing a Native American philosophy of education that promotes self-determination, individual research, goal setting, internal motivation and self-reliance.

This area is designed to serve a variety of student groups: Native American students who are interested in enriching their unique cultural heritage and developing strategies for self-determination in a pluralistic society; and other students interested in learning about their own traditional cultures and values – including the dynamics of change in a pluralistic society.

Native American Studies, in keeping with student self-determined education, includes programs to complement various cognitive styles. Additionally, collaboration with other Specialty Areas and programs offers many interdisciplinary opportunities. Examples of such collaboration include studies in history, science, environmental studies, health and the expressive arts.

▶ Career Pathways in Native American Studies

We tailor the educational experience to each student's particular needs. There are, therefore, no prescribed "pathways" in Native American Studies, although there is a general pattern that most students follow.

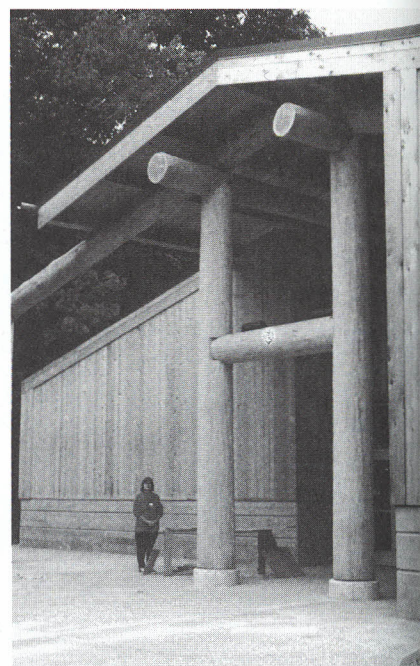
Work in Native American Studies begins with an interview with Specialty Area faculty. In this interview, the student and faculty plan an individualized course of study to ensure that the student's personal needs are met.

Students are asked to answer four important educational questions: (1) What do I plan to do? (2) How do I plan to do it? (3) What do I plan to learn? (4) What difference will it make?

Students in Native American Studies work to develop individual identity, group loyalty and personal authority. Having developed these strengths and skills, they return to their communities to make a positive impact on the world around them.

▶ The Longhouse Education and Cultural Center

Evergreen's new Longhouse represents a living, contemporary, cultural link to the Indigenous Nations of the Pacific Northwest. The purpose and philosophy of the Longhouse Center is based in service and hospitality to the students, the community and the college. The primary function of the facility is to provide classroom space on campus, house Native American Studies, serve as a center for multicultural studies, and host conferences, cultural ceremonies, performances, exhibits and community gatherings.



► Community: Time, Space, People and Place

Fall, Winter, Spring/Coordinated Study

Faculty: Dave Whitener, Rainer Hasenstab, Raul Nakasone, Yvonne Peterson, David

Rutledge

Enrollment: 125

Prerequisites: Sophomore standing, interview and review of preliminary proposal of project work

Faculty Signature: Yes

Special Expenses: \$50 per quarter for overnight field trips

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

Community: Time, Space, People and Place is a student-centered program, institutionally designed to incorporate community interaction in the education process. The student, community and institution will mutually share authority in developing a valuable education within a constantly changing pluralistic society.

The program provides an academic framework for students to clarify and validate their educational experience in a genuine community with a spirit of hospitality and reciprocal respect.

It is important that students interested in this program understand that, as part of the Native American Studies Specialty Area, this program includes a Native American philosophical form in teaching and learning. It is not designed to be a study of Native Americans though it includes issues especially relevant to Native Americans. That is to say that the faculty of Community: Time, Space, People and Place are interested in providing an environment in which faculty and students share in an experience in which they identify topics of mutual interest and share as partners in the exploration of those topics. We will encourage students to assume responsibility for their choices. Faculty will facilitate the internalization of student motivation.

Four major questions frame the education process for the program: (1) What do I want to do? (2) How do I want to do it? (3) What do I plan to learn, and (4) What difference will it make? Serious consideration of the questions provides a reliable structure for educational pursuit.

This program is an open, alternative educational opportunity intended to include student-designed projects into a coordinated studies theme that values significant human relationships to the land, to work, to others and to the unknown.

Students wishing to apply for this program should submit a letter of application to David Whitener (Lab I), describing their research interest by the May 15, 1996 Academic Fair. David will post the program list on his door by May 20, in time for registration.

► Credit will be awarded in Native American historical perspectives, cultural studies, perspectives of a pluralistic society, philosophy, human resource development, individual project work and cross-cultural communication.

► Total: 48 credits

► This program is preparatory for careers and future study in education, archaeology, the arts, anthropology, multicultural studies, tribal government and Native American studies.

► Writing From the Landscape

Spring/Group Contract

Faculty: Craig Carlson

Enrollment: 25

Prerequisites: Junior/senior standing

Faculty Signature: No

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Contemporary natural history writers speak for what Henry Benson calls the other nations on the planet. They articulate our neglected connections with the rest of the living world – to land, to other animals and plants – in language both passionate and thoughtful. They combine humility, careful observation, and images – the limitless slosh of sea or a lacy canopy of madrona leaves. Landscape threads through their work and their lives, and their ideas resonate far beyond their immediate subjects.

We will read natural history writers who in Edward Abbey's words, "oppose injustice, decry the powerful, and speak for the voiceless" – artists like Henry David Thoreau, Jimmy Santiago Baca, Louis Cabalguinto, Leslie Marmon Silko, and the cowboy poets. While biologists hope for clean answers, these writers may be able to tell better stories with no clear answers at all. Barry Lopez puts it this way: "I think it is one of the strengths of human wisdom to protect mystery. The answers don't always serve as well as the questions, and unresolved mystery serves us very well."

Since writing natural history is a visual discipline requiring a great deal of observation, we will study principles of visual literacy in the best contemporary landscape photographers and painters, from David Bohn and Inge Morath to traditional Navajo sandpainters. Combining studies of listening and seeing with research and adventure, each student will complete a quarter-long writing project on a self-selected topic concerning the landscape. The primary job is to just do that good job of research and to tell the story, tell the story well. "Each live thing wags its home waters, rumples the turf, rearranges the air," as Annie Dillard explains.

This program is designed for either students of science interested in exploring their creative voice and vision or for students of arts needing a spine of accuracy in their work.

► Credit will be awarded in American literature, American art history, multicultural literature, intermediate or advanced creative or expository writing (level and type to be individually determined).

► Total: 16 credits

► This program is preparatory for careers and future study in reading, writing, visual arts and environmental studies.

Political Economy and Social Change

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Convener: Peter Bohmer

Affiliated Faculty: Peter Bohmer, Priscilla Bowerman, Ken Dolbeare, Fred Dube, Angela Gilliam, Jeanne Hahn, Peta Henderson, Larry Mosqueda and Tom Womeldorff

The Political Economy and Social Change Specialty Area integrates anthropology, economics, history, law, political science, philosophy and sociology by offering ways of understanding the modern world and providing tools for analyzing contemporary public problems. We focus on problems related to class, race and gender – globally, nationally and locally. We are interested in how such problems interweave and overlap, how they evolved, how they are understood, how and why certain decisions are made about them, and how these issues impact the quality of human life. We also analyze strategies for social change, historically and in the present, and explore alternatives to the current global system.

Major social problems are deeply grounded in theories and history of cultural, philosophical, social, economic and political practice. Their understanding involves exploring basic analytic concepts and values (freedom, equality, justice and democracy) and their meanings today. We look at societies as dynamic and ever-changing systems, compare them in different countries and cultures and evaluate their impacts on the everyday lives of all affected people.

Students interested in social science and political economy will also want to look at *Working in Development: Learning from the Past*; *Creating the Future* (p.48) which explores the history of development and its contemporary manifestations; and *Orientalism and Afrocentricity: En-Countering the Master Narrative* (p. 68), which looks at the concepts of Orientalism and Afrocentricity in the context of contemporary anthropology and politics.

► From Public Issues to Public Policies: An Introduction to Economic and Policy Analysis

Fall, Winter, Spring/Coordinated Study

Faculty: Greg Weeks, Russ Lidman

Enrollment: 47 (22 freshmen)

Prerequisite: No

Faculty Signature: No

Special Expenses: No

Part-time Options: Yes; Principles of Economics, Introduction to Statistics

Internship Possibilities: No

Additional Course Allowed: No

Every community organization, from local fire districts to national governments, makes decisions that affect its citizens, constituents or clients. The role of policy analysis is to inform decision-makers about the consequences of their decisions. Policy analysis addresses questions such as: Will the new piece of fire-fighting equipment make the community safer? Will the new employment training program increase the income of participants? and, What is the appropriate level for college tuition?

This 16-credit program will provide the background necessary to address questions such as these. It will involve an extensive introduction to economic reasoning, statistics, and public policy.

In the fall, we will emphasize the tools needed for policy analysis, including principles of microeconomics, introductory statistics, and an introduction to public policy analysis. During winter and spring quarters, while we will continue to build skills, we will include more actual policy analysis and applications of the tools we have developed. During winter quarter, we will pay particular attention to the Washington State Legislative session and follow specific bills and policies. During spring quarter, we will explore policy issues facing Andean Latin America and write a policy-related research paper.

► Credit will be awarded in economics, statistics, mathematics, public policy and economic development.

► Total: 48 credits

► This program is preparatory for careers and further study in economics, public policy, political science, statistics, management, public administration and social science.

► Who Built America: Understanding the U.S. Economy

Fall, Winter/Group Contract

Faculty: Jerry Lassen

Enrollment: 25

Prerequisite: Sophomore standing, Core program

Faculty Signature: No

Special Expenses: No

Part-time Options: Yes, Principles of Economics

Internship Possibilities: No

Additional Course Allowed: Yes

This 12-credit program will provide an historical and theoretical context for understanding the U.S. economy. In the fall quarter, we will trace the social and historical development of the U.S. economy from the Founding Period through the end of the 19th century. A 4-credit module, Principles of Microeconomics, will be included as part of the fall offering.

In the winter, the program will trace the economy from the early 20th century to the present with emphasis on the Great Depression and significant economic developments after 1945. The primary focus will be on macroeconomic conditions and policies that were and continue to be implemented to reduce economic instability. A 4-credit module, Principles of Macroeconomics, will be part of the winter offering.

► Credit will be awarded in American economic history, history of economic thought, microeconomics and macroeconomics.

► Total: 24 credits

► This program is preparatory for careers and future study in political economy, management and social science.

► Money: An Examination of Financial Institutions

Spring/Group Contract
Faculty: Jerry Lassen
Enrollment: 25
Prerequisites: Sophomore standing
Faculty Signature: No
Special Expenses: No
Part-time Options: Principles of Macroeconomics
Internship Possibilities: No
Additional Course Allowed: Yes

Although money plays a major role in people's economic lives, few understand the creation or the control of money. This 12-credit program is intended to provide a firm foundation in understanding the financial institutions that have such a major influence in the stability of a capitalist economy.

In particular, the program will examine the history of money in the U.S. and the ways in which financial instability has been instrumental in business cycle history. In addition, considerable emphasis will be placed on understanding the role of the Federal Reserve Board in its ongoing influence on economic events. At the conclusion of the program, students can be expected to understand the controversy surrounding the gold standard, the causes of the depression, the collapse of the savings and loan institutions, the 1987 stock market crash, the collapse of the dollar, and the ongoing influence of interest rates on the economy.

A 4-credit module, Principles of Macroeconomics, will be included as part of the program.

► Credit will be awarded in macroeconomics, American economic history, money and banking.

► Total: 12 credits

► This program is preparatory for careers and future studies in management, social science, and political economy.

► Hidden History: African Americans, Irish Americans and Latin Americans

Fall, Winter/Coordinated Study
Faculty: Patrick Hill, Angela Gilliam, Larry Mosqueda
Enrollment: 75
Prerequisites: Junior/senior standing; two years of college-level study of the humanities and social sciences
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Most of us have become aware that the official story of our nation's past, as told in the history books of our primary and secondary schools, is just one version of what happened – a socially constructed version designed to serve certain purposes. We may also have become aware that this official version is too narrow or exclusive to serve the democratic aspirations of our increasingly multicultural democracy.

This program, drawing upon the expertise and experiences of the three instructors, will focus in its readings and lectures on the hidden histories of three peoples in the United States: the African American, the Irish American, and the Latin American. In terms of time periods, the foci will be: (1) the so-called "Founding" or Colonial Era; (2) the 19th century, with attention to such topics as the Mexican-American war, post-famine migration from Ireland, and the Civil War and Reconstruction; and (3) the post-World War II era, in which the American "community" consolidated in the face of civil-rights struggles and the emergence of North-South conflict. We will pay special attention to such topics as multiculturalism and bilingualism.

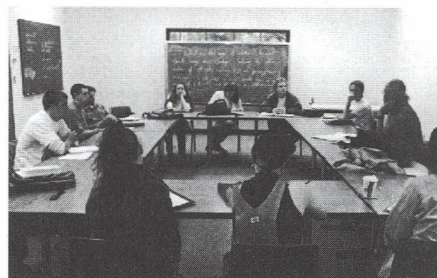
Student work in this program will build upon work of students in Banned in Boston, a previous offering of the program. Work from students in Hidden History will also be shelved in the Library as resources for future work and as contributions to the creation of the new multicultural narrative vital to the future of the nation. Program activities will include the lectures, films and videos, and twice-weekly seminars with which Evergreen students are familiar. And weekly written

work will be required. But in addition and most importantly, all students will be required: (1) to do extensive research into some aspects of hidden histories (e.g., of Chinese-American settlements in 19th-century New York City or the participation and leadership of Native American women in tribal governance); (2) to enter into collaborative dialogue with differently focused students in the program; (3) to present one's own research and respond to the research of others in end-of-the-program public conferences; and (4) to assist us all in framing the inclusion of those histories in an ultimately comprehensive multicultural narrative which enables us to live together with respect for and appreciation of our differences.

► Credits will be awarded in American history, political economy, cultural studies, philosophy of history, African American studies, Irish American studies, and Latin American studies.

► Total: 32 credits

► This program is preparatory for careers and future study in American history, educational and governmental administration, teaching, and ethnic, cultural and gender studies.



Science and Human Values

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Convener: Leo Daugherty

Affiliated Faculty: Leo Daugherty, Carolyn Dobbs, Betty Ruth Estes, Jane Jarvis, Alan Nasser, Sara Rideout, Sandra Simon, Sarah Williams and York Wong

The aim of Science and Human Values is to provide a bridge between the natural sciences, the social sciences and the humanities.

This Specialty Area is founded upon three assumptions:

- » that the purpose of knowledge is to improve the human condition by alleviating suffering and providing ways to live in harmony within our species and within the natural environment;
- » that the traditional questions asked by the humanities remain relevant, and that, when informed by current knowledge in natural, physical and social sciences, the humanities can help ensure our survival as a species and promote an optimal civilization; and
- » that citizenship in such a future civilization (as well as responsible and successful professionalism) will require a moral vocabulary, drawn from the humanist tradition, which can generate reasoned responses to contemporary problems in the human condition.

Science and Human Values educates students to be, both politically and professionally, interpretive life scientists and technologically informed individuals.

▼ Science and Human Values

► Anatomy of an Election

Fall, Winter/Coordinated Study
Faculty: York Wong, Leo Daugherty
Enrollment: 50

Prerequisites: Sophomore standing
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: With permission of faculty

To critical observers the 1996 presidential election portends a bold direction for our nation. It could transform the liberal, corporate state which has long characterized the U.S. political economy; render obsolete such defining labels as conservative, moderate and liberal to portray a rising populism; pose a direct challenge to the two-party system; and radically alter distribution of resources. In short, America is poised for an emerging ideology and public policy.

This potential permits us to scrutinize modern democracy in theory and practice. As the 1996 political campaign unfolds, we will analyze how (and why) candidates and parties identify and address major political, social, economic and spiritual issues such as proposed actions on education, welfare, and criminal justice. We will study debates on school prayer, abortion rights, family values, the disappearing middle class, cutting the national debt, policing the globe, and coping with the environment. We will also look at financing and managing campaigns in an age of mass media, and the roles of pundits and public opinion polls.

After the election: Who won and lost and why? What lies ahead for class, race, gender, environment and international neighbors? Has America changed radically?

Our format will be weekly seminars and lectures. We will study films, print journalism, television, radio talk shows and campaign rhetoric. We expect students to read and write extensively, to track one specific issue throughout the campaign (e.g., "homeless in America") and present their findings regularly to the class.

► Credit will be distributed in American studies, political economy, literature, cultural and gender studies.

► Total: 16 credits

► This program is preparatory for careers and future study in political and social sciences.

► Cultural Studies of Science and Technology: Imagining Affective Knowledges

Winter, Spring/Group Contract
Faculty: Sarah Williams
Enrollment: 25

Prerequisites: Sophomore standing
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: Yes

As ethnographies of high-energy physics labs and cultural critiques of reproductive technologies demonstrate, the study of science as culture politicizes culture as well as science. Indeed, scientific facts as well as cultural meanings have become troubled sites of political interventions and personal investments. Gay activism surrounding HIV/AIDS, like the women's health care movement of the sixties and indigenous peoples' reclamation of Western ethnobotanical "discoveries," suggests the radical potentials of becoming a lay expert and acting on the realization that knowledge is power.

What, then, are the implications of imagining an indigenous science? A feminist science? A green technological fix? And what happens to the objectivity and productivity of scientists when science itself embodies the cultural logic of global capitalism?

A hard-won finding of cultural studies of science to date is that science functions as a cultural knowledge tradition that, by definition, does not acknowledge its own culture: the scientist who concedes cultural bias also concedes the complicity of her/his claims to scientific authority and legitimacy. Similarly, when the social scientist uses post-colonial cultural analysis to study science, the interpretive technology of culture itself loses its innocence. The so-called postmodern condition of knowledge is often linked directly to this crisis in the authoritative power of science both to contain belief and produce truth.

This program will trace a select history of the modernist and postmodernist conditions of cultural studies of science and technology while providing a general introduction to the field of cultural studies per se. Students, working individually or in small groups, will design and complete a fieldwork-based cultural study of science or technology. Ethnographic methodologies, postcolonial feminist theory, and computer skills (including the use of Internet resources) will be emphasized.

Texts might include: *The "Racial" Economy of Science*, Sandra Harding, ed.; *Rethinking Technologies*, Verena Conley, ed.; *Beamtimes and Lifetimes*, Sharon Traweek; *Science as Power*, Stanley Aronowitz; *The Gene Hunters*, Calestous Juma; *Marxism and the Interpretation of Culture*, Cary Nelson and Lawrence Grossberg, eds; *Simians, Cyborgs and Women*, Donna Haraway; *American Technological Sublime*, David Nye; *The Chicago Gangster Theory of Life: Nature's Debt to Society*, Andrew Ross; *Science as Social Knowledge*, Helen Longino; *Feminism and Science*, Nancy Tuana, ed.; *Kipper's Game*, Barbara Ehrenreich; *Speaker for the Dead*, Orson Scott Card; *Whose Science? Whose Knowledge?*, Sandra Harding; *Laboratory Life*, Steven Woolgar and Bruno Latour; *We Have Never Been Modern*, Bruno Latour.

► Credit will be assigned in cultural studies and the area or areas of a student's research efforts.

► Total: 32 credits

► This program is preparatory for careers and future study in the humanities and social sciences as well as the natural sciences.

► The Politics of "Revolution"

Fall, Winter/Group Contract

Faculty: Betty R. Estes

Enrollment: 25

Prerequisites: Junior/senior standing

Faculty Signature: No

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

When, and how, does a set of events (intellectual, political, economic, social) become designated a "revolution?" What kinds of connotations, positive or negative, does the word carry? Are we talking about the same kinds of change when we discuss the French Revolution, the Scientific Revolution, the Sexual Revolution, and the Reagan Revolution? Such questions will be central to the studies in this group contract.

Most of the work of the contract will be focused on historical studies. We will read histories of such so-called revolutions as the French, the Scientific, and the Industrial, and will compare how different historians have described the nature of the changes that resulted from the events of the period. Do historians who designate something as a revolution intend to suggest "progress?" Does a reexamination (as is currently a focus of some studies of the French and Scientific Revolutions) indicate that some of the "revolutionary changes" have been exaggerated?

Students will also be expected to do some examination of contemporary uses of the word "revolution." It might be as revealing to think about what doesn't get called a revolution, as what does. Why do we talk about the civil rights and women's "movements," rather than "revolutions?" What does analysis of the use of such terms tell us about power?

► Credit will be distributed among history, political theory, and philosophy.

► Total: 32 credits

► This program is preparatory for careers and future study in humanities and social sciences.

► Freud and Philosophy

Fall/Group Contract

Faculty: Alan Nasser

Enrollment: 25

Prerequisites: Junior/senior standing

Faculty Signature: No

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

We will examine the essential features of Freudian theory and psychoanalytic practice. In his mature years Freud professed to be a rigorous scientist, but toward the end of his life he claimed to have solved philosophical problems. We will take him at his last word and treat him as a philosopher of modernity whose principal effort was to attempt to reinvest the world with the sort of meaning by which one can live one's life.

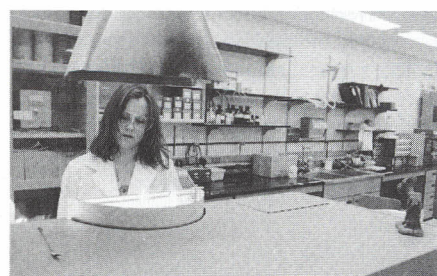
Our main focus will be on the unconscious, sexuality, perversions and neurosis, group psychology and female psychology. We will read primary and secondary sources. Students will attend lectures and seminars and there will be weekly writing and two short papers.

Please note, this is an analytical, demanding offering, focusing exclusively on the careful and rigorous analysis of theoretical texts.

► Credit will be awarded in philosophy, psychology and social theory.

► Total: 16 credits

► This program is preparatory for careers and future study in philosophy, psychology and social theory.



Science, Technology and Health

80

Convener: John Marvin

Affiliated Faculty: Clyde Barlow, Dharshi Bopegedera, Gerardo Chin-Leo, Rob Cole, John Aikin Cushing, Judith Bayard Cushing, George Dimitroff, George Freeman, Jr., Tom Grissom, Burton Guttman, Ryo Imamura, Linda Kahan, Jeff Kelly, Rob Knapp, Betty Kutter, Al Leisenring, Carrie Margolin, John Marvin, Earle McNeil, Don Middendorf, Gonzalo Munevar, James Neitzel, Janet Ott, David Paulsen, Hazel Jo Reed, David Rutledge, Masao Sugiyama, Fred Tabbutt, Jude Van Buren, Les Wong, E.J. Zita

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

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

» **Academic Pathways:** For ease in planning, we have laid out suggested program sequences, or academic pathways, in subjects where student interest is strong and we have special strength. Notwithstanding these pathways, students may take any of the programs and courses in this Specialty Area at any time, provided they meet all prerequisites. Each pathway is composed of a number of regularly offered programs and courses arranged so that students can easily gain essential prerequisites, and also balance studies in Science, Technology and Health with studies in other areas.

Students should plan to select at least two quarters of work from other Specialty Areas.

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

The current Science, Technology and Health academic pathways are listed below. Detailed descriptions of each pathway are on the following pages.

- » Chemistry
- » Computer studies
- » Energy studies
- » Health and human behavior, with three sub-pathways
 - Psychological counseling
 - Human services
 - Health sciences
- » Laboratory biology
- » Mathematics
- » Physical systems

» **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 concepts and skills from each to aid learning of the others. A full-time student typically enrolls in one of these programs for 12 to 16 credits each quarter. Almost all of the descriptions on the following pages refer to programs of this kind.

In addition, we offer a number of courses in which a single subject is taught. These courses typically award 4 or 6 credits or about one-fourth to one-third 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 the programs or courses should pay close attention to their timing. We offer most such courses only once each year, and some programs only every other year. Courses are listed quarterly in the *Evergreen Times*. Prerequisite courses are also regularly available during the summer.

» Special Features of the Natural Science Curriculum

Two features of the Evergreen curriculum – concentrated work and hands-on involvement – make the college a particularly good place to study the sciences. Because you aren't taking a series of separate courses that break up the week into short blocks, you can spend the hours in the lab or field that are required to make progress in research. Evergreen's policy of involving students in realistic, hands-on work is especially valuable in the sciences. At many other colleges, research-quality instruments are reserved for faculty members and graduate students; but here, students have many opportunities to engage in serious research projects, both independently and with faculty members, and

excellent instruments are available to all students who need them. Labs are equipped with instruments such as electrophoresis apparatus, centrifuges and ultracentrifuges, various spectrophotometers, liquid scintillation counters, an NMR spectrometer, a gas chromatography-mass spectrometer system and a scanning electron microscope. Several laboratories are conducting research in such fields as physical chemistry, neurobiology, physiology, molecular genetics and ecology, and advanced students regularly get research experience in these subjects. The college has an excellent record of placing its qualified science students in graduate programs in science, medical school and challenging technical jobs.

» Career Pathways in Science, Technology and Health

» Chemistry

This pathway will provide a strong background for professional work or study in chemistry, as well as a superior foundation for students going into medicine or quantitative environmental studies. Advanced topics will be offered in chemical thermodynamics and bonding. In addition, other topics offered in rotation will include chemical dynamics, molecular structure, biochemistry, environmental chemistry, quantum mechanics, spectroscopy, inorganic chemistry and chemical instrumentation. Laboratory work will place a heavy emphasis on laboratory computation and computer graphics using recently acquired computer systems. Linear/digital electronics, microprocessors and their applications to scientific measurements will be covered in alternate years.

Senior project topics include studies and simulations of chaotic chemical systems, silicon chemistry, instrument design, biophysics and biochemistry.

» First Year

Any Core program, plus courses if necessary, to meet prerequisites for Matter and Motion, e.g., precalculus math and basic chemistry

» Second Year

Matter and Motion

» Third or Fourth Years

Organic Chemistry I, II and III course sequence from Molecule to Organism; Atoms, Molecules and Research; Chemistry and the Environment; and senior thesis

► Computer Studies

The Computer Studies pathway is designed to serve students planning careers or graduate study in the fields of computer science, information systems, or applications software in the arts or sciences. The student who completes this pathway will have a solid foundation in computer science and be prepared for career opportunities or graduate school in computing.

The pathway is strongly interdisciplinary and includes partnership programs offered on a regular basis with other Specialty Areas and the disciplines of the arts, communication, education and natural sciences. Some of the Computer Studies pathway is accessible on a part-time basis and to students outside the pathway.

» The Structure of the Pathway

» First Year

Any Core program, plus courses if necessary, to meet prerequisites for Data to Information

» Second Year

Data to Information, an entry-level program offered each year covering the fundamental structures and algorithms of computer science, and how these are used to build computer and information systems

» Third or Fourth Years

Advanced offerings alternate, with Computability and Cognition offered in even years (e.g., 1996-97) and Student Originated Software or Science of Mind in odd years (e.g., 1997-98)

Students intending to follow the computer studies pathway should plan to enroll in Data to Information and one advanced program. They should plan to select at least two quarters of work 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. The heart of the Energy Studies curriculum is the Energy Systems program, which is offered in alternate years and may be taken in the third or fourth year. This advanced program is complemented by advanced 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), Matter and Motion or Foundations of Natural Science

» Third or Fourth Years

Energy Systems or any combination of senior thesis, internships, portions of Physical Systems, or programs in other Specialty Areas

► Health and Human Behavior

The Health and Human Behavior pathway has three main, often intersecting branches: psychological counseling, human services and health sciences. Professionals in all three areas need to be fully aware of the interaction of social, psychological and biological forces which affect human health and behavior. Each branch needs to develop its own tools, but with full awareness of its interaction with the other fields.

Students interested in pursuing these areas will want to select from a broad range of programs during their first two years, such as social and cultural studies, literature, the arts, and Health and Human Behavior.

Students wishing to develop skills in human services and psychological counseling may select programs such as Science of Mind and Psychological Counseling. In addition, students find many opportunities for internships which integrate their learning and real-world work experiences.

Work in health sciences prepares students for professional training in medicine, dentistry, naturopathic medicine, midwifery and veterinary medicine, for graduate work in nutrition, biochemistry, genetics, microbiology and pathology, as well as for paraprofessional jobs such as counseling in nutrition and health. Matter and Motion and Foundations of Natural Science are entry programs for students in this branch. Students may do advanced work in Molecule to Organism and possible additional work in advanced biology, nutrition, health policy planning, computers, statistics or experimental design.

► Laboratory Biology

This pathway focuses on studies of molecular and organismic biology in the lab, using concepts and methods from biochemistry, molecular and cellular biology, genetics, and development and physiology. It is distinguished from basic ecological studies (see Environmental Studies Specialty Area) that entail more field work.

» First Year

Any Core program

» Second Year

Matter and Motion or Foundations of Natural Science

» Third Year

Molecule to Organism or outside studies

» Fourth Year

Molecule to Organism, individual study or an advanced biology group contract

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

► Mathematics

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

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

» A Recommended Pathway:

» First Year

Any Core program plus courses, if necessary, to meet prerequisites for Matter and Motion. (Students who are well-prepared may select Matter and Motion their first year, with faculty signature.)

» Second Year

Data to Information, full time, or Matter and Motion, full time, or Matter and Motion, calculus-course portion, part time

» Third or Fourth Years

Mathematical Systems, a full-time program in mathematical structures and advanced calculus, Data to Information, Computability and Cognition, or mathematics courses as part of an advanced individual contract

► Physical Sciences

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

» The Suggested Academic Pathway

» First Year

Any Core program, plus review (if necessary) to meet prerequisites for Matter and Motion

» Second Year

Matter and Motion

» Third or Fourth Years

Chemistry emphasis through Chemical Systems and advanced group contracts in chemistry, or Physical Systems and Energy Systems

► Computability and Cognition: The Scope and Limits of Formal Systems

Fall, Winter, Spring/Coordinated Study
Faculty: David Paulsen, Al Leisenring
Enrollment: 50

Prerequisites: Sophomore standing; high school level, intermediate algebra

Faculty Signature: Yes

Special Expenses: No

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes, with permission of faculty

By Reasoning I mean Computation.

— Thomas Hobbes

A variety of beliefs surround the nature of human cognition. For some, like Hobbes, thinking consists of nothing but the manipulation of symbols according to certain rules. For others, thinking is characterized not by a system of rules, but by a network of associations. This program will explore the strength and limits of a variety of computational models of human cognition. We will study the mathematics of formal systems, topics in philosophy and linguistics, and recent work in artificial intelligence.

The mathematics of formal systems constitutes the foundation of the program. Topics in mathematics, such as mathematical logic, theory of computation, and formal language theory, will be selected because they have clear implications for computer science and cognitive science. Problem assignments will give students the opportunity to improve their skills in proving theorems and in devising strategies for solving problems. They will have the opportunity to learn at least two programming languages and to do a computer-based spring quarter project.

In addition to these activities in which the student is working within a formal system, we will focus on the limitations of formal systems and in particular examine one of the great intellectual achievements of the 20th century — Godel's incompleteness theorem, which states that every axiom system for arithmetic is necessarily incomplete or inconsistent. As we shall see, this result and others like it establish inescapable limits to the power of formal systems in general, and to computer programs in particular.

The philosophy component of the program will examine issues in the philosophy of mind and of language. Our readings for the first half of the year will include the works of philosophers who argue for a dualist account of mind and a rationalist, rule-based philosophy of knowledge. Later in the year we will read some 20th-century proponents and critics of these views, including Noam Chomsky and Ludwig Wittgenstein. One primary focus of the seminar will be on the current debate between those who favor computational models of the mind that are based on symbol manipulation and those who favor systems that model neural networks.

Beyond intermediate algebra there are no math prerequisites for this program. However, a more advanced mathematical background is desirable, not so much for its content, but for its exposure to the mathematical way of thinking. It will be assumed that students have sufficient aptitude and motivation to think logically and to deal with abstract concepts and symbolic languages. There are no computer science prerequisites.

Students wishing to apply for this program should complete a take-home examination, available from David before the May 15, 1996 Academic Fair. David will post the program membership on his door May 20, in time for registration, or respond by mail.

► Credit will be awarded in mathematical or symbolic logic, philosophy, computer programming, discrete mathematics, formal language theory, theory of computability, and cognitive science.

► Total: 48 credits

► The program is preparatory for careers and future study in teaching, mathematics, computer science, philosophy, and cognitive science.

► Data to Information

Fall, Winter, Spring/Coordinated Study

Faculty: George Dimitroff, TBA

Enrollment: 50

Prerequisites: Sophomore standing; proficiency in high school algebra

Faculty Signature: Yes

Special Expenses: \$5 lab fee, fall quarter only

Part-time Options: With faculty permission

Internship Possibilities: No

Additional Course Allowed: With faculty permission

Interested in what goes on behind the scenes of your Mac, PC, word processor, the Internet, your school's information system, or the computers that simulate biological molecules and send astronauts into space? Why do some machines run faster than others? What makes some computer languages easier to use than others? What is an operating system? Why do I want one?

Data to Information is an entry-level program that is directed toward answering these kinds of questions. It is a program for students interested in doing substantive work in computer science. We will do quite a bit of programming, and we will spend 25 percent of our time studying the mathematics that people need to understand answers to the kinds of questions which we posed above. Much of what we will do is not programming, but a lot of it uses programming in the learning process. You don't need to know a programming language before entering this program, but the more familiar you are with using computers (word processors, spreadsheets, etc.), the easier this program will be for you. There is also a book seminar component to Data to Information, in which we will explore issues of the development of computers and technology and the impact of computers on society.

Fall quarter topics: programming in Pascal or C, number theory, digital logic and machine design, and seminar. Winter quarter topics: data structures and algorithms I, discrete mathematics I, computer architecture, and seminar. Spring quarter topics: data structures and algorithms II, discrete mathematics II, operating systems, and seminar.

Students wishing to apply for this program should schedule an interview with George (in person or by telephone at 360/866-6000, x6733) at or before the May 15, 1996 Academic Fair. He will post program membership on his door by Monday, May 20, in time for registration.

► Credit will be awarded in programming, digital logic, computer architecture, operating systems, data structures and algorithms, and discrete mathematics.

► Total: 48 credits

► This program is preparatory for careers and future study in computer science, science and mathematics.

► Foundations of Natural Science

Fall, Winter, Spring/Coordinated Study
Faculty: Burton S. Guttman, E.J. Zita, TBA
Enrollment: 75

Prerequisites: Sophomore standing; high school algebra

Faculty Signature: No

Special Expenses: \$5 per quarter lab fee; approximately \$30 for retreat or overnight field trip

Part-time Options: Possible for special cases with permission of faculty

Internship Possibilities: No

Additional Course Allowed: Possible, as substitute for a topic studied previously

This program is designed to develop an integrated understanding of physics, chemistry, biology, and mathematics in a cultural context. Most of our time will be devoted to systematic studies of these sciences. We will emphasize learning through workshops, problem sessions, seminars, and laboratories, rather than lectures. Students will be expected to work closely with one another in small groups, solving problems and discussing concepts to acquire confidence in their knowledge and facility with the principles. Students will be placed in an appropriate math level, based on an entrance placement exam, and are expected to make substantial progress in mathematics throughout the year.

We recognize science as one of the most powerful cultural forces in modern society. The world of the 21st century will be largely shaped by the scientific and technological advances of the past, which hold out the possibility of long, fulfilling lives for the world's people, alongside the possibility of worldwide ecological disaster due to overpopulation, pollution, and habitat destruction. Which possibility becomes reality will depend upon widespread education and understanding of scientific issues, as well as complex social and economic issues; yet the people who must make the critical decisions are increasingly ignorant of science and apathetic about the issues. A major theme of the program will be to address these problems of science in modern society through a weekly seminar series. We will put a lot of emphasis on analysis of the issues through reading, discussion, and writing.

We expect students to end the year with a working knowledge of scientific and mathematical concepts, with improved abilities to reason critically and to solve problems, and with hands-on experience in natural science.

► Credit will be awarded in biology, chemistry, mathematics, physics, science and society.

► Total: 48 credits

► This program is preparatory for careers and future study in education, health sciences, laboratory and field biology, and environmental/earth/marine science, and for students interested in natural science as part of a liberal education.

► Matter and Motion

Fall, Winter, Spring/Coordinated Study
Faculty: Rob Knapp, Gonzalo Munevar, Fred Tabbutt

Enrollment: 60

Prerequisites: Sophomore standing; readiness to start calculus; high school physics and chemistry very helpful but not required.

Faculty Signature: Yes

Special Expenses: High textbook costs; graphing calculator (TI-82 or equivalent) required; \$5 per quarter lab fee possible.

Part-time Options: Yes, for students who have completed some portion of the program material. Consult coordinator.

Internship Possibilities: No

Additional Course Allowed: Only as substitute for material covered in previous study.

This program is designed for students with a keen desire for a strong grounding in physics, chemistry, and mathematics as preparation for advanced work in physical and biological sciences. In addition to teaching central concepts and methods of the physical sciences, Matter and Motion investigates how discovery happens – both inside and outside the sciences. The program is intended for students with strong backgrounds in science and critical thinking; it calls on verbal and visual intelligence as well as mathematical and mechanical ability.

Differential and integral calculus will provide a foundation for the study of university physics and chemistry, including mechanics, stoichiometry and bonding, chemical equilibrium, oscillations and waves, thermodynamics, chemical kinetics, and electricity and magnetism.

In addition to classwork in the science subjects, the program will involve “exploration” laboratories, which teach how to find the right questions for investigating physical systems, as well as introducing students to important techniques for answering them. There will be extensive use of lab microcomputers for controlling experiments, collecting data, and processing results.

Regular seminar readings and discussions will investigate the human dimensions of discovery and cultural patterns within the physical sciences, together with their abilities – and limitations – in contributing to human affairs.

Students wishing to apply for this program should complete the entry test of precalculus math and critical thinking by Wednesday, May 15, 1996. The test is available from Rob Knapp (360/866-6000, x6149). Rob will post the program membership on his door Monday, May 20, in time for registration. Students wishing to enter the program winter or spring quarters will complete an entry test based on the material covered in Matter and Motion's previous quarter(s).

- Credit will be awarded in introductory calculus, university physics, and university chemistry, all with lab; seminar on science and culture; and project or special-topic studies.
- Total: 48 credits (all science credits are lower-division)
- This program is important preparation for future study or work in engineering, medical and health fields, biological science, chemistry, physics, or mathematics.

➤ Lecture Series: Science Stories of the 20th Century

Fall, Winter/Course
Faculty: John Marvin, Tom Grissom
Enrollment: 100
Prerequisites: No
Faculty Signature: No
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

Humans have perhaps always conveyed their understanding of the world through stories. Among the important stories we tell in order to make sense out of things are those which have come out of science. The 20th century has witnessed a remarkable intellectual revolution in our understanding of the world, and ourselves, in fields like physics, chemistry, biology, and environmental science, and through the development of new technologies like computer science, artificial intelligence and virtual reality. In this weekly lecture series we will explore some of these stories in order to look more closely at the scientific understanding on which they are based. In particular, we will examine those stories like relativity, quantum theory, cosmology, molecular biology, genetic engineering, ecology, artificial intelligence and the exploration of space which shape and reflect our understanding of ourselves and our place in the world. Presentations will be made by guest lecturers from the faculty or from outside the college. Selected readings will be used to provide background material on various topics. Credit will be based on attendance and successful completion of two short exams given each quarter. This lecture series is open to all students.

- Credit will be awarded in introduction to science, history and philosophy of science.
- Total: 2 credits per quarter
- This program is preparatory for careers and future study in computer science, natural science, environmental studies and social science.

➤ Social Work

Spring/Group Contract
Faculty: Justino Balderrama
Enrollment: 25
Prerequisites: Sophomore standing; Core program or equivalent
Faculty Signature: Yes
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This group contract is an interdisciplinary and multicultural examination and study of social work practice as a social movement. The focus is on social work as a strategy for social justice, social change and social reform. Beginning with Jane Addams and the settlement house movement, we trace the professionalization of social work and with it, a shift toward a therapeutically oriented practice. The 1960s drew social work practice back to its roots of social reform, social justice through social legislation; and the field seems to have transformed itself mainly into a professional form of psychotherapy. Nonetheless, as we near the 21st century we hear voices from within the social work profession calling once again for a return to its roots in community-based empowerment and advocacy for social justice. Our focus is on social work as a social movement, not on the training in social work.

Students wishing to apply for this program should schedule an interview with Justino either in person or by telephone (360/866-6000 ext. 6051) before the March 12, 1997 Academic Fair. Justino will post the program membership on his door (Library 3401A) by the next Monday.

- Credit will be awarded in social work, human services, social psychology, political economy, sociology and cultural studies.
- Total: 16 credits
- This program is preparatory for careers and future studies in social work and human services, community organization, social planning and social psychology.



► Atoms, Molecules and Research

Fall, Winter, Spring/Group Contract

Faculty: Dharshi Bopegedera

Enrollment: 25

Prerequisites: Junior/senior standing; one year of college general chemistry and differential/integral calculus

Faculty Signature: Yes

Special Expenses: \$5 per quarter lab fee

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: No

This program is designed to explore the world of the chemist; we will combine the theoretical work of the lab and the practical applications of that work in the world. The program will provide the advanced preparation that will enable students to pursue graduate work or careers in chemistry and chemical engineering. It will also be useful for students considering careers in medicine, biochemistry or chemical physics.

During the fall and winter quarters, the lecture portion of the program will cover the traditional junior and senior level topics in physical chemistry and inorganic chemistry. These include thermodynamics, quantum mechanics, inorganic chemistry, chemical kinetics, statistical mechanics and spectroscopy. The laboratory portion of the program will train students to use the college's chemical instrumentation to carry out assigned laboratory experiments. All members of the chemistry faculty, as well as all science instructional technicians, will be involved in teaching the laboratory portion, ensuring breadth and individual guidance.

During spring quarter, the lecture portion of the program will cover special topics in chemistry such as coordination chemistry, lasers, and electrochemistry. Students will be assigned laboratory research projects, under the close supervision of chemistry faculty. In addition, students will be required to present a chemistry seminar on a technical topic.

Throughout the year, workshops will be conducted on technical writing and library research methods, including on-line searching. Guests will be invited from graduate schools and chemical industries to provide an opportunity for students to obtain information about graduate schools and careers.

Students wishing to apply for a faculty signature for this program should schedule an interview with Dharshi before the May 15, 1996 Academic Fair. Transfer students may arrange telephone interviews before or on May 15, 1996 (360/866-6000, x6620). Dharshi will post the program list on her door by May 20, in time for registration.

► Credit will be awarded in thermodynamics, quantum mechanics, inorganic chemistry, spectroscopy, instrumental analysis lab, and undergraduate research in chemistry (all upper-division)

► Total: 48 credits

► This program is preparatory for graduate work in chemistry and medicine, and careers in industrial chemistry and engineering.

► Molecules and Organisms: Function and Disease

Fall, Winter Spring/ Coordinated Study

Faculty: Clyde Barlow, Jeff Kelly, Jude Van Buren, James Neitzel

Enrollment: 75

Prerequisites: Junior/senior standing; one year of college chemistry and college algebra, and some college biology recommended; Matter and Motion or Foundations of Natural Science recommended

Faculty Signature: No

Special Expenses: \$5 per quarter lab fee

Part-time Options: With faculty permission

Internship Possibilities: With faculty permission

Additional Course Allowed: With faculty permission

Molecules and Organisms covers laboratory biology, environmental health and organic and biochemistry. This program is designed for students who have already learned general chemistry (usually through a program such as Matter and Motion or Foundations of Natural Science) and who are planning to go on to more advanced work in biology or chemistry, or to careers in health or environmental sciences. It includes organic chemistry and the topics of genetics, physiology, developmental biology, molecular and cell biology, immunology, toxicology, environmental health and biochemistry in a year-long sequence. A strong laboratory component is maintained all year.

Fall quarter begins with two separate threads – one at the organism level and the other at the molecule level. We start with small organisms and focus on their structure and function through microbiology, cell biology and genetics. In the molecular thread we examine organic chemistry and the nature of organic chemical reactions and compounds. Winter quarter brings the threads closer together by considering organic spectroscopy, applications of organic chemistry in biochemistry, molecular biology at the microscopic level, and physiology and toxicology at the organism level. By spring quarter we will examine the health of organisms through continuing study of physiology and biochemistry, immunology, advanced molecular genetics, and environmental health and epidemiology.

► Credit will be awarded in organic chemistry and biochemistry; topics in biology such as microbiology, genetics, molecular, cellular and developmental biology and physiology; and toxicology, epidemiology and environmental health. (Program credit will be nearly all upper-division except for environmental health and 8 credits of organic chemistry.)

► Total: 48 credits

► This program is preparatory for careers and future study in biology, chemistry and health or environmental sciences.

► Physical Systems

Fall, Winter, Spring/Coordinated Study

Faculty: John Marvin, Tom Grissom

Enrollment: 50

Prerequisites: Junior/senior standing; Matter and Motion or a first course in differential or integral calculus and one year of college-level physics (preferably calculus-based)

Faculty Signature: No

Special Expenses: Above-average textbook expenses; \$5 per quarter lab fee

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

This year-long program will examine the principal concepts and theories by which we describe and understand the external physical world, from the realm of our immediate senses (classical physics) to that of the small and inaccessible (quantum theory) to the vast and remote (relativity theory). The emphasis throughout will be on understanding the nature and formal structure of quantitative physical theories, and in looking at the unifying concepts and common mathematical structures that organize the various physical theories into a coherent body of knowledge. The approach will necessarily be mathematical. The mathematical methods will be developed as needed and in the context of their use in the physical sciences. The central role of mathematics in describing nature will be a constant theme and one of the important intellectual issues of the program. Quantitative problem solving will be emphasized. The program will be organized around components in classical mechanics, electricity and magnetism, thermodynamics, quantum mechanics, relativity theory, and selected topics in contemporary physics. The mathematical material will consist of topics from multivariable calculus, linear algebra, and differential equations. Computers and computer graphics will be used as appropriate for obtaining numerical solutions to explicit problems and for gaining qualitative insight into physical processes.

This program will constitute serious preparation for more advanced work, including graduate study in physics, applied mathematics, or the physical sciences. It will be a rigorous and demanding course of study and to complete it students will need to devote a minimum of 40 hours per week to their academic work. The method of presentation will be lectures, seminars, and problem solving workshops.

► Upper-division credit will be awarded in physics, mathematics, and numerical methods. Lower-division credit will be awarded in philosophy of science.

► Total: 48 credits

► This program is preparatory for careers and future study in physical sciences, engineering and applied mathematics.

► Human Health and Behavior

Fall, Winter, Spring/Coordinated Study

Faculty: Don Bantz, Stephanie Kozick, Betty Kutter

Enrollment: 60

Prerequisite: Sophomore standing

Faculty Signature: No

Special Expenses: Approximately \$30 for program retreat

Part Time Options: Yes, 12 credits with faculty permission

Internship Possibilities: No

Additional Course Allowed: Yes, students with a strong background in science and/or psychology are encouraged to substitute a 4-credit course which meets needs for future work or study. Please discuss details with faculty.

In Human Health and Behavior we will investigate the biological, psychological, spiritual, social, economic, and political forces that affect the ways we think, act, and come to "know." Through this inquiry, students will develop a strong foundation for further work in the areas of health, human services, education, and counseling.

Our approach is guided by the assumption that behavior and health are mutually influenced by psychological, biological, and spiritual forces; and that culture and politics influence our definitions of illness and our understanding and facilitation of health and wellness. We assume further that this flow of information takes place on many levels – from sub-cellular and biological subsystems to psychosocial, family, organizational, and community systems.

Drawing on human biology, sociology, anthropology, education, and psychology, the program will examine physiological development, the roles of gender and culture in differentiating human behavior, the central importance of self-esteem, and the guiding psychological processes. We will emphasize cognitive development, nutrition, perception, psycho-neuro-immunology and the impact of sociological, environmental, and aesthetic forces that influence mental and physical health. Students will be expected to develop analytical skills in reading, writing, discussion, and research and to cultivate multiple perspectives and approaches that facilitate their own good health.

As faculty, we share an interest in promoting wellness in individuals, families, homes, work spaces and communities. It is our intent to foster a wellness learning community environment wherein individuals are encouraged to explore "well" behaviors and lifestyles within a mutually supportive atmosphere, investigating stress reduction, nutrition, exercise, and alternative healing arts. We will make extensive use of guest speakers, hands-on workshops, films, and slides in addition to the usual lecture, seminar, and integrative writing activities.

► Credit will be awarded in psychology, human biology, nutrition, sociology, anthropology, education, and health.

► Total: 48 credits

► This program is preparatory for careers and future study in human services, education, health science, and psychology.

► Perspectives on Behavior: History, Systems and Fields of Psychology

Fall, Winter, Spring/Coordinated Study

Faculty: Carrie Margolin, TBA

Enrollment: 50

Prerequisites: Junior/senior standing

Faculty Signature: No

Special Expenses: Approximately \$30 per quarter for overnight retreat, travel to possible internship, retreats; \$15-20 for pocket statistical calculator

Part-time Options: With faculty permission

Internship Possibilities: Optional

Additional Course Allowed: With faculty permission

The scope of psychology, clinical/counseling and experimental, is quite broad. Perspectives on Behavior is designed to provide coverage of the breadth of psychology, with an emphasis on the ways in which psychologists have characterized and studied behavior for more than 100 years. We will acknowledge the historical and cultural influences that shaped psychology's view of human behavior.

Students with previous course work in psychology will find more than just a review of topics: Our goal is to work with original source readings of the most important theoretical and empirical journal articles and books, from Wundt's (1873) treatise, which defined scientific psychology, to current cutting edge research. Although the breadth of topics will be equivalent to that covered in a standard introduction to psychology course, the depth will be far greater. Additionally, students will receive credit in many of the areas of psychology prerequisite for graduate study, among which are history and systems of psychology, research design and methodology, descriptive and inferential statistics, abnormal psychology, personality theory, and learning theory.

Because a deep understanding of original source readings requires knowledge of research design and methodology, and descriptive and inferential statistics, these areas will be a central part of our study. As students become familiar with the writing style of scientific psychology, they will work toward proficiency in American Psychological Association (APA) format for technical writing in the social sciences. Library research skills will be emphasized, so that students learn to use abstracts and indexes (such as Psychological Abstracts and the Social Sciences Citation Index), along with their computerized versions (such as "PsychLit").

During spring quarter students will take on either an internship in psychology or a research project in experimental psychology. This will provide the opportunity for some hands-on work within the area of psychology closest to the student's own interests or goals.

► Credit will be awarded in history and systems of psychology (upper-division credit), research design and methodology, descriptive and inferential statistics, technical writing for the social sciences, developmental psychology, cognitive psychology (upper-division credit), social psychology, abnormal psychology, personality theory, learning theory, and either an internship or research project (both upper-division credit).

► Total: 48 credits

► This internship program is preparatory for careers and future study in psychology, education, social work, and the social sciences.



Tacoma Campus

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"Enter to learn, depart to serve."

Director: Dr. W. J. Hardiman

The Tacoma Campus of The Evergreen State College is committed to providing its students with a community-based, world-centric liberal arts education. The campus operates from a frame of reference that values family, community, collaboration, inclusivity and hospitality. Recognizing the importance of personal and professional growth, research and scholarship, and commitment to community and public service, the Tacoma campus seeks to provide a catalytic climate for intellectual, cultural and social growth.

► Features and Benefits

- » Located in an urban inner-city environment
- » Small class size
- » Faculty and student diversity
- » Flexible class schedule
- » Day and evening classes
- » Interdisciplinary studies with linked classes
- » A curriculum that integrates students' life experiences and goals
- » An emphasis on diverse cultural perspectives and experiences
- » Opportunities to engage in dialogues across and beyond differences
- » Personalized academic support and evaluation processes
- » Upper-division studies leading to a Bachelor of Arts degree
- » Twenty-year record of student success
- » A tradition of employer satisfaction with graduates
- » High graduate school placement rate

► Who Should Apply

Working adult learners from Western Washington who have junior status (90 hours of transferable college-level courses) and who are interested in personal and professional advancement and/or preparation for graduate school. Prerequisites for success include a willingness to be open-minded, to challenge and expand one's knowledge base, and to engage in difficult dialogues across and beyond differences.

For more information about the Tacoma campus, call (206) 593-5915 or, through the Olympia campus, (360) 866-6000, ext. 6604.

► Millennium Shifts and Heightened Realities: Focuses, Directions and Frames of Reference for the Next Millennium

Fall, Winter, Spring/Coordinated Study

Faculty: Dr. W. J. Hardiman Peter Bohmer, George Freeman, Jr., Willie Parson, TBA

Enrollment: 120

Prerequisites: Junior standing and prospective student interview

Faculty Signature: Yes

Special Expenses: Approximately \$20 per quarter for tickets to cultural events

Part-time Options: No

Internship Possibilities: Yes, for students in their senior year, spring only

Additional Course Allowed: No

There is a saying in many communities that goes like this: "If you are given lemons, then you better learn to make lemonade." Being able to work with the givens has been an essential skill during periods of paradigm shifts and heightened realities. As we approach the year 2000, it is critical that we maintain focus and direction in the midst of personal, familial, professional, economic, intellectual, technological and spiritual displacement.

Fall quarter, faculty and students will excavate, examine and critically analyze selected transitional periods in world history from ancient to contemporary times, to discover strategies for the successful navigation of some of our contemporary issues, concerns and disillusionments.

Winter quarter, we will focus on those wisdoms and survival skills that allowed our foreparents to complete victoriously their Middle Passages.

Spring quarter, we will apply these learnings to our personal, professional and community lives through student-originated, community-based collaborative projects.

Students participating in this history-based program will develop skills in historical analysis, popular cultural studies, human development, literature, biology, law and public policy, political economy, library research methods, computer applications, media literacy and community field studies.

Students wishing to apply for this program should schedule an interview with Dr. Hardiman, at the Tacoma campus. New students are accepted into the program each quarter.

► Credit will be awarded in world history, literature, cultural studies, psychology, biology, political economy, law and public policy, library research methodology, computer applications, media literacy and community field studies.

► Total: 48 credits

► This program is preparatory for careers and future study in organizational management, education, law and public administration, and the human and social sciences.

Graduate Study at Evergreen

► (MES) Master of Environmental Studies

The graduate program in Environmental Studies combines a deep understanding of ecological and environmental issues with a study of environmental policy development and implementation. The program focuses on the relationship between science and policy, so students can expect a balanced curriculum that considers and seeks creative solutions to contemporary environmental issues. Since its beginning in 1984, the program has prepared students for employment in both the public and private sectors or continuing graduate study in related fields.

The MES Program is open to part-time and full-time students. Part-time students enroll for 8 credits per quarter, while full-time students enroll for 12 credits per quarter. To make attendance easier for employed students, most course work is concentrated in the evening and late afternoon. The 72-quarter hour completion requirement can be met by part-time students in nine quarters, while full-time students can complete their work in as few as six quarters. All students are expected to have recent course work in both the social and natural sciences and in statistics before entering the program.

The MES Program consists of three parts: (1) required core courses taken by all students; (2) elective course work; and (3) a thesis. The core is taught by an interdisciplinary team of faculty, representing the natural and social sciences. It is 8 credits per quarter. The core sequence runs consecutively for four quarters: political, economic and ecological processes, fall quarter; population, energy and resources, winter quarter; quantitative analysis for environmental studies, spring quarter; and case studies, fall quarter of the second year.

Electives are in-depth 4-credit courses that are focused on specific topics of environmental analysis and problem solving. Part-time students enroll in their elective course work after completing the required core courses. Full-time students enroll in both core courses and electives. Typically, three elective courses are offered each quarter. Examples of electives include natural resource economics, environmental policy, ecological principles and methods, environmental management, environmental philosophy and ethics, American environmental history, watershed management, watershed ecology, environmental issues in Latin America, pesticides, environmental health, salmonid ecology, hydrology and ground water management. Some variation from year to year will occur based on student interest and faculty availability.

All students are required to complete a thesis. The MES Program offers an 8-credit and 16-credit thesis option. The 8-credit thesis is completed during winter and spring quarter of each academic year. Students selecting the 8-credit thesis option complete the MES degree with 32 credits of core courses, 32 credits of elective course work, and 8 credits of thesis. The 16-credit thesis option offers students the opportunity for extended research, data collection and analysis. Students selecting the 16-credit thesis complete the MES degree with 32 credits of core, 24 credits of electives, and 16 credits of thesis.

Questions concerning the MES Program should be directed to Bonita Evans, Program Coordinator, MES, LAB I, The Evergreen State College, Olympia, WA, 98505; (360) 866-6000, ext. 6707.

► (MPA) Master of Public Administration

The primary commitment of the graduate program in Public Administration is to challenge and thoroughly prepare students to seek democratic, equitable and practical solutions to the problems facing state and local governments in the Pacific Northwest.

The program welcomes both students intending to pursue a public-sector career and those already working for government or organizations involved in public issues. Most students enrolled in the program are employed full time by state or local governments. To accommodate these working students, classes are concentrated in the evenings.

A student can complete the 60-quarter hour degree requirement in six to eight academic quarters. Students lacking significant public-sector experience are expected to complete an internship for at least one academic quarter.

To satisfy the degree requirement, a student must participate in a sequence of five core programs and complete 12 credits of elective courses and an applications project. Each core program is interdisciplinary and team-taught by two or three faculty. The core sequence provides sustained instruction in the analytical, administrative and communication skills needed for effective public service. It is also designed to imbue students with the habit of examining the political and economic context of public administration and policy making, addressing the ethical dimension of administration and policy, and attending to the roles and issues of race and gender in the workplace and in public policy.

Elective courses allow a student to broaden the study of the public sector beyond the range of the core programs or to concentrate intensely on a specific public-sector issue.

The applications project is completed during spring quarter of the second year. It is an individually or group-authored research effort, usually with practical impact for current public-sector entities. The topic, form and content of any project will vary with students' interests, opportunities and development, but every project represents the culmination of work in the program and provides a document that demonstrates the author's knowledge and ability.

► **The MPA core curriculum includes:**

- » The Political and Economic Context of Public Administration
- » Research Methods for the Public Sector
- » Understanding Public Organizations
- » Fiscal Policy
- » Public Policy and Its Administrative Implications
- » Applications Project
(All programs are 8 credits)
- » Electives
(12 credits; typically, three 4-credit courses)

Inquiries about the MPA program should be addressed to Bonita Evans, Program Coordinator, LAB I, The Evergreen State College, Olympia, WA, 98505; (360) 866-6000, ext. 6707.

► **MES/MPA Program Procedures**

► **Admissions**

The application deadline for early admission is February 15, 1996. After that date, applications will be considered as they are completed. Individuals interested in receiving a Catalog or in applying for admission to the program should contact the Admissions Office, The Evergreen State College, Olympia, WA, 98505.

Admission is competitive. Admission decisions are based on a thorough review of the following (see the Graduate Catalog for program details regarding these procedures):

- » Academic transcripts including certification of receipt of a bachelor's degree
- » Brief essays by the applicant
- » GRE score
- » Letters of recommendation.

For some who apply, the transcript or admissions material may be an incomplete reflection of their interests and abilities. Our admissions process considers the applicant's academic preparation as well as his or her professional accomplishments or other public activities, and may require an interview with faculty.

► **The Graduate Catalog**

The Graduate Catalog is available upon request from the Admissions Office. It contains a full description of the curriculum, academic policies and admissions procedures for both the MPA and MES programs.

► **Financial Aid**

Limited financial aid is available in the form of fellowships, assistantships, scholarships, work-study assistance and guaranteed student loans. The Free Application for Federal Student Aid (FAFSA) must be completed before any financial aid decision can be made. Financial Aid Forms (FAFs) should be mailed to the central processor by February 15. Later applicants who qualify for financial aid will compete for remaining monies. Certain forms of financial aid are available to full-time students; aid to part-time students, however, is more limited. In some cases, the MPA or MES programs can assist a student in obtaining part-time public-sector employment. Information on financial aid is available from the MPA Program, the MES Program and the Financial Aid office at Evergreen.



► Master in Teaching (MIT)

Director: Michael Vavrus
Field Services Officer: Appointment pending
Admissions Officer: Susan Hirst

► Graduate Teacher Education

Evergreen offers an innovative Master in Teaching degree program, full time for six academic quarters. Successful completion will result in the MIT degree and initial residency certificate.

Evergreen's MIT program is interdisciplinary and team taught. A group of 60 students and three or four faculty form a learning community, which essentially remains together for two academic years.

The program content meets all academic requirements for the Washington Residency Teaching Certificate (effective 8/31/97).

Major areas of interdisciplinary study in the program include psychology, philosophy and history of education, multicultural studies, research and teaching methods. There will be a strong emphasis on field experience. Five of the six quarters will include significant work with students in schools.

► Elementary and Secondary Endorsements

An endorsement is a qualifying phrase on a Washington teaching certificate which identifies the grade level and subject matter area in which an individual may teach. Before beginning the MIT, students must have their endorsement area course work completed (or within 12 quarter hours of completion).

The secondary education candidate, preparing for teaching in departmentalized classrooms in grades 4-12 through Evergreen's MIT program, must have a major endorsement, and is encouraged to add a minor endorsement as well. Available major endorsements include English; mathematics; physics; science with biology, chemistry or physics concentrations; and social studies.

The elementary education candidate, preparing for teaching in any self-contained classroom, grades K-8, will qualify for the elementary certificate. For Evergreen's MIT Program, candidate has a choice of completion of one major endorsement or two minor endorsements. Available minor endorsements include: art, music, chemistry, economics, English, Spanish, French, history, math, physics and political science. The elementary education endorsement qualifies an individual to teach any subject in grades K-8 except special education.

Any course required for an endorsement, that is lacking at time of admission to the program, must be completed no later than the summer preceding year two. It is not possible to undertake any endorsement courses during the six quarters of the professional program.

► Admissions Requirements

Admission to the Master in Teaching program is competitive.

Minimum requirements include a B.A. or B.S. at the time of entry, a 3.0 grade point average on graded transcripts (or comparable work on ungraded transcripts). General education admission requirements for all candidates include 8 credits of natural science, 8 credits of social science and 12 credits of writing. As part of the admission process, students must take the Graduate Record Exam (GRE).

Students wishing to apply to the program must submit all application materials to the college's Admissions Office. Required materials include the Master in Teaching admissions application form, official transcripts from every college previously attended, three letters of recommendation, a work experience resume and two essays. For complete information on admission, consult the catalog, Master in Teaching at Evergreen, 1996-98.

The two-year cycle from 1996 through 1998 will be based in Olympia. Student observations and teaching in public schools will include urban, suburban and rural placements. Students must be prepared to travel to these placement sites.

Trustees, Administration and Faculty

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Academic Dean
Leslie E. Wong
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► Faculty

This is a listing of Evergreen's faculty as of 1995-96. A more extensive detailing of Evergreen faculty members' areas of expertise can be found in the Student Advising Handbook, available at Academic Planning and Experiential Learning.

Richard W. Alexander, Emeritus, English and Literature, 1970; Assistant Academic Dean, 1980-82; B.A., English, Emory University, 1956; M.A., English, Tulane University, 1961; Ph.D., English, University of Illinois, 1966.
Nancy Allen, Literature and Languages, 1971; B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.
William Ray Arney, Sociology, 1981; B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.
Susan M. Aurand, Art, 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.
Marianne Bailey, Languages and Literature, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, West Germany.
Justino Balderrama, Health and Human Services, 1984; B.A., Sociology, California State University, 1962; M.S.W., Social Work, San Jose State University, 1975.
Don Bantz, Public Administration, 1988; B.A., Management/Marketing, 1970; M.P.A., University of Southern California, 1972; D.P.A., University of Southern California, 1988.
Clyde Barlow, Chemistry, 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.
Gordon Beck, Emeritus, Art History and Cinema, 1971; A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.
Michael W. Beug, Chemistry, 1972; Academic Dean, 1986-92; B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.
Peter G. Bohmer, Economics, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.
Dharshi Bopegedera, Physical Chemistry, 1991; B.S., Chemistry, University of Peradeniya, Sri Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.
Priscilla V. Bowerman, Economics, 1973; Director of Graduate Program in Public Administration, 1986-89; Academic Dean, 1990-1994; A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M. Philosophy, Yale University, 1971.
Richard B. Brian, Mathematics, 1970; B.S., Physics, Grove City College, 1953; M.A., Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.
Jovana J. Brown, Natural Resource Policy, 1974; Dean of Library Services, 1974-81; A.B., Political Science, University of California, Riverside, 1959; M.L.S., University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library and Information Studies, University of California at Berkeley, 1971.
William H. Brown, Emeritus, Geography, 1974; B.A., Geography, Antioch College, 1956; M.A., Geography, University of California at Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.
Bill Bruner, Economics, 1981; Dean of Library Services, 1992-present; B.A., Economics and Mathematics, Western Washington University, 1967.
Andrew Buchman, Music, 1986; Certificate, School of Musical Education, 1971; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.
Paul R. Butler, Geology and Hydrology, 1986; A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.
Craig B. Carlson, Communications, 1973; B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.
Richard A. Cellarius, Plant Biology, Biophysics, Environmental Policy, 1972; B.A., Physics, Reed College, 1958; Ph.D., Biological Sciences, Rockefeller University, 1965.
Gerardo Chin-Leo, Marine Biology, 1991; B.A., Reed College, 1982; M.S., Marine Studies (Oceanography), University of Delaware, Lewes, 1985; Ph.D., Oceanography, University of Delaware, Lewes, 1988.
Caryn Cline, Coordinator of Interdisciplinary Media Resources, 1991; B.A., English, University of Missouri, Columbia, 1976; M.A., English, University of Missouri, Columbia, 1978.
Sally J. Cloninger, Film-Television, 1978; B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.
Robert Cole, Physics, 1981; B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.
Stephanie Coontz, History and Women's Studies, 1974; B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.
Doranne Crable, Expressive Arts, Performance Theory and Practice, Comparative Mythology, Women's Studies, Laban Movement Theory and Practice, 1981; B.A., University of Michigan, 1967; M.A., Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., Wayne State University, 1977; C.M.A., University of Washington.
Thad B. Curtz, Literature, 1972; B.A., Philosophy, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.
John Aikin Cushing, Computer Science, 1976; Director of Computer Services, 1976-84; Academic Dean, 1993-present; B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.

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- Judith Bayard Cushing, Computer Science, 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969.
- Argentina Daley, American Studies, 1988; B.A., Comparative Literature, University of Washington, 1971; M.A., English, University of Washington, 1973; Ph.D., English, University of Washington, 1992.
- Virginia Darney, Literature and Women's Studies, 1978; Academic Dean, 1994-present; A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College University of London, 1972; Ph.D., American Studies, Emory University, 1982.
- Leo Daugherty, Literature and Linguistics, 1972; Academic Dean, 1975-76; A.B., English and Fine Arts, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970; Postdoctoral year in Linguistics, Harvard University, 1970-71.
- Llyn DeDanaan, Anthropology, 1971; Academic Dean, 1973-76; B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968; Ph.D., Cultural Anthropology, The Union Graduate School, 1984.
- Elizabeth Diffendal, Applied Anthropology, 1975; Academic Dean, 1981-85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California at Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Institute, 1986.
- George E. Dimitroff, Mathematics, 1973; B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.
- Carolyn E. Dobbs, Urban Planning, 1971; Academic Dean, 1987-1991; Interim Vice President for Student Affairs, 1991-1992; Academic Dean, 1992-1994; B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.
- Kenneth Dolbeare, Political Science, 1981; Director of Graduate Program in Public Administration, 1984-85; B.A., English, Haverford College, 1951; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965; Fulbright Scholar, Denmark, 1989-90.
- Fred Dube, Psychology, 1989; B.S., Psychology and Sociology, Natal University, South Africa, 1966; Ph.D., Psychology, Cornell University, 1976.
- Larry L. Eickstaedt, Biology, 1970; Academic Advisor, 1978-81, 1986-88; B.S., Biology, Buena Vista College, 1961; M.S., Zoology, State University of Iowa, 1964; Ph.D., Biology, Stanford University, 1969.
- Betty R. Estes, History of Science, 1971; Academic Advisor, 1988-90; B.S., Mathematics, University of Oklahoma, 1957; M.A., Mathematics, University of Pennsylvania, 1960.
- Joe Feddersen, Printmaking, 1989; B.F.A., Printmaking, University of Washington, 1983; M.F.A., University of Wisconsin, 1989.
- Susan R. Fiksdal, Linguistics and Languages, 1973; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1985; Ph.D., Linguistics, University of Michigan, 1986.
- John Robert Filmer, Management and International Business, 1972; B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.
- Donald Finkel, Psychology, 1976; Chair of Faculty, 1985-86; B.A., Philosophy, Yale University, 1965; Ph.D., Developmental Psychology, Harvard University, 1971.
- Anne Fischel, Film/Video, 1989; B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts at Amherst, 1986; Ph.D., Communication, 1992.
- Thomas H. Foote, Education/Journalism, 1972; B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Western Oregon State College, 1967; Ph.D., Education, Oregon State University, 1970.
- Russell R. Fox, Community Planning, 1972; Academic Advisor, 1981-83; Director of Center for Community Development, 1983-86; B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.
- Marilyn J. Frasca, Art, 1972; B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.
- George Freeman, Jr., Clinical Psychology, 1991; B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990.
- Jorge Gilbert, Sociology, 1988; Licenciado en Sociologia, Universidad de Chile; M.A., Sociology in education, University of Toronto, 1975; Ph.D., Sociology in education, University of Toronto, 1980.
- Angela Gilliam, Anthropology, 1988; B.A., Latin American Studies, University of California at Los Angeles, 1958; Ph.D., The Union Graduate School, 1975; Fulbright Scholar, 1994.
- José Gómez, Social Sciences and Law, 1988; Assistant Academic Dean 1988-90; Associate Academic Dean 1990-1996; B.A., Spanish, Journalism, Education, University of Wyoming, 1965; Fulbright Scholar, Universidad Nacional Autónoma de Nicaragua, 1967; J.D., Harvard Law School, 1981.
- Margaret H. Gribskov, Emerita, 1990; Journalism/Education, 1973; Ph.D., Education, University of Oregon, 1973.
- Thomas Grissom, Physics, 1985; B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.
- Burton S. Guttman, Biology, 1972; B.A., Interdisciplinary Science, University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.
- Bob Haft, Expressive Arts, 1982; B.S., Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.
- Jeanne E. Hahn, Political Science, 1972; Assistant Academic Dean, 1978-80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; A.B.D., Political Science, Chicago, 1968.
- W. Joye Hardiman, Literature and Humanities, 1975; Director, Tacoma Campus, 1990-present; B.A., Literature, State University of New York at Buffalo, 1968; Graduate Studies, Literature, State University of New York at Buffalo, 1968-70; Ph.D., Literature and Education, The Union Graduate School, 1986.
- Phillip R. Harding, Architecture, 1971; B., Architecture, University of Oregon, 1963; M., Architecture, University of California at Berkeley, 1970.
- Lucia Harrison, Public Administration, 1981; Director, Graduate Program in Public Administration, 1990-93; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.
- Rainer G. Hasenstab, Environmental Design, 1974; B., Architecture, University of California at Berkeley, 1965; M., Architecture, University of California at Berkeley, 1970.
- Martha Henderson, Geography, 1995; B.S., Social Sciences, Western Oregon State College, 1974; M.S., Geography, Indiana State University, 1978; Ph.D., Geography, Louisiana State University, 1988.
- Peta M. Henderson, Anthropology, 1974; B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.
- Steven G. Herman, Biology, 1971; B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.
- Patrick J. Hill, Philosophy, 1983; Provost and Academic Vice President, 1983-90; A.B., Philosophy, Queens College, 1963; A.M., Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.
- Virginia Hill, Communications, 1975; B.A., Journalism/Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.
- David Hitchens, History, 1970; Campus Adjudicator, 1987-89; B.A., History, University of Wyoming, 1961; M.A., History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.
- Taylor E. Hubbard, Library Science, 1986; B.A., History/Business, University of Vermont, 1966; M.A., History, San Francisco State University, 1968; M.L.S., University of California at Los Angeles, 1969.
- Margaret I. Hunt, Dance, 1976; B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.
- Ryo Imamura, Psychology, 1988; B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1978; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.
- Winifred Ingram, Emeritus, 1981; Consultant to MIT Program, 1991-92; Psychology, 1972; B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951; Fellow of the Mary Ingraham Bunting Institute of Radcliffe College, 1971-72.
- Ren-Hui (Rose) Jang, Theater, 1988; B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.
- Bernard Johansen, Dance, 1972.
- Linda B. Kahan, Biology, 1971; A.B., Zoology, University of California at Berkeley, 1963; M.A., Biology, Stanford University, 1965; Ph.D., Biology, Stanford University, 1967.
- Kazuhir Kawasaki, Art History, 1976; B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.
- Jeffrey J. Kelly, Chemistry and Biochemistry, 1972; Director of Laboratory Computing, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.
- Janice Kido, Communication, 1991; Director, Master in Teaching Program, 1991-1995; B.Ed., Secondary Speech Education, University of Hawaii at Manoa, 1965; M.A., Speech/Communication, University of Hawaii at Manoa, 1970; Ph.D., Communication: Cross-Cultural Communication, The Union Institute, 1995.
- Ernestine Kimbro, Librarianship, 1987; B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.
- Lovern Root King, Emeritus, Social Sciences, 1977; Affirmative Action Officer, 1984-85; B.A., English, Seattle Pacific College, 1972; M.C., Communications, University of Washington, 1976; Ed.D., Policy, Governance and Administration, University of Washington, 1984.

- Robert H. Knapp, Jr., Physics, 1972; Assistant Academic Dean, 1976-79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, England, 1968.
- Stephanie Kozick, Education, 1991; B.S., Education, Northern Illinois University, 1971; M.S., Curriculum/Instruction, University of Oregon, 1980; Ph.D., Human Development/Family Studies, Oregon State University, 1986.
- Patricia Krafcik, Russian Language and Literature, 1989; B.A., Russian, Indiana University, Bloomington, 1971; M.A., Russian Literature, Columbia University, 1975; Ph.D., Russian Literature, Columbia University, 1980.
- Lowell Kuehn, Sociology and Public Administration, 1975; Acting Director, Washington State Institute for Public Policy, 1984-85; Director of Graduate Program in Public Administration, 1983-84; B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.
- Elizabeth M. Kutter, Biophysics, 1972; B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.
- Patricia Labine, Ecological Agriculture, 1981; B.A., Zoology, Mount Holyoke College, 1961; Ph.D., Biology, Stanford University, 1966.
- Kaye V. Ladd, Inorganic Chemistry, 1975; B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University, 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.
- Eric H. Larson, Emeritus, Anthropology, 1971; B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.
- Gerald Lassen, Public Administration, 1980; Academic Advisor, 1990-present; B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.
- Daniel B. Leahy, Public Administration, 1985; Director of Labor Center, 1987-1995; B.A., Economics, Seattle University, 1965; M.P.A., New York University Graduate School, 1970.
- Albert C. Leisenring, Mathematics, 1972; B.A., Mathematics, Yale University, 1960; Ph.D., Mathematics, The University of London, 1967.
- Mark A. Levensky, Philosophy, 1972; B.A., Philosophy, University of Iowa, 1959; A.M., Philosophy, University of Michigan, 1961; Ph.D., Philosophy, University of Michigan, 1966.
- Russell M. Lidman, Economics, 1974; Director of Graduate Program in Public Administration, 1981-83; Director, Washington State Institute for Public Policy, 1985-90; Academic Vice President and Provost, 1990-94; B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Princeton University, 1968; M.S., Economics, University of Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at Madison, 1972; Fulbright Scholar, 1994.
- John T. Longino, Zoology, 1991; B.S., Zoology, Duke University, 1978; Ph.D., Zoology, University of Texas, Austin, 1984.
- Lee Lytle, Library Sciences, 1992; B.F.A., Architecture, University of New Mexico, 1974; M. Urban Planning, University of Washington, 1985; M. Library Sciences, University of Hawaii, 1991.
- Jean Mandeborg, Fine Arts, 1978; B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.
- Carrie Margolin, Psychology, 1988; B.A., Hofstra University, 1976; Ph.D., Dartmouth College, 1981.
- David Marr, American Studies and English, 1971; Academic Dean, 1984-87; B.A., English, University of Iowa, 1965; M.A., English (American Civilization), University of Iowa, 1967; Ph.D., English (American Studies), Washington State University, 1978.
- S. R. Martin, Jr., English and American/African-American Studies, 1970; Academic Dean, 1973-76; A.B., English, University of California at Berkeley, 1957; M.A., English, San Francisco State College, 1961; Ph.D., American Studies, Washington State University, 1974.
- John Marvin, Mathematics, 1988; B.A., Mathematics, University of Montana, 1954; M.A. and A.B.D., Mathematics, Johns Hopkins University, 1961.
- Charles J. McCann, Emeritus, 1991; English, 1968; President, 1968-77; B.A., Naval Science, Yale University, 1946; M.S., Merchandising, New York University, 1948; M.A., English, Yale University, 1954; Ph.D., English, Yale University, 1956; M.P.P.M., (Honorary), Yale School of Organization and Management, 1979.
- Earle W. McNeil, Sociology, 1971; Academic Advisor, 1983-86; B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.
- Laurie Meeker, Film/Video, 1989; B.A., Film Production/Still Photography, Southern Illinois University, 1980; M.F.A., Film Production, University of British Columbia, 1985.
- Donald V. Middendorf, Physics and Biophysics, 1987; B.A., Biology, University of Missouri, 1977; M.S., Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, 1984.
- David H. Milne, Biology, 1971; B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.
- Maxine Mimms, Emeritus, Social Services, 1972; Director, Tacoma Program, 1973-90; B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, The Union Graduate School, West, 1977.
- Carol Minugh, Environmental Studies (Native American Community-Based) 1988; A.A., General Education, Grays Harbor Community College, 1973; B.A., Liberal Arts, The Evergreen State College, 1974; M.S., Education Administration, Washington State University, 1975; D.Ed., Higher Education Administration, Pennsylvania State University, 1981.
- Harumi Moruzzi, Intercultural Communication, 1990; B.A., English, Nanzan University, Nagoya, Japan, 1970; Ph.D., English, Indiana University, 1987.
- Lawrence J. Mosqueda, Political Science, 1989; B.S., Political Science with minors in Sociology and Economics, Iowa State University, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1979.
- Frank Motley, Librarianship, 1978; Head of Library Reference, 1972-79; B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.
- Arthur Mulka, Management Studies, Latin and Greek, 1979; B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1965; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.
- Gonzalo Munevar, History/Philosophy of Science, 1989; B.A., Philosophy, California State University at Northridge, 1970; M.A., Philosophy, California State University at Northridge, 1971; Ph.D., Philosophy, University of California, 1975.
- Ralph W. Murphy, Environmental Science, 1984; Director, Graduate Program in Environmental Studies, 1988-95; B.A., Political Science and Economics, University of Washington, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.
- Nalini Nadkarni, Ecology, 1991; B.S., Brown University, 1976; Ph.D., College of Forest Resources, University of Washington, 1983.
- Raul Nakasone (Suarez), Education, 1991; Credentials for Secondary Education in Mathematics, Physics, and Chemistry, Enrique Guzman y Valle National University of Education, 1968; M.A., Teaching (Physics), Lewis and Clark College, 1973.
- Alan Nasser, Philosophy, 1975; A.B., Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.
- James Neitzel, Chemistry, 1989; B.A., Chemistry, Biology, Macalester College, 1977; Ph.D., Chemistry, California Institute of Technology, 1987.
- Alice A. Nelson, Spanish Language and Culture, 1992; A.B., cum laude Spanish, Davidson College, 1986; A.M., Spanish, Duke University, 1989; Certification, Women's Studies, Duke University, 1990; Certification (expected), Latin American Studies, Duke University, 1992; Ph.D. candidate, Spanish, Duke University, 1992.
- Lin Nelson, Environmental Health, 1992; B.A., Sociology, Elmira College, 1970; M.A., Sociology, The Pennsylvania State University, 1975; Ph.D., Sociology, The Pennsylvania State University, 1981.
- Charles T. Nisbet, Economics, 1971; B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.
- Sandra Lewis Nisbet, Drama and Theater, 1988; B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.
- Dean Olson, Management, 1988; B.A., International Business, University of Washington, 1964; M.A., International Business, University of Washington, 1965; Ph.D., Business Finance, University of Washington, 1968.
- Janet Ott, Biology, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.
- Charles N. Pailthorp, Philosophy, 1971; Academic Dean, 1988-1992; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.
- Mark Papworth, Emeritus, Anthropology, 1972; B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.
- Willie L. Parson, Microbiology, 1971; Academic Dean, 1974-78; B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.
- David Paulsen, Philosophy and Computing, 1978; B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.
- Sarah Pedersen, English Literature, Library Science; Dean of Library, 1986-92; B.A., English, Fairhaven College, 1973; M.S.L.S., College of Library Science, Lexington, Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1979.
- John H. Perkins, Biology, History of Technology and Environment, 1980; Academic Dean, 1980-86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.

- Yvonne Peterson, Education, 1984; B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.
- Rita Pougiales, Anthropology and Education, 1979; Academic Dean, 1985-88; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977, Ph.D., Anthropology and Education, University of Oregon, 1981.
- David L. Powell, Literature, 1972; B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.
- Brian Price, History, 1987; B.A., American and English Literature, University of East Anglia, England, 1977; M.A., History and American Studies, Purdue University, 1980; Ph.D., Economic and Labor History, Purdue University, 1987.
- Thomas B. Rainey, History, Environmental and Russian Studies, 1972; A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.
- Hazel J. Reed, Mathematics, 1977; B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.
- Sara Rideout, Librarianship, 1987; B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.
- Evelia Romano de Thuesen, Spanish Language and Culture, 1992; B.A., Literature and Linguistics, Catholic University of Argentina, Buenos Aires, 1983; Graduate Research Student (Kenkyusei), Traditional Japanese Theater; Kabuki, Sophia University, Tokyo, 1986-87; Ph.D., Hispanic Language and Literatures, University of California, Santa Barbara, 1992.
- Ratna Roy, Dance and English, 1989; B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.
- David Rutledge, Psychology, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California, Berkeley, 1986.
- Gilbert G. Salcedo, History, 1972; B.A., U.S. History, San Jose State College, 1970; Graduate work in Modern European History, San Jose State College; Research Fellowship, Center for Research and Advanced Study, San Jose State College.
- Therese Saliba, English, 1993; B.A., English, University of California, Berkeley, 1983; M.F.A., Fiction Writing, University of Washington, 1989; Ph.D., English, University of Washington, 1993.
- Samuel A. Schrager, Folklore, 1991; B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983.
- Terry A. Setter, Music and Audio, 1983; B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.
- Zahid Shariff, Public Administration, 1991; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.
- 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. "Pete" Sinclair, Literature, 1971; B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.
- Niels A. Skov, Emeritus, Management, 1972; B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Physical Oceanography, Oregon State University, 1968.
- Robert R. Sluss, Emeritus, 1991; Biology, 1970; B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University 1955; Ph.D., Entomology, University of California at Berkeley, 1966.
- Barbara L. Smith, Political Science, 1978; Academic Dean, 1978-94; Director, Washington Center for Improving the Quality of Undergraduate Education, 1985-94; Provost and Academic Vice President, 1994-present; B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.
- Matthew E. Smith, Political Science, 1973; Academic Dean, 1987-90; B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.
- Oscar H. Soule, Biology, 1971; Director of Graduate Program in Environmental and Energy Studies, 1981-86; Associate Academic Dean, 1972-73; Academic Advisor, 1983; B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.
- Paul J. Sparks, Art and Photography, 1972; B.A., Art, San Francisco State College, 1968; M.A., Art-Photography, San Francisco State College, 1971.
- Gregory Steuwe-Portnoff, Emeritus, 1994; Psychology, 1971; B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psychology, Brooklyn College, 1964; Ph.D., Social Psychology, City University of New York, 1976.
- Camilla Stivers, Public Administration, 1987; Director, Graduate Program in Public Administration, 1993-95; B.A., Wellesley College, 1960; M.L.A., Liberal Arts, Johns Hopkins University, 1967; M.P.A., Health Administration, University of Southern California, 1979; Ph.D., Public Administration, Virginia Polytechnic Institute and State University, 1987.
- 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.
- Masao Sugiyama, Mathematics, 1988; Academic Dean, 1994-present; B.A., Eastern Washington University, 1963; M.S., Western Washington University, 1967; Ph.D., Washington State University, 1975.
- Frederick D. Tabbutt, Chemistry, 1970; B.S., Chemistry, Haverford College, 1953; M.A., Chemistry, Harvard University, 1955; Ph.D., Physical Chemistry, Harvard University, 1958.
- Nancy Taylor, History and Education, 1971; A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.
- 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.
- Charles B. Teske, Literature, 1970; Academic Dean, 1970-75; B.A., English, Lafayette College, 1954; M.A., English, Yale University, 1955; Ph.D., English, Yale University, 1962.
- Kirk Thompson, Psychology and Political Science, 1971; B.A., History, Stanford University, 1956; M.A., Political Science, Stanford University, 1958; Ph.D., Political Science, University of California at Berkeley, 1965; Postdoctoral studies, Psychology, C. G. Jung Institute, 1975-77 and University of Washington, 1986-87.
- Gail Tremblay, Creative Writing, 1980; B.A., Drama, University of New Hampshire, 1967; M.F.A., English (Poetry), University of Oregon, 1969.
- Setsuko Tsutsumi, Japanese Language/Culture, 1985; B.A., Psychology; Teaching License in English and Guidance and Counseling, 1965; M.A., English, 1978; Ph.D., Comparative Literature, 1985.
- Jude Van Buren, Public Health, 1992; B.S., Environmental Health Sciences, University of Washington, 1984; M.P.H., Environmental Health, The Johns Hopkins School of Hygiene and Public Health, 1990; Ph.D., Public Health, The Johns Hopkins School of Hygiene and Public Health, 1995.
- Michael Vavrus, Instructional Development and Technology, 1995; B.A., Political Science, Drake University, 1970; M.A., Comparative and International Education, Michigan State University, 1975; Ph.D., Instructional Development and Technology, Michigan State University, 1978.
- Sherry L. Walton, Education, 1987; B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980.
- Gregory Weeks, Economics, 1981; B.S., Economics, Iowa State College, 1969; M.S., Economics, Pittsburgh State College, 1972; Ph.D., Economics, Washington State University, 1978.
- Sidney D. White, Emeritus, Art, 1970; B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.
- David W. Whitener, Native American Studies, 1978; B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.
- Alfred M. Wiedemann, Biology, 1970; B.S. Crop Science, Utah State University, 1960; M.S. Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.
- Ainara D. Wilder, Theater and Drama, 1972; B.S., Speech, General Science, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.
- Sarah Williams, Feminist Theory, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, The State University of New York at Binghamton, 1985; Ph.D., History of Consciousness, University of California at Santa Cruz, 1991.
- Sean Williams, World Music, 1991; B.A., Music, University of California at Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.
- William C. Winden, Emeritus, Music, 1972; Assistant Academic Dean, 1976-78; B.A., Art, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.
- Thomas Womeldorff, Economics, 1989; B.A., Economics, The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.
- Leslie E. Wong, Psychology, 1988; Academic Dean, 1990-present; B.A., Psychology, Gonzaga University, 1972; M.S., Experimental Psychology, Eastern Washington University, 1974; Ph.D., Education Psychology, Washington State University, 1986.
- York Wong, Management/Computer Sciences, 1975; Director of Computer Services, 1973-75; Assistant Academic Dean, 1979-81; B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.
- E.J. Zita, Physics, 1995; B.A., cum laude, Physics and Philosophy, Carleton College, 1983; Ph.D. Physics, University of Wisconsin-Madison, 1993.

Part-Time Studies Faculty

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Teresa Aragon, Management and Public Administration; B.A., Philosophy, Seattle University, 1965; M.A., Political Science and Sociology, University of New Mexico, 1968; Ph.D., Political Science and Public Administration, 1977.

Stephen Bray, Print Journalism; B.A., American Studies, Yale University, 1975; M.A., History, University of California at Berkeley, 1979; C.Phil., History, University of California at Berkeley, 1980; M.J., Journalism, University of California at Berkeley, 1982.

Margery B. Brown, Animation, Film, Video, Computer Graphics; A.A., Visual Media and Education, Colorado Mountain College, 1976; B.A., Media Arts Technology, The Evergreen State College, 1979; M.A., Feminist and Third World Film Theory and Motion Graphics, Antioch International University, 1991.

Jeff Cederholm, Salmon Biology and Ecology; Salmon Habitat Degradation, Enhancement and Restoration. B.S., University of Washington, College of Fisheries, 1968; M.S., University of Washington, College of Fisheries, 1972.

Carol Crawford, Music History, Piano, Harpsichord; B.A., Piano, Florida State University, 1969; M.A., Music History, University of Washington, 1978.

Kate Crowe, Psychology, Writing; B.A., Psychology and Writing, The Evergreen State College, 1980.

Steve Davis, Photography, Electronic Imaging; B.S., Communications, Photography, Film, University of Idaho, 1979; M.F.A., Art, University of Idaho, 1983.

Hirsh Diamant, Theater and Performing Arts, Masks, Puppets, Props, Classical Theater, Sculpture, Drawing, Design, Painting and Color Theory, Pantomime, Education K-8 and Teacher Training; B.F.A., Bezalel Academy of Fine Arts and Design, Jerusalem, Israel, 1975; M.F.A., Pratt Institute, New York, 1978.

Anne M. Ellsworth, American Sign Language, Deaf Culture Studies; M.L.T. (Medical Laboratory Tech), Tacoma Community College, 1966; Drug and Alcohol Counseling Certificate, Seattle University, 1975; B.A., Art and Social Sciences, The Evergreen State College, 1989.

Marja Eloheimo, Ethnobotany, Botanical Medicine, Northwest Studies, Education; B.A., The Evergreen State College, 1976 and 1990; M.A., Antioch University, 1978; preparing Ph.D., at University of Washington.

Susan Fairo, Customer; B.A., The Evergreen State College, 1986.

Hugo Flores, Spanish; B.S., The Evergreen State College, 1988; M.E.S. (pending) The Evergreen State College.

Don Foran, Literature, Writing, Ethics; Ph.D., English, University of Southern California, 1973; Post-doctoral M.A., Theology/Public Policy, The Jesuit School of Theology, Berkeley, 1977.

Bill Hashim, Environmental Philosophy, Watershed Management; B.S., Range Management, Humboldt State University, 1977; B.A., Environmental Studies, The Evergreen State College, 1984; M.E.S., The Evergreen State College, 1986.

Evonne Hedgepeth, Education, Human Sexuality, History; B.S. Psychology and Education, Virginia Commonwealth University, 1973; M.Ed., Educational Administration and Supervision, Teaching Certificate in History, Virginia Commonwealth University, 1981; Ph.D., Education, The Union Graduate School, 1988.

Allegra Hinkle, Media, Music; B.A., Communications, Western Kentucky University, 1976.

Ron Hinson, Visual Art: Art History and Criticism, Painting; B.F.A., Miami University, Ohio, 1956; M.F.A., Miami University, Ohio, 1958.

Doug Hitch, Woodshop, Metalshop, Wood/Metal Fabrication, Neon Lab, Glass Fusing and Slumping; Metal Casting; A.A., Centralia Community College, 1970; B.A., Technical Theater, Western Washington University, 1972; Pilchuck Glass School (glass blowing, glass casting, neon, staff technician) 1987-91.

Mitsugu Honda, Japanese, Religion; B.A., Belhaven College; M.Div., Princeton Theological Seminary, 1973; Th.M., Princeton Theological Seminary, 1974; graduate study, University of Chicago, 1975; M.A., Seton-Hall University, 1979; D.D., California International University, 1983.

Marianne R. Hoepli, Language Studies (Italian, French, English); B.S.N., Nursing, Zurich, 1972.

Jeff Hume, Computer Science; B.S., Computer Science, The Evergreen State College, 1992.

Stella Jordan, English, Writing, Reading Skills, Literature; B.A., University of New Mexico, 1952; M.A., English, California State College, Northridge, 1963; M.A., Education, Reading, California State College, Northridge, 1972.

Karen Kirsch, Expressive Arts; Associates Degree, Textile Design, Fashion Institute of Technology, 1972; The Evergreen State College, 1980; University of Washington, Laban Movement Analyst Certification, 1991.

Hugh Lentz, Photography, Digital Imaging; M.F.A., Art/Photography, University of Arizona, 1987.

Jean MacGregor, Environmental Studies; B.S., 1967; M.S. Natural Resources, University of Michigan, 1971.

Roger McIntosh, Technical Theater, Lighting Design, Multimedia Production; B.A., The Evergreen State College, 1980.

Brian McMorrow, Political Philosophy, Legislative Politics, Public Administration; B.A., 1980; M.A., 1982, Ph.D., 1984, Political Science, University of California, Santa Barbara.

Helena Meyer-Knapp, Social Change, Political Psychology, Decision Making, War, Political Geography; B.A., History, Oxford University-UK, 1969; M.A., Communications, University of Pennsylvania, 1971; Ph.D., Interdisciplinary Political Studies, The Union Institute, 1990.

Pat Moore, Sustainable High-Production Agriculture; B.A., The Evergreen State College, 1981.

Mike Moran, Ceramics, Drawing, Painting; B.S., Painting, Political Science, Eastern Montana College, 1966; M.F.A., Ceramics, University of Puget Sound, 1982.

Susan Preciso, American Literature, British Literature, Writing; B.A., Literature, Portland State University, 1986; M.A. Literature, Portland State University, 1988.

Peter Ramsey, Visual Arts (Printmaking, Art History, Color Theory); B.A., University of Washington, 1963; M.F.A., Cranbrook Academy of Art, 1965.

Peter B. Randlette, Computer applications in media, audio recording, music; B.A. The Evergreen State College, 1980.

Sarah Ryan, Labor Studies; B.A., The Evergreen State College, 1992; M.A., Labor and Industrial Relations, Rutgers University, (expected) 1995.

Joli Sandoz, American Studies, Writing, Sociology and Literature of Sport; B.A., English, Portland State University, 1974; M.A. Recreation Education, Brigham Young University, 1975; M.A., Christian Studies, Episcopal Divinity School, 1980.

Laurence D. Starr, Chemistry; B.S., Whitworth College, 1949; M.S., Washington State University, 1951; Ph.D., Washington State University, 1955; Post-Doctoral, Wayne State University (sponsored by National Institute of Health) 1955-56.

Betty Tabbutt, Environmental Studies; B.A., Zoology, Oberlin College; M.A., Medical Sciences, Radcliffe College.

James L. This, Theater; Ph.D., Communication, Drama, University of Southern California, 1978; B.A., Spanish, Wake Forest University, 1969.

Christina Valadez, Conversational Spanish, Sociolinguistics; B.A., Social Sciences and Romance Languages, The Evergreen State College, 1979; M.A., Sociocultural Anthropology, University of Washington, 1984.

Ken Wilhelm, Media Arts; Renton Vocational Institute.

Joan Winden, Music; B.A., Music, Stanford University, 1953; M.A., Music Education, San Francisco State University, 1956.

Charlotte Tiencken Wooldridge, Theater, Arts Administration; B.A., Theater, Maro Hill College, 1978; M.F.A., Children's Theater/directing, The University of Texas at Austin, 1985.

Bob Woods, Metalworking, Furniture Design, Metal Casting; B.A., Art Education; B.F.A., Metal Design, University of Washington, 1976; M.F.A., Metal Design, University of Washington, 1978.

Barbara Zelano, Theater Marketing; B.A., Marketing the Arts, Arts Administration, The Evergreen State College, 1988.

Campus Services and Resources

► Access for Students With Disabilities

Evergreen welcomes students with disabilities. The Access Services for Students with Disabilities office is committed to providing equal access to the benefits, rights and privileges the college offers students through its services, programs and activities. To help the Access Services office identify services appropriate to your needs, please contact us as soon as possible upon admission to the college. Verification of disability materials is kept in strictest confidence. Materials must be received by the Access Services office prior to provision of services.

In addition to the services we provide, you will find valuable help from the on-campus student organization, The Evergreen State College Union for Students With Disabilities. Volunteers are available for guided tours of the campus during all quarters.

» Offices that will assist you:

Access Services, LIB 1407D
Ext. 6364, TDD: 866-6834

Union for Students With Disabilities,
CAB 320, ext. 6092

► Equal Opportunity

The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, creed, national origin, gender, marital status, religion, sexual orientation, age, disability or veteran status. The responsibility for and protection of this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs at all levels and in all segments of the college. It is the responsibility of each and every employee of the college community to ensure that this policy is a functional part of the daily activities of the college.

Copies of the equal opportunity policy are available in the Equal Opportunity Office, LIB 3103. Persons who wish information on equal opportunity may contact Paul Gallegos, special assistant to the president for equal opportunity, ext. 6368. Persons who believe they have been discriminated against at Evergreen are urged to contact Lee Lambert, special assistant to the president for civil rights, ext. 6386, or TDD: 866-6834.

► Campus Bookstore

The Evergreen Bookstore, located in the CAB, is the place to find all required texts and materials for all programs. The Bookstore also features general reading and reference books; video, computer and software sales;

film processing; ticket sales; novelty items and the latest in Geoduck leisure wear. For late-night needs, including books, magazines, snacks and school supplies, check out the Branch, a subsidiary of the Bookstore in Housing's Community Center.

► Campus Parking

Motor vehicles must display valid parking permits. Permit prices are as follows:

	Automobiles	Motorcycles
» Daily	\$1	\$1
» Quarterly	\$25	\$12.50
» Academic Year	\$65	\$35
» Full Year	\$75	\$37

Daily permits can be purchased at the information booth on the front entrance road to campus. Longer-term passes can be purchased at the Parking Office, SEM 2150. Parking is permitted in designated areas only. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver.

The college does not assume responsibility for any vandalism or theft while the vehicle is parked on campus.

Convenient parking is available for persons with disabilities. An Evergreen special parking permit must be displayed when a vehicle is parked in a handicap space. These are issued through the Parking Office. Additionally, an Evergreen daily pass or parking permit must be purchased and displayed. For more information on campus parking, call ext. 6352.

► Campus Public Safety

Campus Public Safety staff are responsible for providing services to enhance the safety and welfare of Evergreen community members and to maintain the security of campus buildings and property, both public and private. The Public Safety Office will also assist students, staff and faculty with personal property identification and will register bicycles at no charge. Although the college assumes no responsibility for lost property, the chance for recovery of lost or stolen items is improved if the owner is easily identified.

The Public Safety Office is open 24 hours a day, seven days a week, and is staffed by officers trained in law enforcement and problem-resolution skills. While charged with enforcing laws and regulations, the staff works to resolve issues using the college's Social Contract whenever possible. The Public Safety Office is located in SEM 2150. Reach the office by telephone at ext. 6140 or 866-6832.

► Computer Services

In Academic Computing the emphasis is on students and technology. Students are encouraged to use computers throughout the curriculum – from writing evaluations, to working with graphic images, to solving complex statistical, scientific, or computer science problems. The use of computer facilities continues to grow as computing becomes an integral aspect of Evergreen's curriculum. There is no charge to students for the use of computing facilities.

Located in LIB 2408, the Computer Center is a place where individual attention comes first. The Computer Center's student consultants provide general assistance and consultation on the use of Computer Center resources.

The college's Computer Center resources include microcomputer laboratories, clusters of microcomputers, workstations and minicomputers. These offer a diversity of computer languages (such as Pascal, C++, COBOL, Prolog, LISP and BASIC), as well as application software (such as Word, Excel, graphics packages and SPSS). These facilities also provide access to worldwide information resources through the Internet.

Evergreen's computing laboratories include IBM-compatible and Macintosh computers networked to central servers and Internet resources. Laboratories include video and audio projection equipment. Labs are networked to share printing, peripherals and application resources and provide students with graphics, word processing, imaging and scanning, and desktop publishing capabilities for academic projects.

Equipment for the physically challenged is also available in the Computer Center (scanners, sound synthesizers, image enlargement), as are manuals, specially designed reference materials and workshops to help you make the best use of the facilities. Microcomputers designed for natural science applications are located in Laboratory Building II.

Evergreen has been able to maintain state-of-the-art computing resources through grant assistance from the National Science Foundation, AT&T, Apple, Digital and others.

► Facilities and Campus Regulations

Because Evergreen is state-owned, responsibilities to the state and county must be met.

» Alcoholic Beverages

No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. Rooms in the residence halls and modular units are homes, and drinking is legally

permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol/drug-free residences.

» Use of College Premises

Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 207F, ext. 6192.

Reservations for space and/or facilities are made through Space Management, ext. 6314. Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

All private and student vendors must schedule tables through the Student Activities Office. Student vendors are provided tables for a \$2 fee. For private vendors and alumni, the fee is \$20. Nonstudent vendors are limited to two tables per day and three days per quarter.

» Firearms

The college discourages anyone from bringing any firearm or weapon onto campus. However, firearms that must be brought onto campus property will be checked in and retained by Campus Public Safety. A special written explanation must accompany the retention request and be filed with the chief of campus public safety. Persons in possession of unchecked firearms on campus will be subject to immediate expulsion from Evergreen or to criminal charges.

» Pets

Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

» Bicycles

Bicycles should be locked in parking blocks provided at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration/licenses that aid in recovery of lost or stolen bicycles are available at Campus Public Safety for a small fee.

» Smoking

No smoking is allowed inside main campus buildings or near building entrances.

In campus housing, smoking is prohibited in public areas, including lobbies, laundry rooms, TV rooms, elevators and public hallways. Smoking is allowed within apartments with roommates' permission.

Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.

► Food Services

Located in the CAB, the dining services are designed to meet your food-service needs. The Deli, Greenery and espresso carts offer a wide variety of food choices for your pleasure and convenience. You may purchase items in any of the food-service locations with either a Geobuck card or cash.

A Geobuck card is a declining-balance credit card that allows the freedom of choice without carrying cash. A Geobuck card can be purchased at the Food Services Office, located in CAB 107.

► Library

The Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but who want to share what they know with you. The selection of books, equipment and other materials is carefully coordinated with the college's academic programs. Staff members are always on hand to help you relate the Library's resources to your academic work and personal enrichment.

The Library's resources are the "what" of information usage while the Library's staff provides the "how" through research and media instruction across the curriculum, as well as through various courses in the use of media equipment and basic media.

"What" you will find in the Library includes 4,200 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment); over 240,000 books; 30,000 reference volumes; four well-equipped recording studios; a complete video production system; films; recordings; maps; documents; editing benches; and 2,000 periodical subscriptions.

In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through computerized databases. Evergreen students and faculty borrow more interlibrary loan materials and more of the general collections per capita than at any of the other four-year public institutions in the state.

For more information, call ext. 6252 or drop in and talk to any Library staff member.

► Mail Services

Mail service for campus residents is provided Monday through Saturday. Students moving into campus housing may send their belongings in advance to Receiving and Mail. Labels should be addressed as follows:

Name

The Evergreen State College

Building letter and room number

Building street address

Olympia, WA 98505

A self-service postal unit is located on the first floor of the College Activities Building for any outgoing mail needs. Direct any questions to Receiving and Mail, LIB 1321, ext. 6326.

► Public Service at Evergreen

Evergreen operates four public service initiatives, each funded by the Washington State Legislature to carry out specific functions related to the educational and service missions of the college.

» The Evergreen Center for Educational Improvement focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning, information exchanges, workshops and conferences, the Evergreen Center collaborates with the K-12 community throughout the state. The Center's principle foci are curriculum development through integration and classroom assessment of learning.

» The Evergreen State College Labor Education and Research Center, established in 1987, offers credit and non-credit classes in labor education, labor economics, political economy and labor organizing to undergraduate students, union members and residents of Washington state. The Center designs and implements union-initiated and center-sponsored programs throughout the year. The Center also provides internships for students interested in working in the labor movement, and sponsors a part-time labor studies class on Saturdays. The Labor Center is located in SEM 4166, ext. 6525.

» The Washington Center for Improving the Quality of Undergraduate Education was established in 1985 and includes 45 participating institutions – all of the state's public four-year institutions and community colleges and 10 independent colleges. The Washington Center focuses on higher education reform and helps institutions share and more effectively utilize existing resources by supporting the development of interdisciplinary "learning community" programs and other curriculum-reform projects; facilitating faculty exchanges; holding workshops and conferences; and providing technical assistance on effective approaches to teaching and learning.

» The Washington State Institute for Public Policy, established in 1983, undertakes research studies, sponsors conferences, publishes newsletters and otherwise promotes the flow of applied research on key public-policy issues to the Washington Legislature. The institute also provides internship opportunities for Evergreen undergraduate and graduate students. One of the institute's largest projects is a longitudinal study of 2,000 low-income and at-risk Washington families. This information is an invaluable aid to state policy makers.

► Student Organizations

In addition to providing financial support to the CRC, Child Care Center, *Cooper Point Journal*, KAOS-FM, and the Student Activities Administration, Service and Activities fees fund a broad range of student organizations. These student groups enhance the college community with the many social, cultural, recreational, spiritual and educational services and activities sponsored throughout the academic year. Student groups active on campus include:

- » Amnesty International
- » Anime
- » Asian Students in Alliance
- » Bike Shop
- » Budd Inlet Sailing Club
- » Camarilla
- » Community Gardens
- » Environmental Resource Center
- » Evergreen Coalition Building Center
- » Evergreen Political Information Center
- » Evergreen Queer Alliance
- » Evergreen Running Club
- » Evergreen Zen Center
- » Gaming Guild
- » Graduate student associations—MES, MIT, MPA
- » International Student Organization
- » Irish American Student Association
- » Jewish Cultural Center
- » Latin American Student Organization
- » MEChA, Chicano student movement
- » Men's and women's rugby clubs
- » Men's Center
- » Middle East Resource Center
- » Mindscreen film group
- » Native Student Alliance
- » Pacific Islander Association
- » Peace and Conflict Resolution Center
- » Promoting Evergreen for Public Education (PEPE)
- » Rape Response Coalition
- » S & A Board
- » S & A Productions
- » Slightly West literary magazine
- » Society for Creative Anachronism
- » Soda Pop
- » Spring Arts Festival
- » Student Produced Art Zone (SPAZ)
- » Student Workers Organization
- » The Evergreen Music Production Organization (TEMPO)
- » Ultimate Frisbee Club
- » Umoja, African American student organization
- » Union of Students With Disabilities
- » Wilderness Resource Center
- » Women of Color Coalition
- » Women's Center
- » Young Democrats

The Student Activities Office, *Cooper Point Journal*, KAOS-FM (Olympia Public Radio) and student organizations are located on the third floor of the CAB.

► Student Governance

There has never been a permanent student governance structure at The Evergreen State College. Nevertheless, students have played an important role in the ongoing governance of the college. Through participation in Disappearing Task Forces and standing committees such as the President's Advisory Board, students ensure that their voices and thoughts are included in decisions made by the college.

Students interested in being informed of and involved with such efforts may contact the Office of the Vice President for Student Affairs, LIB 3236, ext. 6296.

► Center for Mediation Services

Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences.

Trained volunteers help students, faculty and staff in conflict examine individual needs, identify common interests, and begin to craft an agreement that is mutually beneficial.

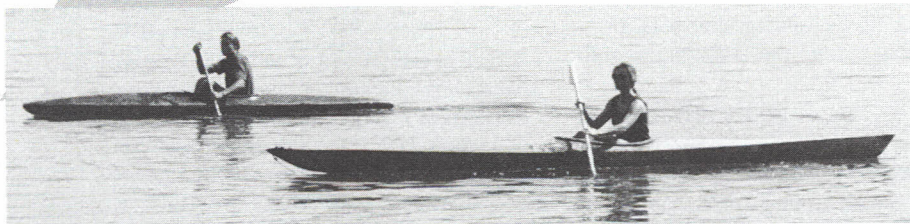
In addition, center staff offer conciliation and referral. Over the telephone or face to face, the mediation process is free of charge, voluntary and confidential. Training opportunities are available.

For more information, call the center at ext. 6656.

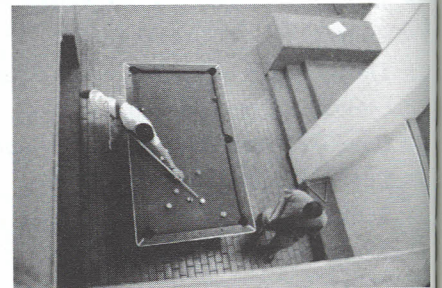


- ▶ Aside from offering study tables with a view, Evergreen's Library houses on-line databases, a statewide interlibrary loan program, thousands of books and periodicals, a large collection of media works, and much more.

- ▶ Students create and display work in Evergreen's Arts Annex – a building that's won prestigious awards for its dramatic use of light. Students work night and day in spaces designed specifically for painting and drawing, wood working, metal casting, sculpture fabrication and ceramics.



- ▶ The southern tip of Puget Sound borders Evergreen's campus, just a mile through the woods from the campus core. Students ply the waters in canoes and kayaks rented from the CRC, and the college's beach is a popular destination for relaxation.



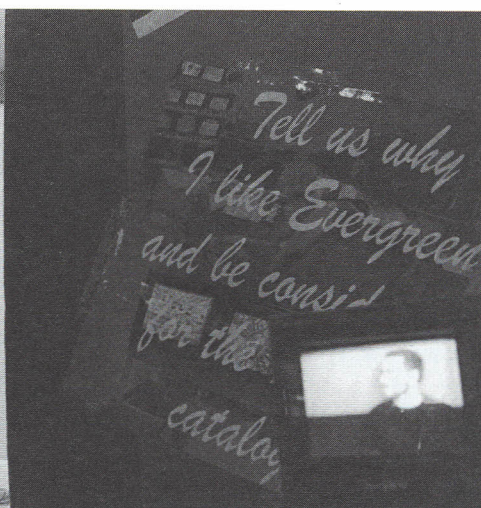
- ▶ Students take time out from studies to shoot some pool in campus housing.



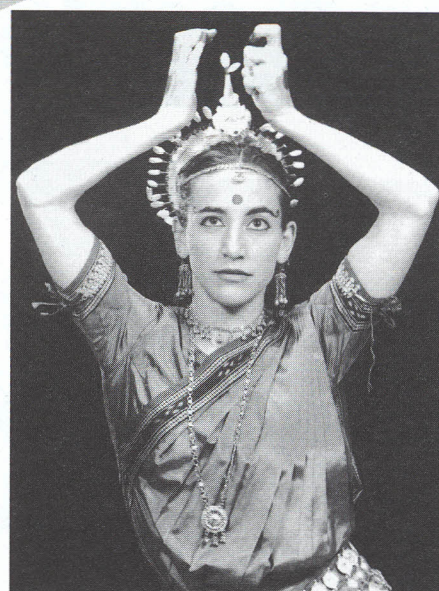
► A drummer pounds a rhythmic cadence – an impromptu performance that accompanies students walking to class.



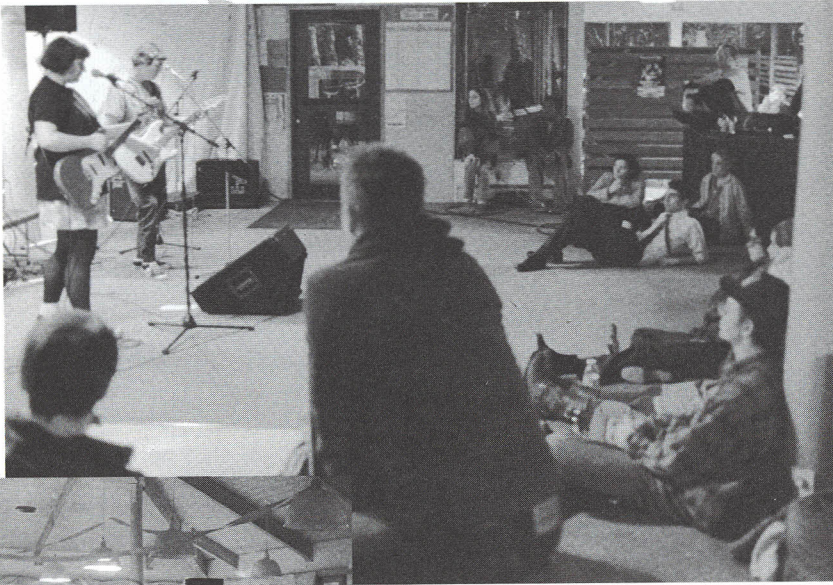
► To select the narrators whose portraits and quotes are featured in this Catalog, we asked students to step before a video camera and tell us why they liked Evergreen. Their faces and thoughts are taken directly from the video tape. Many jump at the opportunity to participate because past narrators played an important part in the decision to come to Evergreen.



► Academic inquiry often leads outside the classroom walls, especially for students studying sustainable agriculture, like this group meeting on the college's 13-acre Organic Farm.



► An Orissi dancer, learning to master this 2,000-year-old dance form of India, performs as part of Evergreen's Kalpaturu dance troupe. Members present dance theater pieces throughout the region, featuring this highly complex, lyrical, and physically demanding form of movement.



► Music is often live, evening movies are commonplace, and students, as well as SGA and College Recreation Center staff, regularly offer a wide variety of other activities for students both on and off campus. Moshers take note: Olympia continues to play a key role in the evolving alternative rock scene.



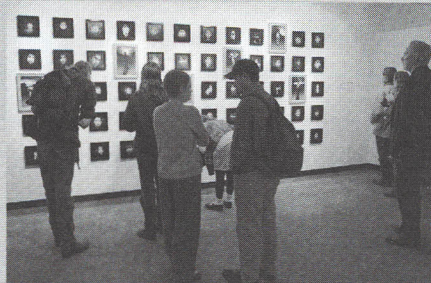
► Snow is rare at Evergreen, but with both the Cascade and Olympic mountain ranges just over an hour's drive from campus, students can regularly enjoy all kinds of snowy winter activities.



► Bicycles are close companions for lots of Evergreeners, who keep their pedals pumping smoothly in the student-funded Bike Shop.



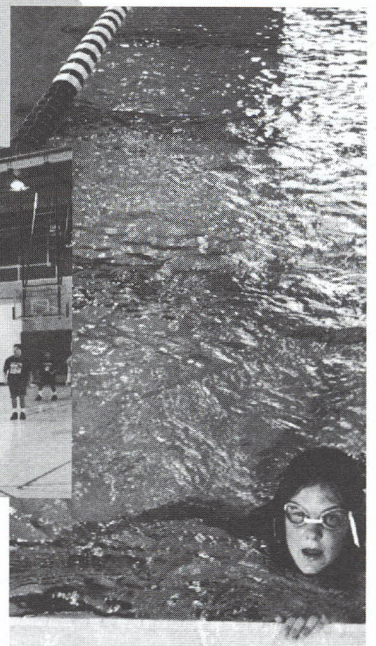
- Evergreen plays host each spring to Washington's largest one-day festival – Super Saturday. Traditionally held on graduation weekend, the event attracts new graduates and some 30,000 or so of their closest friends from around the state and beyond.

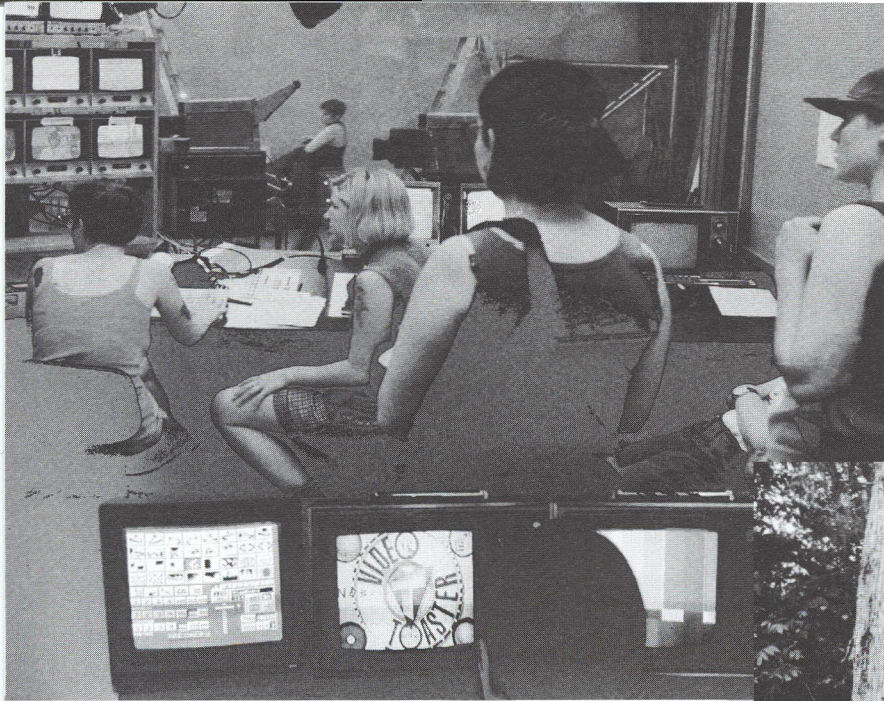


- Art exhibits, new each month in Galleries 2 and 4, often feature work by students and faculty.



- An 11-lane swimming pool and a gym for pick-up and intercollegiate basketball games are just two of the attractions of Evergreen's Recreation Center. The center features indoor and outdoor rock-climbing practice walls, a Wellness lab, racquetball courts, weight rooms, saunas and an equipment desk that rents everything from canoes and tents to skis and volleyball nets.





► From the locally televised comedy series "Infectious Waste Theater" to experimental animation shorts, students produce a wide range of work using high-quality equipment and studios available in Media Services.



► One thousand students choose to live on the Evergreen campus and its environs each school year. One- and two-person studios are available, as well as duplexes (called mods), and six-bedroom apartments. Evergreen housing features all the comforts of home, and more.



► OK, so it rains now and then in Washington. But a downpour like this is a rarity. Rain or shine, Olympia's still one of the most beautiful and livable places on Earth.

► The College Activities Building is the place to go, whether you're looking for a meal, someplace to study, the Bookstore, student group and S&A offices, KAOS-FM or the *Cooper Point Journal*. The decor always features posters and flyers promoting a seemingly endless stream of events and activities.



► No



► Evergreen's new Longhouse Education and Cultural Center – with a design based on historic Northwest Native American structures where learning and hospitality took place – is a nucleus for multicultural study, a wonderful location for classes, and home to a fantastic array of events and activities. It's also the only building of its kind on a public college campus in the United States.

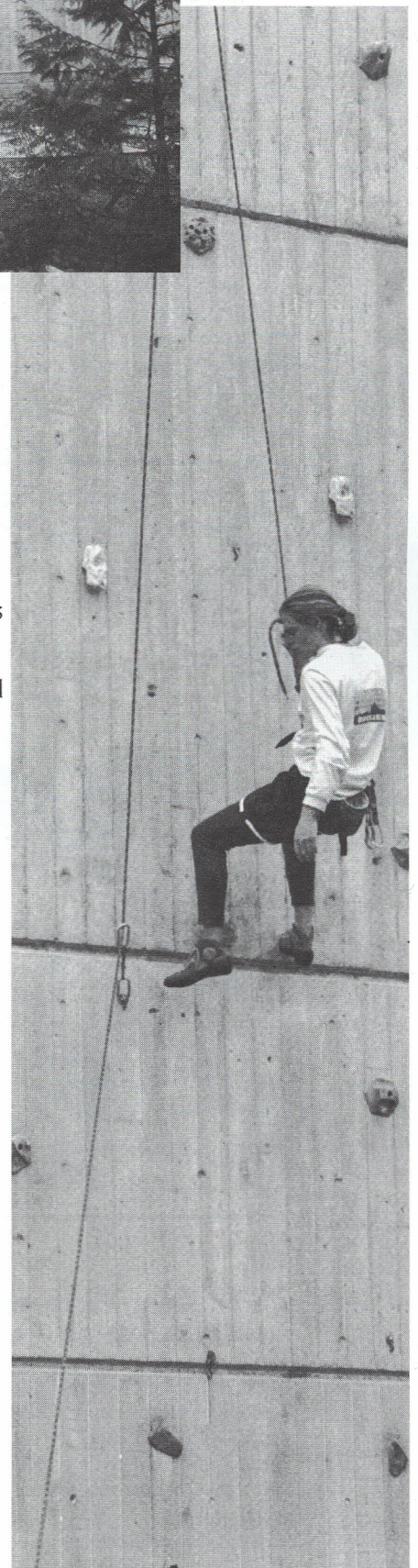


► For those experienced in hanging out on rope, as well as novices in the practice of vertical ascent, Evergreen's indoor and outdoor rock-climbing walls are a popular campus resource.

► You never know what'll happen on the main campus plaza when the sun shines, but don't be surprised to find student-produced theater, live music, political rallies or cultural performances. And students regularly use the red bricks and green lawns for academic seminar discussions, to toss frisbees, and even to sell artwork, crafts or other prized possessions.



► No two programs are the same on KAOS-FM Olympia Community Radio, where students, faculty, staff and community members line up for a chance to create their own two-hour show once a week. The result: a smorgasbord of musical and nonmusical shows so engagingly diverse in style and content that students soon devote at least one preset button on their radios to 89.3.



Campus Map

The Evergreen State College is an hour's drive from the Seattle-Tacoma airport. Olympia is also served by the Greyhound and Trailways bus companies. Evergreen and the state capital are just a short, scenic drive from most Washington cities and major points of interest.

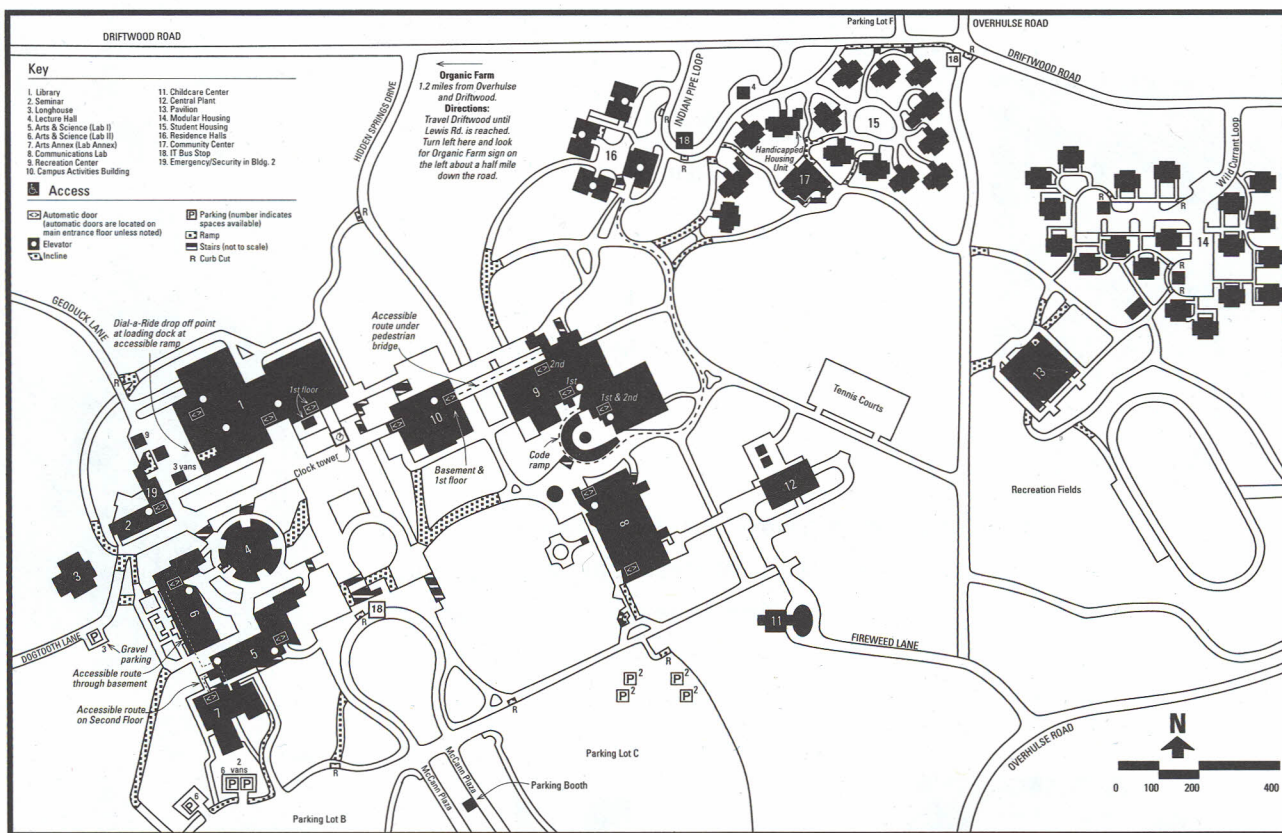
► How to Get Here

Whether you are coming from the north or south, you can reach the campus by taking Interstate 5 into Olympia and then turning onto Highway 101 at Exit 104. Follow 101 west for three miles to The Evergreen State College exit and go another two miles on the Evergreen Parkway to the campus entrance (on the left).

► Key

- | | |
|---------------------------------------|--------------------------|
| 1. Library (LIB) | 11. Childcare Center |
| 2. Seminar (SEM) | 12. Central Plant |
| 3. Longhouse | 13. Pavilion |
| 4. Lecture Hall | 14. Modular Housing |
| 5. Arts and Sciences (Lab 1) | 15. Student Housing |
| 6. Arts and Sciences (Lab 2) | 16. Residence Halls |
| 7. Arts Annex (Lab Annex) | 17. Community Center |
| 8. Communications Lab | 18. IT Bus Stop |
| 9. Recreation Center | 19. Campus Public Safety |
| 10. College Activities Building (CAB) | |

► Campus Map/Contacting Evergreen



► Contacting Evergreen

Inquiries about admission should be directed to: Office of Admissions, The Evergreen State College, Olympia, Washington, 98505, or (360) 866-6000, ext. 6170. Direct other correspondence to the appropriate office. Dial (360) 866-6000, then dial or ask for the extension or name listed.
e-mail: admissions@elwha.evergreen.edu

Academic Planning and Experiential Learning (APEL)	ext. 6312
Academic deans	ext. 6870
Admissions	ext. 6170
Alumni Relations	ext. 6551
College Advancement	ext. 6300
College Relations	ext. 6128
Controller/Business Office	ext. 6450
Financial Aid	ext. 6205
Housing	ext. 6132

President's Office	ext. 6100
Recreation Center	ext. 6530
Registration and Records	ext. 6180
Student Accounts	ext. 6447
Student Advising Center	ext. 6312
Tacoma campus	ext. 6004
Vice Presidents:	
Academic Affairs	ext. 6400
Finance and Administration	ext. 6500
Student Affairs	ext. 6296

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1996-97 Academic Calendar

	► Fall	► Winter	► Spring	► Summer	
				First Session	Second Session
Academic Fair	May 15/Sept. 23	Dec. 11	March 12	May 14	May 14
Quarter Begins	Sept. 30	Jan. 6	March 31	June 23	July 28
Quarter Ends	Dec. 21	March 22	June 13	July 26	Aug. 30
Evaluations	Dec. 16-21	March 17-22	June 9-13	July 23-26	Aug. 27-30
Vacations	Thanksgiving Nov. 23-30	Martin Luther King Day Jan. 20	Memorial Day May 26	Independence Day July 4	
	Winter Break Dec. 15-Jan. 5	Presidents Day Feb. 17	Commencement June 13		
		Spring Break March 23-30	Super Saturday June 14		

Campus Profile

► Faculty	186
Ph.D. or terminal degree	76%
Female	40%
Male	60%
Faculty of color - total	22%
Olympia campus	21%
Tacoma campus	67%
Instructional student/faculty ratio	22/1
► Staff	420

► Enrollment	3,614
Graduate	283 8%
Undergraduate	3,331 92%
Olympia campus	3,457
Tacoma campus	157
Tribal program	38
Female	2,057 57%
Male	1,557 43%
Full-time	87%
Part-time	13%
18-24 age group	62%
25-29 age group	13%
30-39 age group	14%
40+ age group	11%
Students living on campus (Olympia)	920
Students of color - total	15%
Asian/Pacific Islander	4%
Black/African American	3%
Mexican/Latino/Hispanic	4%
Native American Indian	4%
Olympia campus	14%
Tacoma campus	55%

► Tacoma enrollment	157
Male	18%
Female	82%
► Tribal enrollment	38
Male	18%
Female	82%
Native American	95%
Non-Native American	5%
► Entering class	1,492
Applicants, degree seeking	3,895
Admitted	2,882 74%
Enrolled	1,408 49%
Nondegree-seeking enrollment	84
Washington residents	1,033
Other states	444
Other countries	35
► Financial Aid	
Students receiving aid	1,914
Average award	\$5,608
► Placement	
1993 graduates after one year:	
Employed	66.2%
Graduate school	19.8%
Travel, homemaking, etc.	7.2%
Seeking Employment	6.8%

► Equal Opportunity Policy

The Evergreen State College expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, marital status, sexual orientation, Vietnam-era or disabled veteran status, or the presence of any sensory, physical or mental disability.

► Accreditation

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

► Disclaimer

Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.

► The Evergreen State College Catalog Production Team

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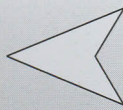
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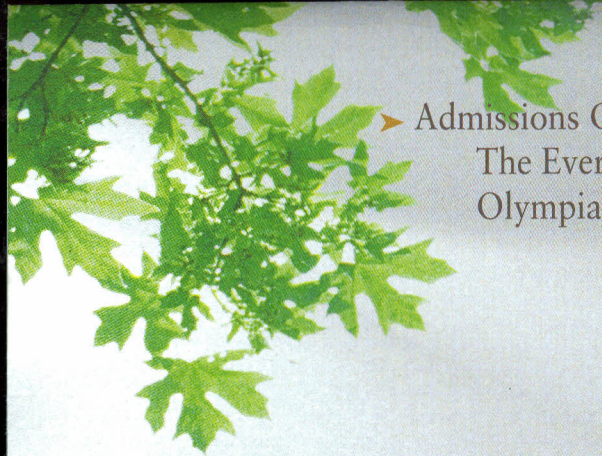
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