

Evergreen



Archives

The Evergreen State College  
Olympia, Washington 98502

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# sense of wonder

The Evergreen State College  
Olympia, Washington



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## Accreditation

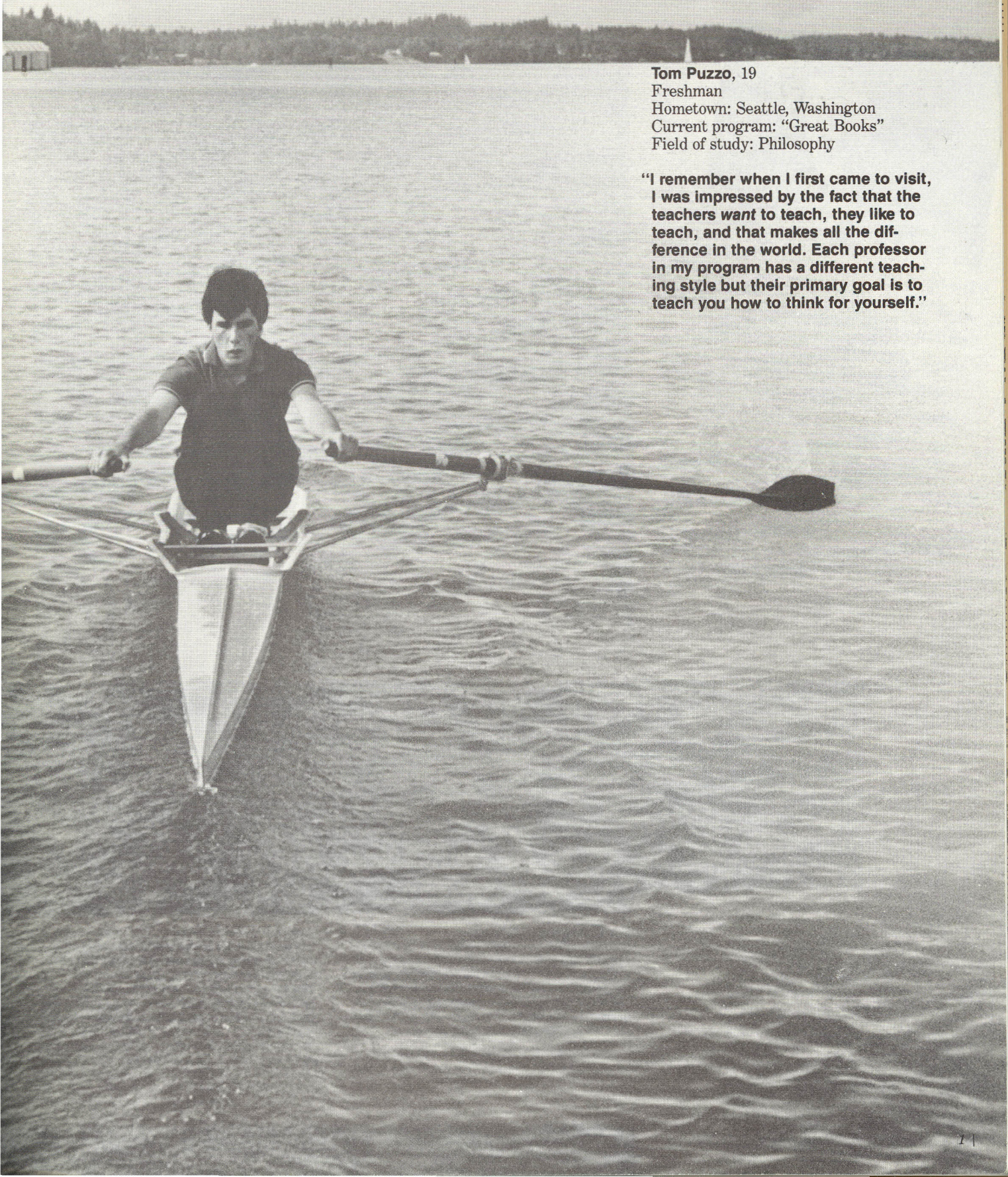
The Evergreen State College is fully accredited by the Northwest Association of Schools and Colleges.



“...all the difference  
in the world.”

**Tom Puzzo, 19**  
Freshman  
Hometown: Seattle, Washington  
Current program: “Great Books”  
Field of study: Philosophy

“I remember when I first came to visit, I was impressed by the fact that the teachers want to teach, they like to teach, and that makes all the difference in the world. Each professor in my program has a different teaching style but their primary goal is to teach you how to think for yourself.”





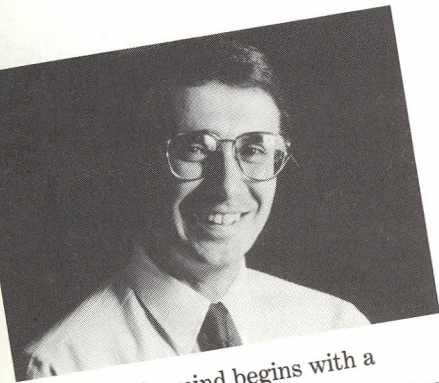
# Education with a Difference

## Fitting the Pieces Together

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

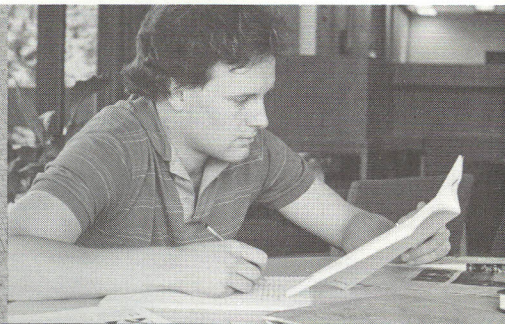
Why do we think interdisciplinary study is so important?

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



"The life of the mind begins with a sense of wonder. No true learning occurs without a commitment on the part of teacher and student to the joy of discovery. We invite you to experience an education that grows in strength and depth throughout your life."

President Joseph D. Olander  
The Evergreen State College



### An Evergreen Glossary

Because Evergreen's approach to education is unique, we've devised a special terminology over the years to fit our differences. Learning how these key terms are used at Evergreen will help you understand our practices and procedures. Also see the Campus Directory beginning on page 92.

### ► Academic Advising Office

The best place for advice and information on academic matters. Academic Advising provides up-to-date information on programs, faculty and academic services to students. You'll also receive advising—formal and informal—on an ongoing basis from faculty in your programs and areas of interest.



“I’m taking my education into my own hands. . .”

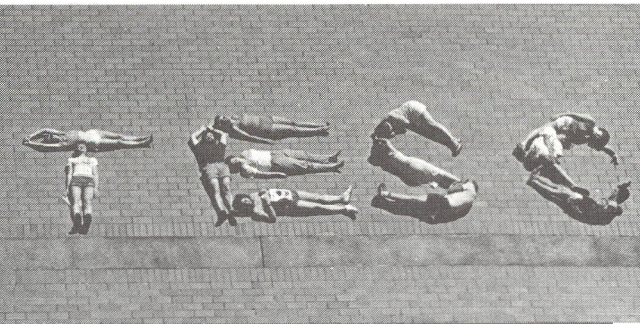
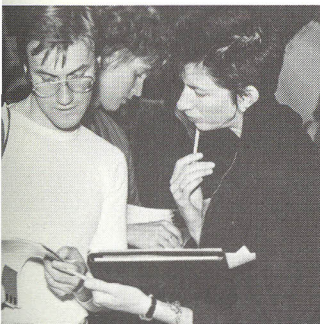


**Janine Thome, 21**  
 Junior  
 Hometown: Elyria, Ohio  
 Current program: “Life Composition”  
 Fields of study: Political science and communications

“I’m carrying on a study where I’m integrating world history, cross-cultural affairs and the knowledge of present forms of communication. It’s all coming together right now. I’m taking my education into my own hands completely, and then checking in with the faculty to make sure I’m on track. That’s the Evergreen way. . . You’re not going to learn anything if someone is shoving it down your throat. You learn by doing it yourself.”

“I’m going to be involved with this place for a long, long time. Evergreen is very special to me, and I want to help see that it stays that way.”

“I know a lot of the administration, and they listen to the students. Every time I write a letter, I get an answer.”



► **Academic Fair**

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

► **Athletics**

Evergreen fields intercollegiate teams in men’s and women’s soccer and swimming and diving. There are also a number of club sports, the most popular of which are sailing, crew, ultimate frisbee, tennis, cross-country running, track and field and basketball. See page 95.

► **CAB**

Unless you’re calling a taxi, “CAB” refers to the Campus Activities Building. See page 99.



# A Sense of Community

## Evergreen's Three Campuses, 1985-86

	Total	Olympia— Main campus	Tacoma Program	Vancouver Program
<b>Students</b>				
Caucasian	2697/91%	2546/92%	54/49%	96/93%
Students of Color	283/ 9%	220/ 8%	57/51%	7/ 7%
Female	1530/51%	1430/52%	36/32%	64/62%
Male	1450/49%	1336/48%	75/68%	39/38%

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

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

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

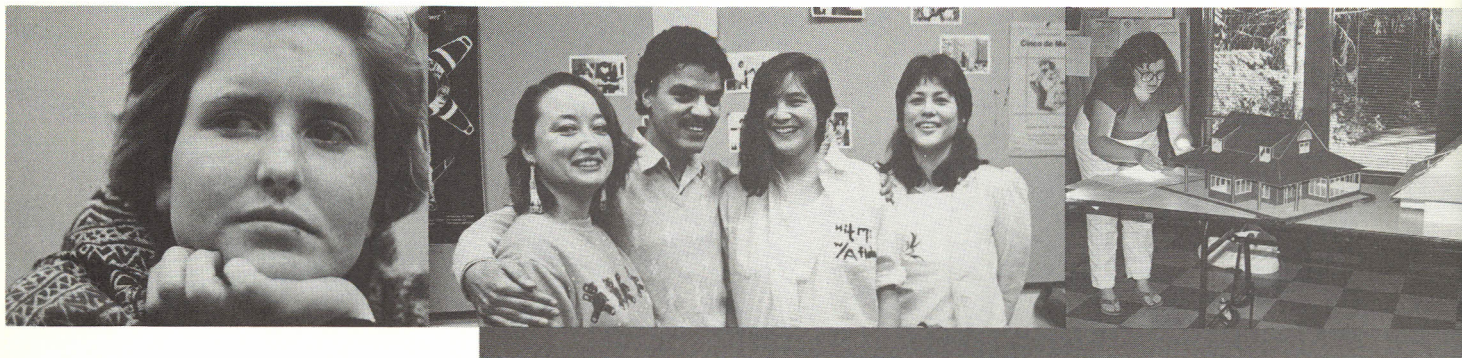
Evergreen is committed to actively recruiting a multicultural student body and to presenting the entire student body with intercultural values and perspectives across the curriculum.

## Evergreen Students, 1985-86

For more information, see page 112.

<b>Enrollment</b>	<b>2980</b>
Olympia	2627/88%
<i>Graduate students</i>	139/ 5%
Tacoma	111/ 4%
Vancouver	103/ 3%
<b>Race</b>	
Asian	67/2%
Black	102/3%
Caucasian	2697/91%
Mexican/Latino	47/2%
Native American	67/2%
<b>Age</b>	
18-24 years old	1422/48%
25-29 years old	475/16%
30-39 years old	681/23%
40+ years old	402/13%
Median Age:	25

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



### ► Career Pathways

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

### ► Chaos

Around here, it's spelled KAOS and it means the college's FM community radio station. See page 94.

### ► Contracts

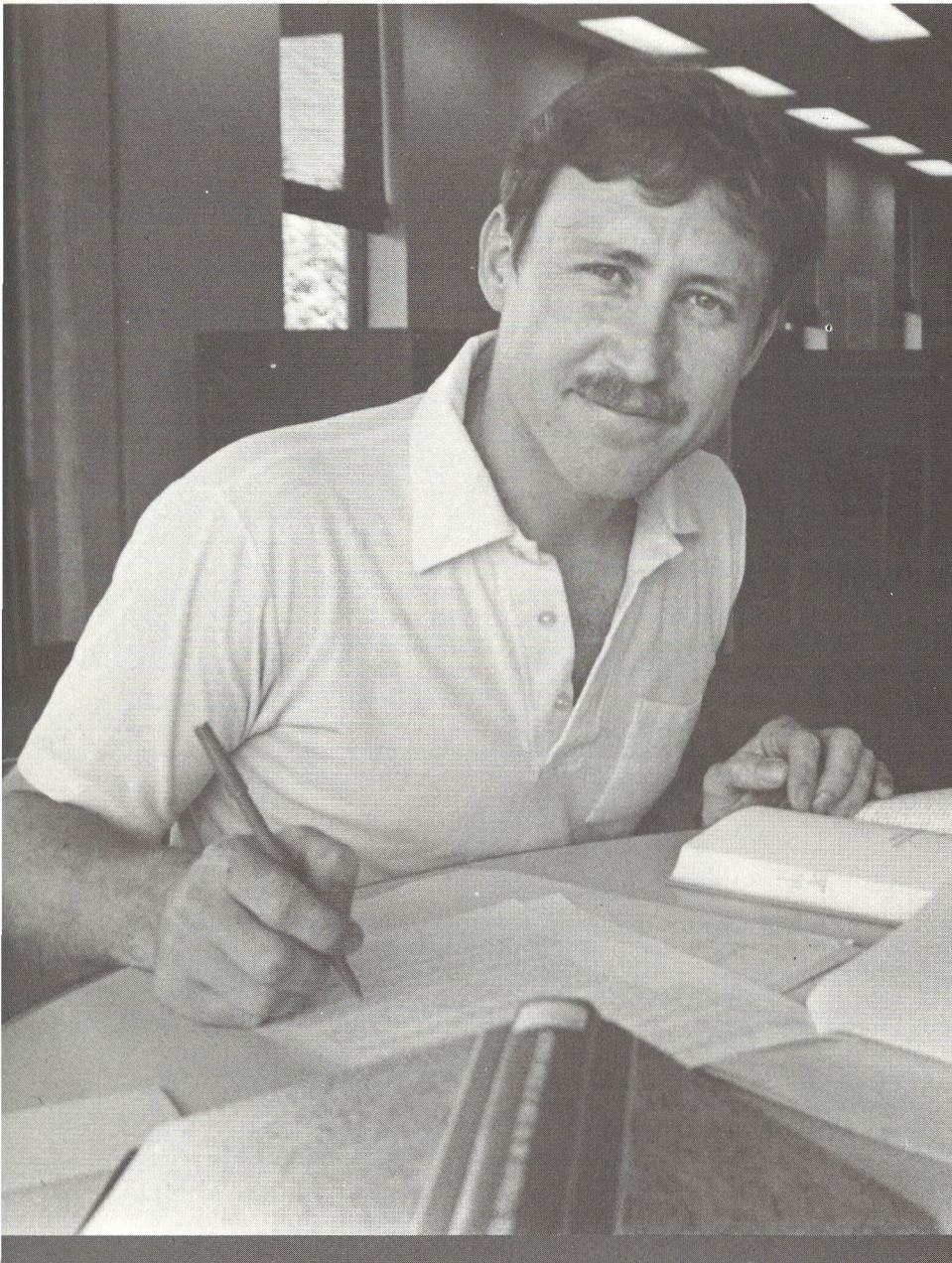
There are three kinds of academic contracts at Evergreen: Group Contracts, Individual Learning Contracts and Internship Contracts. See the chart, "Major Modes of Study," on page 9.

### ► Coordinated Study Program

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



“The situation changed from where I felt like someone was *making* me do something, to where it was up to me.”



**Dave Cordier, 31**

Junior

Hometown: Olympia, Washington

Current program: “Ecological Agriculture”

Field of study: Environmental science

“Last year I was very frustrated with my first research paper. [Faculty Member] Rudy Martin wanted me to rewrite it. After hemming and hawing and putting it off, I finally went to his office and told him I wasn’t going to do it.

“Well, he let me vent my frustrations and then he showed me some things I could do to make it a stronger piece. Then he said, ‘If you really don’t want to do it, don’t do it.’

“That turned me around. The situation changed from one where I felt like someone was *making* me do something, to where it was up to me. I went out and rewrote that paper. I still didn’t like the rewrite, but I *did* it. That’s what’s important.”

► **Core Programs**

Introductory programs designed for first-year college students, which are sometimes appropriate for transfer and returning students as well. You can think of Core Programs as Coordinated Studies for beginners because they emphasize studying in several disciplines and improving skills such as college-level reading, writing and research. For more information, turn to page 10 and 28.

► **Courses**

Part-time courses supplement the main curriculum. See page 82 for an early listing.

► **CPJ**

Stands for *Cooper Point Journal*, Evergreen’s student newspaper. See page 93.

► **Credits**

Full-time students at Evergreen earn 12-16 credits, or quarter hours, per quarter; the maximum allowed is 16. The amount of credit generated by a program is clearly specified at the end of the evaluation written by the faculty member on the student’s academic performance. See program descriptions, pages 28-81.



# At Evergreen, You Help Design Your Education

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

The philosophy of Evergreen's planning faculty was that education should enhance the breadth and depth of students' knowledge and skill. Ideally, they thought, students should begin in broad, interdisciplinary programs and work toward more independent, specialized study. They also believed students themselves were the ones who knew best what subjects and styles of learning they needed in their four years of college.

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

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

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

Plan ahead: not all of Evergreen's programs are repeated every year (program cycles are indicated in "The Condensed Curriculum" on page 26). If there's a program that seems suited to your objectives, find out what the prerequisites are, if any, and which year, or years, the program will be offered.



## A Typical Week in the Life of an Evergreen Student\*

Monday	Tuesday	Wednesday	Thursday	Friday
Lecture 10:30 a.m.- 12:30 p.m.	Skills workshop or lab 9:30 a.m.- 12:30 p.m.	Study and take part in governance activities	Lecture 10:30 a.m.- 12:30 p.m.	Seminar 10:30 a.m.- 12:30 p.m.
Film and symposium, 1:30-4 p.m.	Seminar 2-4 p.m.	Library research	Field trip 1:30-6 p.m.	Study, write papers

\*This is one example of a schedule in a Coordinated Study Program. The schedule of your program, group contract or internship may differ from the above. Not included are other study times, group project work, consultations with faculty, work-study hours, recreational events and other activities.



“The student body is *very* supportive...I’ve never felt like I was ‘grandma.’ They treat me with respect.”



**Margaret Livingston, 53**

Junior

Hometown: Olympia, Washington

Current program: “Mass Communications and Social Reality”

Field of study: Communications

“Evergreen is a great place for older students. Most of us have a clear idea of what we want and where we’re going, so we can structure what we’re doing to reach personal goals.”

“The student body is very supportive...I’ve never felt like I was ‘grandma.’ They treat me with respect.”

“I’m in the Prior Experiential Learning Program. Evergreen will grant up to 48 credits for work you’ve done outside of school. Some schools would just give it to you, but at Evergreen you have to write it up, anywhere from 90 to 120 pages, three drafts—an awful lot of work, but it helps you clarify the fact that you *have* done a lot. It makes you sit down and evaluate what you’ve done with your life.”

► **DTF**

The initials stand for Disappearing Task Force. Evergreen’s planners wanted to avoid permanent committees, which often outlive their usefulness, so they created DTFs to study problems, make recommendations and then disappear. Students are encouraged to participate on any of more than 20 DTFs which are usually active in the course of an academic year. For more information on governance, see page 102 and the glossary note on page 10.

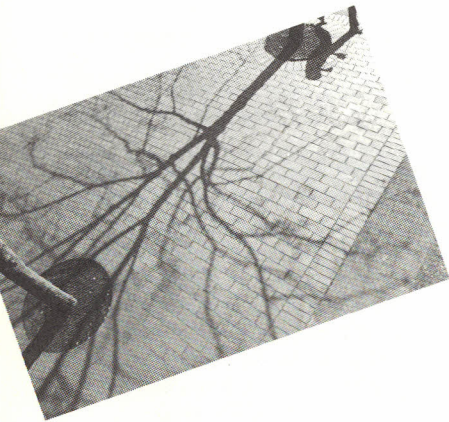
► **Environment**

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



# How the Curriculum Works

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



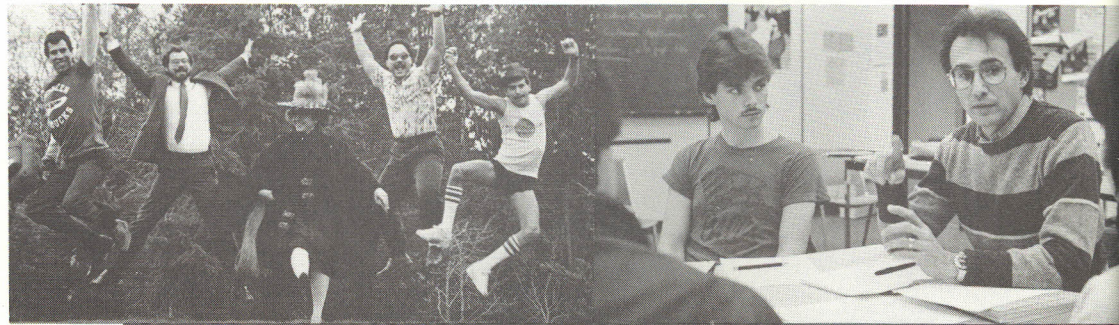
You can study in one full-time Coordinated Study Program each quarter, and often for an entire year. Coordinated Studies are interdisciplinary education at its finest, so you will explore a range of subjects in detail, all focused on a central problem or theme by your program's faculty team. Each faculty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

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

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

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

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



## ► Equivalencies

The approximate course titles and credit hours listed at the end of the program descriptions on pages 28-87. 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 Study.

## ► Evaluation

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



► **Major Modes of Study**

	<b>Coordinated Study Program*</b>	<b>Group Contract</b>	<b>Individual Learning Contract</b>	<b>Internship</b>	<b>Part-time Study</b>
<b>Levels of study</b>	Beginning, Intermediate	Mostly Intermediate, Advanced	Mostly Intermediate, Advanced	Intermediate, Advanced—Seniors have priority	Beginning, Intermediate, Advanced
<b>Typical credits per quarter</b>	12-16	12-16	4-16	4-16	4-11
<b>Nature of study</b>	<ul style="list-style-type: none"> <li>► Two to five faculty</li> <li>► 40 to 100 students</li> <li>► Students work with several faculty, primarily with their seminar leader</li> <li>► Central theme studied through different disciplines</li> <li>► Integrates seminars, lectures, workshops, field trips, etc.</li> <li>► Broadly interdisciplinary</li> </ul>	<ul style="list-style-type: none"> <li>► One to two faculty</li> <li>► 20-40 students</li> <li>► Integrates seminars, lectures, etc.; similar to Coordinated Study</li> <li>► Unlike Coordinated Study, has a narrower, more disciplinary focus</li> </ul>	<ul style="list-style-type: none"> <li>► Study plan agreed on by student and faculty sponsor</li> <li>► Sponsor provides consultation/advice</li> <li>► Contract includes activities such as readings, research papers, field studies</li> <li>► Can be combined with self-paced learning, work in programs, courses and internships</li> </ul>	<ul style="list-style-type: none"> <li>► Learning on the job in business and public agencies with guidance of field supervisor</li> <li>► Supported by academic activities with faculty sponsor</li> <li>► Emphasis on practical experience</li> <li>► Can be combined with programs, courses and Individual Learning Contracts</li> </ul>	<ul style="list-style-type: none"> <li>► Usually taught on one subject or narrow focus by one faculty</li> <li>► Similar to traditional college course</li> <li>► Also part-time options in full-time programs</li> <li>► Also half-time programs on Saturdays and evenings</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>► Any Core Program</li> <li>► “Mass Communications and Social Reality,” “Ecological Agriculture” and many others distributed throughout Specialty Areas</li> <li>► Returning adult students, see “Adult Life Explorations,” page 33</li> </ul>	<ul style="list-style-type: none"> <li>► “Forests and Salmon”</li> <li>► “Techniques of Visual Anthropology”</li> <li>► “Physical Systems”</li> <li>► “Japanese Studies”</li> </ul>	<ul style="list-style-type: none"> <li>► A study of shore-bird habitat</li> <li>► A study of the writings of Mark Twain</li> <li>► A study of passive solar walls</li> <li>► A study of the ethics of military software</li> </ul>	<ul style="list-style-type: none"> <li>► Assistant gallery manager</li> <li>► Advertising account management intern</li> <li>► Psychological counseling intern</li> <li>► Legislative liaison assistant intern</li> <li>► Wildlife biology intern</li> </ul>	<ul style="list-style-type: none"> <li>► “Life Drawing”</li> <li>► “Computer Architecture”</li> <li>► “Organic Chemistry”</li> <li>► “Principles of Economics”</li> <li>► Half-time programs: “Adult Life Explorations,” “Effective Writing”</li> </ul>
<b>For more information</b>	<ul style="list-style-type: none"> <li>► Read Core descriptions, pages 28-33</li> <li>► Read Specialty Area offerings, pages 34-81</li> </ul>	<ul style="list-style-type: none"> <li>► Read Specialty Area Offerings, pages 34-81</li> </ul>	<ul style="list-style-type: none"> <li>► See Academic Advising for list of faculty contract sponsors</li> </ul>	<ul style="list-style-type: none"> <li>► See Internships, page 84</li> </ul>	<ul style="list-style-type: none"> <li>► Read full-time program descriptions for part-time and half-time options, pages 28-87</li> </ul>

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

► **Evaluation Conference**

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

► **Faculty Advisor**

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

► **Faculty Sponsor**

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

► **Field Trips**

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



# Eight Easy Steps to Picking Your Program

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

## 1. Decide what you want to study.

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

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

- *If you are a freshman*, your choice should be one of the *Core Programs* that interest you the most. Core Programs are described on pages 28 to 33. Any Core Program can lead into any later area of specialization.
- *If you are a transfer student*, look up the subjects that interest you in the *Academic Index*, beginning on page 109. This lists all the programs which cover your subjects. Don't ignore *Core Programs*—they may be perfect for you. If a *Specialty Area* is listed under your subject in the index, read over all the offerings in that area.

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

- Look at the *Academic Pathways* described in the Specialty Areas where your interests lie. *Pathways* will suggest a logical sequence for your years of study in a particular field, and help you decide where to begin.
- Examine the *planned equivalencies* at the end of each program description to see the full range of subject matter it will cover.
- Browse over a number of *possibilities* before you settle on one. Try to choose at least three alternates before you take the next step.



### ► First People

at Evergreen describes people of color, commonly referred to in America as minorities—Blacks, Asians, Pacific Isle Americans, Native Americans, Chicanos and Latinos. See the First Peoples' Coalition, page 96.

### ► Geoduck

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

### ► Governance

An ongoing process at Evergreen, where we try to make decisions together. Wednesday is Governance Day, when all DTFs (see glossary note on page 6) are supposed to meet. Students participate in governance along with staff and faculty members—don't be surprised if you're asked to serve as a member of a DTF. Participatory democracy is hard work and time-consuming, but you have a voice in what happens at Evergreen if you choose to exercise this unusual and valuable franchise.



**4. Discuss your choices and goals**

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

**5. Attend the Academic Fair,**

which is described on page 3. The faculty will be assembled there, all in one place at one time, sitting at tables marked with their program titles. You can discuss program content, style and requirements directly with the program faculty.

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

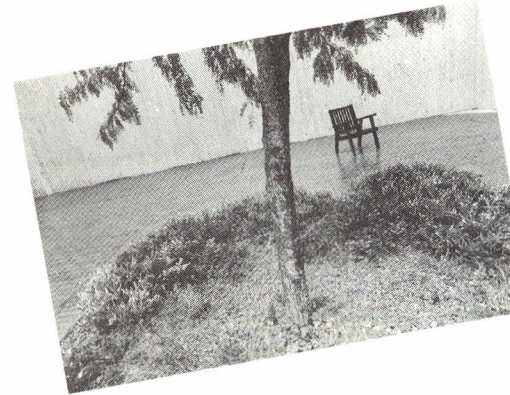
**6. Choose your program.**

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

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

**7. Register.**

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



► **Greener**

Short for Evergreener.

► **Interdisciplinary**

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

► **Individual Learning Contracts**

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



# Evergreen Works



Evergreen graduates, who now number more than 8,000, are successful in their chosen pursuits—whether that means a career, graduate school or some other post-graduation activity—because they are independent and self-disciplined in addition to being knowledgeable. Over the years, 88% of Evergreen's graduates have met their own immediate goals: acceptance into a graduate or professional school, a particular kind of job, or another career objective. This percentage is particularly impressive because it is based on a survey of all graduates from 1971-1984, not just those registered with the college's Career Development Office.

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

## Answers To Some Frequently Asked Questions

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

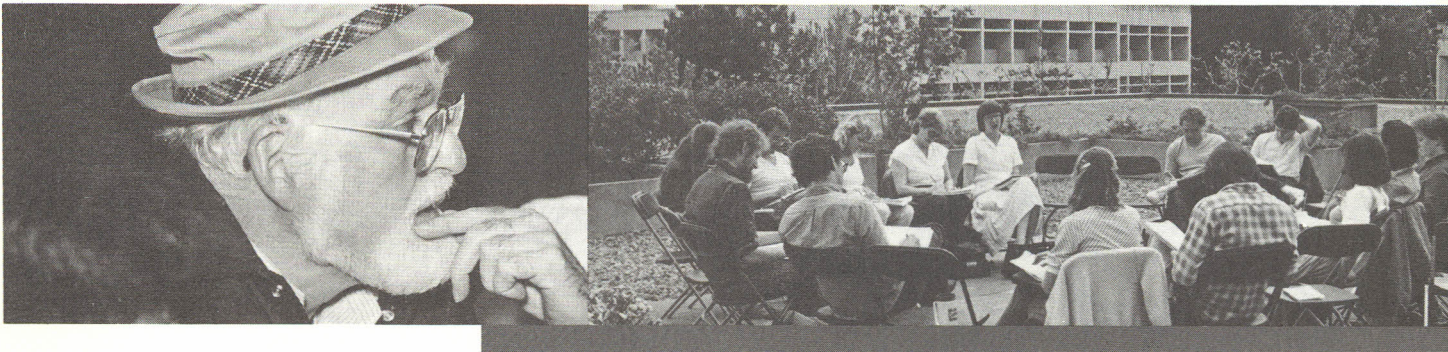
No. Although it often helps, sometimes it's a hindrance if you want to explore. Coordinated Study programs are excellent places for pursuing what you want to do, or discovering directions that are wholly new and unexpected.

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

The Academic Advising Office, your current program faculty, the faculty in areas which interest you. The Academic Fair (page 3) is an unexcelled opportunity to figure out exactly which of the upcoming offerings is best for you. If you want to select a faculty advisor, contact the Academic Advising Office.

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

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



#### ► Internships

Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through the Office of Cooperative Education. Seniors are generally given priority, as are students in academic programs that require Internships. For additional information, see the "Major Modes of Study" chart on page 9, read the information on page 84, and visit the Cooperative Education office in Lab I.

#### ► Organic Farm

Interested in learning about agriculture? See page 99.

#### ► Part-time Study

Most Evergreen programs are designed for full-time study, but some offer part-time options in the evening for working adults. Evergreen offers some half-time programs for working students, usually on Saturdays, and there are also part-time courses (4 quarter hours) which can fit into most any schedule, see page 82. Sometimes part-time courses are available only to regularly-admitted students.



**Can I take more than one program at a time?**

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

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

Sometimes. Each program description in this catalog specifies whether additional courses may be substituted for portions of that program, if they are more in keeping with your academic goals. You can also negotiate this with program faculty.

**Who is allowed to do an individual learning contract?**

Usually advanced, highly-motivated students with a specific project in mind. Also, many programs allow individual projects.

**Who is allowed to do an internship? When?**

Some programs incorporate internships in their learning plan. Internships can also be arranged outside of programs through Individual Learning Contracts. A limited number of internships are available, and priority for independent internships is given to seniors. All internships must be approved by the Office of Cooperative Education, see page 84.

**Will I receive letter or numerical grades?**

The faculty assess the quality of the work done by means of detailed written evaluations. Evergreen uses this system in lieu of letter or numerical grades. See page 14.

**Are all 1987-88 programs listed in this catalog, or are others added later?**

Most full-time programs were planned more than a year before the 1987-88 academic year. Information about changes and additions will be available at the Academic Advising Office. Part-time offerings, which are described briefly in this catalog, are planned only months before the quarter they are offered. They are publicized in a quarterly publication distributed on campus, *The Evergreen Times*.

**What are Evergreen's areas of study?**

Most of the conventional college subjects, plus a number of specialties. Consult the *Academic Index* (page 109), and browse through the Specialty Area descriptions (pages 34-81). Advisors and Admissions counselors can give you detailed information about offerings in the fields that interest you.

**What degrees do you offer?**

The Bachelor of Arts, the Bachelor of Science, the Teaching Certificate, the Master of Public Administration and the Master of Environmental Studies.

**What do Evergreen graduates do?**

Our graduates undertake all the usual careers, and invent some of their own. Environmental sciences and health services are two common fields chosen by Evergreen graduates. See "Evergreen Works" on page 12.

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

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



► **Potluck**

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

► **Prior Experiential Learning**

Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit. See pages 17, 18 and 85 for more information.

► **Programs**

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



# Other Evergreen Differences

## Our Faculty

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

## At Evergreen, You'll Become an Independent Thinker

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

## Narrative Evaluations

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

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

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



### ► Retreat

Many academic programs go on retreat during the year, usually off campus. Retreats allow for secluded work on a particular project or the finale to an entire year's studies. Also, the whole curriculum is planned at an annual Faculty Retreat. The programs in this catalog were planned at the Faculty Retreat of spring, 1986.

### ► 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.

### ► Seminars,

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



## Where to Find More Information

Academic Publications	Where Available When Available
Annual Catalog	New Students—Admissions Office Returning Students—Bookstore <i>Late September</i>
Viewbook	Admissions <i>Year round</i>
Student Advising Handbook	During Orientation, Academic Advising Office <i>Year round</i>
Academic Update (new and changed programs and faculty)	Academic Advising, Admissions <i>Prior to Academic Fairs</i>
Academic Calendar	Academic Deans Office <i>July</i>
Evergreen Times (listing of part-time offerings)	Information Center, Admissions, Academic Advising and Registration and Records Office <i>Prior to Academic Fairs</i>
Cooperative Education	No formal publications—To arrange an internship or find out more about the process, contact Coop Ed in person.
Prior Learning Brochure	Office of Prior Experiential Learning <i>Year round</i>
Teacher Education at Evergreen	Admissions <i>January</i>
Tacoma Brochure	Tacoma Program Office Admissions Office—Olympia <i>Spring</i>
Vancouver Brochure	Vancouver Program Office Admissions Office—Olympia <i>Spring</i>
Graduate Catalog	Admissions <i>Fall</i>

Information and Support Publications	
Student Financial Aid at Evergreen	Financial Aid Office <i>January</i>
VA Benefits	Veterans Affairs Office <i>Year round</i>
“How To” Pointers (on subjects such as resume writing)	Career Development Office <i>Year round</i>
Library Calendary (guide to resources)	Library Circulation Desk <i>First week of Fall Quarter</i>
Media Loan	Media Loan, Library <i>Year round</i>
Learning Resource Center	No formal publications—For academic support and skills improvement, contact the LRC in person.
KEY—Special Services (academic & personal support)	KEY Office <i>Year round</i>
Geoduck Computing	Computer Services <i>Quarterly</i>
First Peoples' Coalition Newsletter	First Peoples' Coalition Office <i>Monthly through school year</i>
First Peoples' Survival Manual (information and resources for students of color)	First Peoples' Coalition Office <i>September</i>
Happenings (daily events)	Information Center <i>Weekly through school year</i>
Cooper Point Journal (student newspaper)	Information Center, Greenery, Corner Cafe, Bookstore, Housing and ASH Laundry Rooms <i>Weekly through school year</i>

### ► Social Contract

Evergreen's planning faculty wanted Evergreen to function as a community, so they wrote their ideas about working together and social ethics into the Social Contract. See page 102 for a full copy.

### ► Specialty Area

An interdisciplinary grouping of Evergreen faculty, all of whom are interested in a specific set of disciplines or issues. Faculty within each Specialty Area meet regularly to plan curriculum and often teach together. Evergreen's eight Specialty Areas are listed in “The Condensed Curriculum” on page 26.

### ► Student Advising Handbook

Published by the Academic Advising Office, this publication is an invaluable source of information and a tool for planning your career at Evergreen, and beyond. See the list of other information publications above.

### ► Transfer Credit

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



# Admissions

## Admission Procedure

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

1. *The Washington Uniform Application.* A non-refundable application fee of \$25 must accompany the application, which is bound into this catalog. Your check or money order should be payable to The Evergreen State College.

2. *Official transcripts* of all your previous college work and, (for those applying directly from high school or with less than 45 quarter hours of college work) a record of your completed high school courses, including your rank in graduating class. A transcript is considered official if (a) it bears the seal of the institution, (b) is signed by an appropriate college/university official, and (c) is sent directly from the college/university to the Admissions Office.

Evergreen seeks to attract a diverse student body. You and all other applicants are considered on an individual basis. If qualified applications should exceed available space, further admission decisions may take into account a variety of factors to achieve diversity and balanced enrollment in Core and advanced programs.

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

## Application Deadlines

Applicants should have completed admission procedures by September 1 for Fall Quarter, December 1 for Winter, and March 1 for Spring. Summer Quarter has open enrollment. **The college may stop accepting applications if enrollment limits are reached before stated deadlines.**

## Freshman Admission Requirements

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

High school transcripts should show applicants have successfully completed a variety of academic courses which indicate adequate preparation for a challenging collegiate program.

If you are not in the upper half of your class, you will need to show evidence of your ability to succeed at Evergreen by submitting test scores, letters of recommendation and other data as requested by the Admissions Office. Commonly submitted test scores include the Washington Pre-College Test, Scholastic Aptitude Test, or American College Test.

Students planning to enter directly from high school in Fall, 1988, and subsequent years will be required to have completed a college preparatory program. Current minimum requirements for college prep courses include:

*Three years of English* selected from courses designed to develop college-level reading and writing proficiencies;

*Two years of mathematics* selected from algebra, geometry, trigonometry, advanced algebra and higher level courses;

*Two years of science*, including one year of laboratory science; and

*Two-and-a-half years of social studies.*

Admission can be granted on the basis of six semesters, preferably seven, of high school work. 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 satisfactory transcript may result in disenrollment.

## General Educational Development Tests

Applications will be accepted from persons 18 or older who have not graduated from an accredited high school, but have completed the General Educational Development tests. Normally, GED test scores should be at the 50th percentile or above in all categories.

## Attention Housing Applicants

Admission to the college does not assure you of a room assignment in Housing. As there is limited on-campus housing available, we advise you to contact the Housing Office for information and application forms prior to notification of admission to the college.

## Transfer Students

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

As a transfer student, you must present an official transcript from each college or university you have attended. Failure to provide all transcripts to the Admissions Office will result in disenrollment. Action will be taken on a transfer application when all transcripts for previously completed work have been received. If you are currently enrolled at another college while applying to Evergreen, you must have an official copy of that record sent to the Admissions Office immediately upon completion of your coursework. Failure to submit a final satisfactory transcript may result in disenrollment.

For more information about Admissions, call (206) 866-6000, ext. 6170.



### Transfer of Credit

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

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

Credits earned at nonaccredited institutions, technical institutes, military, art and music institutes, foreign colleges and universities and proprietary schools (such as business colleges and correspondence schools) are evaluated by the Admissions office (see Prior Learning, page 85). Work performed should be equivalent to work for which a four-year college or university would normally give credit toward a B.A. degree.

### Community College Transfer

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

### Upside-Down Program

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

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

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

### Credit for Military and Flight Training

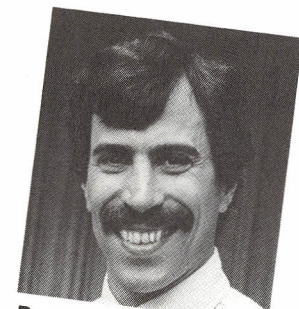
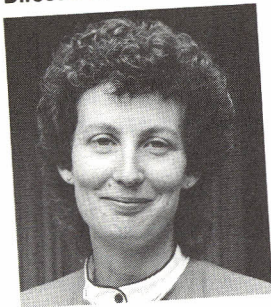
If you are an admitted student, credit for military training may be applied to your graduation requirements as part of the 135 quarter-hour transfer credit maximum. Military training is evaluated by the Office of Registration and Records in consultation with the Credentials Evaluator in Admissions and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

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

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

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

**Christine Kerlin,**  
Director of Admissions



**Doug Scrima,**  
Coordinator of High  
School Relations



**Diane Kahaumia,**  
Coordinator for Minority  
Recruitment



**Teri Ramsauer,**  
Coordinator for Transfer  
Student Outreach



### Credit for Training Sequences

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

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

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

### Returning Students

If you plan to return to Evergreen after withdrawing, graduating, or taking a leave of absence of more than four quarters, you must fill out the Washington State Uniform Application and pay a \$25 non-refundable application fee. Submit copies of all transcripts from institutions you attended since leaving Evergreen. An admission decision will be based on your complete record, and is subject to the regular deadlines of all applicants for that quarter.

### International Students

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

All international students should apply six months in advance by submitting:

1. *The Washington State Uniform Application* and the \$25 non-refundable application fee.
2. *Official copies* of all high school and/or college records, or university preparatory exams.
3. *Results of the Test of English as a Foreign Language (TOEFL)*. The minimum score acceptable is 525. Transfer students from local colleges may take an on-campus language assessment instead of the TOEFL.
4. *Evidence of having at least \$10,500 (U.S.)* to pay normal expenses for one year's enrollment at Evergreen.

### Conditional Admission

The Admissions Committee considers all applicants on an individual basis. Applicants who do not meet admissions criteria may be asked to submit additional information. Conditional admission may be offered if the applicant's credentials present a compelling case.

### Notification and Deposit

Notification of the admission decision will be made after a review of your completed application. Upon notice of eligibility, you may be asked to send a deposit of \$50. Payment will reserve enrollment on a first-come, first-serve basis. Special Students and Auditors do not pay deposits.

### Deferred Application

Students who wish to postpone their application to another quarter may request to do so in writing. Students may be allowed to defer for a maximum of a year upon review by the Admissions Committee. Deferral is subject to admission criteria and deadlines in effect for the future quarter.

### Special Students and Auditors

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

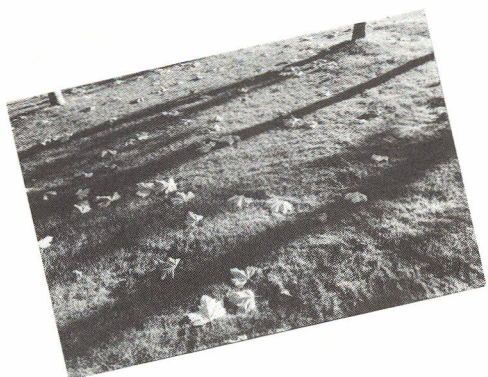
Special Student and Auditor are categories for local residents interested in college work but not currently seeking a baccalaureate degree. Both categories are generally limited to 11 quarter hours of part-time study.

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

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

### Summer Quarter

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





# Financial Aid

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

## Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial application packets are generally available by mid-January. Because funds are limited, it is recommended you submit your 1987-88 Financial Aid form to the College Scholarship Service by March 1, 1987, to receive full consideration for all available campus-based financial aid. For more information, pick up a brochure on Student Financial Aid which outlines the application process, deadlines and other details.

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

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

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

## Emergency Loan Program

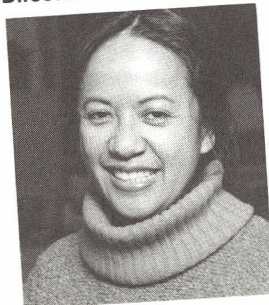
Emergency loan funds are donated by businesses, service and professional organizations, individuals in the community, and by the Short Term Loan Fund of Services and Activities. This program aids continuing students who have temporary need by providing short term loans of up to \$200. Application is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

## Scholarships

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

- *Ward Bowden Memorial Scholarship*: assists students with financial need in journalism and political science.
- *Roger Camp Memorial Scholarship*: assists continuing students with financial need.
- *Edith K. Draham Scholarship*: assists students with financial need and demonstrated ability in fiction writing.
- *Shauna May Memorial Scholarship*: awarded to students based on financial need and merit.
- *Carlton Morris Cooley Scholarship*: awarded to a senior who has excellent writing skills and participates in college governance.
- *Saul and Dayee G. Haas Foundation Award of Merit*: awarded to an outstanding junior or senior in the field of communications.
- *Charles J. McCann Scholarship*: awarded to a senior who has completed at least one full year at Evergreen, works well with others, shows the ability to design and carry out a plan of study, and does it well.
- *Ethel MacPhail Scholarship*: awarded to an upper-division woman in a business management related field.
- *Mark Blakely Memorial Scholarship*: for students pursuing the creative arts.
- *Foundation Scholarships*: awarded to new full-time students who have made distinguished contributions in their community, studies or other work.
- *First Peoples Scholarships*: merit-based and awarded to new students of color.
- *Cultural Diversity Scholarships*: awarded to American students who can contribute to the cultural and ethnic diversity of the college.
- *Native American Teacher Education Scholarship*: awarded to new Native American students who have been admitted to the Teacher Education program.
- *Scholar-Athlete Awards*: given as needed to students who demonstrate dedication to their studies and athletic endeavors.
- *Pleneurethics Society Scholarships*: awarded to continuing upper-division students in anthropology, journalism, literature, mathematics, natural sciences, philosophy or psychology; and based on academic merit and ability to apply the theories of Pleneurethics to one's field of academic concentration.
- *Masters in Public Administration Fellowship*: awarded to a student in the program who demonstrates promise for continued intellectual and professional development.
- *Masters in Environmental Studies Fellowship*: awarded to a student in the program who demonstrates promise for continued intellectual and professional development.
- *John Walker MPA Fellowship*: awarded to a woman in the MPA program based on her promise for continued intellectual and professional development.

Georgette Chun,  
Director of Financial Aid



Betty Muncton,  
Financial Aid Counselor



Karen Wade James,  
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 that you intend to remain in Washington for other than educational purposes. Once established, the domicile must exist for one year prior to the first day of the quarter you plan to enroll as a resident student.

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

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



## Washington/Oregon, Washington/British Columbia Reciprocity

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

## Billing and Payment Procedures

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

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

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

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

## Estimated Expenses

These estimates are for a single student who lives on- or off-campus during the nine-month academic year. They are *projections* for the 1987-88 year and *subject to change*.

	<i>Residents</i>	<i>Nonresidents</i>
Tuition and Fees (Full-time undergraduate)	\$1212	\$4206
Books and Supplies	450	450
Housing and Meals	2958	2958
Personal Needs	990	990
In-State Travel	660	660
<i>Total</i>	<i>\$6270</i>	<i>\$9264</i>

## Refunds/Appeals

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

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

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

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



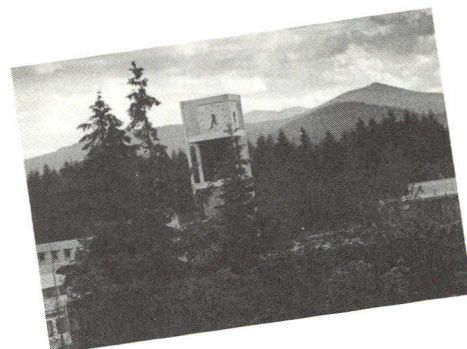
## Tuition and Fees

These are *projected* tuition and fees\* for the 1987-88 academic year\*\* and may be *subject to change*.

Enrollment Status	Quarter Credit Hours	Washington Resident Tuition	Nonresident Tuition
Full-time undergraduate students	10-16	\$404 per quarter	\$1402 per quarter
Part-time undergraduate students	9 credits or less	\$40 per credit up to \$404 maximum; 2 credits/\$80 minimum	\$140 per credit up to \$1402 maximum; 2 credits/\$280 minimum
Southeast Asian Veteran undergraduate students		\$153 for 4 credits or more; \$33 per credit under 4 credits	Same
Full-time graduate students	9-12	\$570 per quarter	\$1698 per quarter
Part-time graduate students	8 credits or less	\$57 per credit up to \$570 maximum; 2 credits/\$114 minimum	\$169 per credit up to \$1698 maximum; 2 credits/\$338 minimum
Southeast Asian Veteran graduate students		\$153 for 3 credits or more; \$47 per credit under 3 credits; 2 credits/\$94 minimum	Same

\*A \$70 fee for student Services and Activities (see page 96) is included in tuition. For other fees, see the "Miscellaneous Fees" chart below/on this page/on the next page.

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



## Miscellaneous Fees

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

	Per Day	Quarter	Year
Darkroom, Library 2126	\$2	\$30	
Parking			
<i>Automobiles</i>	.75	\$22	\$54
<i>Motorcycles</i>	.75	11	27

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

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



# Academic Regulations

## Registration

### New and Continuing Student Enrollment Process

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

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

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

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

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

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

Throughout the year, important information will be mailed to you, therefore *you are required to keep a current address*—even those of short duration—on file with the Office of Registration and Records throughout your stay at the college. (See also Bills and Payment Procedures, page 20.)

### 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 20.

### 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 20.

### Enrollment Status

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

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

### Leave of Absence

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

### Academic Credit

#### General Policies

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

#### Partial Credit Options

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

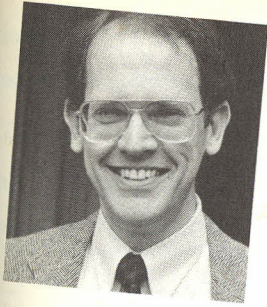
#### Evaluation

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

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, two evaluations are written about your academic accomplishments—one by your faculty member and one by yourself. For more about this unique way of grading, turn to page 14.

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





**Arnaldo Rodriguez,**  
Dean of Enrollment  
Services



**Judy Huntley,**  
Assistant to the Dean of  
Registration and Records

## Record Keeping

### Transcript and Portfolio

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

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

*The entire body of information is mailed when a transcript is requested,* although graduate students who also attended Evergreen as undergraduates may request transcripts of only their graduate work. Please allow two weeks for processing between your request (and \$10 fee) and mailing of the transcript.

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

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

### Retention of Records

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

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

### Confidentiality of Records

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

### Academic Standing Policy

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

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

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

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

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

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

### Graduation Requirements

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

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

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

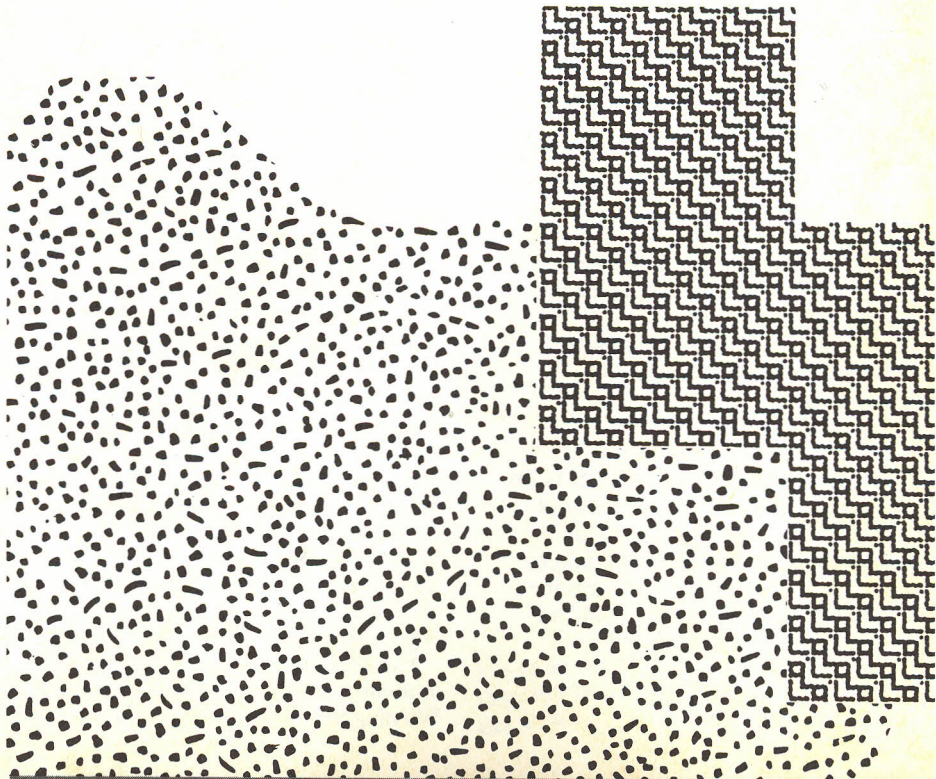
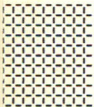
The B.S. degree requirement also includes 72 quarter credit hours in mathematics and natural science, of which 48 quarter credit hours must be in advanced subjects.

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

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



# Academic Offerings



**Jacinta McKoy, 26**

Junior

Hometown: Spokane, Washington

Current program: "Transformation: Personal to Planetary" Group Contract

Fields of study: Health and humanities

**"I did some research on science curriculum with Faculty members Maxine Mimms and Willie Parson and staff member Jean McGregor. . . All my work was valued as much as everyone else's. That's so incredibly rewarding as a student, to be treated as an equal."**

**"I don't know if I'd recommend the pace of study here to everyone. It takes a special kind of student to handle the course level. We're not just learning one thing, but integrating ideas. That's the kind of thinking that leads people not to just see problems, but to seek solutions."**



# Uniform Undergraduate Application for Admission to Four-Year Colleges and Universities in the State of Washington

I am applying to the campus in:

- Olympia
- Tacoma (upper division students only)
- Vancouver (upper division students only)

Section I PLEASE TYPE OR PRINT

Beginning Freshman  Transfer

PLEASE ATTACH THE APPROPRIATE APPLICATION FEE: **See Below**

1a. Application to (Name of College or University) <b>The Evergreen State College, Olympia, WA 98505</b>				1b. For admission to (check one term) <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> January Interim 19____ <input type="checkbox"/> Winter <input type="checkbox"/> Summer <input type="checkbox"/> Summer only Year			
2a. Have you ever applied for admission to the institution to which you are now applying? <input type="checkbox"/> Yes <input type="checkbox"/> No Year_____ term_____			2b. Have you previously attended this institution? <input type="checkbox"/> Yes <input type="checkbox"/> No Year_____			<input type="checkbox"/> Days <input type="checkbox"/> Extension <input type="checkbox"/> Evenings <input type="checkbox"/> Correspondence	
3. Name as you wish it to appear on your record <input type="checkbox"/> Male Last First Middle <input type="checkbox"/> Female			4. Former Name (if previous academic records under another name)		5. Social Security Number / /		
6a. Mailing Address (until) mo. yr.		Number and Street		City		State	Zip
6b. Phone (include area code)		( )					
7a. Permanent Address if different		Number and Street		City		State	Zip
7b. Phone (include area code)		( )					
8. Birthdate Birthplace		9. Washington resident? <input type="checkbox"/> Yes <input type="checkbox"/> No		Length of latest period lived in Washington From____/____/____ to____/____/____ mo. yr. mo. yr.		10a. Country of Citizenship	10b. Type of visa or classification
11a. Are you a military veteran? <input type="checkbox"/> Yes <input type="checkbox"/> No	11b. Months of Active Duty?	11c. Separation Date	11d. Are you the child of a deceased veteran? <input type="checkbox"/> Yes <input type="checkbox"/> No		12. Religious preference (optional)		
13. Do you have a physical or learning disability? (optional) <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe and list specific accommodations needed to fully benefit from your educational experience _____ _____							
This information is being requested on a voluntary basis and will remain confidential. Failure to provide this information will not affect an admission decision.							
14. Ethnic origin (optional)		<input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> Black Non-Hispanic		<input type="checkbox"/> Hispanic <input type="checkbox"/> White Non-Hispanic <input type="checkbox"/> Other _____		15a. High school attending or last attended	
15b. Location of high school City		State		Date of graduation		15c. If you do not intend to graduate from high school, indicate highest grade completed and last year attended Grade _____ Year _____ G.E.D. tests taken? _____ When? _____	
16. List all colleges/universities in order of attendance (no exceptions). If still enrolled in a college, indicate leaving date: (mo.)____(yr.)____							
Institution		City		State		Dates attended	
Degree or diplomas							
1. _____		From____/____/____ to____/____/____		mo. yr. mo. yr.			
2. _____		From____/____/____ to____/____/____		mo. yr. mo. yr.			
3. _____		From____/____/____ to____/____/____		mo. yr. mo. yr.			
4. _____		From____/____/____ to____/____/____		mo. yr. mo. yr.			
17. PLEASE COMPLETE. If enrolled in high school, list all courses to be completed during your senior year. If enrolled in college, list all courses to be completed during the current academic year.					18. Indicate your educational objective at the college to which you are applying <input type="checkbox"/> First Bachelor's degree <input type="checkbox"/> Second Bachelor's degree <input type="checkbox"/> Courses for personal enrichment <input type="checkbox"/> Other (specify) _____		
19a. Intended major area of study				19b. If undecided, what subject area or career interests you?			
20a. Name of father or legal guardian Living? <input type="checkbox"/> Yes <input type="checkbox"/> No				21a. Name of mother or legal guardian Living? <input type="checkbox"/> Yes <input type="checkbox"/> No			
20b. Address (Number and Street) (City) (State) (Zip)				21b. Address if different from father's			
20c. Colleges attended by father Degrees				21c. Colleges attended by mother Degrees			



22. List your significant school and community activities and awards (attach additional page if needed).

23. Describe any special circumstances which you believe should be considered in connection with this application (attach additional page if needed).

24. Do you plan to apply for college residence hall accommodations?  
 Yes  No

**If you plan to apply for college residence hall accommodations, you must contact the Housing Office of the specified college or university.**

25. Do you plan to apply for financial aid from this institution?  
 Yes  No

**If you plan to apply for financial aid from this institution, you must contact the Financial Aid Office of the specified college or university.**

26. I understand failure to submit complete official transcripts from all schools, colleges, or universities attended may result in the denial of this application or my subsequent dismissal from this institution. I certify that to the best of my knowledge, all statements I have made in this application are complete and true.

NAME OF APPLICANT (print)

SIGNATURE OF APPLICANT

DATE

**BEGINNING FRESHMEN MUST** complete Section I and leave this application with your high school counselor or principal, who will complete Section II and forward it to the Office of Admissions of the institution you have named.

**TRANSFER APPLICANTS NEED NOT** complete Section II but should forward the application to the appropriate Office of Admissions and have the registrar of each college or university previously attended send an official transcript to the Office of Admissions. Some Washington colleges and universities require transfer applicants to submit a high school transcript and test scores. Check the admissions information section of undergraduate catalogs for this requirement.

### Section II

#### (Beginning freshmen only)

To be completed by high school official

Please complete the following, enclose an official transcript and forward to the institution to which the candidate is applying. Washington high schools may substitute the Washington Pre-College Test Guidance Report if the student has not completed the first term of grade 12. In case the applicant will need special consideration, a transcript should be included with the WPCT Guidance Report.

This will certify that the student named above  was  or was not graduated \_\_\_\_\_ month \_\_\_\_\_ year  graduated

He/she has a grade point average of \_\_\_\_\_ and ranks \_\_\_\_\_ in a class of \_\_\_\_\_ Class average \_\_\_\_\_

Class rank and grade-point average above are based on grades earned through the \_\_\_\_\_th semester/trimester.

#### College Aptitude Testing Data (Report standard scores only. Do not list percentiles.)

1. WPCT Date taken \_\_\_\_\_ VC \_\_\_\_\_ QC \_\_\_\_\_ V \_\_\_\_\_ M \_\_\_\_\_

2. SAT Date taken \_\_\_\_\_ V \_\_\_\_\_ M \_\_\_\_\_ TSWE \_\_\_\_\_

3. ACT Date Taken \_\_\_\_\_ Engl. \_\_\_\_\_ Math \_\_\_\_\_ Soc. St. \_\_\_\_\_ Nat. Sc. \_\_\_\_\_ Comp. \_\_\_\_\_

4. PSAT-NMSQT Date taken \_\_\_\_\_ V \_\_\_\_\_ M \_\_\_\_\_ Selection Index \_\_\_\_\_

Comments: This space may be used to list special circumstances that may be of assistance to admission officers in considering this student.

Name of high school

Signature of high school official

Date

Address of high school

Title

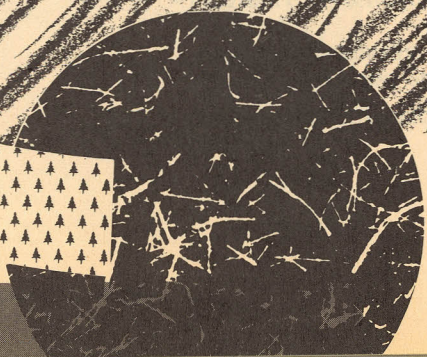
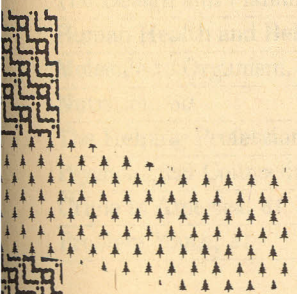
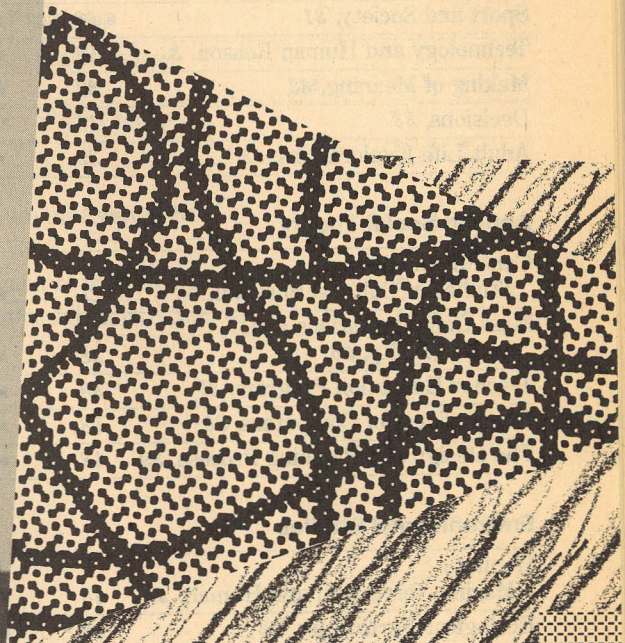
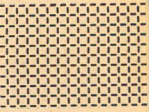
ETS/ACT School Code Number

WPC School Code Number

( ) High school telephone



“We’re not just learning one thing, but integrating ideas.”





# The Condensed Curriculum

## Core Programs

	<i>Credits</i>	<i>F</i>	<i>W</i>	<i>S*</i>	<i>Cycle**</i>
Frames of Mind, 30	48	▶	▶	▶	
Great Books, 30	48	▶	▶	▶	
Ideas of Evolution, 30	48	▶	▶	▶	
Science and Society, 31	48	▶	▶	▶	
Sport and Society, 31	48	▶	▶	▶	
Technology and Human Reason, 31	48	▶	▶	▶	
Making of Meaning, 33	32	▶	▶		
Decisions, 33	16			▶	
Adult Life Explorations, 33	32	▶	▶		

## Applied Social Theory

Central America: Studies in Cultural Survival, 36	24	▶	▶		
Mass Communications and Social Reality, 36	48	▶	▶	▶	★
Teacher Education Program, 37	48	▶	▶	▶	★
The Business of Computers, 39	48	▶	▶	▶	★
The Design and Planning Process, 39	48	▶	▶	▶	

## Environmental Studies

Habitats: Marine, Terrestrial and Human, 42	48	▶	▶	▶	
Ecological Agriculture, 42	48	▶	▶	▶	★
Energy Systems, 43	48	▶	▶	▶	★
The Pacific Northwest: Culture, Religion and Design, 43	48	▶	▶	▶	
The Design and Planning Process, 43	48	▶	▶	▶	
Forests and Salmon: Resource Management in the Pacific Northwest, 44	16	▶			
Landscapes and Biogeography, 44	12	▶			
Natural History of Hawaii, 44	16			▶	
Ornithology, 45	16			▶	

## Expressive Arts

	<i>Credits</i>	<i>F</i>	<i>W</i>	<i>S</i>	<i>Cycle</i>
Inter-Arts Foundations, 48	48	▶	▶	▶	
Techniques of Visual Anthropology, 49	16	▶			
Cross-Cultural Perspectives: The Arts of Eastern Europe, 49	48	▶	▶	▶	
The Moving Image, 49	48	▶	▶	▶	
Form and Function, 50	24	▶	▶		
Making Contemporary Music, 50	32	▶	▶		
The Narrative Life, 50	32	▶	▶		
Fiber Arts, 51	16			▶	
Word and Image, 51	16			▶	
The Business of Computers, 51	48	▶	▶	▶	★

## Humanities

The Great War, 54	32	▶	▶		
The Experience of Fiction, 54	32	▶	▶		
Chaucer and Shakespeare, 54	32		▶	▶	
Knowledge, Truth and Reality, 56	32		▶	▶	
Great Works, 56	4	▶			
The Narrative Life, 57	32	▶	▶		
American Worlds, Democratic Vistas, 57	48	▶	▶	▶	
Word and Image, 57	16			▶	

## Language and Culture Center

Japanese Studies, 61	48	▶	▶	▶	•
Russia-USSR, 61	48	▶	▶	▶	•



**Management and the Public Interest**

	Credits	F	W	S	Cycle
Management and the Public Interest, 63	48	▶	▶	▶	★
The Business of Computers, 63	48	▶	▶	▶	★
The Design and Planning Process, 63	48	▶	▶	▶	

**Native American Studies**

Respect: A Mutually-Shared Educational Authority, 66	48	▶	▶	▶	★
Problem Youth, 66	48	▶	▶	▶	
The Pacific Northwest: Culture, Religion and Design, 67	48	▶	▶	▶	

**Political Economy and Social Change**

Political Economy and Social Change, 70	32	▶	▶		★
American Worlds, Democratic Vistas, 70	48	▶	▶	▶	
Microeconomics and Institutionalism, 70	16				▶
Central America: Studies in Cultural Survival, 71	24	▶	▶		

**Science, Technology and Health**

Matter and Motion, 77	48	▶	▶	▶	★
Mathematical Systems, 77	48	▶	▶	▶	★
Physical Systems, 77	48	▶	▶	▶	★
Energy Systems, 78	48	▶	▶	▶	★
Data to Information, 78	48	▶	▶	▶	•
The Business of Computers, 78	48	▶	▶	▶	★
The Design and Planning Process, 79	44	▶	▶	▶	
Human Health and Behavior, 80	48	▶	▶	▶	
Molecule to Organism, 80	48	▶	▶	▶	★
Nutrition, 80	16				▶
The Helping Professional, 81	48	▶	▶	▶	
Psychological Counseling, 81	48	▶	▶	▶	
Crime in America, 81	48	▶	▶	▶	
Problem Youth, 81	48	▶	▶	▶	

**Part-time Study, 82**

**Special Forms of Study, 84**

**Off-Campus Programs**

The Evergreen State College-Tacoma, 87	48	▶	▶	▶	
The Evergreen State College-Vancouver, 87	48	▶	▶	▶	

**Graduate Study at Evergreen**

Master of Environmental Studies, 88		▶	▶	▶	
Master of Public Administration, 89		▶	▶	▶	

**Key**

\* F—Fall Quarter W—Winter Quarter S—Spring Quarter

\*\*Program cycle tentatively indicates how often a program is offered:

★=repeated annually

•=cycle offered two or more years apart

See Specialty Area introductions for more about cycles and pathways



“I wanted something different, something more personal...and a place where I would get a good education...”

**Anthea Lawrence, 19**

Freshman

Hometown: Albuquerque, New Mexico

Current program: “Great Books”

Field of study: Humanities

“The process of reading and discussing books has started me thinking in a whole new way. I used to just read a book and be done with it. Now I stop, question, and have a dialogue with the material.”

“I was fed up with the traditional method of education—read the chapter, do the questions at the end, and just memorize a bunch of words that had no real meaning for me. I wanted something different, something more personal with a low student/faculty ratio, and a place where I would get a good education, not just a place where you could do whatever you wanted. It was hard to find that kind of school, but Evergreen measures up.”

“[Faculty Member] Dave Hitchens is a great help. He’s available to talk anytime and he understands that a student is also a human being with ups and downs, and he’s sensitive to that. It’s kind of the way Evergreen operates—it’s flexible, but they don’t let you take advantage of that. They’re rigorous.”





“I wanted something different, something more personal...and a place where I would get a good education...”

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Current program: “Great Books”

Field of study: Humanities

“The process of reading and discussing books has started me thinking in a whole new way. I used to just read a book and be done with it. Now I stop, question, and have a dialogue with the material.”

“I was fed up with the traditional method of education—read the chapter, do the questions at the end, and just memorize a bunch of words that had no real meaning for me. I wanted something different, something more personal with a low student/faculty ratio, and a place where I would get a good education, not just a place where you could do whatever you wanted. It was hard to find that kind of school, but Evergreen measures up.”

“[Faculty Member] Dave Hitchens is a great help. He’s available to talk anytime and he understands that a student is also a human being with ups and downs, and he’s sensitive to that. It’s kind of the way Evergreen operates—it’s flexible, but they don’t let you take advantage of that. They’re rigorous.”





## Core Programs

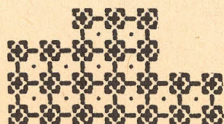


Convener: Larry Eickstaedt

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

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

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





## Frames of Mind: A New Approach to Knowing

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

Are we of one mind or many? Is there one general "intelligence" which develops in every individual, or do we have multiple cognitive abilities which develop with considerable autonomy? If our ways of knowing are not unitary, then how are they integrated: by the individual, by his or her culture?

This program goes to the roots of cognitive development—of the process of learning which begins at birth, which continues throughout life and which is the explicit focus of college education.

It explores the new approach to cognition and learning offered by Howard Gardner in his recent book *Frames of Mind: The Theory of Multiple Intelligences*. This approach is an alternative to the "I.Q." approach, which assumes we have one general or summed capacity called "intelligence." The new approach gives evidence, instead, of at least seven different human cognitive capacities or intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal, and interpersonal. From this standpoint we are not "of one mind," but are the bearers of multiple "modular" intellectual capacities.

The program will explore most of these capacities, both in theory and in practice, helping each individual to understand the pattern of development, and the way they are integrated by the individual person and by the symbol-systems of culture.

The purpose of the program is to open up the widest possible range of capacities for intellectual development to each student. It emphasizes human development through psychology, biology, linguistics and the arts.

### *Planned equivalencies in quarter hours:*

Distributed among the social sciences, sciences, humanities and arts.  
**48 total**

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

## Great Books

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

All cultures have important stories that are transmitted in a variety of forms through time and often transformed into guidelines for proper conduct. In each culture tensions often develop between codes of conduct and individual responses for or against this conventional wisdom. "Great Books" will consider this process in Western culture by reading its great stories and a variety of individual responses. We will also examine some major political institutions.

### *Planned reading:*

Fall Quarter: *The Gilgamesh Epic, The Iliad, The Odyssey, Hesiod, Sappho, the Old Testament, The Aeneid.*

Winter Quarter: *The Oresteia, Antigone, The Bacchae, the New Testament, St. Augustine's Confessions, The Inferno, Erasmus and Luther on Free Will, Paradise Lost.*

Spring Quarter: *The Prince, Richard III, Leviathan, Candide, the Social Contract, Debates in the Federal Convention, On Liberty, The Marx-Engels Reader, Nostromo.*

We will discuss the reading in twice-weekly seminars; twice-weekly lectures will supplement the reading. Regular writing workshops will help students to improve the papers that they will submit each week.

### *Planned equivalencies in quarter hours:*

8—epic poetry  
8—the Old and New Testaments  
8—western civilization  
8—political philosophy  
8—writing expository prose  
8—individual project: library research and writing  
**48 total**

*Program is preparatory for careers and/or future study in all fields. Those students wishing to take this program who also plan further study in mathematics and the sciences should have had very strong high school preparation in those subjects.*

## Ideas of Evolution

*Fall, Winter, Spring / Coordinated Study*  
Coordinator: Richard Alexander  
Enrollment: 60 Faculty: 3  
Prerequisites: None  
Special Expenses: Field trip costs  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: Only mathematics, by agreement with faculty

"Evolution"—the most powerful idea of modern times—has not only been used to solve the origin of biological species, and to explain how such species continue to develop, it has been applied fruitfully to all other natural sciences, social sciences, arts, political movements, philosophy, even to religions.

"Evolution" has become a subject in all those fields. It has become a way of explaining any phenomena. It has even guided social policy.

### *We will discuss:*

1. The latest thinking about the evolution of the universe, life on earth, language and civilizations.
2. Evolution as a theory designed to explain all those evolutions.
3. The evolution of the Idea of Evolution from Aristotle to Darwin, and the many changes it has undergone since Darwin.

Students will understand the criteria for any sound scientific theory. This will involve an introduction to logic, principles of philosophy, and philosophy of science. They will encounter and analyze major theories in physics, chemistry, biology, anthropology, political science, economics, history, literature, philosophy and the arts. They will read major works in these fields, both classics and current speculations. The mathematics necessary to our program work will be taught within the program—some geometry, algebra, concepts in pre-calculus, probability, and statistical methods. Those students who need more mathematics will be allowed to take courses concurrently.

### *Planned equivalencies in quarter hours:*

Distributed among expository writing, research methods, quantitative methods, natural sciences, biological sciences, humanities, and history and philosophy of science.  
**48 total**

*Program is preparatory for careers and/or future study in all of the liberal arts and sciences.*



## Science and Society: The Experimental Spirit

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Paul Mott  
*Enrollment:* 80 *Faculty:* 4  
*Prerequisites:* None  
*Special Expenses:* Movie, costume, construction fees  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

Our intention is to study and relive some of the major events in Europe from the Greeks to the Age of Discovery. European history is a rich tapestry of interactive discoveries and changes in technology, medicine, social practices, architecture, art and music, and other aspects of life. Europe is the framework of much of our own history, social mores and structure. To study European history is to study ourselves at an earlier, simpler, but more difficult time.

This year-long program will look at European history at several different times. We will start at the late Greek and Roman period to establish reference points for many later developments. Other times that will be emphasized are the late Middle Ages, the Renaissance and the period of vast social, artistic and scientific discovery in the mid-to-late 19th century.

At the core of our analysis will be family life, work and urban and rural living. Each of these periods was also marked by major religious, political and scientific changes. They will be studied and reenacted. Also, there is a reflection of society in the written word, in art and in music. The artists and their works will be examined in an effort to understand them and their relationships to societal changes from a different, perhaps clearer, perspective.

Feasts of the appropriate eras will be produced to enhance the learning of social interaction in a pleasant learning atmosphere. Debates will be reproduced, plays acted, songs sung, experiments replicated, gold produced from lead and devils exorcised. Writing, of course, will be emphasized, and essays, as well as a few major papers, will be assigned.

### *Planned equivalencies in quarter hours:*

Distributed among the arts, sciences, humanities and social sciences.

**48 total**

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

## Sport and Society

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Oscar Soule  
*Enrollment:* 80 *Faculty:* 4  
*Prerequisites:* None  
*Special Expenses:* \$20 per quarter for films and field trips  
*Part-time Options:* No  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* No

Sport is a significant cultural component and avenue to personal health and social interaction. This program will examine the history, philosophy and psychology of sport as well as sociological issues such as sport and gender, nationalism, sport for special populations, values in sport, and sport and violence.

How sport is learned (psycho-motor learning), how the body adapts to physical stress (exercise physiology), and how we move through space (kinesiology) will be studied on theoretical and experimental levels. Students will also become involved with community-based projects such as the Special Olympics, major sporting events, children's sports, or campus-based sports and wellness programs.

### *Planned equivalencies in quarter hours:*

12—expository writing

8—human biology

12—social sciences

8—health and fitness

8—community projects

**48 total**

*Program is preparatory for careers and/or future study in human health and behavior; community studies and recreation.*

## Technology and Human Reason

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

With the birth of modern science in the 17th century there arose an optimism that the application of scientific methods would create a better world. But toxic wastes, world wars and nuclear disasters suggest that science and technology may have created more problems than solutions. What has gone wrong?

In *The Arrogance of Humanism*, biologist David Ehrenfeld states that he wrote the book "when I saw how our unquestioning faith in our own omnipotence provides a common explanation for so many seemingly different things that are happening to us; when I perceived the tremendous implications of the wide and widening discrepancy between the world-pervasive faith in reason and human power and the living reality of the human condition."

We will address many of the issues raised by Ehrenfeld. We will examine the historical origins of the belief that human reason and science can solve virtually any problem. We will look at the impact of our faith in reason, technology, control, management and prediction in many areas of modern life, examining the benefits and problems it has brought us.

We will examine methods of control and prediction in education, medicine, resource management and the organization of institutions. By studying computers and statistics, students will be introduced to two methods widely used for problem solving and prediction. Special attention will be paid to appropriate and inappropriate uses of these tools. By studying ecology and natural history, students will acquire a better understanding of the limits of the human ability to control and predict.

Our readings will include studies on the scope and limitations of science and technology, historical studies, and relevant works from literature, political theory and philosophy.

### *Planned equivalencies in quarter hours:*

Distributed in the sciences, humanities and social sciences.

**48 total**

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







## Making of Meaning

*Fall, Winter / Coordinated Study*  
*Coordinator:* Paul Sparks  
*Enrollment:* 40 *Faculty:* 2  
*Prerequisites:* None  
*Special Expenses:* Photo lab fees, photo supplies, speaker fees (all are for Winter Quarter)  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes, with faculty permission

This program is for students who want to find out something about themselves through a careful examination of the world and their place in it. We will confront students with one of the toughest challenges anyone has to face: discovering the personal meaning of experience and moving from being a passive recipient of knowledge to an active initiator of personal discovery.

The questions we will ask include: How do we make sense of our experiences? How do we "map" the world and the self in it? Given the great varieties of possibilities, how do we make meaning close enough to the meaning others make that we can communicate and understand one another? Why do we assume our "reality" is the same as others? How do individual "realities" become cultural reality?

The program is designed in a unique way. In each of the first two quarters, one faculty member will act as primary teacher, giving lectures, films, workshops and readings. The other faculty will be a "Master Learner," participating with the students in all program activities. That person will be both a role model and helper to students. In the second quarter, the faculty will switch roles. In the third quarter, each student will pursue a self-defined project based on and integrating their work from the previous quarters.

In the fall, the principal focus will be on social science and natural science. In the winter, we will examine the perspective of the artist and begin to learn how to make our own art.

### *Planned equivalencies in quarter hours:*

8—writing  
8—literature  
4—social science  
4—philosophy of science  
2—cultural studies  
6—introduction to photography  
**32 total**

*Program is preparatory for careers and/or future study in art, literature, philosophy of science, photography and social science.*

## Decisions

*Spring / Coordinated Study*  
*Coordinator:* Will Humphreys  
*Enrollment:* 40 *Faculty:* 2  
*Prerequisites:* None  
*Special Expenses:* None  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No, except by permission

The process of decision-making is the focus of this one-quarter program aimed at first-year students and others who wish to sharpen their writing and reasoning skills. Strategies of rational decision-making and not-so-rational decision-making, will be analyzed. We will be interested in decisions not only at the personal level, but also within small groups, large groups and organizations like the government, corporations and so forth. Students will do a considerable amount of writing and there will be a definite emphasis on learning how to organize one's writing and thinking logically. This is an especially good program for people who want to take a new slant on their academic careers.

### *Planned equivalencies in quarter hours:*

4—introductory philosophy and social science  
4—elementary logic/critical reasoning  
4—public affairs/public policy  
4—ethics and personal decision-making  
**16 total**

*Program is preparatory for future study in any upper-level academic area requiring good writing and reasoning skills.*

## Adult Life Explorations

*Fall, Winter / Group Contract*  
*Sponsor:* Bill Aldridge  
*Enrollment:* 40 *Faculty:* 2  
*Prerequisites:* None, but prefer students 25 years of age or older  
*Special Expenses:* Retreat expenses, about \$40 each quarter  
*Part-time Options:* Yes; 8 credits, every Saturday and one evening each week; 12 credits, previous schedule plus one afternoon a week; 16 credits, same as 12 credits plus special project or additional course  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

As a person grows beyond the years of adolescence, a variety of changes occur: marriage, children, new homes, death of loved ones, divorce, life-style change, physical and mental aging and new perspectives on life goals. All of these require some kind of reassessment of one's life. A person's job can be a key factor in such reassessment. Is it satisfying? Does one have the skills to communicate effectively? How can one deal with time demands that compete with personal and family life?

"Adult Life Explorations" will help mature students explore new ways of looking at life situations, as well as new ways of living with and relating to others. It focuses on discovering major themes in the human growth and motivation processes, and the ways these are manifested in the lives of the program's participants.

These objectives will be achieved through reading and discussion, personal reflection and exploration, workshops and, periodically, lectures and films. The reading will be largely from the humanistic psychologies. Intensive journal writing and dream reflection will help students look at themselves, while workshops will deal with subjects such as movement, interpersonal relationships, decision making, natural history, anger and stress. Students will develop their reading, writing and speaking skills and explore possibilities for further college study.

### *Planned equivalencies in quarter hours:*

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

*Program is preparatory for careers and/or future study in all areas and particularly work in the social services and counseling.*



“...this year I’ve decided that I’m not working to get a grade or to get by. I’m working for *me*.”

**Catharine Allis, 20**  
Sophomore  
Hometown: Federal Way, Washington  
Current program: “Development: The Aim of Education”  
Fields of study: Education and psychology

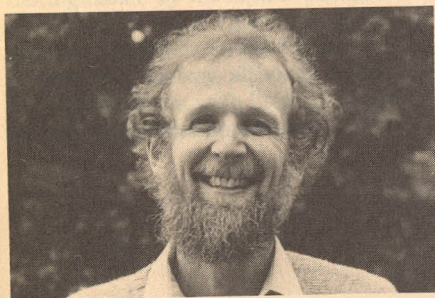
“[Faculty Member] Thad Curtz is always willing to listen. At one point last winter, I felt like a real basket case. I went into Thad’s office and told him I was thinking of quitting the program because I felt so overwhelmed. But he walked me through the entire workload—seminar, research papers, group dynamics, lectures—and convinced me to go on. . . Thad did this by encouraging me to think about each component rather than just feel overwhelmed. I’m glad I stuck with it.”

“I was really surprised by the structure of Evergreen. It isn’t high school—all your decisions are your own. My first year was really awful. It was easy to feel bowled over and let other people talk for me. But this year I’ve decided that I’m not working to get a grade or to get by. I’m working for *me*.”





# Applied Social Theory



Convener: Thad Curtz

*Affiliated Faculty:* Nancy Allen, Thad Curtz, Helen Darrow, Betsy Diffendal, Don Finkel, Mary Huston, Lovern King, Rita Pougiales, Sy Schwartz and Irwin Zuckerman

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

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

—Prince Kropotkin



## Central America: Studies in Cultural Survival

*Fall, Winter / Group Contract*

*Sponsor:* Nancy Allen

*Enrollment:* 24

*Prerequisites:* Core Program or equivalent

*Special Expenses:* None

*Part-time Options:* This is a 12 quarter hour program

*Internship Possibilities:* No

*Additional Course Allowed:* Yes, Spanish strongly recommended

"Josephine, I tell you I have not rested, not since I drove those streets with a gun in my lap, . . . I go mad, for example, in the Safeway, at the many heads of lettuce, papayas and sugar, pineapples and coffee, especially the coffee."

These words by Carolyn Forché, a major U.S. poet, express her encounter with Central American culture, and with the difference between life in a country whose abundance is derived from other areas and life in an area from which that abundance comes.

In Central America, there are political movements struggling to create a new political culture and to protect it. Indigenous peoples struggle to keep their cultures alive within political regimes of every kind. Cultural imperialism takes many forms—from planting export crops on land previously used for subsistence farming to forcing writers and political leaders into exile.

We will study forces such as religion, education and popular culture which have the potential to help cultures survive, adapt and revitalize themselves. We will study strategies developed in Cuba or other Third World countries. At least one week each quarter will be spent discussing options for constructive action in the U.S.

Fall Quarter, we will study Guatemala, a country with a large majority of indigenous people who oppose the government, not out of any imported revolutionary ideology, but simply to survive. Winter Quarter, we will focus on Nicaragua before and after the Sandinista revolt and question its treatment of the Miskito Indian population.

*Planned equivalencies in quarter hours:*

Distributed among cultural anthropology, Central American studies and Central American literature.

**24 total.**

*Program is preparatory for careers and/or future study in social sciences, humanities, education, international relations and mass communications.*

## Mass Communications and Social Reality

*Fall, Winter, Spring / Coordinated Study*

*Coordinator:* Tom Foote

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* One year of college or Core Program

*Special Expenses:* \$10 lab fee

*Part-time Options:* No

*Internship Possibilities:* Yes

*Additional Course Allowed:* No

It would be difficult to find anything with more impact on our lives than mass communications. It structures our needs and wants, and is altering our mores and folkways. In this program we will examine the role of mass communications in American life, and develop skills in print, radio and video journalism. We will study the social, economic and technical forces that have shaped our communications systems. We will analyze messages produced by this system, considering their impact on individuals, society and culture. We will think about the powers and limits of print and television while developing our abilities to work with them by investigating and reporting on the communities to which we belong.

The possible relationships between journalists and communities will be the program's central concern. The words and images produced by journalists help form each social group's understanding of itself and of the world. (Most of us have never seen Moscow or the city council; what we think of as the real and solid world is made up of words and images.) In both theory and practice we will concentrate on the proper role of professionals in a world where we talk of society as a mass, instead of as a number of communities, and in which journalism is mass produced.

Our reading will include works by novelists, social scientists and media critics such as Zora Neale Hurston, Herbert Gans and Ariel Dorfman.

*Planned equivalencies in quarter hours:*

8—sociology of mass communications

6—psychology of communications

8—newswriting and reporting

8—mass media criticism

6—communications and popular culture

4—content analysis

4—critical television viewing

4—communications systems and institutions

**48 total**

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



## Teacher Education at Evergreen

*Director:* John Parker

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

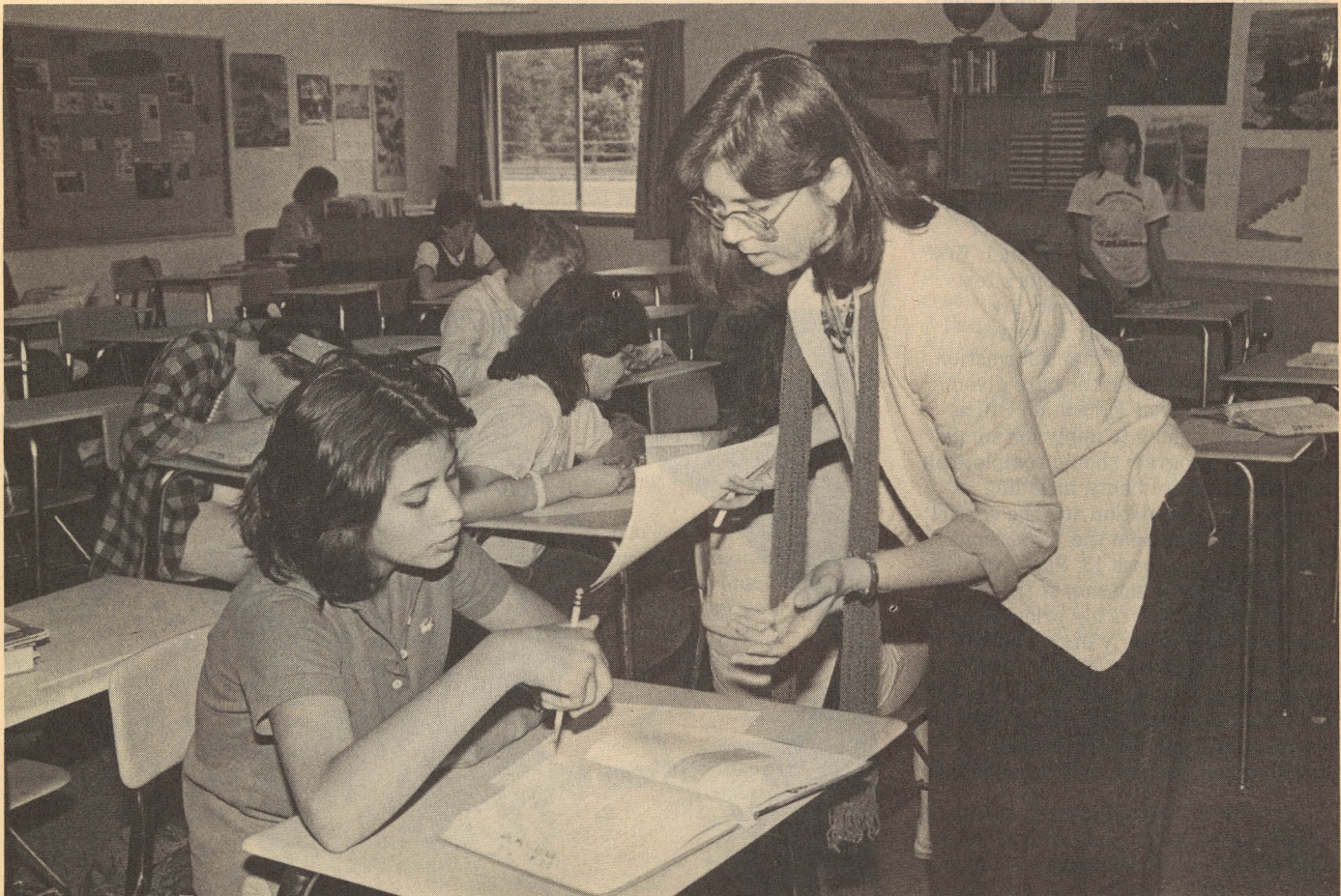
Since our reading will generally be done in primary texts in psychology, philosophy and the other social sciences rather than in textbooks, and there will be frequent writing, the program's work will be rather demanding. We will place considerable emphasis on making our way through it cooperatively,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

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

## Major and Minor Fields

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

**A seventh-grader at the Tumwater Middle School receives help with her English assignment from Teacher Certification candidate Liz Green, who interned at the local school last year.**





### Admissions Requirements

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

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

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

Students wishing to apply for admission to this program should complete all admission requirements, including letters of recommendation and the special application form from the Admissions Office, prior to March 13. Students who are selected for admission at this time will be notified in writing prior to the Academic Fair in early May. The late application deadline is May 1, when late applicants will be considered on a space available basis. Full information may be obtained through the Admissions, Advising and Teacher Education offices.

### Types of Certification

The state of Washington currently issues *Initial Certificates* and *Continuing Certificates* to qualified applicants. Students who successfully complete this program will be eligible to hold the *Initial Certificate* (elementary, K-8; secondary, 7-12). The requirements for a certificate currently include: (1) a bachelor's degree and (2) completion of a state-approved teacher education program which includes meeting initial generic standards as described in the Washington Administrative Code.

### Your Advisor

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

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

### Academic Advisors for the Teacher Education Program

#### Art:

Jean Mandeberg, Paul Sparks

#### Biology:

Burt Guttman, Larry Eickstaedt

#### Chemistry:

Fred Tabbutt, Byron Youtz

#### English:

David Marr, Charles Teske

#### Foreign Languages:

Andrew Hanfman

#### Humanities:

David Marr, Ron Woodbury

#### Mathematics:

Hazel Jo Reed

#### Natural Science:

Byron Youtz, Bob Sluss

#### Physical Sciences:

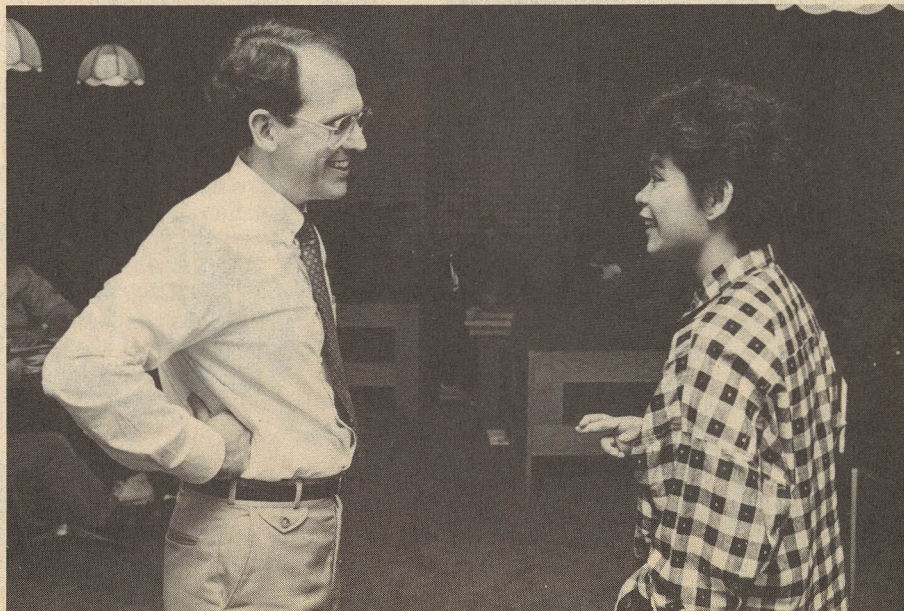
Byron Youtz, Larry Eickstaedt

#### Physics:

Byron Youtz

#### Social Sciences (history, political science and economics):

Barbara Smith, Ron Woodbury, Greg Weeks





*Related offering in other area*

**Social Science Research  
and the Computer:  
The Business of Computers**

"The Business of Computers" program brings together three different types of students: (1) those who would like to apply computing to solving a particular problem; (2) those who would like to apply marketing, organizational behavior and project management skills within a project; and (3) those who would like to apply their technical computer science skills to the development and implementation of computer software.

This program offers an opportunity for a few social science students who would like to apply the computer as a tool in social science research. The program would be ideal for people who have the opportunity to design a year-long social science research project and use established computer database networks computer conferencing. Students could propose to build, bring to Evergreen or access large-scale databases appropriate to their research interests, which could be subsequently used in Evergreen programs for student research.

Social science students will learn basic theories of systems analysis, design and implementation, marketing, project management and organizational behavior. They will learn how to use professional microcomputer applications (such as word processing, spreadsheets and database manipulation). They will learn how to select microcomputer hardware and software and will strengthen their technical writing and research presentation skills.

Because the social science students will be collaborating with computer science and management students, technical skills in computing or management are not essential. However, expertise in social science research methods and a willingness to do teamwork and learn more about management and computer systems are required. Some experience working with computers is desirable.

Please see "The Business of Computers" program description under *Science, Technology and Health* specialty area, (page 78) for more information about the program and credit equivalencies.

*Related offering in other area*

**The Design and Planning Process:  
Conception, Methods,  
Implementation and Evaluation**

*Fall, Winter, Spring / Group Contract*

*Sponsor: Phil Harding*

*Enrollment: 24*

*Prerequisites:* Third or fourth year standing, completion of questionnaire and ability to work in teams. Interest in design and the prospect of linking computers with design process.

*Special Expenses:* About \$30 per quarter

*Part-time Options:* Yes, for part-time students only

*Internship Possibilities:* Yes, Winter and Spring Quarters

*Additional Course Allowed:* Yes, with faculty permission.

Design and planning processes are common to all human activity. This program will examine the nature and philosophical assumptions of the design/planning process.

Along with the members of the "The Business of Computers" program, students will investigate the theory and history of design, problem solving and problems in the implementation of design plans, and impacts and evaluation of the design process and product. Methodologies and tools for computer systems analysis and design will be presented, utilized and evaluated, and students will learn to use and evaluate professional software products.

Working in teams, students will identify, develop and pursue year-long projects. Possible team project areas include environmental design or evaluation systems, automated design tools or architectural projects, biological and physical fitness monitoring systems, and creating literary or dramatic plots.

Texts include Bateson's *Mind and Nature*, Prigogine and Stenger's *Order Out of Chaos*, Alexander's "The City Is Not a Tree," Vonnegut's *Player Piano* and Senett's *The Uses of Disorder*.

*Planned equivalencies in quarter hours:*

4—introductory systems analysis and design

4—intro. to professional computing

12—environmental design/planning

4—history and theory of design

4—impacts and evaluations of technology (human factors)

4—project management

16—project practicum

**48 total**

*Program is preparatory for careers and/or future study in environmental design, computer studies, or in the arts, social sciences or humanities.*



“The whole idea of a Senior Project is that you do work that is up to the standards of the scientific community *outside* of college.”

**Steve Blakeslee, 25**

Senior

Hometown: Boston, Massachusetts

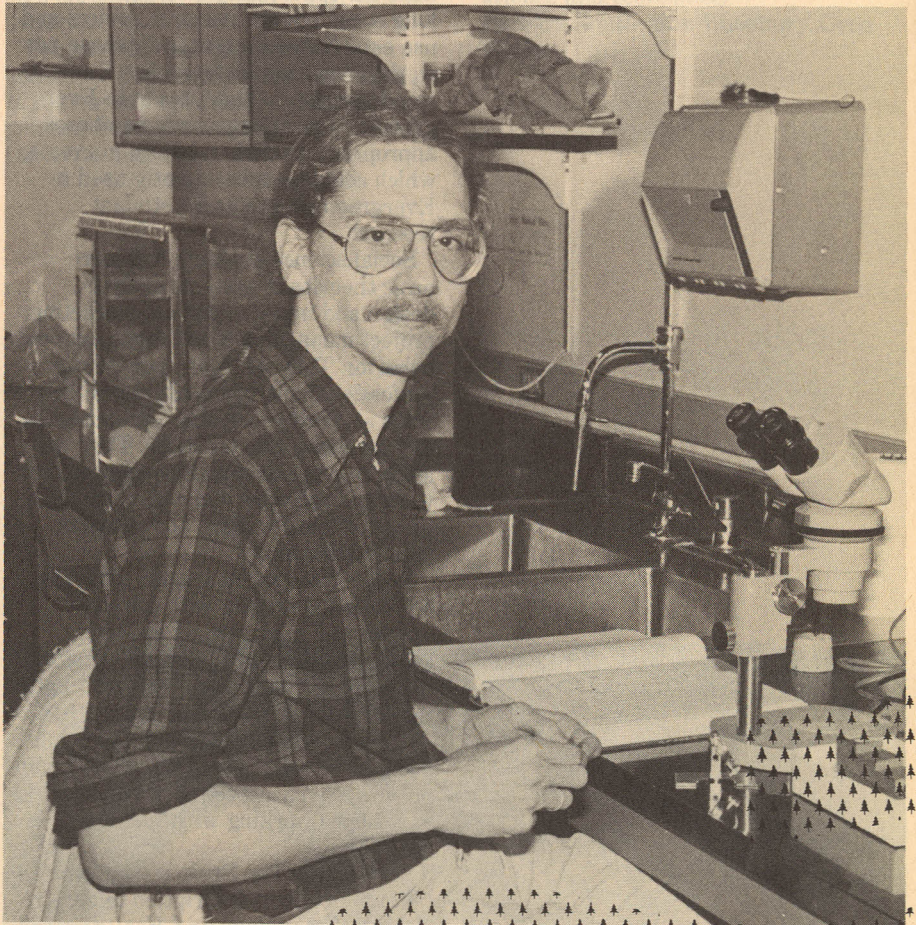
Current program: Senior Project on Pollination

Fields of study: Biology and natural history

“After a demanding year in a biology program, I felt that I gained a lot of flexibility and diversity. Now my work relies on my resourcefulness as a student. . . I’m working on really specialized subjects, and tackling those kinds of projects puts a different energy, a different kind of life into my studies. The whole idea of a Senior Project is that you do work that is up to the standards of the scientific community *outside* of college. Here, you can’t go through college half-awake.”

“Students who come here to do science shouldn’t expect to plug into a narrow traditional view. . . People who are studying and teaching science here are very critical of science and its methods. They are very aware of the morality and ethics of science.

“I’ve been encouraged to do lots of creative work, like drawing, poetry and journal-writing, and to do it simultaneously with my science work.”





# Environmental Studies

**Convener:** To be announced

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

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

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

Specifically, the goals of *Environmental Studies* are:

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

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

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

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

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

## Career Pathways in Environmental Studies

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

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

*Continued on next page*



**Habitats:  
Marine, Terrestrial and Human**

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Kaye V. Ladd  
*Enrollment:* 96 *Faculty:* 4  
*Prerequisites:* Core Program or equivalent  
*Special Expenses:* About \$90 for field trips  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

This program enables students to study in marine or terrestrial natural history and sciences at an intermediate level. Studies will be integrated with analyses of human interactions with the natural environment.

During Fall Quarter, we will study ecological and geographical principles, global and quantitative environmental issues and techniques (chemistry, statistics). Winter and spring students will divide into two groups: one focusing upon marine biology and the marine environment; the other addressing terrestrial organisms and ecosystems. The marine sector of the program will survey the organisms and plants of the sea, and study water quality, nutrient cycles and physical phenomena.

The terrestrial sector will address identification of Northwest plant and animal habitats and biomes. Human modifications of landscapes, and phenology and behavior will be studied. Both sectors will also maintain detailed records of field observations and do library or field research in the Spring.

Winter Quarter marine and terrestrial sectors will be taken for 8 credits each. Environmental chemistry lab work will continue through the winter for an additional 4 credits. Students will also participate in seminars, focusing upon selected endangered species and the efficacy of parks, zoos and other wildlife and biome preserves.

Spring Quarter the marine and terrestrial sectors will be for 16 credits each. Both classes will reconvene at the end of the quarter for presentations of research findings, for comparisons of marine with terrestrial systems and for integration of knowledge of Northwest ecosystems and human outlooks.

*Planned equivalencies in quarter hours:*

Distributed among chemistry, statistics, geography, marine biology, natural history, ecology, field methods in ecology and environmental issues.  
**48 total**

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

**Ecological Agriculture**

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Pat Labine  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Core Program or equivalent: introductory college work in biology, ecology and chemistry.  
"Chemistry I and II" may be taken concurrently as part of the program.  
*Special Expenses:* \$75 for field trips  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Only if student has already taken "Chemistry I and II."

Students in "Ecological Agriculture" will examine the options for viable, small-scale agriculture in industrialized nations and in the Third World. Seminar readings will cover the contemporary agriculture situation in America and the background needed to understand it. Spring Quarter seminars will focus on agriculture and development in the Third World. Students can expect extensive work in soil science, agroecology, research methods and the political economy of agriculture.

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

Students who have not previously completed college "Chemistry I" and "Chemistry II" will do so as part of their work in the program Fall and Winter Quarters.

*Planned equivalencies in quarter hours:*

12—issues in American agriculture; agriculture and development in the Third World (seminar)  
4—agroecology  
4—research methods  
4—soil science  
8—"Chemistry I and II"  
4—political economy of agriculture  
12—farm practicum  
**48 total**

*Program is preparatory for careers and/or future study in agroecology, political economy of agriculture, or a range of internships in urban agriculture, farm marketing, community service and small-scale agriculture.*

*Continued from previous page*

*First Year:*

Any Core Program; students interested in *Environmental Studies* may want to consider the following Core Programs: "Ideas of Evolution," "Science and Society," "Technology and Human Reason."

*Second or Third Years:*

Within *Environmental Studies* one of: "Habitats"  
"Ecological Agriculture"  
"The Pacific Northwest: Culture, Religion and Design"

or within *Science, Technology and Health* one of:

"Matter and Motion"  
"Energy Systems"

or within *Political Economy and Social Change:*

"Political Economy and Social Change"

*Third or Fourth Years:*

"Forests and Salmon" (Fall)

"Landscapes and Biogeography"

(Winter)

"Natural History of Hawaii" (Spring)

"Ornithology" (Spring)

"The Design and Planning Process"

(Fall, Winter, Spring)



## Energy Systems

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Byron Youtz  
*Enrollment:* 24  
*Prerequisites:* "Precalculus Math"; also 12 hours college-level science preferred.  
*Special Expenses:* Above-average textbook costs; drawing supplies; field trips  
*Part-time options:* Yes, with faculty permission.  
*Internship possibilities:* Yes, Spring.  
*Additional Course Allowed:* Yes, with faculty permission.

The program's goals are to develop an understanding of energy related issues; to achieve some ability to deal with energy policy, economics and politics; to acquire technical ability to deal with passive and active energy systems and to learn the elements of good design.

Fall Quarter we will focus on solar science, conservation and conventional energy sources. Through regular reading and a weekly seminar, we will learn to analyze energy and materials flow and apply these methods to overdeveloped and less-developed regions. We will work on perspective drawing, design and model building. Students are expected to improve their mathematical abilities, either through "Applied Calculus" or more advanced mathematics.

Winter Quarter, we will emphasize renewable energy systems (solar, wind, water, biofuels). Each student will engage in the design and analysis of a passive solar home. We anticipate one or more three-day field trips to renewable energy sites. Students will continue studying mathematics and will engage in a detailed study of thermodynamics.

Spring Quarter, we will study active solar systems, including technical and economic factors. Seminars will continue but time will be made available for student projects or internships. Group projects will be shared in an Energy Symposium.

### *Planned equivalencies in quarter hours:*

- 6—energy and society
- 6—energy systems, conventional and alternative
- 4—energy economics
- 4—engineering thermodynamics
- 12—applied calculus or advanced math
- 2—perspective drawing
- 6—solar design: active and passive systems
- 8—energy project or internship
- 48 total**

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

## The Pacific Northwest: Culture, Religion and Design

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Rainer Hasenstab  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* One year of college or Core Program, interview and faculty signature  
*Special Expenses:* Field trips  
*Part-time Options:* Yes  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

This program will examine important traditional and contemporary social, cultural and physical influences on our life in the Pacific Northwest. The program will work toward understanding people and place in the context of the past, the present and the future of the Pacific Northwest.

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

This program will work in close invitational partnership with faculty and students in the *Native American Studies* program, "Respect: A Mutually-Shared Educational Authority." Directed individual research, group project work, and internships will be encouraged.

### *Planned equivalencies in quarter hours:*

- Distributed among cultural, natural, and environmental history of the Pacific Northwest, regional geography, cultural geography, environmental design theory, environmental design research projects, environmental ethics, environmental planning and policy, human settlements and cross-cultural studies.
- 48 total**

*Program is preparatory for careers and/or future study in environmental policy and management, urban studies, geography, planning and design.*

*Related offering in other area*

## The Design and Planning Process: Conception, Methods, Implementation and Evaluation

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* Phil Harding  
*Enrollment:* 24  
*Prerequisites:* Third or fourth year standing, completion of questionnaire and ability to work in teams. Interest in design and the prospect of linking computers with design process.  
*Special Expenses:* About \$30 per quarter  
*Part-time Options:* Yes, for part-time students only  
*Internship Possibilities:* Yes, Winter and Spring Quarters  
*Additional Course Allowed:* Yes, with faculty permission.

Design and planning processes are common to all human activity. This program will examine the nature and philosophical assumptions of the design/planning process.

Along with the members of the "The Business of Computers" program, students will investigate the theory and history of design, problem solving and problems in the implementation of design plans, and impacts and evaluation of the design process and product. Methodologies and tools for computer systems analysis and design will be presented, utilized and evaluated, and students will learn to use and evaluate professional software products.

Working in teams, students will identify, develop and pursue year-long projects. Possible team project areas include environmental design or evaluation systems, automated design tools or architectural projects, biological and physical fitness monitoring systems, and creating literary or dramatic plots.

Texts include Bateson's *Mind and Nature*, Prigogine and Stenger's *Order Out of Chaos*, Alexander's "The City Is Not a Tree," Vonnegut's *Player Piano* and Senett's *The Uses of Disorder*.

### *Planned equivalencies in quarter hours:*

- 4—introductory systems analysis and design
- 4—intro. to professional computing
- 12—environmental design/planning
- 4—history and theory of design
- 4—impacts and evaluations of technology (human factors)
- 4—project management
- 16—project practicum
- 48 total**

*Program is preparatory for careers and/or future study in environmental design, computer studies, or in the arts, social sciences or humanities.*



## Forests and Salmon: Resource Management in the Pacific Northwest

*Fall / Group Contract*

*Sponsor:* Pete Taylor

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Third year standing; "Evergreen Environment," or "Marine Environment" or equivalent experience in biology or natural history, or "Political Economy and Social Change" with background in basic biology strongly recommended.

*Special Expenses:* Field-trip costs (including 4-5 days overnight during first week); backpacking equipment and clothing.

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

This Group Contract will study the biology, management and social-political-economic issues of the two most prominent natural resources of the Pacific Northwest: Douglas fir forests and salmon. A major focus will be the mutual impacts of management for both trees and salmon in the forested watersheds. The present-day situation and the history of these resources will be examined, including the importance of forest and fish resources to Native American culture. The primary modes of learning will be library research and presentations, lectures, seminars, interviews and field trips. Students will prepare formal written papers for inclusion in a joint summary report about forests and salmon.

*Planned equivalencies in quarter hours:*

6—forest management

6—fisheries management

2—environmental literature and philosophy

2—document research and technical writing

**16 total**

*Program is preparatory for careers and/or future study in forestry, fisheries, natural resources management, and environmental economics, politics, law and protection.*

## Landscapes and Biogeography

*Winter / Group Contract*

*Sponsor:* Pete Taylor

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Third-year standing; biology; physical geology

*Special Expenses:* Field-trip costs, approximately \$60

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* Yes, this group contract is for 12 credits

This Group Contract features topics in geology and ecology toward understanding the distributions of landforms, plants and animals. Subjects to be included are geomorphology, plate tectonics, volcanology, biogeography, ecological methods and mineralogy. Both terrestrial and coastal marine environments will be considered, as will comparisons of temperate and tropical regions and continents versus islands. The modes of study will be lectures, reading, workshops and labs, and field studies. This program is preparatory to "Natural History of Hawaii," Spring Quarter 1988.

*Planned equivalencies in quarter hours:*

4—geomorphology

4—biogeography

2—geological methods

2—ecological methods

**12 total**

*Program is preparatory for careers and/or future study in geology, field biology, and ecology and environmental studies.*

## Natural History of Hawaii

*Spring / Group Contract*

*Sponsors:* James Stroh and Pete Taylor

*Enrollment:* 32 *Faculty:* 2

*Prerequisites:* "Landscapes and Biogeography" (Winter, 1988); biology and physical geology; or "Marine Environment," "Evergreen Environment," or equivalent marine biology or field biology. Interview with faculty required

*Special Expenses:* About \$1,500 for travel, lodging, food and incidental expenses

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

"Natural History of Hawaii" is an intensive field program to introduce students to the unique and varied biology and geology of the Hawaiian Islands. Students will conduct studies of marine and terrestrial organisms, and the geology of the islands. Some important themes are island biogeography, reef ecology, upland ecology, volcanic processes and landforms, evolution of island organisms and the role of introduced species. Comparisons of tropical and temperate ecosystems and geography will be emphasized. Prospective students should contact faculty well in advance to make preparations.

*Planned equivalencies in quarter hours:*

6—geology and geography of the Hawaiian Islands

6—terrestrial ecology and biography of the Hawaiian Islands

4—ecology of Hawaiian reefs and shores

**16 total**

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





## Ornithology

*Spring / Group Contract*  
*Sponsor:* Steven G. Herman  
*Enrollment:* 20

*Prerequisites:* Basic understanding of natural history, especially as taught in several Evergreen programs, e.g. "Evergreen Environments," basic understanding of bird identification and recordkeeping techniques.

*Special Expenses:* \$500 for field expenses (room and board); \$170 for transportation

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

"Ornithology" is an advanced program designed to provide students with a comprehensive background in avian biology with an emphasis on field studies. The first four weeks of the quarter are spent on campus learning the basics. The remaining weeks of the program are spent at Malheur Bird Observatory in southeastern Oregon. Students will focus on an individual species and participate in research projects, including regular work on four formal Breeding Bird Census plots. Students should know that hours will be long and work difficult. Required materials include standard field guides, *The Life of Birds*, *The Naturalist's Field Journal*, *Bird Study*, field journal materials and high quality binoculars.

*Planned equivalencies in quarter hours:*

4—bird ecology

4—ornithology

4—bird behavior

4—bird structure

**16 total**

*Students completing this program as part of a larger scheme of study will be in a position to seek careers or future study in resource management, vertebrate zoology or environmental interpretation. Persons finishing the program will be competent to study birds successfully at the sub-professional level and uniquely well qualified for graduate work in the field of ornithology.*

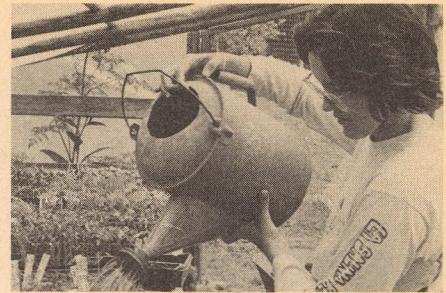
## Other Opportunities at Evergreen

### Malheur Bird Observatory

Although Evergreen programs travel to many locations around the Northwest, the Malheur Bird Observatory is perhaps most frequently visited. Located on the Malheur National Wildlife Refuge in eastern Oregon, an area of rich wildlife diversity in the high desert at the northern margin of the Great Basin, the Observatory has complete living facilities, including wall tents and a mess hall, and is an ideal base for field studies. Evergreen and the other colleges in Washington and Oregon often use the Malheur Bird Observatory. It is an important resource for several programs in *Environmental Studies*. For more information contact Steven G. Herman, The Evergreen State College.

### The Organic Farm

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



### Garfield Garden Project

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

### The Seawulff

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





**“It was a big shock to come here and have someone ask me what I think.”**

**Denise Crowe, 20**

Junior

Hometown: Gig Harbor, Washington

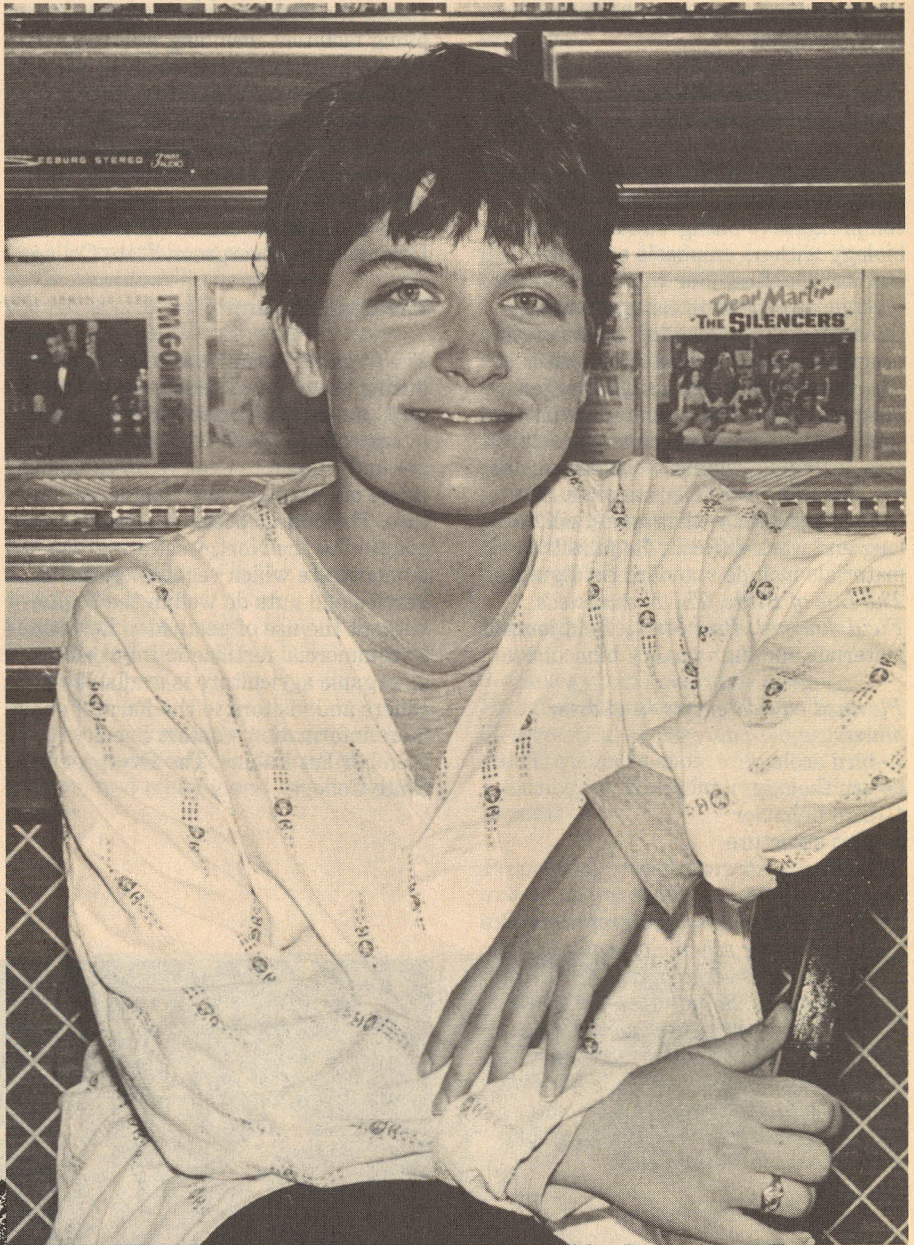
Current program: “Studio Project”

Fields of study: Humanities and visual arts

**“I didn’t have to work that hard at the school I went to before coming to Evergreen. I had a B average, and still I played a lot. I had some good faculty, but there were so many students they just couldn’t give me the kind of attention I felt I needed.”**

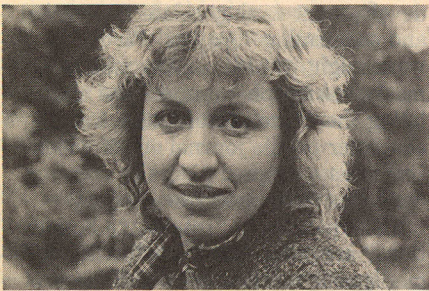
**“It was a big shock to come here and have someone ask me what I think. ‘I’m 19 and you want me to tell you what the *truth* is?’ I was forced to ask myself, ‘What *do* I know for sure?’ I don’t think very many people ever get asked that question.”**

**“My advice to prospective students is to be ready to work hard and don’t get frustrated. You have to do a great deal on your own. Because of the nature of the work, it takes time to get comfortable with the system. Every part of the process can help you learn, but sometimes it’s hard to see the results of your work right away.”**





# Expressive Arts



Convener: Sally Cloninger

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

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

The *Expressive Arts* faculty are committed to the importance of creative work as a central element in a liberal arts education. The skills learned in *Expressive Arts* programs will aid a student in any other academic work she or he may pursue. At the same time, it is important for a student entering *Expressive Arts* to have had a broad range of other academic experiences. A student should not expect to focus his or her undergraduate work only in *Expressive Arts*, but rather to move in and out of the area, taking advantage of opportunities to work in other specialty areas. While studying within *Expressive Arts*, a student should work in more than one art area and consider undertaking multi-media collaborative

projects with other students. The faculty believe that a broad range of experiences, in the arts and other disciplines, is necessary to developing students' creativity. As a future goal, the *Expressive Arts* faculty are working toward creating a learning environment that supports a strong multicultural perspective in the work of students. Each year, the offerings in *Expressive Arts* include:

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

*Junior- and senior-level, work-based Group Contracts (for example, "The Moving Image");*

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

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

## Career Pathways in Expressive Arts

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



## Inter-Arts Foundations: I, II or III

*Fall, Winter, Spring / Coordinated Study Coordinator:* Frasca (F), Cloning (W), Setter (S)

*Enrollment:* 72 *Faculty:* 9

*Prerequisites:* Core Program or its equivalent

*Special Expenses:* Will differ depending on track that student selects; students must supply own materials; \$10 symposium fee.

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

"Inter-Arts Foundations" is the entry-level program in the *Expressive Arts*. Students will be introduced to basic skills in three arts areas during the year and will work with six additional arts faculty members in a series of joint symposia and lectures which emphasize issues and themes common to all of the arts. Students will select one of three tracks through the Inter-Arts program. For 1987-88 these tracks include a visual arts sequence ("Studio Project"), a movement, media and music sequence ("Performance Media") and a design, movement, media and performance sequence ("Design and Performance").

In Track I: "Studio Project," Marilyn Frasca will begin the sequence with an introduction to a wide range of drawing methods and materials. Students will be expected to work in the studio a minimum of four hours per day. Elements of aesthetics, basic design, topics in art history, life drawing and working from personal themes will form directions for the "Drawing" program. During Winter Quarter a visiting photographer will instruct students in the basic principles of "Still Photography" with emphasis on the development of a critical eye and a thorough exposure to darkroom technique. In spring Jean Mandeberg will introduce students to the technical, design, historical and aesthetic considerations of contemporary sculpture in "3-D Art." Emphasis will be placed on experimentation with forms and materials, imaginative applications of ideas and development of personal imagery.

Track II: "Performance Media" begins with Meg Hunt's introduction to "Movement" in which students will learn fundamental skills in body awareness, rhythm, dance technique and movement analysis. In addition, there will be some reading and discussion on the nature of space and time and how they become the materials of art. During Winter Quarter Sally Cloning will offer "Motion Pictures," an introduction to the fundamentals of film and video production. Students will explore topics and historical themes related to the development of media technology and complete a series of production exercises designed to familiarize them with the principles of cinematography/videography, editing and pre-production planning. Spring Quarter, Terry Setter will introduce students to concepts of musical history, technology, theory, performance and notation. In "Music" the focus will not be limited to Western classical music. No previous musical training is required.

Track III: "Design and Performance" begins with Gail Tremblay's introduction to "Design." Students can expect to produce a minimum of two projects per week as solutions to problems in three-dimensional design involving a wide range of materials. Students will learn about the dynamics of space, texture, color and volume and their interplay in conceptualizing a work of art. During Winter Quarter Meg Hunt will offer her introduction to "Movement" in which students will learn fundamental skills in body awareness, rhythm, dance technique and movement analysis. In addition, there will be some reading and discussion on the nature of space and time and how they become the materials of art. Spring Quarter, Doranne Crable will offer "Performance Images" in which students will study techniques of gesture, voice-sound and character development as they relate to creating and performing "images." Part of their work might involve making and using masks, taking photographs and translating them into performance, keeping a character profile journal out of which they create original pieces or creating opposites from poetry or allegory.

All sequences in "Inter-Arts Foundations" are preparatory for further multimedia collaborative work and the prerequisite for further specialization in the *Expressive Arts*. Students register for one year-long track only.

*Planned equivalencies in quarter hours:*

Track I: drawing, photography and sculpture

48 total

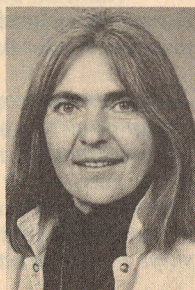
Track II: design, movement and performance

48 total

Track III: movement, media and music

48 total

*Program is preparatory for careers and/or future study in visual, performing and media arts and is a prerequisite for upper-division Expressive Arts programs.*



Marilyn Frasca



Meg Hunt



Jean Mandeberg



Sally Cloning



Terry Setter



Gail Tremblay



Doranne Crable



## Techniques of Visual Anthropology

*Fall / Group Contract*

*Sponsor:* Sally Cloninger

*Enrollment:* 24

*Prerequisites:* Two years of college-level work

*Special Expenses:* \$90 for photographic and video materials for field exercises

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

"Techniques of Visual Anthropology"

will provide a foundation in non-fictional, culturally-informed image making. Students will be trained in field production techniques for visual anthropology encompassing still photography and location video and sound recording. Exercises in still and moving formats will insure development of technical control, critical awareness, observational and reflexive styles, and facility in the design of ethical and culturally-relevant media documents. Students will study the art of ethnographic reporting and culture and will analyze documents in print and film by anthropologists.

*Planned equivalencies in quarter hours:*

5—theory of visual anthropology

5—techniques of visual anthropology (field documentation)

6—ethnographic reporting and the study of culture

**16 total**

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

## Cross-Cultural Perspectives: The Arts of Eastern Europe

*Fall, Winter, Spring / Coordinated Study*

*Coordinator:* Ainara Wilder

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Core Program or equivalent

*Special Expenses:* Field trips, and possible study abroad in summer

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

This program will explore the rich diversity in the arts and culture of the small Eastern European countries that physically and presently serve as the "iron curtain"—Estonia, Latvia, Lithuania, Poland, Czechoslovakia, Hungary and Yugoslavia. In doing so, we will encounter a large group of American ethnic beginnings that are not of Western European origin.

*Fall Quarter:* Geographic significance, linguistic ties, early deities, mystical places, cosmic heroes, folklore and cultural symbols.

*Winter Quarter:* The theater, music and visual art forms as cultural expressions and as cultural traditions

*Spring Quarter:* The dynamics of present-day art, music and theater on the Eastern European scene. During this final quarter students will have the opportunity to design and carry out group or individual projects. A few examples of such projects might be: exploring "Grotovsky's Poor Theatre of Poland"; analysis and presentation of Latvian "dainas," the poems by women to a female deity, "Laima"; "Puppet Players and Outlaws of Hungary"; music and/or slide presentations. Original works by students will be welcomed.

The program format will include trips to ethnic events in Seattle.

*Planned equivalencies in quarter hours:*

2—linguistic roots of Eastern Europeans

8—literature in translation

8—folk art of Eastern Europe

8—Eastern European ethnic music

8—Eastern European theatre

6—cultural diversities

4—special project

4—research project

**48 total**

*Program is preparatory for careers and/or future study in ethnic studies, Eastern European studies, music, theater, cultural history, arts and humanities.*

## The Moving Image

*Fall, Winter, Spring / Group Contract*

*Sponsor:* Bud Johansen

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* "Introduction to Performing Arts" or video skills; directing or choreography

*Special Expenses:* Video tape; special performance wear

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

This is an intermediate- to advanced-level program which involves producing performances of music, theater and/or dance for video. Students are expected to have done some creating and/or performing and will work collaboratively with other students who have produced video projects. The program will focus on the needs to produce complete video starting with ideas, developing scripts, producing story boards, creating the work to be taped, directing techniques, technical skills and editing. Students will work in groups on their projects so collaboration is a vital component necessary for positive and creative pieces.

Students will need to have previous skills in either acting, choreography, dancing, music composition, music performance and/or directing to work with students who have skills in video production. All students will work on some level of performance and video production to gain experience in areas other than their specialty.

The program will view and critique videos created commercially and will seminar on them to gain a more expanded awareness of the field of video performance.

*Planned equivalencies in quarter hours:*

4-12—directing for video

4-12—choreography for video

4-12—performance skills: music, theater or dance

4-12—video production

4-12—scriptwriting

**48 total**

*Program is preparatory for careers and/or future study in video production and performance.*



## Form and Function

*Fall, Winter / Group Contract*  
*Sponsor: Jean Mandeberg*  
*Enrollment: 24*  
*Prerequisites: Full year of "Studio Project" or equivalent studio art experience*  
*Special Expenses: Sculpture materials; studio fees*  
*Part-time Options: Program is for 12 credits only*  
*Internship Possibilities: No*  
*Additional Course Allowed: Yes*

This two-quarter sculpture program will concentrate on studio work in three-dimensional art that must address both personal expression and functional requirements. The word "function" will be interpreted broadly to include questions about the relationship of sculpture and architecture, sculpture made specifically for public spaces and for the particular needs of a client, as well as the simple usefulness of certain objects. Approaching the work as artists, students will consider the sculptural interpretation of familiar functional forms: lighting, seating, etc. We will visit site-specific public art in the Northwest; talk to artists who have designed artwork for non-traditional spaces such as jails, power stations and streets; and study European (especially Italian) examples of contemporary functional art.

Over two quarters, students will work in small groups as design teams on large-scale collaborative projects, and will work individually on sculptural forms in the materials of their choice. Weekly class meetings will include studio work, critique and lecture/seminars based on assigned readings.

*Planned equivalencies in quarter hours:*  
12—sculpture  
8—design  
4—history  
**24 total**

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

## Making Contemporary Music

*Fall, Winter / Group Contract*  
*Sponsor: Terry Setter*  
*Enrollment: 24*  
*Prerequisites: Junior standing; some prior music studies*  
*Special Expenses: Concert tickets; audio tape; lab fees (\$10 per quarter)*  
*Part-time Options: Yes*  
*Internship Possibilities: Yes*  
*Additional Course Allowed: Yes*

In this program students will investigate compositional, technological, historical, performance and aesthetic aspects of contemporary music making. Each quarter will focus around issues selected by contract members and will culminate in a public presentation of work. Topics such as music synthesis, basic audio recording and non-Western musical techniques will be featured.

*Planned equivalencies in quarter hours:*  
Credits tailored to group interests.  
**32 total**

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

## The Narrative Life: Theater and Character

*Fall, Winter / Group Contract*  
*Sponsor: Alan Nasser*  
*Enrollment: 24*  
*Prerequisites: Core Program or equivalent; interview and portfolio review; faculty signature*  
*Special Expenses: Professional theater tickets, approximately \$70*  
*Part-time Options: No*  
*Internship Possibilities: No*  
*Additional Course Allowed: No*

This group contract provides students with an intensive encounter with the *theory and practice* of theater art. We will examine those issues in philosophy and sociology (theory) which bear upon the understanding and theatrical portrayal (practice) of character(s) on stage.

We will focus on the ethical tradition which understands morality to be concerned with character development. Within this framework we will analyze virtue, vice, self-deception, the unconscious, self-respect, egoism and altruism, with an eye toward understanding their relations to the development of moral character. We will relate this to a conception of life as narrative in form, i.e., as having a plot, sub-plots, characters, genre and set(ting), just as a play does.

We will examine theories and case studies of social interaction as drama. While pursuing these studies, students will be trained in the art and craft of character creation and development according to the technique known as "the Method." This will include analysis of plays, the preparation of a biography of a character, and physical and mental exercises to facilitate relaxation, concentration and the ability to evoke and use a range of emotions and fluidity of movement on stage. The resulting skill and discipline will be used in scene study, where students will perform scenes from modern and contemporary plays. There will be a major public production each quarter.

We will attend at least three professional productions each quarter.

*Planned equivalencies in quarter hours:*  
8—acting: creating and developing a character  
8—acting: scene study  
8—moral philosophy: character and narrative in life  
8—the sociology of human groups: social interaction as drama  
**32 total**

*Program is preparatory for careers and/or future study in theater, philosophy, and sociology.*



## Fiber Arts

*Spring / Group Contract*  
*Sponsor: Gail Tremblay*  
*Enrollment: 24*  
*Prerequisites: None*  
*Special Expenses: \$50, or more if desired, for yarn, wool, etc.*  
*Part-time Options: Yes, 12 credits*  
*Internship Possibilities: No*  
*Additional Course Allowed: Yes, one*

In this program students will develop skills in weaving and felting. Each student will start work at their own level and beginning weavers will be accepted into the program as well as intermediate and advanced weavers. 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.

*Planned course equivalencies in quarter hours:*

6—weaving  
2—felting  
4—textile design and drafting  
4—color design  
**16 total**

*Program is preparatory for careers and/or future study in textile or fiber design the visual arts generally.*

## Word and Image

*Spring / Group Contract*  
*Sponsor: Susan Aurand*  
*Enrollment: 48 Faculty: 2*  
*Prerequisites: Core Program; previous training/experience in creative writing/visual art; samples of work*  
*Special Expenses: \$50-\$75 for art supplies*  
*Part-time Options: No*  
*Internship Possibilities: No*  
*Additional Course Allowed: No*

This program is a one-quarter study of the relationship between form and meaning in art and literature. By studying a series of themes such as family and sexuality, we will examine the commonalities and differences between structure and content in visual and verbal images. All students in the program will make written and visual images and will attend weekly seminars, lectures, workshops and critiques. Each student will create an extended body of work in either drawing/painting or writing on a theme of his or her choice.

*Planned equivalencies in quarter hours:*

4—drawing/design  
4—art history  
4—literature  
4—creative writing  
**16 total**

*Program is preparatory for careers and/or future study in writing (of various sorts), applied arts, teaching and communications.*

*Related offering in other area*

## The Arts and Computers: The Business of Computers

"The Business of Computers" program brings together three different types of students: those who would like to apply computing to solving a particular problem; those who would like to apply marketing, organizational behavior and project management skills within a project; and those who would like to apply their technical computer science skills to the development and implementation of computer software.

The program offers a few opportunities for students in the *Expressive Arts* who would like to learn to apply computer technology to the creation or management of artistic endeavors. Computer technology has been applied to such diverse artistic areas as the creation and manipulation of visual images, the development of repetitive (but subtly differing) patterns, the automatic synchronization of lighting or audio-visual equipment, and the marketing and management of artistic performances or facilities. Working in teams, *Expressive Arts* students will have the opportunity to design and implement a year-long project which applies computer technology in the arts.

*Expressive Arts* students will learn basic theories of systems analysis, design and implementation, marketing, project management and organizational behavior. They will learn how to use microcomputer applications such as computer graphics, word processing, spreadsheets and database manipulation. They will learn how to select microcomputer hardware and software and will strengthen their technical writing and business-presentation skills.

Because the *Expressive Arts* students will be collaborating with computer science and management students, expertise in computing or management is not essential. However, expertise in the arts and a willingness to do teamwork and learn more about management and computer systems are required.

Please see "The Business of Computers" program description under *Science, Technology and Health* specialty area, (page 78) for more information about the program and credit equivalencies.





“I never worked so hard in my life—never!”

“When I came out here from Michigan, I heard a lot of people say, ‘Oh, yeah, it’s a Mickey Mouse school.’ But I never worked so hard in my life—never! The amount of work is tremendous. We read Dante’s *Inferno* and later *War and Peace* in a very short time, on top of doing a 20-page research paper, group projects and attending lectures and seminars.

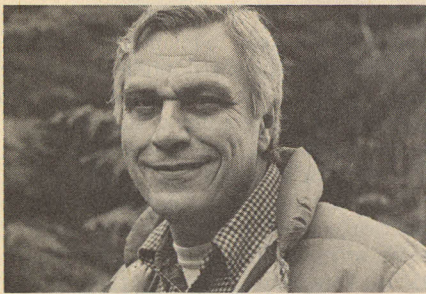
“There have been times, though, when the pace eases up. During Winter Quarter, we yelled at the faculty to slow down and they did. That’s the nice thing. The faculty aren’t locked into things. They can switch things around. They can change. I wouldn’t say students have a large voice in what goes on at Evergreen, but they have more say than students at ‘Brand-X University.’”

**Rachel Gendell, 22**  
Senior  
Hometown: East Lansing, Michigan  
Current program: War  
Fields of study: Political and economic theory





# Humanities



Convener: David Powell

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

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

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

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

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

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

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

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

*Emphasize great texts and/or artifacts and their relation to our specialty area themes;*

*Require wide reading and the sister skills of critical thinking and independent formulation of ideas;*

*Encourage discussion in seminar groups;*

*Help each student improve his or her writing;*

*Promote cooperative interdisciplinary study; and*

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

## Career Pathways in Humanities

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

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





## The Great War: European Culture in Convergence, Conflict and Collapse

*Fall, Winter* / Coordinated Study  
*Coordinators:* David Powell and Gil Salcedo

*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* One year college humanities; faculty signature  
*Special Expenses:* None

*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes, a foreign language

World War I was called "The Great War": It was to be the war to end wars; it was to be over in a few months; it was to be the stage for classic heroism in modern times; it was to settle issues of economic and political conflict that had been building for centuries, and it was to illustrate the divine power of great empires.

In fact, it was cultural suicide, for out of the exhaustion and carnage, the great empires would never rise. In two decades, the reins of world power would come to rest in the hands of Russia and America. There would be a new world order.

We will study the origins and consequences of the war, examining the social, political, demographic and economic history of this event. We will study correspondence, art, poetry, fiction and philosophy of the period.

Texts will include: Ibanez's *The Four Horsemen of the Apocalypse*, Hasek's *The Good Soldier Schweik*, Wolf's *In Flanders Fields*, Hemingway's *A Farewell to Arms*, Tuchman's *The Proud Tower* and *The Guns of August*, Remarque's *All Quiet on the Western Front*, Watt's *None Dare Call It Treason*, Spengler's *The Decline of the West*, Faulkner's *Soldiers' Pay*, Nietzsche's *The Will to Power*; Sorel's *Reflections on Violence* and Ortega y Gasset's *The Modern Theme*.

We will study the war's background (1890-1914) for four weeks, the Great War (1914-18) for 12 weeks and its aftermath for four weeks. New students will not be admitted Winter Quarter.

*Planned course equivalencies in quarter hours:*

12—modern European history  
12—English, American and European literature, 1890-1930  
4—history of modern thought, 1890-1930  
4—humanities writing and research  
**32 total**

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

## The Experience of Fiction

*Fall, Winter* / Group Contract

*Sponsor:* Rudy Martin

*Enrollment:* 44-48 *Faculty:* 2

*Prerequisites:* One year of college; faculty signature

*Special Expenses:* \$25 for field trips

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

This group contract is about the craft of the most powerful form of communication in our time—fiction. The group will read and write a lot, for the power of this art form is available only to those who will learn the details of the craft. Activities include:

1. Book seminars on great works of fiction;
2. The study of the aesthetics of fiction, the sociology of fiction, the politics of fiction and related topics;
3. Unrelenting, non-negotiable required weekly fiction writing and rewriting;
4. Seminar critique sessions designed to give the writer honest feedback;
5. Reading, reading and reading;
6. Small study group critique sessions; and
7. Writing, writing re-writing and more writing.

*Planned equivalencies in quarter hours:*

16—creative writing: short fiction  
4—creative writing: the art and use of critique  
8—English and American literature: a survey of fiction  
4—literature: literary theory and criticism  
**32 total**

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

## Chaucer and Shakespeare: Are They as Good as They Used to Be?

*Winter, Spring* / Group Contract

*Sponsor:* Pete Sinclair

*Enrollment:* 24

*Prerequisites:* One year of college

*Special Expenses:* None

*Part-time Options:* No

*Internship Possibilities:* No

*Additional Course Allowed:* No

These two great poets are the originators of the literature of the English-speaking world. In the current lively debate about what literary texts mean, this is not disputed. But just about everything else is. Wherein lies the authority for the meaning of a literary text: in the author, text itself or in the audience's response? Is an understanding of and appreciation for the texts included in the "canon" of literature a kind of knowledge, an esoteric code used to maintain separation between the social/intellectual elite and the masses or just sophisticated recreation? Is the study of literature a genuine study in itself or more properly evidence for study in one or more of the social sciences: psychology, sociology, political science, history or linguistics?

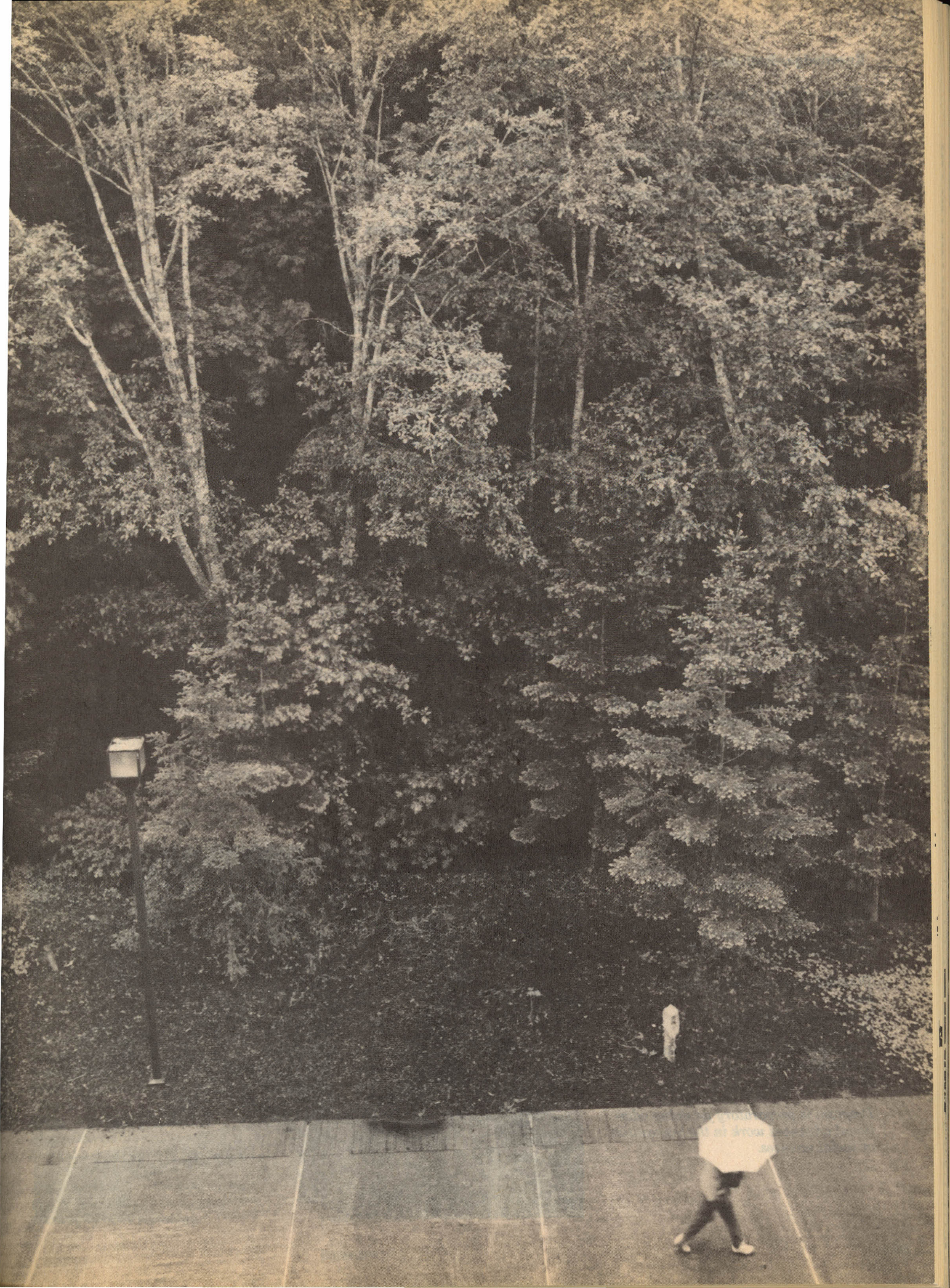
We will examine these and other questions as we read Chaucer in the winter and Shakespeare in the spring.

*Planned equivalencies in quarter hours:*

8—Chaucer  
8—Shakespeare  
8—literary theory  
8—literary criticism  
**32 total**

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







## Knowledge, Truth and Reality

*Winter, Spring / Group Contract*

*Sponsor: Mark Levensky*

*Enrollment: 24*

*Prerequisites:* College-level ability to read, write about and discuss difficult humanities and social science texts

*Additional Courses:* Students may take an additional course, but not in place of some part of the program

*Special Expenses:* None

*Part-time Options:* Possible but not recommended; faculty must approve all part-time plans

*Internship Possibilities:* No

*Additional Course Allowed:* Yes

This program will do advanced work on a small part of the history of our concepts of knowledge, truth and reality. Topics to be discussed include kinds of knowledge; the meanings of "true"; guessing, believing and being certain; causality, memory and perception; evidence and self-evidence; deductive and non-deductive inference; knowledge with and without foundations; analytic, synthetic, apriori and aposteriori statements; intuition and mystical insight; description, interpretation and representation, and mind and matter.

Each week students will write or rewrite an essay in response to an assigned reading and participate in a writing workshop and two book seminars. Students will also make a presentation on the life and times of the author of a text used in seminar.

Primary texts for Winter Quarter will be Xenophanes, fragments; Parmenides, fragments; Plato, *Theaetetus*; Descartes, *Discourse On Method and Meditations On First Philosophy*; Hume, *An Enquiry Concerning Human Understanding*; Kant, *Prolegomena To Any Future Metaphysics*.

Primary texts for Spring Quarter will be Radin, *Primitive Man As Philosopher*; Nietzsche, *Beyond Good and Evil*; James, *Pragmatism*; Wittgenstein, *On Certainty*; Goodman, *Ways of Worldmaking*.

The program will meet Tuesdays, Wednesday mornings and Thursdays.

*Planned equivalencies in quarter hours:*

8—expository writing

16—theory of knowledge

8—independent studies in humanities and social sciences

**32 total**

*Program is preparatory for doing additional advanced work in the humanities or social sciences.*

## Great Works

*Fall / Course*

*Instructor: Pete Sinclair*

*Enrollment: Open*

*Prerequisites:* None

*Special Expenses:* None

*Part-time Options:* This is a 4 credit course

*Internship Possibilities:* Yes

*Additional Course Allowed:* Yes

This course is a lecture/discussion series about great works of intellect and our imagination—the work that they still do. Each week a member of the faculty or other speaker will give a talk about the importance of a great work to the world, to the speaker's work and to the speaker personally. (Most of these works will be major literary, historical and philosophical texts, but great works of art and science that can be made present to the class will be included as well.) The weekly talk will be followed by a panel discussion of speakers and students. The panel discussion will be followed by questions and comments from the class.

*Planned equivalencies in quarter hours:*

4—humanities

**4 total**

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





*Related offering in other area*

### **The Narrative Life: Theater and Character**

*Fall, Winter / Group Contract*  
*Sponsor:* Alan Nasser  
*Enrollment:* 24  
*Prerequisites:* Core Program or equivalent; interview and portfolio review; faculty signature  
*Special Expenses:* Professional theater tickets, approximately \$70  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

This group contract provides students with an intensive encounter with the *theory* and *practice* of theater art. We will examine those issues in philosophy and sociology (theory) which bear upon the understanding and theatrical portrayal (practice) of character(s) on stage.

We will focus on the ethical tradition which understands morality to be concerned with character development. Within this framework we will analyze virtue, vice, self-deception, the unconscious, self-respect, egoism and altruism, with an eye toward understanding their relations to the development of moral character. We will relate this to a conception of life as narrative in form, i.e., as having a plot, sub-plots, characters, genre and set(ting), just as a play does.

We will examine theories and case studies of social interaction as drama. Students will be trained in the art and craft of character creation and development according to the technique known as "the Method." This will include analysis of plays, the preparation of a biography of a character, and physical and mental exercises to facilitate relaxation, concentration and the ability to evoke and use a range of emotions and fluidity of movement on stage. The resulting skill and discipline will be used in scene study, where students will perform scenes from modern and contemporary plays. There will be a major public production each quarter.

We will attend at least three professional productions each quarter.

*Planned equivalencies in quarter hours:*

8—acting: creating and developing a character  
8—acting: scene study  
8—moral philosophy: character and narrative in life  
8—the sociology of human groups: social interaction as drama  
**32 total**

*Program is preparatory for careers and/or future study in theater, philosophy, and sociology.*

*Related offering in other area*

### **American Worlds, Democratic Vistas**

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* David Marr  
*Enrollment:* 72 *Faculty:* 3  
*Prerequisites:* "Political Economy and Social Change" or "Culture and Empire," or equivalents  
*Special Expenses:* \$30 for program retreat  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

This program will constitute a learning community dedicated to collaborative study of the American past. *The program has no theme.* Our major work will be to fashion one or more themes about American experience. We will study literature, politics, history and philosophy. Most of our work will center on primary texts that have made American worlds: *The Federalist*, Melville's *Moby-Dick*, James's *Pragmatism*, *The Life and Times of Frederick Douglas*, Carolyn Forché's *The Country Between Us* and Michael Harper's *Dear John, Dear Coltrane*.

"Build, therefore, your own world." We will study the meanings of this amazing sentence by Emerson, formulate one or more hypotheses and use them to highlight such issues as the relationship between liberalism and democracy in American history. Another hypothesis guiding our work will be the idea that past, present and future are fictions, creations of the historical imagination. We will be particularly interested in the relevance of this hypothesis to the future of democracy in America.

Each student will confirm or disconfirm several hypotheses about American literature, politics, history and philosophy. Each faculty member will do similar work as their major contribution to the program. Students and faculty will write papers containing the "themes" of "American Worlds, Democratic Vistas."

This program's content is not already digested. Its themes will be what we make them.

*Planned equivalencies in quarter hours:*

Upper division credit in American literature, philosophy, history and politics, distributed to reflect the student's research interest and accomplishment.  
**48 total**

*Program is preparatory for careers and/or future study in humanities, non-quantitative social sciences, law and public service.*

Humanities

*Related offering in other area*

### **Word and Image**

*Spring / Group Contract*  
*Sponsor:* Susan Aurand  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Core Program; previous training/experience in creative writing/visual art; samples of work  
*Special Expenses:* \$50-\$75 for art supplies  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

This program is a one-quarter study of the relationship between form and meaning in art and literature. By studying a series of themes such as family and sexuality, we will examine the commonalities and differences between form and meaning in art and literature. All students in the program will make written and visual images and will attend weekly seminars, lectures, workshops and critiques. Each student will create an extended body of work in either drawing/painting or writing on a theme of his or her choice.

*Planned equivalencies in quarter hours:*

4—drawing/design  
4—art history  
4—literature  
4—creative writing  
**16 total**

*Program is preparatory for careers and/or future study in writing (of various sorts), applied arts, teaching and communications.*



“We’re not just learning the German language, but learning the culture..”

**Wilan Morgenstern, 20**  
 Junior  
 Hometown: Kent, Washington  
 Current program: “German Culture”  
 Field of study: Language

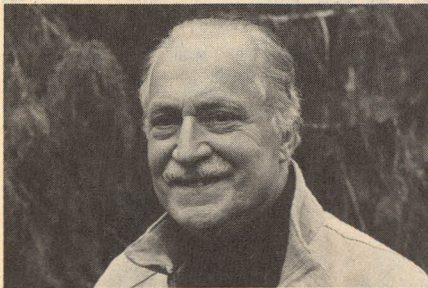
“We’re not just learning the German language, but learning the culture, too, through history, art and music. That’s nice, because I probably would never sign up for an art appreciation class or music at a traditional school. But here, I’m learning those subjects because they’re being taught in context with my main interest.”

“At other schools, I used to think ‘Oh, I need to do this or that to get a four-point, or I don’t need to do this, because I’ve already got the grade.’ I’m very proud of the fact that I enjoy learning now, that I sit down and study for myself.”





# Language and Culture Center



Director: Andrew Hanfman

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

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

In the academic year 1987-88, two year-long language and culture programs are being offered under the auspices of the Center: "Russia/USSR" and "Japanese Studies."

For many students, part-time language study is highly appropriate. To serve their needs, Evergreen offers a predictable series of part-time courses. Most of these courses are offered during evening hours. Language components of Specialty Area programs may also be taken as separate courses, but they are mostly conducted during the day. Students interested in careers in business, journalism, education, anthropology and human services may want to consider such language study. The Director of the Center will advise students on the appropriateness of various types of language study to their individual goals. In the 1987-88 academic year, courses in first-year college Spanish, French, Japanese and, possibly, German will be offered as well as second-year French.

The following list includes the academic programs in this area planned through 1990:

## 1987-88

"Russia/USSR," Fall, Winter, Spring; summer trip to Soviet Union. "Japanese Studies," Fall, Winter, Spring; study abroad to be announced.

## 1988-89

"French Culture," Fall, Winter, Spring; study abroad to be announced. "Italian Culture," Fall, Winter, Spring; study abroad to be announced.

## 1989-1990

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





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

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

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

Major areas available through this program include the following:

- Chinese Studies*
- Japanese Studies*
- Jewish Studies*
- Korean Studies*
- Middle Eastern Studies*
- Russian and Eastern European Studies*
- South Asian Studies*
- Comparative Religion*

It is also possible to integrate the international or regional study with an emphasis on business health, politics and economics or other professional areas. The study of a foreign language is an integral part of the program at the School of International Studies.

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



## Japanese Studies

*Fall, Winter, Spring / Group Contract*

*Sponsor:* Setsuko Tsutsumi

*Enrollment:* 24

*Prerequisites:* Core Program or equivalent

*Special Expenses:* To be determined for field trip to Japan during Spring Quarter

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Courses Allowed:* Not if student is full-time in "Japanese Studies"

Japan has become a highly industrialized nation while maintaining a strong attachment to her cultural tradition. What were the elements of Japan's cultural tradition and how did they respond to forces of change? How and with what consequences did the new and sometimes disparate elements contribute to conflict and contradiction? An inquiry into these questions will go far toward the delineation of Japanese society and culture.

Fall Quarter, we will explore the significant areas of conflict and contradiction found in modern Japan from various perspectives, drawing on materials ranging from literature to mass media, from sociology to government and politics.

Winter Quarter will be devoted largely to the historical and cultural context of Japan in order to establish the salient features that constitute her cultural tradition and to probe the reasons and processes leading to the conflicts and contradictions.

Spring Quarter, we will turn to the contemporary scene and examine Japan in its microcosmic form of the daily life and life-style of the individual. The approach will be largely ethnological and social and involve areas pertaining to clothing, food, dwelling and cadences of life marked, for example, by ritual and festivals. If circumstances permit, this phase of the program will be conducted in Japan to enable students to have a direct experience with Japanese culture.

Language will be taught throughout the year on a daily basis. Emphasis will be on developing skill in oral expression. The oral-aural approach will be used throughout.

*Planned equivalencies in quarter hours:*

24—beginning or intermediate Japanese  
12—Japanese literature in translation  
12—social and cultural history of Japan  
**48 total**

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

## Russia-USSR

*Fall, Winter, Spring / Coordinated Study*

*Coordinator:* Andrew M. Hanfman

*Enrollment:* 48 Faculty: 2

*Prerequisites:* One year of college

*Special Expenses:* Approximately \$3,200 in case of study in USSR, 1988

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* Yes, for part-time students

The program will study the history and civilization of Russia and the Soviet Union, emphasizing developments during the 19th and 20th centuries. Contemporary developments in the Soviet Union will be thoroughly examined Spring Quarter.

Russian language courses at the basic and intermediate level will begin summer, 1987, and continue throughout the academic year. All students will be encouraged to enroll, however, the program will also be open to students who do not wish to take language classes. Language classes may be taken by students outside the program.

Students can enroll each quarter for 12 or 16 quarter hours. To earn 16 quarter hours, a student must attend two weekly lectures, participate in two weekly book seminars, satisfy all reading and writing requirements and attend either a language class or a program workshop or a course outside the program.

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

Given sufficient student interest, the faculty will arrange a quarter-long study in the Soviet Union during the summer of 1988.

*Planned equivalencies in quarter hours:*

*Summer 1987:*

16—Russian language

*Fall 1987:*

4 each in Russian language, Russian history, Russian art and Russian civilization

*Winter 1988:*

4 each in Soviet language, Soviet history, Soviet art and Soviet civilization

*Spring 1988:*

6—Russian language

2—Soviet history

8—Soviet government, party or art

**48 total**

*Program is preparatory for future study in Russian language, history, literature and Soviet affairs; and for careers in government and journalism.*



## Management and the Public Interest

“I didn’t think I could work  
this hard...But I found the  
time, I made the time.”



**Wanda Curtis, 32**  
Junior  
Hometown: Olympia, Washington  
Current program: “Management and  
the Public Interest”  
Field of study: Public administration

“I’d like to think I was a good manager  
previous to studying at Evergreen. I  
know when I leave here I’ll be an  
effective manager. I didn’t think I  
could work this hard. I thought, ‘Oh, I  
won’t have the time.’ But I found the  
time, I made the time. It’s been great.  
Sharing ideas is the best part. I can’t  
wait to get to seminar on Tuesdays. I  
have my thoughts ready, and I’m  
rarin’ to go.”



*Convener:* Art Mulka

*Affiliated Faculty:* John Filmer,  
Christopher Gilbert, Virginia Ingersoll,  
Duke Kuehn, Paul Mott, Art Mulka,  
Chuck Nisbet, Niels Skov and Greg  
Weeks

Upper-division work in this specialty  
area consists of a Coordinated Study  
Program titled “Management and the  
Public Interest” for the first year and a  
changing series of advanced Group Con-  
tracts, Individual Contracts and Intern-  
ships for the second year. During the  
first year, the “MPI” program provides  
students with the opportunity to  
acquire essential managerial skills and  
concepts. The program will address  
broader issues such as the ability of the  
private and/or public sector to meet the  
public’s needs. This program is designed  
for part-time students from off campus  
as well as full-time students.



## Management and the Public Interest

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Ginny Ingersoll  
*Enrollment:* 96 *Faculty:* 4  
*Prerequisites:* Junior standing; basic accounting and principles of economics  
*Special Expenses:* None  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Courses Allowed:* No

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

The program is designed for full-time students who take the same academic offerings throughout the year. Special emphasis is placed on the development of people and analytical skills. The program's goal is to meet the needs of those seeking job advancement, a management career or a career change to the business sector.

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

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

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

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

### *Planned equivalencies in quarter hours:*

Distributed among organizational psychology, managerial economics and accounting, managerial finance, case studies, functions of management, marketing, personnel management, statistics and related areas.  
**48 total**

*Program is preparatory for careers and/or future study in management or graduate studies in business administration, public administration, the social sciences and law.*

*Related offering in other area.*

## The Business of Computers: Software Development

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Lucia Harrison  
*Enrollment:* 72 *Faculty:* 3  
*Prerequisites:* Completion of questionnaire and ability to work in teams; management students: "MPI" or equivalent and a desire to study computer science; Other students: some disciplinary competence (e.g., social science research, visual arts, environmental studies, laboratory science) and a desire to study management and computer science  
*Special Expenses:* About \$30 per quarter  
*Part-time Options:* Yes, for part-time students only  
*Internship Possibilities:* Winter, Spring  
*Additional Course Allowed:* With faculty permission

The development of computer software is an interdisciplinary process involving the collaboration of (1) users with a problem to solve, (2) managers with the ability to organize the task and find the necessary resources, and (3) computer scientists with the expertise to build the system. Under faculty supervision, students work in teams to complete a computer system project for a specific user with responsibility for identifying and researching the project as well as for systems analysis, design, implementation, testing and marketing.

Management students will identify markets, organize tasks and resources, and explore successful marketing. While ability to work with computer systems is not a prerequisite, students must be willing to learn enough technical material to use professional software and to evaluate hardware and software packages. An emphasis is placed on the ethical use of computing technology.

### *Planned equivalencies in quarter hours:*

4—intro. to systems analysis and design  
4—intro. to professional computing  
12—advanced marketing and research  
4—history and theory of design  
4—problem solving in organizations  
4—impacts and evaluations of technology (human factors)  
16—project management and practicum  
**48 total**

*Program is preparatory for careers and/or future study in computer science and other fields.*

*Related offering in other area*

## The Design and Planning Process: Conception, Methods, Implementation and Evaluation

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* Phil Harding  
*Enrollment:* 24  
*Prerequisites:* Third or fourth year standing, completion of questionnaire and ability to work in teams. Interest in design and the prospect of linking computers with design process.  
*Special Expenses:* About \$30 per quarter  
*Part-time Options:* Yes, for part-time students only  
*Internship Possibilities:* Yes, Winter and Spring Quarters  
*Additional Course Allowed:* Yes, with faculty permission.

Design and planning processes are common to all human activity. This program will examine the nature and philosophical assumptions of the design/planning process.

Along with the members of the "The Business of Computers" program, students will investigate the theory and history of design, problem solving and problems in the implementation of design plans, and impacts and evaluation of the design process and product. Methodologies and tools for computer systems analysis and design will be presented, utilized and evaluated, and students will learn to use and evaluate professional software products.

Working in teams, students will identify, develop and pursue year-long projects. Possible team project areas include environmental design or evaluation systems, automated design tools or architectural projects, biological and physical fitness monitoring systems, and creating literary or dramatic plots.

Texts include Bateson's *Mind and Nature*, Prigogine and Stenger's *Order Out of Chaos*, Alexander's "The City Is Not a Tree," Vonnegut's *Player Piano* and Senett's *The Uses of Disorder*.

### *Planned equivalencies in quarter hours:*

4—introductory systems analysis and design  
4—intro. to professional computing  
12—environmental design/planning  
4—history and theory of design  
4—impacts and evaluations of technology (human factors)  
4—project management  
16—project practicum  
**48 total**

*Program is preparatory for careers and/or future study in environmental design, computer studies, or in the arts, social sciences or humanities.*



**“My advice is to be aware of the environment around you...”**

**Vince Brunn, 23**

Junior

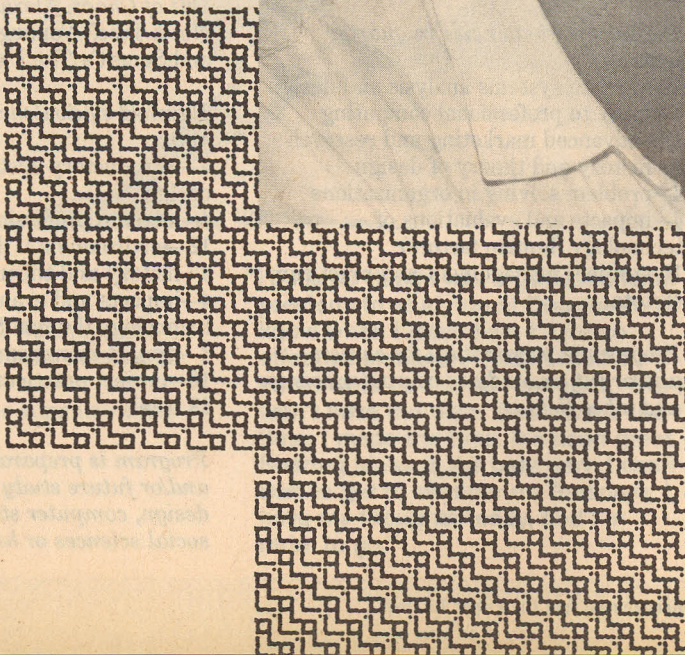
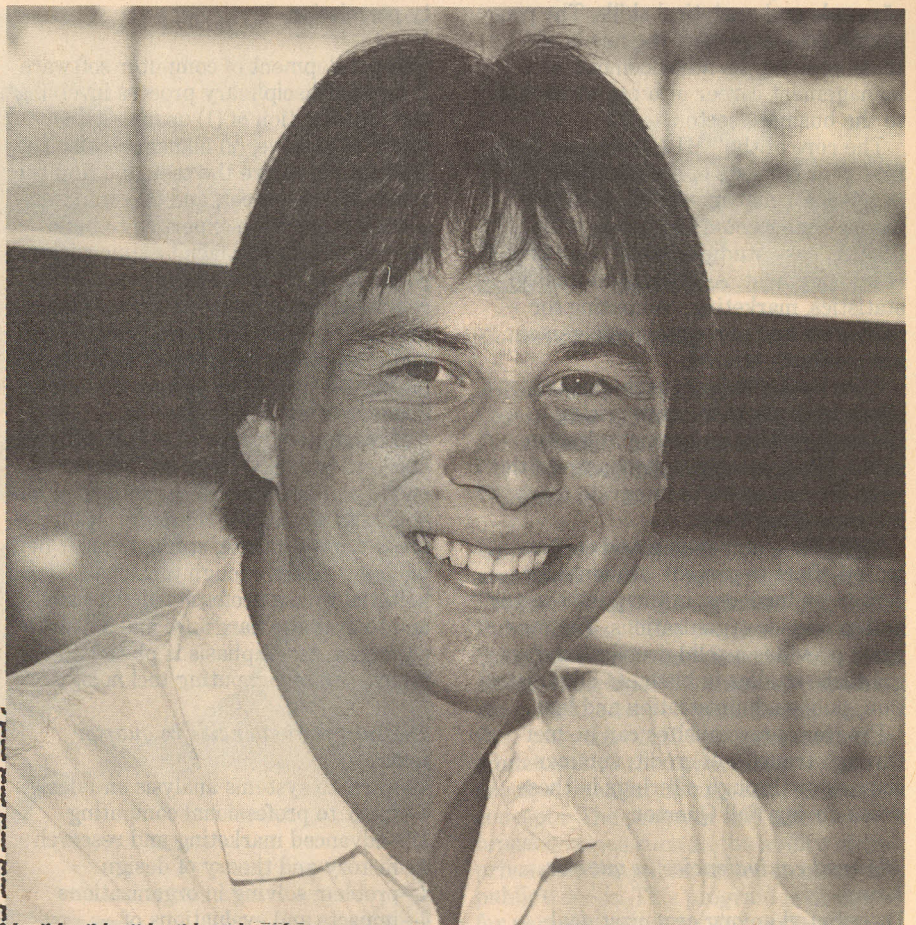
Hometown: San Francisco, California

Current program: “Life Compositions”

Fields of study: Environmental design, alternative energy and business

**“Evergreen is an excellent opportunity for individuals who know what they want to do and where they want to go. My advice is to be aware of the environment around you, really get to know the facilities, and identify the people who can help you. You can't just come here and go to class and not know what exists here. You have to delve into things.”**

**“I've been able to design my own credit, to do what I truly believe in. My program has given me a superb opportunity to prove my potential. My education isn't going to stop at Evergreen. It's going to continue.”**





# Native American Studies

*Convener:* To be announced

*Affiliated Faculty:* Lloyd Colfax, Rainer Hasenstab, Lovern King, Mary Nelson, Sid White, Craig Carlson and David Whitener

*Associated Faculty:* Betty Kutter, Betsy Diffendal and Gail Tremblay

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

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

*Native American Studies* includes at least one major program, two auxiliary programs, and one course each year. In addition, the area collaborates to design symposium components with other Specialty Areas on topics such as health, science, environmental studies and art. We also train people in gallery management using a multicultural focus.

## Career Pathways in Native American Studies

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

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

Students in *Native American Studies* work to develop (1) individual identity, (2) group loyalty and (3) personal authority. Having developed these strengths and the particular skills they need, they return to their communities and have a positive impact on the world around them.

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

...they can study a year in *Native American Studies* programs (in 1987-88, "Respect: A Mutually-Shared Educational Authority" or "Problem Youth").

...they can combine study in our programs with study in programs outside our area;

...and some students will spend additional time working with the faculty in the central program.

The *Native American Studies* area also advises students wishing to do gallery and museum work in Native American and other ethnic communities.



**Respect:  
A Mutually-Shared Educational  
Authority**

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Lloyd Colfax  
*Enrollment:* 96 *Faculty:* 4  
*Prerequisites:* Interview and faculty signature  
*Special Expenses:* Field trips; tapes; project materials  
*Part-time Options:* Yes  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

This program offers an educational opportunity tailored to student needs based on a diagnostic interview and a student-designed project. Students are invited to participate in work they define as valid and valuable to the growth of the individual and the promotion of partnership between and among the student, the college and the community.

In a spirit of hospitality and inspiration, students are encouraged to decide for themselves important and valid learning experiences. Recognizing the important fact that there do exist between people significant differences, students are requested to seriously consider their educational future.

Students will be offered the opportunity to develop writing, speaking, artistic and reading skills from faculty who offer their own areas of expertise as an educational umbrella. The program will promote concepts of learning through listening, performing, questioning and symbolizing. Students will be invited to consider the concepts of (1) identity, (2) group loyalty and (3) personal authority as they develop educational goals. Students are invited to participate in coordinated group study sessions on Mondays, as well as forums and field trips during the year. They will be encouraged to develop skills that suit their goals and to realize the importance of their contribution to a human and humane society.

*Planned equivalencies in quarter hours:*

8—cross-cultural studies  
8—cross-cultural communication  
4—philosophy  
4—human resource development  
24—individual project work  
**48 total**

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

**Problem Youth**

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* Mary F. Nelson  
*Enrollment:* 24  
*Prerequisites:* Background in counseling, psychology, minority studies or sociology; faculty signature  
*Special Expenses:* None  
*Part-Time Options:* No  
*Internship Possibilities:* Yes, Spring Quarter  
*Additional Course Allowed:* Yes, if it applies to program

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

Emphasis will be put on the minority youth offender, since 50% of incarcerated youth in the U.S. are minorities. During Winter Quarter we will study family dynamics, counseling theory and techniques. Workshops in will deal with stress management—in the self, client and fellow workers, burnout and dealing with difficult people.

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

The book list includes *Counseling the Culturally Different; Juvenile Delinquency; Children of Ishmael; Controlling Stress and Tension: A Holistic Approach; Memories of Alahambra; Weeping in the Playtime of Others; Washington State Juvenile Justice Systems and Codes; Women of Sweet Grass, Cedar and Sage; No No Boy; Native Son; Bless Me, Ultima* and others.

*Planned equivalencies in quarter hours:*

*Fall:*

4—counseling youth/theory  
4—ethnocultural studies  
4—psychology/youth  
4—juvenile law/diagnostic orientation

*Winter:*

4—sociology  
4—writing and research  
4—cross-cultural perspectives in counseling  
4—literature/minority

*Spring:*

16—applied counseling  
**48 total**

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



*Related offering in other area*

**The Pacific Northwest:  
Culture, Religion and Design**

*Fall, Winter, Spring / Coordinated Study*

*Coordinator: Rainer Hasenstab*

*Enrollment: 48 Faculty: 2*

*Prerequisites: One year of college or  
Core Program, interview and faculty  
signature*

*Special Expenses: Field trips*

*Part-time Options: Yes*

*Internship Possibilities: Yes*

*Additional Course Allowed: Yes*

This program will examine important traditional and contemporary social, cultural and physical influences on our life in the Pacific Northwest. The program will work toward understanding people and place in the context of the past, the present and the future of the Pacific Northwest.

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

This program will work in close invitational partnership with faculty and students in the "Respect: A Mutually-Shared Educational Authority" program. Directed individual research, group project work and internships will be encouraged.

*Planned equivalencies in quarter  
hours:*

Distributed among cultural, natural, and environmental history of the Pacific Northwest, regional geography, cultural geography, environmental design theory, environmental design research projects, environmental ethics, environmental planning and policy, human settlements and cross-cultural studies.  
**48 total**

*Program is preparatory for careers  
and/or future study in environmental  
policy and management, urban studies,  
geography, planning and design.*





“I remember when I finished my first year—what a great feeling of accomplishment.”

“I’ve found that studies at Evergreen approach things by looking at the interconnections between ideas. So far I’ve been able to see connections between my studies, job and personal life that I wasn’t aware existed. I’ve learned that I’ve got to manage myself before I can try to work with others. In my job as a Student Manager at Housing, I’m not just learning theory, I’m learning office procedures, bureaucracies and how to deal with people.”

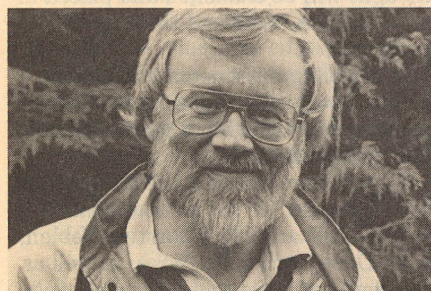
“I remember when I finished my first year—what a great feeling of accomplishment. My professor liked my research paper and I was just on a high for having worked so hard and done well. I survived a year of college, and I survived a year of Evergreen!”

**Sheila Manalo, 20**  
Sophomore  
Hometown: Oak Harbor, Washington  
Current program: “Counseling the Culturally Different”  
Field of study: Public administration





# Political Economy and Social Change



Convener: Gerry Lassen

**Affiliated Faculty:** Bill Arney, Priscilla Bowerman, Ken Dolbeare, Betty Ruth Estes, Jeanne Hahn, Peta Henderson, Gerry Lassen, Russell Lidman, Alan Nasser, Matt Smith and Susan Strasser

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

All major problems are deeply grounded in cultural, social, economic and political theories, history and practice. Their understanding involves exploring basic analytic concepts and values (freedom, equality, justice, 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.

## Career Pathways in Political Economy and Social Change

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

### Government and Public Policy

This pathway includes the structure and decision-making processes of governments at all levels. We also examine what governments have done with respect to public problems and, in general, what difference governments have made for people.

### Economics

This pathway includes economic history, intensive theoretical and practical work in micro- and macroeconomics, critical evaluation of their applications, and a survey of possible alternatives.

### Law and Society

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

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

Students are encouraged to undertake senior theses or projects, or internships, as integral parts of their academic work. Faculty in *Political Economy and Social Change* make a special effort to prepare students for internships with the state Legislature, executive departments, or other agencies and organizations in order to take advantage of Evergreen's location in the state capital.



## Political Economy and Social Change

*Fall, Winter / Coordinated Study*  
*Coordinator:* Peta Henderson  
*Enrollment:* 72 *Faculty:* 3  
*Prerequisites:* Core Program or equivalent  
*Special Expenses:* None  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

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

Fall Quarter, the program investigates the nature of social science. The origins of modern society and of social science are examined in the context of the 17th, 18th and 19th centuries and the emergence of historical democracy, liberalism and conservatism. In addition, students are introduced to microeconomic principles.

Winter Quarter, students will work on Marxist and positivist social theory. In addition, they will examine macroeconomic principles in relation to recurring crises in the capitalist state.

### *Planned equivalencies in quarter hours:*

8—European and American history  
4—microeconomics  
4—macroeconomics  
4—social theory  
8—political theory  
4—international relations  
**32 total**

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

## American Worlds, Democratic Vistas

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* David Marr  
*Enrollment:* 72 *Faculty:* 3  
*Prerequisites:* "Political Economy and Social Change" or "Culture and Empire," or equivalents  
*Special Expenses:* \$30 for program retreat  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

This program will constitute a learning community dedicated to collaborative study of the American past. *The program has no theme.* Our major work will be to fashion one or more themes about American experience. We will study literature, politics, history and philosophy. Most of our work will center on primary texts that have made American worlds: *The Federalist*, Melville's *Moby-Dick*, James's *Pragmatism*, *The Life and Times of Frederick Douglas*, Carolyn Forché's *The Country Between Us* and Michael Harper's *Dear John, Dear Coltrane*.

"Build, therefore, your own world." We will study the meanings of this amazing sentence by Emerson, formulate one or more hypotheses and use them to highlight such issues as the relationship between liberalism and democracy in American history. Another hypothesis guiding our work will be the idea that past, present and future are fictions, creations of the historical imagination. We will be particularly interested in the relevance of this hypothesis to the future of democracy in America.

Each student will confirm or disconfirm several hypotheses about American literature, politics, history and philosophy. Each faculty member will do similar work as their major contribution to the program. Students and faculty will write papers containing the "themes" of "American Worlds, Democratic Vistas."

This program's content is not already digested. Its themes will be what we make them.

### *Planned equivalencies in quarter hours:*

Upper division credit in American literature, philosophy, history and politics, distributed to reflect the student's research interest and accomplishment.  
**48 total**

*Program is preparatory for careers and/or future study in humanities, non-quantitative social sciences, law and public service.*

## Microeconomics and Institutionalism

*Spring / Group Contract*  
*Sponsor:* Greg Weeks  
*Enrollment:* 24  
*Prerequisites:* "Political Economy and Social Change" or "Principles of Economics"  
*Special Expenses:* None  
*Part-time Options:* Yes  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

This group contract will examine the history of economic thought, intermediate microeconomic theory and institutional economic analysis. The history of economic thought will focus on European and American developments and begin with pre-capitalist European thought. The mercantilist, physiocratic, classical, Marxist, neoclassical and Keynesian schools of thought will be examined and placed in context from social and theoretical perspectives.

In studying intermediate microeconomic theory, we will examine developments in the theories of value, distribution and production.

We will then examine the thoughts of the "founders" of the institutionalist school—Richard Ely, Thorstein Veblen, John Dewey and C.E. Ayres, as well as the works of more contemporary evolutionary economists such as J. Fagg Foster, Gunnar Myrdal, John Kenneth Galbraith and Marc Tool.

An important goal of this contract is to understand the process in modern Western economies from a variety of perspectives. The study of economic thought will provide an historical perspective on current economic theory. This analytical approach will allow an evaluation of the received theory as economic theory and as a political tool. The development of neoclassical microeconomic theory will enhance understanding of the neoclassical model and permit a consideration of policy and business applications. The development of the institutional approach will serve as a critique of the neoclassical model and as an alternative to the standard analysis.

Part-time students may take the history of economic thought and intermediate microeconomic analysis portions for eight credits.

*Planned equivalencies in quarter hours:*  
4—history of economic thought  
4—intermediate microeconomic theory  
8—institutional economics  
**16 total**

*Program is preparatory for careers and future study in law, economics, business, government, history, political science and public policy.*



*Related offering in other area*

**Central America:  
Studies in Cultural Survival**

*Fall, Winter / Group Contract*

*Sponsor: Nancy Allen*

*Enrollment: 24 Faculty: 1*

*Prerequisites: Core Program or equivalent*

*Special Expenses: None*

*Part-time Options: This is a 12 quarter hour program*

*Internship Possibilities: No*

*Additional Course Allowed: Yes, Spanish strongly recommended*

"Josephine, I tell you I have not rested, not since I drove those streets with a gun in my lap, . . . I go mad, for example, in the Safeway, at the many heads of lettuce, papayas and sugar, pineapples and coffee, especially the coffee."

These words by Carolyn Forché, a major U.S. poet, express her encounter with Central American culture, and with the difference between life in a country whose abundance is derived from other areas and life in an area from which that abundance comes.

In Central America, there are political movements struggling to create a new political culture and to protect it. Indigenous peoples struggle to keep their cultures alive within political regimes of every kind. Cultural imperialism takes many forms—from planting export crops on land previously used for subsistence farming to forcing writers and political leaders into exile.

We will study forces such as religion, education and popular culture which have the potential to help cultures survive, adapt and revitalize themselves. We will study strategies developed in Cuba or other Third World countries. At least one week each quarter will be spent discussing options for constructive action in the U.S.

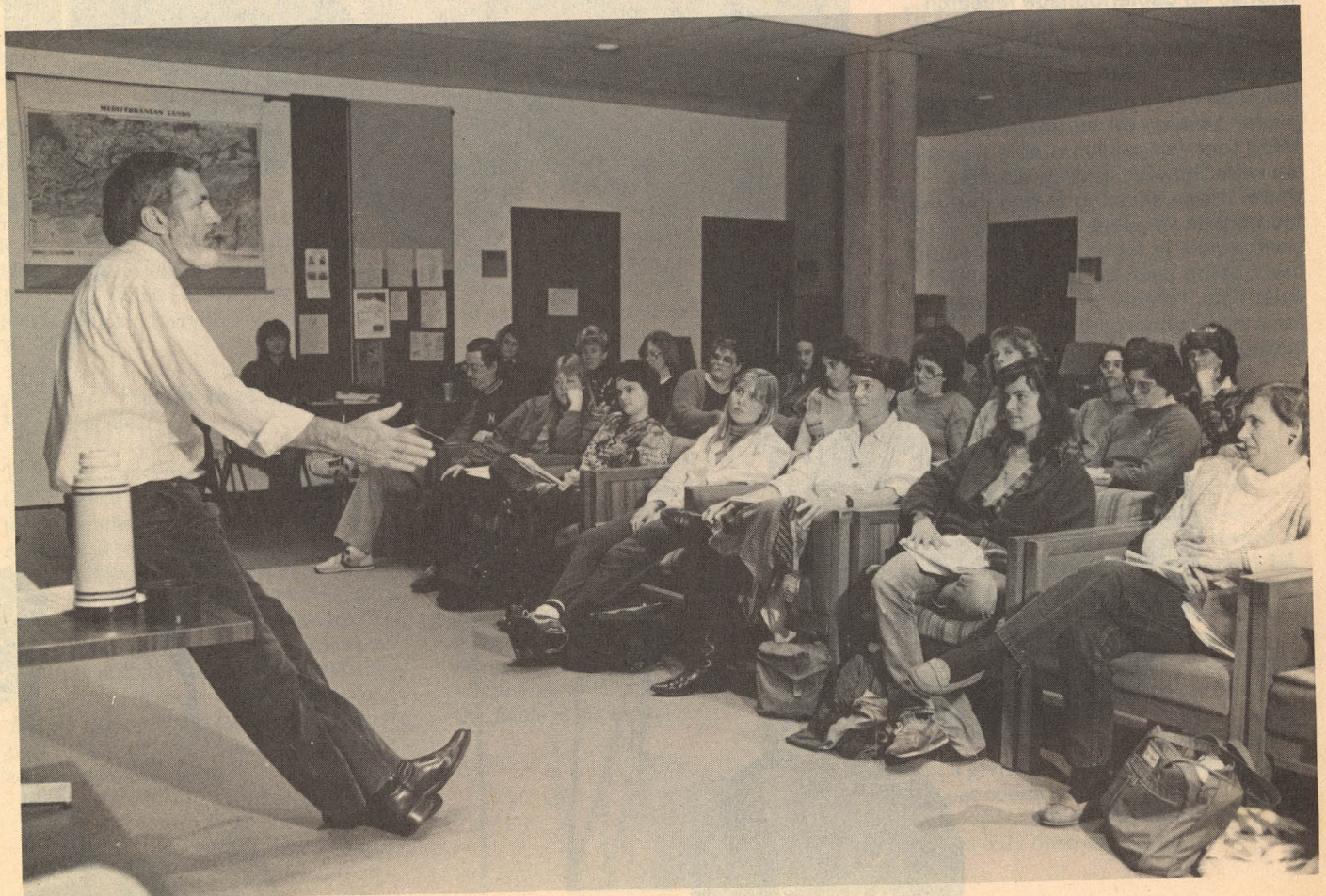
Fall Quarter, we will study Guatemala, a country with a large majority of indigenous people who oppose the government, not out of any imported revolutionary ideology, but simply to survive. Winter Quarter, we will focus on Nicaragua before and after the Sandinista revolt and question its treatment of the Miskito Indian population.

*Planned equivalencies in quarter hours:*

Distributed among cultural anthropology, Central American studies and Central American literature.  
**24 total.**

*Program is preparatory for careers and/or future study in social sciences, humanities, education, international relations and mass communications.*

Dr. Barre Toelken, a leading expert in cross cultural communication, speaks to members of the "Counseling the Culturally Different" program. Toelken, director of the American Studies and Folklore programs at Utah State University, discussed intercultural issues with Evergreen's students, staff and faculty during a visit sponsored by the college's Affirmative Action office.

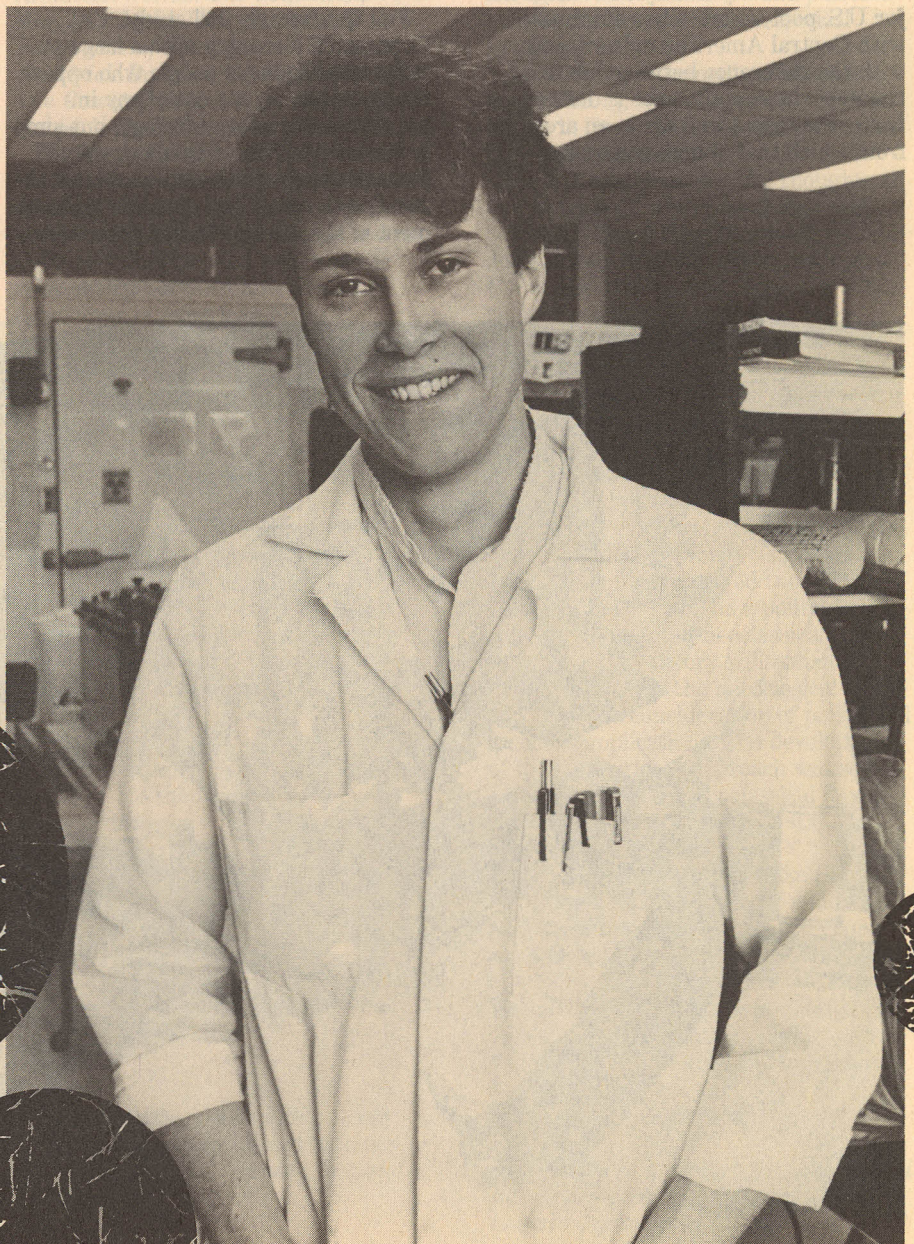




“...the techniques we were using were very comparable to techniques...being used by these top-level scientists... that’s incredible for a small undergraduate institution.”

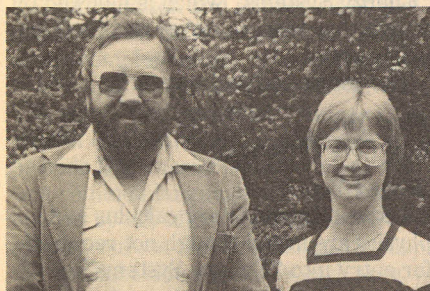
**John McKinney, 21**  
Senior  
Hometown: Fairfax, Virginia  
Current program: “Research in Molecular Biology”  
Field of study: Molecular biology

**“I’m working with Faculty Member Betty Kutter on a National Science Foundation grant, doing research on bacteriophage T<sup>4</sup>. We hosted a conference on bacteriophage research last summer and over 100 scientists from all over the world attended. We talked to a lot of people and participated in the conference—I gave a poster session on our research. The thing that was really notable was that we were the *only* undergraduates there. It was amazing to find that the techniques we were using were very comparable to techniques and equipment being used by these top-level scientists. I mean, that’s incredible for a small undergraduate institution.”**





# Science, Technology and Health



*Conveners:* Will Humphreys and Janet Ott

*Affiliated Faculty:* John Aikin, Clyde Barlow, Michael Beug, Judy Bayard, Rob Cole, Diana Cushing, George Dimitroff, Tom Grissom, Burt Guttman, Will Humphreys, Linda Kahan, Jeff Kelly, Rob Knapp, Betty Kutter, Sig Kutter, Al Leisenring, Earle McNeil, Janet Ott, Willie Parson, David Paulsen, Fred Tabbutt, Terry Tafoya and Byron Youtz

*Associated Faculty:* Hazel Jo Reed and Rita Pougiales

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

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

*Academic Pathways:* For ease in planning, we have laid out suggested program sequences, or academic pathways, in subjects where student interest is strong and where we have special strength. Students may take any of the programs and courses in this area at any time, provided they meet all prerequisites. Each pathway is composed of a number of regularly-offered programs and courses arranged so that students can easily gain essential prerequisites—arranged also so students can balance *Science, Technology and Health* with studies in other areas.

*We do not want students to spend all their time in a single subject.*

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

The current *Science, Technology and Health* academic pathways are listed below. Detailed descriptions of each pathway are on the following pages.

**Chemical Systems**  
**Computer Studies**  
**Energy Studies**  
**Health and Human Behavior**  
with three sub-pathways—  
**Psychological Counseling**  
**Human Services**  
**Health Services**  
**Laboratory Biology**  
**Mathematics**  
**Physical Systems**  
**3/2 Engineering**

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

In addition, we offer a number of courses in which a single subject is taught. These courses typically award 4 or 6 quarter hours of credit or about 1/4 to 1/3 of a full-time load. These courses are useful for gaining prerequisites, for pursuing part-time studies, or simply for gaining an acquaintance with a subject without making a full-time commitment to it.

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



## Career Pathways in Science, Technology and Health

### Chemical Systems

This pathway will provide a strong background for professional work or study in chemistry as well as a superior foundation for students going into medicine or quantitative environmental studies. Each year advanced topics in chemical thermodynamics and bonding will be offered. In addition, other topics offered in rotation will include chemical dynamics, molecular structure, biochemistry, environmental chemistry, inorganic chemistry and chemical instrumentation. Laboratory work will place a heavy emphasis on laboratory computation and computer graphics using recently acquired Intel and AT&T computer systems. Linear/digital electronics, microprocessors and their applications to scientific measurements will be covered in alternate years.

Senior project topics include studies and simulations of chaotic chemical systems, silicon chemistry, instrument design, biophysics and biochemistry.

#### *First Year:*

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Matter and Motion," e.g., math and/or chemistry. Well-prepared students may take "Matter and Motion" directly in the first year.

#### *Second Year:*

"Organic Chemistry I, II and III" course sequence and outside studies, or "Matter and Motion."

#### *Third Year:*

"Chemical Systems" (offered in even-numbered years; prerequisites are "Matter and Motion" or the equivalent); "Organic Chemistry I, II and III" course sequence or "Molecule to Organism."

#### *Fourth Year:*

Outside studies and senior thesis.

### Computer Studies

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

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

The structure of the pathway:

#### *First Year:*

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Data to Information"

#### *Second Year:*

"Data to Information," an entry-level program offered each year covering the fundamentals of information systems, programming and system design.

#### *Third and Fourth Year:*

Advanced offerings alternate, with one group of topics offered in even years (e.g., 1988-89) and another group in odd years (e.g., 1987-88). The programs in each are:

#### *Even years:*

"Computability, Cognition and the Modeling of Mind" (Fall, Winter, Spring/Coordinated Study)

#### *Odd years:*

"The Business of Computers" (Fall, Winter, Spring/Coordinated Study)

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

### Energy Studies

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

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

The suggested pathway:

#### *First Year:*

Any *Core Program*

#### *Second Year:*

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

#### *Third Year:*

"Energy Systems"

#### *Fourth Year:*

Any combination of senior thesis, internships, Winter or Spring portions of "Physical Systems," or electives





## Health and Human Behavior

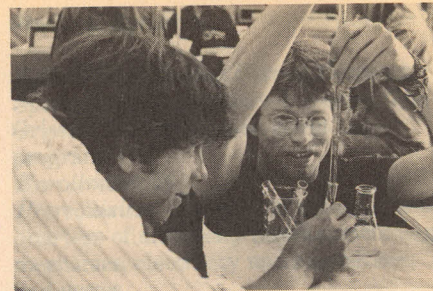
The Health and Human Behavior pathway has three main, often intersecting branches: psychological counseling, human services and health sciences. Workers in all three areas need to be fully aware of the interaction of social, psychological and biological forces which affect human health and behavior.

Each of the three branches needs to develop its own set of tools, but with full appreciation and awareness of the impacts of all three sets of factors and of the complementary roles of the other health and human service professionals. The entry-level program, "Human Health and Behavior," is designed to provide this shared perspective as well as a common language and the skills needed by all. More specialized programs, courses and internships develop the special skills needed in each area.

*Psychological Counseling* provides preparation for paraprofessional work in the counseling and mental health fields, and also prepares students for graduate study in psychology, social work and counseling. A strong liberal arts and sciences background is recommended, as are the program, "Psychological Counseling," or Group Contracts. Students preparing for a graduate program are urged to include courses in developmental psychology, personality theory, abnormal psychology, and statistics and research methodology in their curriculum.

*Human Services* provides preparation for careers in advocacy, case work, administration, planning or counseling in a variety of settings and for graduate work in many human service areas. Additional work taken by students in this branch includes statistics and research methodology, addictions, the "Psychological Counseling" program, additional studies in economics and public policy (particularly as such factors affect health and human services), and appropriate internships.

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



## Laboratory Biology

This pathway focuses on studies of molecular and organismic biology in the lab, using concepts and methods from biochemistry, molecular and cellular biology, genetics, development and physiology. It is distinguished from basic ecological studies (see *Environmental Studies*) that entail more field work.

### *First Year:*

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Matter and Motion" (or "Matter and Motion" for the well-prepared student)

### *Second Year:*

"Matter and Motion" or "Human Health and Behavior" (the courses, "Principles of Chemistry" and "Principles of Biology," should be taken during either the first or second year) or "Organic Chemistry I, II and III" course sequence

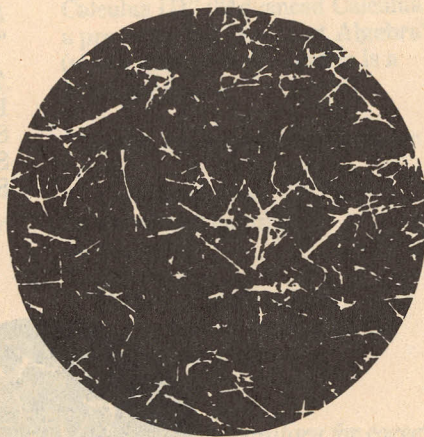
### *Third Year:*

"Molecule to Organism" or outside studies or "Organic Chemistry I, II and III" course sequence

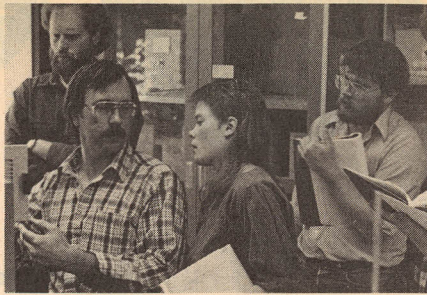
### *Fourth Year:*

"Molecule to Organism" or individual study or an advanced biology Group Contract

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







## Mathematics

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

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

A recommended pathway:

### *First Year:*

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Matter and Motion" (or "Matter and Motion" for the well-prepared student).

### *Second Year:*

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

### *Third and Fourth Year:*

"Mathematical Systems," a full-time program in mathematical structures and advanced calculus; or "Computability, Cognition, and the Modeling of Mind," a full-time program in mathematical structures and advanced calculus; or an advanced individual contract.

*Note:* "Computability, Cognition and the Modeling of Mind" will be offered in 1988-89.

## Physical Systems

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

The suggested academic pathway:

### *First Year:*

Any *Core Program*, plus courses if necessary, to meet prerequisites for "Matter and Motion" (or "Matter and Motion" for the well-prepared student)

### *Second Year:*

"Matter and Motion"

### *Third or Fourth Year:*

Chemistry emphasis in even-numbered years in "Chemical Systems"; plus additional courses to fill out Fall and Winter Quarters.

### *Physics emphasis (every year):*

"Physical Systems" (Winter, Spring)

## 3/2 Engineering Partnership with University of Washington

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

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

The suggested academic pathway for 3/2 Engineering is as follows:

### *First Year:*

Any *Core Program*, plus courses, if necessary, to meet prerequisites for "Matter and Motion" (or "Matter and Motion" for the well-prepared student)

### *Second Year:*

"Matter and Motion"

### *Third Year:*

Either "Energy Systems" (Fall, Winter, Spring) or "Physical Systems" (Winter, Spring), and portions of "Energy Systems."



## Matter and Motion

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Rob Cole or Fred Tabbutt  
*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Proficiency in precalculus math, high school chemistry or equivalent; entrance exam in math.

*Special Expenses:* Up to \$35 per quarter lab fees

*Part-time Options:* Only with signature of convener

*Internship Possibilities:* No

*Additional Course Allowed:* Only with signature of convener

This program is designed for students with a keen desire to develop a firm physical science and mathematics background for pursuing advanced work in the physical and biological sciences. In addition to teaching the central concepts and methods of these disciplines, "Matter and Motion" investigates how discovery happens—both inside and outside the sciences.

This program combines material from first-year physics, chemistry and calculus with history, philosophy and literature in an exciting exploration of the nature of inquiry and the basis of scientific discovery. Differential and integral calculus provide a foundation for the study of general chemistry and physics, including mechanics, chemical equilibrium, bonding, modern physics, chemical kinetics and thermodynamics.

There will be special emphasis on laboratory and seminar work. In the laboratory, students will use microcomputers for simulating concepts, running experiments, collecting and processing data, and interfacing with experimental measuring devices. In seminar, students will study issues in ethics, literature and history to see what the sciences can—and cannot—contribute to human affairs.

*Planned equivalencies in quarter hours:*

10—calculus

10—chemistry

10—physics

10—computer interfacing and science laboratory

8—the nature and methods of discovery

**48 total**

*Program is preparatory for careers and/or future study in physical sciences, health and biological sciences, chemistry, physics, mathematics or "3/2 Engineering."*

## Mathematical Systems

*Fall, Winter, Spring / Group Contract*

*Sponsor:* Hazel Jo Reed

*Enrollment:* 24

*Prerequisites:* One year of college

*Special Expenses:* None

*Part-time Options:* Yes, see the following description

*Internship Possibilities:* No

*Additional Courses Allowed:* Yes

This contract will study particular mathematical structures—geometric, topological and algebraic—from historical and psychological points of view as well as the purely mathematical. We will consider such questions as: Are such systems discovered or created? Why does a particular culture allow some to flourish and ignore others? What are some of the ramifications of embracing one model instead of another? Why are there so few ranking women mathematicians?

The contract is designed for people intending to pursue studies in mathematics and the sciences, for those who plan to teach in the area and for those who simply want to know more about mathematical thinking.

It is divided into seminars, workshops and coursework. Students may enroll in the seminar/workshop portion, in individual courses or in the entire constellation of activities. If you have questions about the appropriateness of your background for the various segments, consult the instructor.

*Fall Quarter Courses:* "Advanced Calculus I" (a year of calculus is a prerequisite); "Geometry"

*Winter Quarter Courses:* "Advanced Calculus II" ("Advanced Calculus I" is a prerequisite); "Abstract Algebra" (strong college-level algebra is a prerequisite).

*Spring Quarter Courses:* "Advanced Calculus III" ("Advanced Calculus II" is a prerequisite); "Abstract Algebra" (strong college-level algebra is a prerequisite).

*Planned equivalencies in quarter hours:*

4—abstract algebra

12—advanced calculus

4—geometry

4—topology

8—history of mathematics

8—psychology of mathematics

8—individual projects

**48 total**

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

## Physical Systems

*Fall, Winter, Spring / Group Contract*

*Sponsor:* To be announced; consult Tom Grissom for information about the program

*Enrollment:* 24

*Prerequisites:* One year of calculus; two quarters of university physics, including mechanics, electricity and magnetism, and waves

*Special Expenses:* Above-average textbook costs

*Part-time Options:* Yes, with sponsor's consent

*Internship Possibilities:* Yes

*Additional Course Allowed:* Yes

Fall Quarter of "Physical Systems" completes the introduction to university physics and associated mathematics, and continues the study of how scientific ideas are related to the wider culture. Winter and Spring Quarters begin advanced study of the same material.

Starting with optics, introductory quantum physics and thermal physics, in the fall, the scientific material will continue in winter and spring with classical dynamics, electrodynamics, thermodynamics, further study of quantum theory and a survey of application areas such as materials science. In step with this, students will continue to learn mathematics, including linear algebra, multivariable calculus, and ordinary and partial differential equations.

At the same time, the program will study, through readings and seminars, how our present concepts of the physical world developed, their limitations, and how they have influenced and been influenced by the culture of which they are a part.

*Planned equivalencies in quarter hours:*

4-8—university physics

21-24—advanced university physics

12—mathematics

7—seminar on science and culture

**48 total**

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



## Energy Systems

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Byron Youtz

*Enrollment:* 24

*Prerequisites:* "Precalculus Math"; also 12 hours college-level science preferred.

*Special Expenses:* Above-average textbook costs; drawing supplies; field trips  
*Part-time Options:* Yes, with faculty permission

*Internship Possibilities:* Yes, Spring  
*Additional Course Allowed:* Yes, with faculty permission

The program's goals are to develop an understanding of energy-related issues; to achieve some ability to deal with energy policy, economics and politics; to acquire technical ability to deal with passive and active energy systems and to learn the elements of good design.

Fall Quarter, we will focus on solar science, conservation and conventional energy sources. Through regular reading and a weekly seminar, we will learn to analyze energy and materials flow and apply these methods to overdeveloped and less-developed regions. We will work on perspective drawing, design and model building. Students are expected to improve their mathematical abilities, either through "Applied Calculus" or more advanced mathematics.

Winter Quarter, we will emphasize renewable energy systems (solar, wind, water, biofuels). Each student will engage in the design and analysis of a passive solar home. We anticipate one or more three-day field trips to renewable energy sites. Students will continue studying mathematics and will engage in a detailed study of thermodynamics.

Spring Quarter, we will study active solar systems, including technical and economic factors. Seminars will continue but time will be made available for student projects or internships. Group projects will be shared in an Energy Symposium.

*Planned equivalencies in quarter hours:*

- 6—energy and society
- 6—energy systems, conventional and alternative
- 4—energy economics
- 4—engineering thermodynamics
- 12—applied calculus or advanced math
- 2—perspective drawing
- 6—solar design: active and passive systems
- 8—energy project or internship
- 48 total**

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

## Data to Information

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* George Dimitroff

*Enrollment:* 48 *Faculty:* 2

*Prerequisites:* Core Program or equivalent; "Intermediate Algebra"

*Special Expenses:* None

*Part-time Options:* Yes

*Internship Possibilities:* No

*Additional Course Allowed:* Possibly, if math background is extensive

"Data to Information" is for students planning to go on to advanced work in computer science. An integrative seminar and lecture series accompany the core studies of the program every quarter. The seminar deals with such topics as the organization and management of technology, the nature of science and scientific research and ethical issues in computing and technology. Students will work every quarter in mathematics related to computers, assembly language programming and programming in a high-level language.

*Fall Quarter:* organization of computers, assembly language programming, programming in a high-level language (probably Pascal), introduction to systems and information theory. Math will include exponentials and logs, order of magnitude calculation, matrices and propositional logic.

*Winter Quarter:* data structures and computer architecture. Math will include predicate logic, statistical measures, trees and algorithms.

*Spring Quarter:* operating systems will be included, as well as intermediate-level data structures. Math will include such topics as SPSS<sup>x</sup> statistical methods, computability and recursive function theory.

*Planned equivalencies in quarter hours:*

- 8—data structures
- 8—machine organization and computer architecture
- 4—operating systems
- 4—programming language
- 4—quantitative methods
- 4—logic and discrete mathematics
- 4—introductory statistics and data analysis
- 4—management of technology
- 4—philosophy of science
- 4—science and ethics
- 48 total**

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

## The Business of Computers: Software Development

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Lucia Harrison

*Enrollment:* 72 *Faculty:* 3

*Prerequisites:* Completion of questionnaire and ability to work in teams; management students: "MPI" or equivalent and a desire to study computer science; Other students: some disciplinary competence (e.g., social science research, visual arts, environmental studies, laboratory science) and a desire to study management and computer science

*Special Expenses:* About \$30 per quarter

*Part-time Options:* Yes, for part-time students only

*Internship Possibilities:* Winter, Spring  
*Additional Course Allowed:* With faculty permission

The development of computer software is an interdisciplinary process involving the collaboration of (1) users with a problem to solve, (2) managers with the ability to organize the task and find the necessary resources, and (3) computer scientists with the expertise to build the system. Under faculty supervision, students work in teams to complete a computer system project for a specific user with responsibility for identifying and researching the project as well as for systems analysis, design, implementation, testing and marketing.

Management students will identify markets, organize tasks and resources, and explore successful marketing. While ability to work with computer systems is not a prerequisite, students must be willing to learn enough technical material to use professional software and to evaluate hardware and software packages. An emphasis is placed on the ethical use of computing technology.

*Planned equivalencies in quarter hours:*

- 4—intro. to systems analysis and design
- 4—intro. to professional computing
- 12—advanced marketing and research
- 4—history and theory of design
- 4—problem solving in organizations
- 4—impacts and evaluations of technology (human factors)
- 16—project management and practicum
- 48 total**

*Program is preparatory for careers and/or future study in computer science and other fields.*



“...expertise and resources don't mean a thing if you can't get access.”

**“You're not going to find 20 Ph.D.s in computer science on the faculty, and large universities definitely have the edge in hardware, but the learning environment and social climate at Evergreen are so superior that they outweigh those things for me. Also, expertise and resources don't mean a thing if you can't get access. . .**

**“Evergreen's computing resources are comparatively limited, but they are fully accessible. In choosing a college, the open-ended, hands-on access was most valuable to me.”**

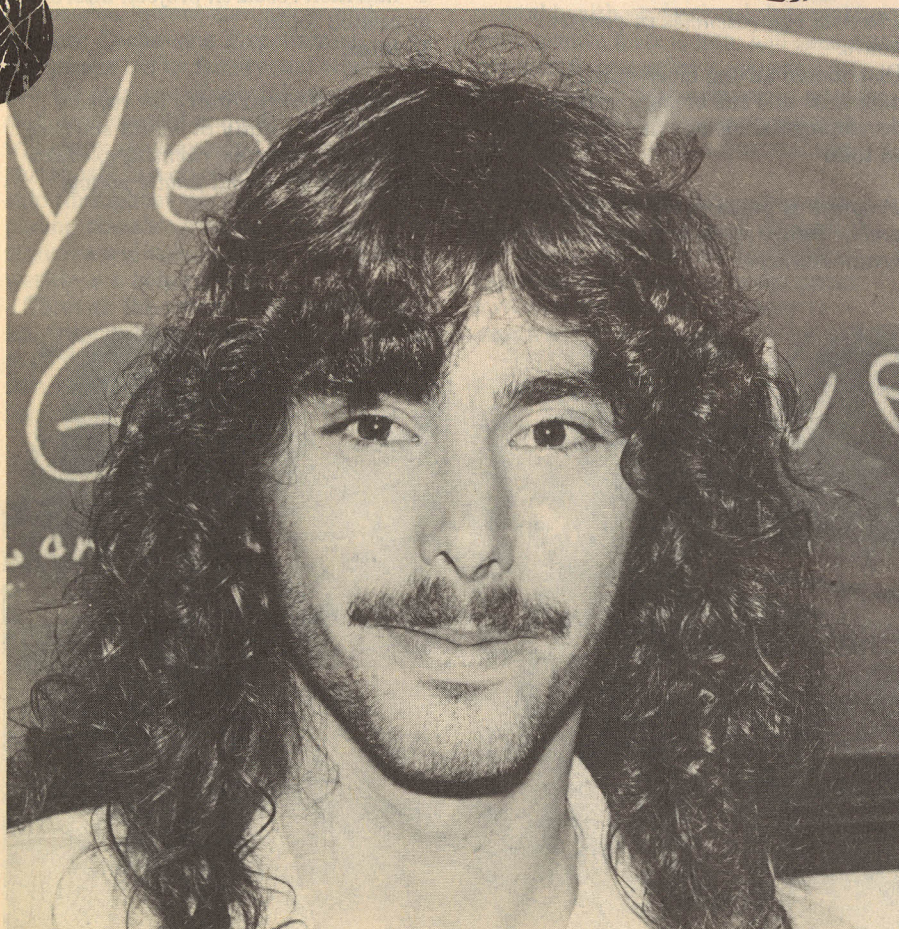
**Mark Lewin, 23**

Senior

Hometown: Mercer Island, Washington

Current program: Individual contract including work in areas of campus governance, ethics of defense research, and computer networking grant proposal

Field of study: Computer science



### **The Design and Planning Process: Conception, Methods, Implementation and Evaluation**

*Fall, Winter, Spring / Group Contract*

*Sponsor: Phil Harding*

*Enrollment: 24*

*Prerequisites:* Third or fourth year standing, completion of questionnaire and ability to work in teams. Interest in design and the prospect of linking computers with design process.

*Special Expenses:* About \$30 per quarter

*Part-time Options:* Yes, for part-time students only

*Internship Possibilities:* Yes, Winter and Spring Quarters

*Additional Course Allowed:* Yes, with faculty permission.

Design and planning processes are common to all human activity. This program will examine the nature and philosophical assumptions of the design/planning process.

Along with the members of the “The Business of Computers” program, students will investigate the theory and history of design, problem solving and problems in the implementation of design plans, and impacts and evaluation of the design process and product. Methodologies and tools for computer systems analysis and design will be presented, utilized and evaluated, and students will learn to use and evaluate professional software products.

Working in teams, students will identify, develop and pursue year-long projects. Possible team project areas include environmental design or evaluation systems, automated design tools or architectural projects, biological and physical fitness monitoring systems, and creating literary or dramatic plots.

Texts include Bateson's *Mind and Nature*, Prigogine and Stenger's *Order Out of Chaos*, Alexander's “The City Is Not a Tree,” Vonnegut's *Player Piano* and Senett's *The Uses of Disorder*.

*Planned equivalencies in quarter hours:*

4—introductory systems analysis and design

4—intro. to professional computing

12—environmental design/planning

4—history and theory of design

4—impacts and evaluations of

technology (human factors)

4—project management

16—project practicum

**48 total**

*Program is preparatory for careers and/or future study in environmental design, computer studies, or in the arts, social sciences or humanities.*



## Human Health and Behavior

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Burton S. Guttman  
*Enrollment:* 96 *Faculty:* 4  
*Prerequisites:* One year of college; general chemistry recommended but not essential  
*Special Expenses:* None  
*Part-Time Options:* Yes  
*Internship Possibilities:* Yes, by special arrangement with faculty  
*Additional Course Allowed:* Yes, by arrangement with faculty

"Human Health and Behavior" will develop a strong foundation for further work in health, human services and counseling by investigating the biological, psychological and social forces that affect human behavior. Humans must clearly be understood as systems that are influenced in complex ways by all these factors. We will try to understand them separately and also consider their interactions. We will develop a solid foundation in human biology, especially genetics, cell biology and physiology. We will examine both physiological and psychological development. We will also consider several aspects of human psychology, with special emphasis on the roles of gender and culture. Later in the year, we will pay special attention to such topics as intellectual development, perception, nutrition and human sexuality.

The provision of health and human services in our society involves a number of complex issues: social, economic and ethical. We will examine health education and the American health delivery system in an attempt to sort out these issues. We will seek to understand current realities and ways in which the system might be improved.

The program will make only minimal use of lectures. Instead, the emphasis will be on workshops, small group discussions and reading with a great deal of critical writing. Students will be expected to develop considerable maturity as independent, self-reliant learners.

### *Planned equivalencies in quarter hours:*

Distributed among human biology; social, developmental, and cognitive psychology; nutrition; social problems and mental health.

**48 total**

*Program is preparatory for careers and/or future study in health, human services biology and psychology.*

## Molecule to Organism

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Betty Kutter  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Two quarters of organic chemistry; general biology strongly recommended  
*Special Expenses:* Lab fee  
*Part-time Options:* Yes, 3/4-time option  
*Internship Possibilities:* No  
*Additional Course Allowed:* Yes

This year-long group contract will develop an integrated view of modern biochemistry and biology, including most of the topics traditionally presented in junior/senior-level college courses. Topics to be covered include biochemistry, microbial and molecular genetics, Mendelian genetics, cell biology, immunology, developmental biology and topics from physiology. The shape of the program late in the year may be changed to meet student interests.

Laboratories will center on the development of techniques in biochemistry and molecular genetics, primarily using established bacterium-bacteriophage systems. A seminar will be developed to allow discussion of matters with significant social and philosophical implications that arise from contemporary biological research.

### *Planned equivalencies in quarter hours:*

Distributed among biochemistry, molecular and cell biology, genetics, developmental biology and physiology.  
**48 total**

*Program is preparatory for careers and/or future study in biological and health sciences.*

## Nutrition

*Spring / Group Contract*  
*Sponsor:* Jeff Kelly  
*Enrollment:* 24  
*Prerequisites:* Organic chemistry, extensive, biochemistry and/or human physiology  
*Special Expenses:* None  
*Part-time Options:* Yes, 12 quarter hours  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* Yes

"Nutrition" will provide students with a knowledge of the fundamental concepts of nutrition and of how these concepts apply to advanced topics. Students will read original research articles and develop an understanding of experimental evidence upon which current fads and nutrition practices are based. The relationship between the American diet and chronic degenerative diseases will be a major emphasis of study. The program will be conducted as an advanced research seminar and each student will be expected to prepare several classroom presentations and written reports.

### *Planned equivalencies in quarter hours:*

4—human nutrition  
8—advanced topics in nutrition  
4—nutrition research project, internship or related topics  
**16 total**

*Program is preparatory for careers and/or future study in health sciences, nutrition, medicine, chemistry, education, counseling and public policy.*





## The Helping Professional

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* Diana Cushing  
*Enrollment:* 48 *Faculty:* 2  
*Prerequisites:* Background in psychology; senior standing; juniors admitted with faculty signature  
*Special Expenses:* Laboratory/workshop fee, approximately \$30 per quarter; travel to internship; retreat  
*Part-time Options:* No  
*Internship Possibilities:* Three-quarter term internship required Spring Quarter only  
*Additional Course Allowed:* No

This advanced group contract is designed for those who plan to work in a helping profession and who may eventually attend graduate school in psychology, social work or a related area. It will have three major components: the study of material usually prerequisite to graduate work; development of interpersonal skills in one-to-one, small group and large group contexts; and intensive personal growth work, since being an effective helper requires that one be relatively unhindered by one's own "stuff."

During three full days per week (one day in the spring), we will explore theories and models of human growth and change, primarily through interactive modes, lecture discussions and seminar discussions. Experiential workshops led by faculty and others will provide only one of several means of skill development and growth. Students will study Re-evaluation Counseling and participate in a co-counseling relationship throughout the year. After completing crisis intervention training, students will volunteer four to six hours weekly in a helping role.

Through the retreat, social activities and frequent opportunities for feedback in all directions, we will create a supportive, nurturing, stimulating and exciting learning community.

### *Planned equivalencies in quarter hours:*

4—structure and dynamics of personality  
4—adolescent and adult development  
8—psychology: theories and methods of counseling  
4—abnormal psychology  
8—communication skills  
4—human sexuality and sexism  
4—statistics  
12—practicum  
**48 total**

*Program is preparatory for careers and further study in any helping profession.*

## Psychological Counseling

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* Terry Tafoya  
*Enrollment:* 24  
*Prerequisites:* Background in psychology; senior standing; career plans in counseling and mental health; faculty permission  
*Special Expenses:* Travel to internship  
*Part-time Options:* No  
*Internship Possibilities:* Yes, half-time internship required  
*Additional Course Allowed:* Consult faculty

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

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

*Internship component:* Internships will be supervised by a counseling or mental health professional. Internships must involve a six-month, half-time commitment to one agency; repeated face-to-face contact with adolescent or older clients, and counseling experience involving psychological adjustment or development.

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

### *Planned equivalencies in quarter hours:*

8—psychology: introduction to clinical practice  
8—introduction to family therapy and systems analysis  
8—structure, dynamics and development of personality  
8—abnormal psychology  
16—clinical practicum  
**48 total**

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

## Crime in America

*Fall, Winter, Spring / Group Contract*  
*Sponsor:* Mark Papworth  
*Enrollment:* 24  
*Prerequisites:* One year college  
*Special Expenses:* None  
*Part-time Option:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* See sponsor

"Crime" will be an advanced program. It will, of necessity, be an introduction to this vast area. This does not mean that it will be superficial in all of its treatments. There will be areas of emphasis deriving from the particular experience and familiarity of the faculty. Research projects will take students deeply into specific problem areas and into the surrounding communities. Such experiences will be anything but superficial. We hope to combine our collective in-depth knowledge in a unique appraisal of the current status of crime and its place in American society which will give students with professional interests a chance to examine the field, and at the same time, provide students seeking a general knowledge of American society an unusual look at an important dimension that remains largely invisible to the general public.

Topics will include white collar crime, crimes of violence, sex and criminal behavior, corrections, criminal law, psychological profiling—perpetrators and victims, forensic science, the courts, the convict's world, law enforcement as a career, criminology, deviant behavior and crime.

We will draw on visiting lecturers from many fields. Different viewpoints will be represented by appropriate people. We will try to connect crime's statistics to the real world wherever possible.

### *Planned equivalencies in quarter hours:*

Distributed among aspects of social sciences.  
**48 total**

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

## Problem Youth

An examination of juvenile justice through books, workshops, films and field work. For a complete description, turn to the *Native American Studies* specialty area, page 66.



# Part-time Study at Evergreen

Approximately 11% of Evergreen's students are part-time students. They pursue a degree or take an occasional course of personal enrichment. In the event of high enrollment, you may be required to apply for admission in order to take part-time courses.

It is possible to study part-time at Evergreen in a variety of different ways. Half-time, 8 quarter hour programs provide the most coherent, unified means of pursuing a degree at Evergreen. Half-time programs for 8 credits are offered on weekends and in the evening. Many full-time programs offer part-time options.

Courses, ranging in credit from two to four quarter hours, are also available. Evergreen and South Puget Sound Community College offer an array of cross-listed courses which are available to students of both institutions. This unique course-sharing consortium allows students to have a wider variety of offerings.

Part-time students may also pursue part-time study through internships and individual contracts. See the *Student Advising Handbook* for a list of faculty subject area specialties. This Handbook will help you locate faculty with appropriate expertise and it also describes the process of developing an individual contract in detail. Individual contracts are usually reserved for advanced students in their junior and senior year.

## Preliminary List of Part-time Courses

\*Courses Cross-Listed in the Evergreen/South Puget Sound Community College Consortium. Some are offered only on South Puget Sound's campus.

Fall	Winter	Spring
<b>Arts</b>		
Guitar*	Guitar*	Guitar*
Beginning Ballet I*	Beginning Ballet I*	Beginning Ballet I*
Intermediate Ballet*	Intermediate Ballet*	Intermediate Ballet*
Beginning Modern Dance*	Beginning Modern Dance*	Beginning Modern Dance*
Intermediate Modern Dance*	Intermediate Modern Dance*	Intermediate Modern Dance*
Music Theory I*	Music Theory I*	Music Theory I*
Class Piano*	Class Piano*	Class Piano*
Class Voice*	Class Voice*	Class Voice*
Chamber Singers*	Chamber Singers*	Chamber Singers*
Photography	Photography	Photography
Media for the Uninitiated	Media for the Uninitiated	Media for the Uninitiated
Elements of Film*	Elements of Film*	Elements of Film*
<b>Language Arts</b>		
Reading, Writing and Study Skills	Reading, Writing and Study Skills	Reading, Writing and Study Skills
Expository Writing		Expository Writing
Library Research Methods		Library Research Methods
First Year Japanese I*	First Year Japanese II*	First Year Japanese III*
Second Year Japanese I*	Second Year Japanese II*	Second Year Japanese III*
First Year Spanish I*	First Year Spanish II*	First Year Spanish III*
First Year French I*	First Year French II*	First Year French III*
Second Year French I*	Second Year French II*	Second Year French III*
Russian*	Russian*	Russian*
Great Works		
Sign Language*	Sign Language*	Sign Language*
<b>Computer Science</b>		
Systems Analysis and Design	Programming Languages	Operating Systems
Digital Logic and Assembly Language	Computer Architecture	Data Structures II
	Data Structures I	Software Reliability
	Database Design	



Because much of the Evergreen curriculum is in the form of full-time, year-long programs, part-time students will find the part-time offerings limited. Planning ahead is essential. The Academic Advising Office is a good place to begin planning your work toward a degree. They can help you plan an appropriate balance of courses, half-time programs and individual contract work.

Part-time students may also find the college's program in Prior Experiential Learning (pages 17, 18 and 85) valuable in working towards a degree.

Whether you plan to be a full- or part-time student, you should go through the admission application process well in advance of the quarter in which you wish to enroll.

The courses listed below are subject to change and are only offered if they meet minimal enrollment. Final course offerings are published each quarter in the *Evergreen Times*.

### Half-time Programs

Half-time programs offer the most integrated approach to a degree for the part-time student. Most half-time programs are taught by regular Evergreen faculty. Several are offered each quarter in the evening and on weekends. Over the course of a year, the half-time programs offer an array of disciplinary perspectives. Below are the tentatively planned half-time programs for 1987-88:

#### Adult Life Explorations

8 credits

Sponsors: Al Wiedeman and Bill Aldridge

Quarters: Fall, Winter, Spring

Prerequisites: None

#### Management and the Public Interest

8 credits

This is an evening program that is comparable to the regular day "MPI" program.

Quarters: Fall, Winter, Spring

Prerequisites: Junior standing, principles of accounting and principles of economics

#### Effective Writing

8 credits

Quarter offered: Fall, Saturdays

Prerequisites: None

#### The Experience of Literature

8 credits

Quarter offered: Winter, Saturdays

Prerequisites: None

#### Cultural Continuities and Change

8 credits

Quarter offered: Spring, Saturdays

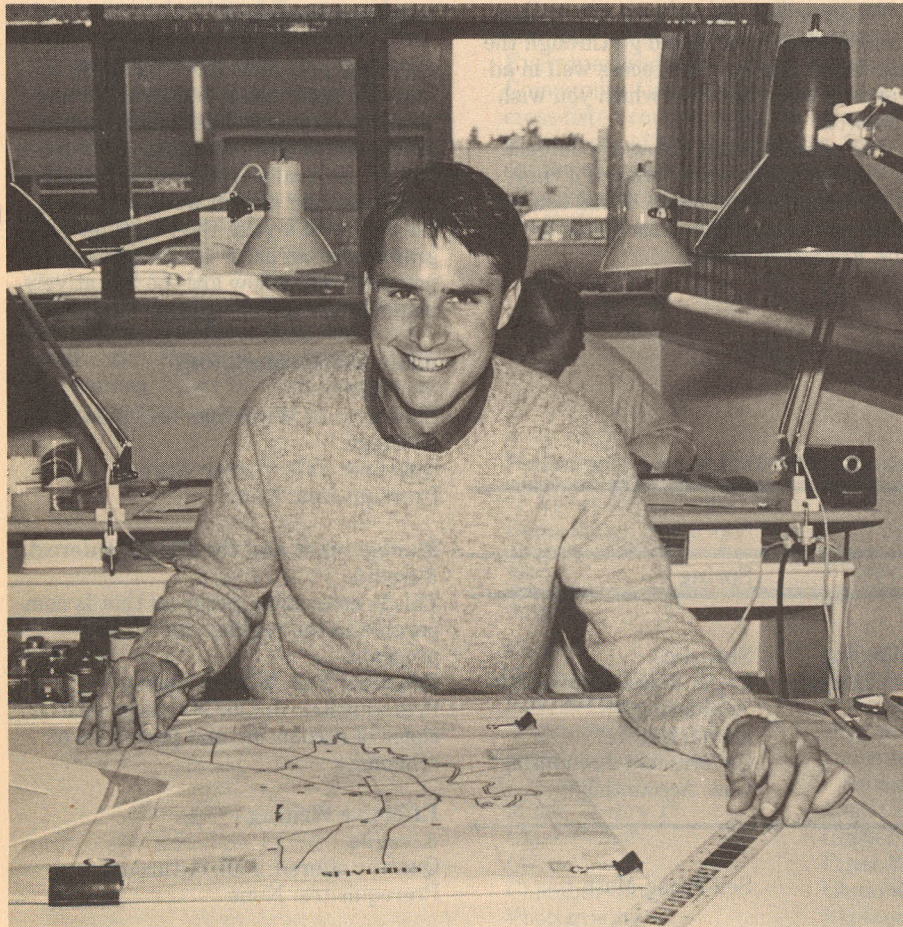
Prerequisites: None

Additional offerings will be announced prior to the Academic Fair in May.

Fall	Winter	Spring
<b>Social Sciences and Management</b>		
Principles of Economics Introduction to Accounting Accounting II*	Managerial Accounting Pacific Northwest History Accounting I* Accounting II* Intermediate Accounting II*	Statistics Legal Research Methods Accounting I* Accounting II* Government Accounting* Cost Accounting*
<b>Natural Sciences and Mathematics</b>		
Self-Paced Math Geometry Trigonometry* Introduction to Algebra* (limited credit) Intermediate Algebra* Linear Algebra and Multivariable Calculus Calculus I	Self-Paced Math Trigonometry* Introduction to Algebra* (limited credit) Intermediate Algebra* Precalculus Math* Calculus II Advanced Calculus II Abstract Algebra Differential Equations	Self-Paced Math Trigonometry* Introduction to Algebra* (limited credit) Intermediate Algebra* Precalculus Math* Calculus III Calculus I* Advanced Calculus III Abstract Algebra Statistics Partial Differential Equations Principles of Chemistry III Principles of Biology III Organic Chemistry III General Physics III* (non-calculus) Cosmology III*
Advanced Calculus I	Principles of Chemistry I Principles of Biology I Organic Chemistry I General Physics I* (non-calculus) Cosmology I*	Principles of Chemistry II Principles of Biology II Organic Chemistry II General Physics II* (non-calculus) Cosmology II*



“An internship is an incredibly valuable experience. You can’t put a price on it.”



**Greg Asche, 25**  
Senior

Hometown: Port Orchard, Washington  
Current program: “Mass Communications and Social Reality”/Internship with vonTorne/Fredrickson, Inc., Advertising and Marketing, Olympia  
Field of study: Marketing/advertising

“An internship is an incredibly valuable experience. You can’t put a price on it.”

“My Evergreen education has related really well to my work experience. I’ve learned to take all the pieces of a task and stand back and look at the whole thing. Being focused on one thing is fine, but if you want to work the system, instead of being a part of the system, it’s valuable to be able to step out of a specialty and perceive a situation from different perspectives.”

### Internships and Cooperative Education

More than half of Evergreen’s students complete one or more Internships by the time they graduate. This compares with a nationwide figure of fewer than two percent. Although most Interns work in businesses, schools, government agencies, or nonprofit organizations in southwest Washington, Internships are also available throughout the state, outside the state, and even in other countries.

Opportunities to conduct Internships are built into many academic programs. They also are available for upper-division students through Individual Learning Contracts. Unless an Internship is required as part of one’s work in a Coordinated Studies Program or Group Contract, students are eligible to conduct Internships only after they

have been enrolled at Evergreen for at least one quarter. Priority access to Internships through Individual Learning Contracts is given to seniors.

Each Internship is sponsored by an Evergreen faculty member (or approved staff sponsor) who works closely with the Intern and her or his field supervisor for the term of the Internship contract. Activities at the Internship site are guided by a field supervisor who is selected for her or his experience and willingness to serve as a mentor. At the end of the quarter, the faculty sponsor, with the benefit of the field supervisor’s evaluation, determines the amount of credit to be awarded for Internship-related learning and performance.

Each quarter of an Internship is planned, arranged, conducted and evaluated based on the student’s academic objectives for that quarter.

Those objectives and all other Internship-related matters are negotiated and agreed to by the student, sponsor and field supervisor before the Internship begins. These agreements are formalized in an Internship document that is signed by all parties. Internships invariably include a strong component of academic activities such as related reading, a daily journal, weekly conferences with one’s sponsor and various written reports. Each Internship must be approved in advance by the Office of Cooperative Education, which is responsible for coordinating all matters pertaining to Evergreen’s Internship program.



# Special Forms of Study

Listed below are some of the many fields in which Evergreen students have recently conducted Internships.

- Agriculture
- Arts management
- Business administration
- Community development
- Computer science
- Corrections
- Counseling (all types)
- Education
- Environmental sciences
- Graphics
- Health and medical care services
- Health education and sciences
- Journalism (print and electronic)
- Law
- Marine biology
- Marketing
- Nutrition education
- Outdoor/environmental education
- Planning
- Political science and government
- Psychology
- Public administration
- Public relations
- Social services (all types)
- Theater production

The Office of Cooperative Education is the central source of current information about Internship program policies and procedures, available Internship positions and Internship sponsors. Cop staff are available throughout the year to answer questions about the program and to assist students, sponsors and field supervisors with all activities involved in planning, arranging and conducting Internships. For more information, call or write the Office of Cooperative Education, The Evergreen State College, Olympia, Washington 98505.

## Learning Resource Center

The Learning Resource Center (LRC) is available to any student who would like help with reading, writing or study skills. You can work on a walk-in basis or take a course for credit. Diagnostic testing and individual conferences are available to help determine your needs.

Students can work on reading and writing improvement with self-paced programs, or can get individualized help from the LRC professional staff and student tutors. Whatever your writing level or concerns may be, you can get help at the LRC.

## Math Skills Center

The Math Skills Center provides students with help in mathematics and other related areas. You may receive help on a walk-in basis or take a course for credit. Some courses are self-paced while others are taught by instructors. Diagnostic testing to identify problems is also available.

## Self-Paced Learning

Evergreen recognized early in its history that students could study some subjects effectively by using materials that allow them to work at their own pace. Since the college opened it has been building a collection of slide-tapes, computer-assisted instruction, video-tapes, programmed texts, and other resources with which you can independently study such diverse areas as science, management, music, mathematics and languages.

Credit for self-paced studies can be earned either on an individual contract or, sometimes, in regular academic programs. Self-paced learning resources that do not require computers are housed in the Library. Computer-assisted resources are housed in the Computer Center.

## Prior Learning Programs

As a participant in the Prior Experiential Learning program, you document learning gained from your life experiences in such a way that others can learn from it. The Prior Experiential Learning program provides academic support for this activity. Your document must clearly demonstrate college-level learning which may be the result of experiences you've had in your employment, volunteer activities or other life situations. Your written document will be reviewed by an evaluation committee to determine its eligibility for academic credit.

To qualify for participation in the Prior Experiential Learning program, you must be admitted to the college and be actively enrolled in coursework here. You must apply for acceptance into the program at the beginning of your first or second quarter at Evergreen. You then have approximately the next three quarters to complete your project.

You may earn from 16 to 48 quarter hours of credit through the Prior Experiential Learning program. The content of this credit may not duplicate any credit that already appears on your transcript or which you later earn through your studies at Evergreen. This credit will be applied to the 180 quarter hours required for graduation, but does not apply to the minimum 45 credit hours that must be earned for current work.

For more information, please contact the Director of Prior Experiential Learning at 866-6000, ext. 6415.

## Other Sources of Prior Learning Credit

Credit for learning which has occurred prior to your enrollment at Evergreen, or during a leave of absence from the college, can be applied to your graduation requirements if it conforms to all transfer credit requirements or is evaluated as comparable to college-level work. Sources of credit include: transfer credit from regionally accredited schools; some military and flight training (see page 17); college-level testing such as the College Level Examination Program (CLEP) and Advanced Placement (AP); and credit for some in-service training sequences for which you have received a certificate of completion (see page 18).



“The intensity of the instructors surprised me..”

**Jesse Reese, 30**

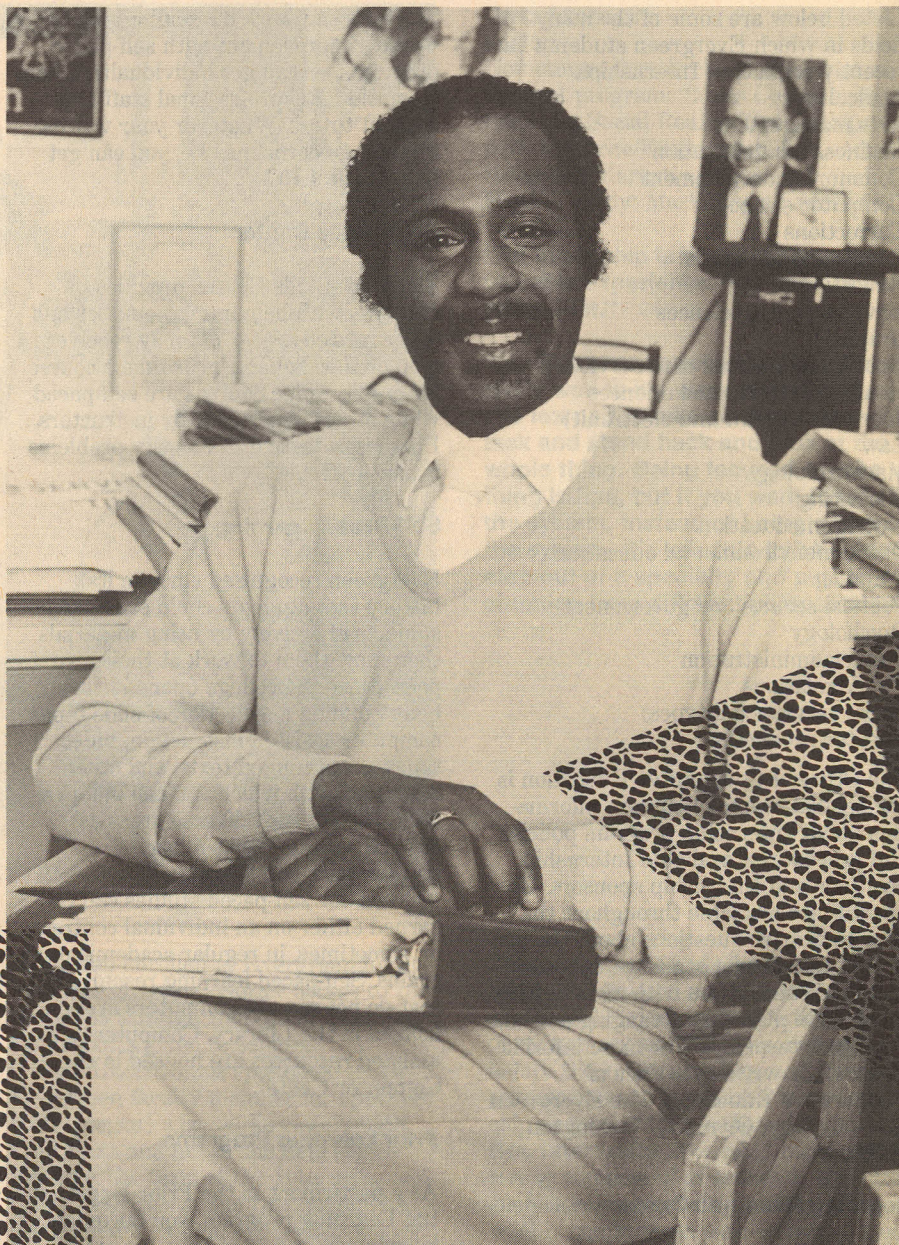
Junior

Hometown: Pomona, California

Current program: “Science, Technology and Human Freedom”

Fields of study: Literature and math

“What surprised me the most about the Tacoma Program is that it’s basically family-oriented. The Program believes in helping one another and the community. The intensity of the instructors surprised me, too. When they’re teaching, they throw a lot at you. Sometimes you don’t understand, but they take the time to sit with you before or after class and explain.”





# Off-Campus Programs

Evergreen offers two off-campus programs, one in Vancouver, Washington; the other in downtown Tacoma. Both of these off-campus centers provide two-year, upper-division programs leading to a Bachelor of Arts degree. Classes are scheduled at times convenient for working people.

Serving a student population composed primarily of working adults, The Evergreen State College-Vancouver offers part-time studies and evening courses, as well as independent study and internships. For more information about the program, write Virginia Darney, Director, The Evergreen State College-Vancouver, 1812 East McLoughlin Boulevard, Vancouver, WA 98663, or call (206) 699-0269.

The Evergreen State College-Tacoma is designed for working adults over 25 years old. Evergreen-Tacoma provides a broad-based liberal arts education in the arts and sciences which recognizes the importance of good communication skills to work effectively in today's society. More detailed information can be obtained by contacting Director Maxine Mimms in Tacoma at (206) 593-5915 or through the main campus in Olympia, (206) 866-6000, ext. 6004.

Students wishing to enroll in an off-campus program must have completed 90 quarter hours of college-level work before entering. Detailed information on admission is also available through the Admissions Office in Olympia.

## Off-Campus Tacoma

### Technology and Human Ethics

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Maxine Mimms  
*Enrollment:* 110 *Faculty:* 4  
*Prerequisites:* Junior standing, faculty signature  
*Special Expenses:* None  
*Part-time Options:* No  
*Internship Possibilities:* No  
*Additional Course Allowed:* No

"It is not technical methods but the association of the person and the tools which transform a society." Octavio Paz

This three-quarter, full-time program is designed for adult learners who are interested in exploring the interaction between technology and the formation of human ethics. We will examine how various technologies have both conferred benefits upon human beings yet caused ethical dilemmas. We will study the mystification and alienation which contemporary technologies can evoke and their impact on social institutions, family, respect and authority, and vulnerability. We will study the history of a variety of technologies examining the shift from those tools and objects produced within and supportive of the community to those manufactured goods which impose, by their nature, new values at odds with community. We will study differential access to technologies, their production, use and control and the relationship of this access to oppression, control and alienation of people. The program will be organized around three sub-themes:

*Fall Quarter:* Origins and elders, in which the history of technology will be examined.

*Winter Quarter:* Transitions and adults, in which the ethical quandries of today will be examined.

*Spring Quarter:* Futures and children, in which we will explore the possibilities for creative uses of technologies and paradigm shifts which might change the next generation's relationship to technology.

*Planned equivalencies in quarter hours:*

Distributed in the sciences, humanities and social sciences.  
**48 total**

*Program is preparatory for careers and/or future study in human services, anthropology, biology, cultural history, early childhood education, literature, mathematics, microbiology, multicultural study, social science research methodology, statistics and writing.*

## Off-Campus Vancouver

### Human Environments, Human Expressions

*Fall, Winter, Spring / Coordinated Study*  
*Coordinator:* Virginia Darney  
*Enrollment:* 84 *Faculty:* 3.5  
*Prerequisites:* Junior standing  
*Special Expenses:* None  
*Part-time Options:* Yes  
*Internship Possibilities:* Yes  
*Additional Course Allowed:* No

The interdisciplinary liberal arts program encompasses three concentrations: Management, Humanities, and Health and Human Services. You may do most of your upper-division work in one concentration or design your own program from a combination of the offerings. All students participate in a year-long interdisciplinary core. All components of the program emphasize writing, speaking and analytical skills.

*Planned equivalencies in quarter hours:*

Distributed among history, literature, public policy, management, exposition and philosophy  
**48 total**

*Program is preparatory for careers and/or future study in human services, management, law and the liberal arts.*



*Director: Virginia Darney*



*Director: Maxine Mimms*



# Master of Environmental Studies

## Graduate Program Procedures

### Admissions

The application deadline for early admission is *March 15*. After that date, files will be acted upon as they are completed. Programs will be filled on a first-come, first-serve basis. Individuals interested in receiving a catalog, or in applying for admission to the program, should contact the Admissions Office, The Evergreen State College, Olympia, Washington 98505.

Admission will be competitive. Admission decisions will be based on a thorough review of the following (see graduate catalog for details regarding these procedures):

*Academic transcripts including certification of receipt of a bachelor's degree*

*Brief essay by the applicant*

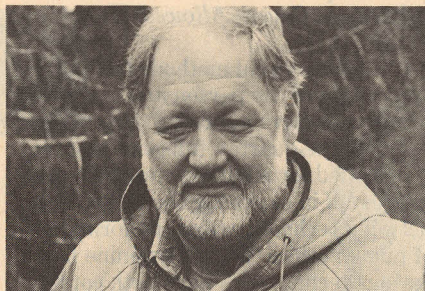
*Score on the Miller Analogy Test or GRE*

*Letters of recommendation*

For some who apply, the transcript or some other admissions material may be an incomplete reflection of their interests and abilities. Our admissions process will consider the applicant's academic preparation as well as his or her professional accomplishments or other public activities, and may require an interview with faculty.

### Financial Aid

Financial aid is available in the forms of fellowships, assistantships, scholarships, work-study assistance and guaranteed student loans. The Financial Aid application must be completed before any financial aid decision can be made. Financial Aid Forms (FAFs) should be mailed to the College/Scholarship service by March 1. Later applicants who qualify for financial aid will compete for the remaining monies. Certain forms of financial aid are available to full-time students; aid to part-time students, however, is more limited. In some cases, the MPA or MES Programs can assist a student in obtaining part-time public sector employment. Information on financial aid is available from the MPA Program, the MES Program and the Financial Aid Office at Evergreen.



*Director:* Thomas B. Rainey

The Graduate Program in Environmental Studies opened in September, 1984, and has reached its steady state capacity of approximately 60 students. Our first graduates, June, 1986, are now in public and private sector jobs, as well as continuing graduate studies in related fields. The program is integrated and interdisciplinary. A primary objective for study is a deep understanding of environmental policy development and implementation. Study will focus on the relationship between science and policy. Students can expect an open-minded curriculum which considers and seeks creative solutions to contemporary environmental issues.

The MES Program is open to part-time and full-time students. To make attendance easier for employed students, coursework will be concentrated in the evening and late afternoon.

The 72 quarter hour completion requirement can be met by part-time students in nine quarters, while full-time students can complete their work in as few as six quarters. All students are expected to have coursework or work-related experience in both the social and natural sciences before entering the program.

The MES Program consists primarily of three parts: (1) a core taken by all students, (2) electives and (3) a thesis. The core is taught by an interdisciplinary team, usually a social scientist and a natural scientist. It is 8 quarter hours per quarter and constitutes the full load for part-time students. The core runs consecutively for four quarters: Fall, Winter, Spring and Fall. All students are required to complete an original thesis which has policy implications. It may be the written result of an individual or small group project. Students will enroll in the following core sequence:

**Societal and Environmental Processes**  
(8 quarter hours)

**Population, Energy and Resources**  
(8 quarter hours)

**Case Studies: Environmental Assessment, Policy and Management**  
(8 quarter hours)

**Quantative Analysis for the Public Sector: MES**  
(8 quarter hours)

**Electives** at this time include land resources, natural resource economics, environmental policy, ecological methods, water rights, ecological principles, environmental philosophy and ethics, and American environmental history. Electives are 4 quarter hours each. Some variation for year to year will occur based on student interest and faculty availability.

Questions concerning the MES Program should be directed to Thomas B. Rainey, Director, Graduate Program in Environmental Studies, The Evergreen State College, Olympia, WA 98505; 206/866-6000, ext. 6750.



# Master of Public Administration



*Director: Guy B. Adams*

The Graduate Program in Public Administration reflects Evergreen's commitment to integrated, interdisciplinary studies. The program, which leads to a master's degree in public administration (MPA), provides a rigorous professional education for students engaged in, or intending to pursue, careers in government or in organizations involved with public issues. The MPA Program enrolled its first class in the fall of 1980 and represents the college's first graduate degree offering.

The MPA Program is open to both full- and part-time students. Coursework is available during evening hours for those who are employed. Most students enrolled in the program are full-time employees of state or local governments and are pursuing their graduate studies on a part-time basis.

A part-time student can complete the 60 quarter hour degree requirement in eight academic quarters. A full-time student may complete the requirement in five or six quarters. Students lacking significant public sector experience will be expected to complete an internship for at least one academic quarter.

The MPA curriculum consists of a sequence of core programs and a number of courses focused on particular areas of concentration. The core programs are interdisciplinary and collaboratively taught, and to some degree are organized around cases or problems in public administration or public policy. The integrated approach to instruction is particularly well-suited to graduate study in public administration. Extensive and detailed narrative evaluations, as opposed to grades, are used to record a student's achievement.

**The Political and Economic Context of Public Administration**  
(8 quarter hours)

**Managing Human Resources**  
(8 quarter hours)

**Managing Fiscal Resources**  
(8 quarter hours)

**Quantitative Analysis for the Public Sector**  
(8 quarter hours)

**Public Policy and Its Administrative Implications**  
(8 quarter hours)

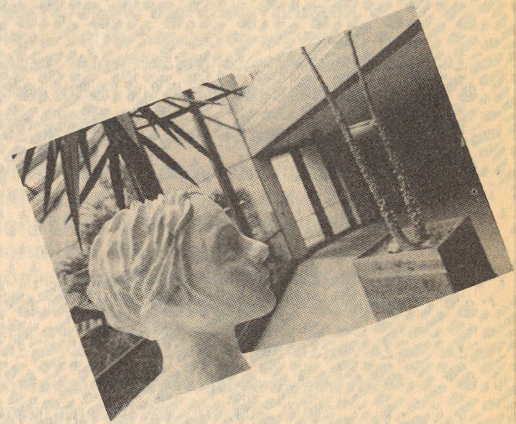
**Applications in Public Policy and Administration**  
(8 quarter hours)

**Elective Concentration**  
(12 or more quarter hours)

Instruction beyond, or in addition to, that provided in the core sequence is available in three areas of concentration: Public Policy, Human Resources and Public Economics.

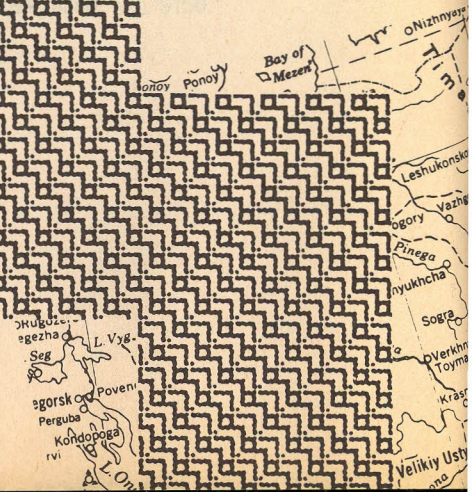
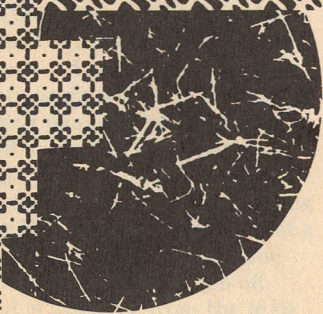
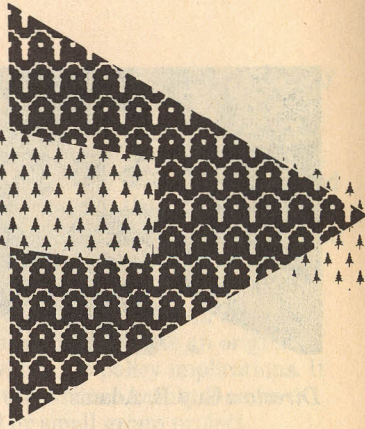
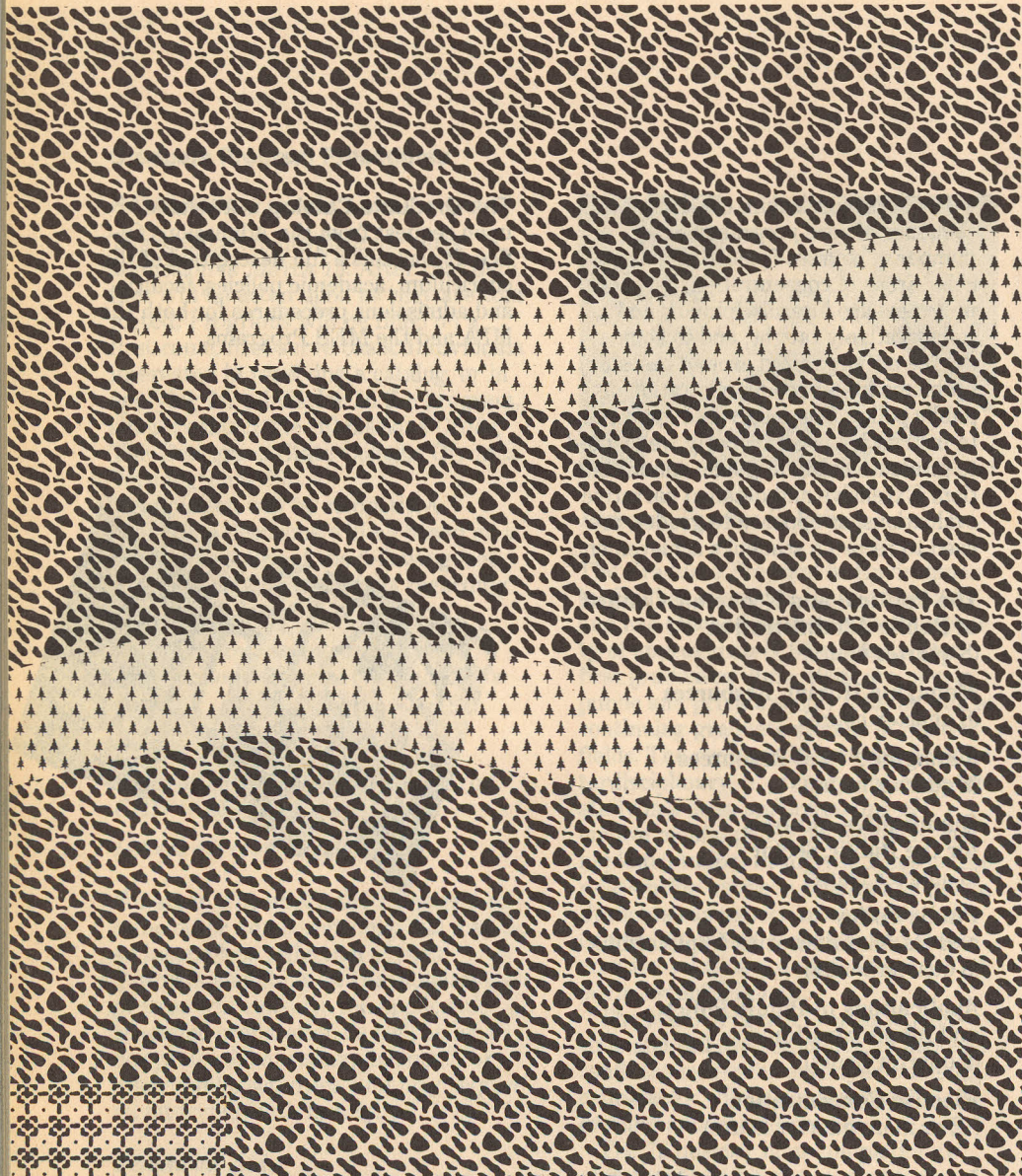
Address inquiries concerning the program to Guy B. Adams, Director, Graduate Program in Public Administration, Seminar 3122A, The Evergreen State College, Olympia, Washington 98505; (206) 866-6000, ext. 6604.

**The Graduate Catalog** is available upon request from the Admissions Office. It contains a full description of the curriculum, academic policies, faculty and admissions procedures for both the MPA and the MES Programs.





# Campus Life





“...there aren't the social boundaries I was used to.”



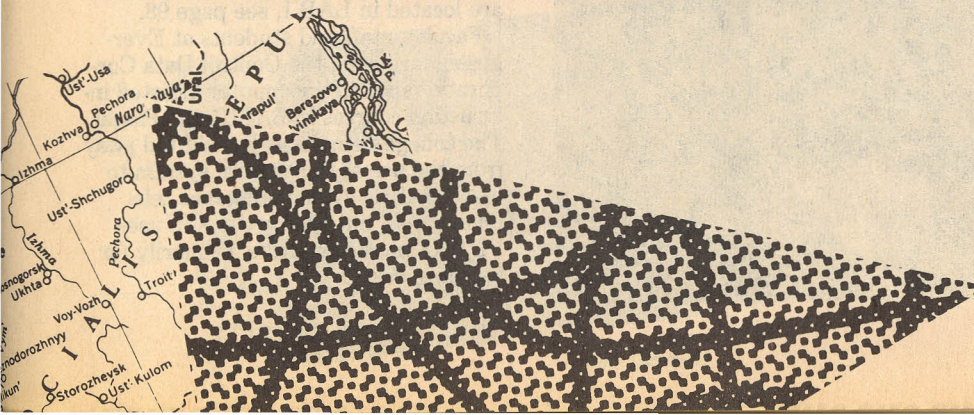
**Jennifer Robbins, 18**  
Freshman  
Hometown: Seattle, Washington  
Current program: “The Human Condition”  
Field of study: Humanities

“I found it very easy to make friends here. I grew up in such a static environment, but here I've met people from all different backgrounds. You learn to make friends on an individual basis, not based on where you're from. It's really unrestricted—there aren't the social boundaries I was used to.”

“We're learning about the human condition, not the Western industrialized condition, or the Eastern totalitarian condition. The literature we read comes from different cultures and we look at in the context of the culture that produced it.”

“I'm always re-evaluating myself, my program and my options. Here, there's the freedom to decide if you're doing the right thing for yourself. The lack of grades, the small classes, the opportunities, individual attention, the ability to take a different component in your program—it keeps you very aware of what you're doing.”

Robbins puts the finishing touches on a boomerang in the Set and Model Shop, one of many places you can pursue extracurricular activities at Evergreen.





# Campus Directory

As the state's newest college, Evergreen is able to offer all of its students easy access to modern equipment and facilities. A wide array of student services and activities are also available on campus. What follows is an alphabetical listing of many of these resources.

## Admissions

would like to show you around campus if you've never been to Evergreen before. Just give them a call at (206) 866-6000, ext. 6170. Complete information on the admissions process is on page 16.

## Bike Shop

You can get tools, free advice and room to tune your bicycle here in the basement of the CAB.

## Bookstore

The place to go for textbooks and school supplies, the Bookstore also offers general reading and reference books, recreation wear, film processing, greeting cards and gifts. CAB second floor, ext. 6216

## Branch Bookstore

is located in Building A at Housing and open every night of the week. It provides for all kinds of late night needs, such as books and magazines, snacks and groceries, cards, stamps and school supplies.

## Bus Service

between campus and the Olympia, Lacey, Tumwater areas is provided Monday through Saturday by Intercity Transit (IT). Buses leave from the Library loop and campus housing every 30 minutes on weekdays and every hour during evenings and on Saturdays. Evergreen's van service runs an additional evening route to Tumwater and provides service to downtown Olympia all day on Sundays. In addition to the marked stops, you may flag down an Evergreen van anywhere on the route, provided there's a safe place to pull over.

**Career Development,**  
see Student Development.

## Computer Services

In Academic Computing, the emphasis is on the student rather than technology. Emphasis is also placed on providing students with broad opportunities throughout the curriculum, rather than in just a few computer science classes. The use of facilities continues to grow as Evergreen adds microcomputers and as more academic programs recognize the value of computing within their instruction. There is no charge to students for the use of computing facilities and, through Media Loan in the Library, students may even check out a terminal like a book and take it home, and communicate with the college's mainframe via the telephone.

Located in Library 2408, the Computer Center is a place where individual attention comes first. Ask the Computer Center's receptionist or student aides if you have any questions.

There are a growing number of microcomputers in the Computer Center which are used for a variety of applications. Many students use the college's Data General MV10000 "super-mini" computer, which offers several computer languages, including Pascal, COBOL, and BASIC, as well as software like SPSS<sup>x</sup> and DBMS. In 1986, Evergreen received a National Science Foundation grant to create a microcomputer-based computer laboratory. This facility will increasingly enhance the college's capacity in computer science and general use applications.

Some equipment for plotting and graphics is also available in the Computer Center, as are manuals, specially-designed reference materials and workshops to help you make the best use of the facilities. The Center is also linked to a nearby room where video monitors are used for instruction in computer science. Microcomputers designed for natural science applications are located in LAB I, see page 98.

Faculty, staff and students at Evergreen developed the Control Data Corporation's PLATO computer-assisted instruction courses in BASIC and Pascal. The college's emphasis has shifted away from the use of this central system to teach BASIC via long-distance telephone lines, but Evergreen still uses PLATO microcomputers, primarily for teaching Pascal.





### Cooperative Education,

located in Lab I, is where you'll find out everything there is to know about internships. More about internships on page 84.

### The Cooper Point Journal,

or CPJ, is a student-run weekly newspaper located in the CAB and supported by student fees and advertising. A limited number of internships are available and participation is welcome. Call ext. 6213/6059.

### The Corner,

operated by a student collective in Building A at Housing, offers nutritious, low-cost evening meals often accompanied by live entertainment.

### Counseling Services,

see Student Development.

### Day Care,

see Student Development.

### Events

of both an academic and entertaining nature occur at Evergreen throughout the year. Highlighting the list are the Evergreen Expressions performing arts series (see below); the Unsoeld Seminar Fund which annually hosts the visit of nationally-prominent leaders in education, politics and the arts; student drama, dance and art exhibits, and a variety of films, speakers, symposia and workshops. Evergreen also stages two major annual events that attract visitors from around the area: Super Saturday, which celebrates the end of the school year on the first weekend in June, and the Tribute to Japan festival in January.

### Evergreen Expressions

is a professional performing arts series that brings to campus a wide variety of artists in dance, music, theater and performance art. Artists are drawn from all over the country with a special focus on Northwest artists and on multicultural individuals and groups. The series runs throughout the academic year. For further information, call 866-6833.

### Facilities

you can use are described on pages 98-99.

### Financial Aid

information can be found on page 19.

### The First Peoples' Coalition,

see Student Development.

### Food Services

gives you the choice of meals for cash or on a scrip ticket basis. Purchasing scrip tickets gives you a ten percent savings and the convenience of not carrying cash. You may spend your scrip tickets at either of two locations. *The Greenery* offers a large salad bar, Mexican food, homemade pastries, pizzas made from scratch, daily specials and more. Vegetarian items are available for all meals and special diets can be prepared when medically required. *The Deli* has sandwiches, espresso, ice cream, juices and a full line of other foods and beverages.

### Gardening

plots are available on campus, see page 45 and 99.

### GESCO

The Greater Evergreen Student Community Cooperative Organization, was created by students to provide off-campus events and to promote interaction between Evergreen and the community. Located in downtown Olympia, the GESCO facility is the scene for a wide range of cultural, social and educational events. In the past, it has hosted speakers, films, a giant bubble-making party and dances featuring everything from swing and rock to punk and cajun bands.

### Handicapped Access,

see Physically Challenged Access.

### "Happenings,"

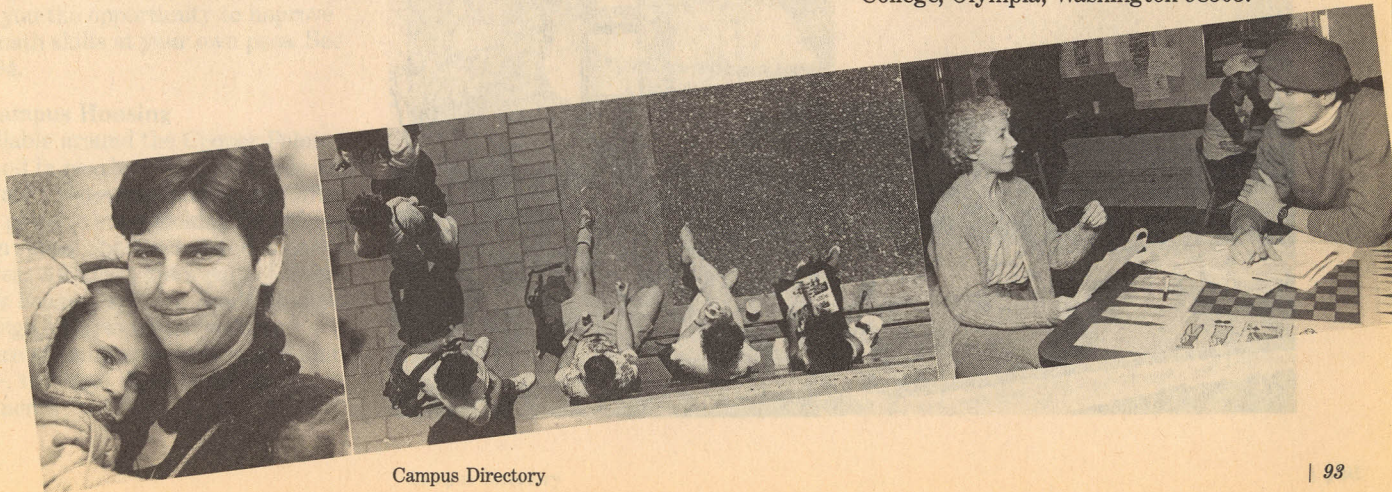
a weekly publication of the Office of Information Services, provides news-briefs and a detailed calendar of campus events. News and feature stories about Evergreen staff and faculty, programs and events can be found in the bi-weekly *Newsletter*. Both are distributed on Fridays from the Information Center.

### Health Services/Women's Clinic,

see Student Development.

### Housing

is provided on-campus for about 600 students in four residence halls and 19 duplexes. Housing units accommodate from one to five students. All units contain kitchens or share a community kitchen. Units are available on a priority basis, following completion of an application and receipt of deposit. Forms and more information can be obtained directly from the Housing Office, Room 322, Building A, The Evergreen State College, Olympia, Washington 98505.







**Information Center,** operated by students on the first floor of the CAB, serves the Evergreen community and campus visitors weekdays during Fall, Winter and Spring Quarters. They have information on times and places of campus events; resources such as phone directories, maps, bus schedules and class schedules; and a listing of students' addresses and phone numbers. They can refer you to many Evergreen resources in your area of interest.

**KAOS FM Radio Station,** in the CAB, airs a wide variety of shows created by interns, and student and community volunteers who support and staff it. You can call ext. 6822 for more information, or just tune into 89.3 FM.

**KEY-Special Services,** see Student Development.

**Learning Resource Center** provides help with reading, writing and study skills. See page 84.

**Legal Aid** from paralegal assistants in cooperation with a local practicing attorney assists students in need of legal advice. If the need arises, contact the student organization, Evergreen Legal Counseling Services, Library 3230, ext. 6107.

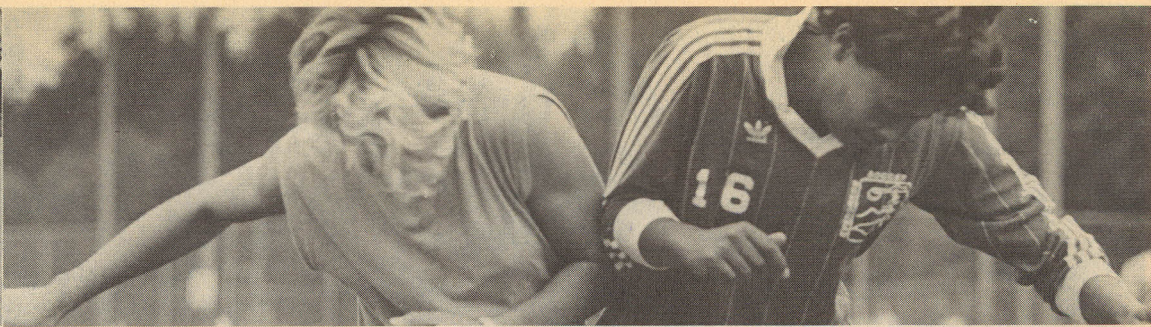
**Leisure Education** offers more than 85 workshops quarterly for participants' enrichment. They range in length from a two-hour, one-time class to eight-week classes in such categories as martial arts and movement, recreation and sports, arts and crafts and aquatics. Particular emphasis is placed on workshops in health and wellness activities. Workshops vary in price from \$5 to \$85, with an average price of \$25. Offered for participants' enjoyment and fulfillment, not for academic credit, workshops are open to students, staff, alumni, seniors and community members. For more information and a descriptive brochure, call 866-6000, ext. 6530, or stop by the Campus Recreation Center, room 302.

**Library** To complement its extensive resources, the Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but people who want to share what they know with you. The selection of books, equipment and other materials is carefully coordinated with the college's academic programs. Staff members are always on hand to help you relate the Library's resources to your academic work and personal enrichment.

The Library's resources are the "what" of information usage; while the Library's staff provides the "how" through workshops on locating and using printed, filmed, taped and microfiche information; free instruction in the use of media equipment; and courses in library research methods and basic media.







“What” you will find in the Library includes 4,000 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment); nearly 200,000 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches, drafting tables, and 1,500 periodical subscriptions. In addition to its on-hand resources, Evergreen’s Library offers you access to books and periodicals through the computerized data base of the Washington Library Network and through on-line database searching. In fact, Evergreen students and faculty borrow more Interlibrary Loan materials than any other college in the Northwest, and the Library circulates much more of its collections proportionately than most colleges—over 190,000 volumes last year.

More details can be found in the *Library Calendary* publication, which can be picked up just inside the Library’s main doors. You can also call ext. 6250 for more information, or drop in and talk to any Library staff member.

#### Mail Services

delivers student mail to individual boxes in the residence halls six days a week. Mail drops are centrally located and a self-serve postal unit is provided on the first floor of the CAB. If you’re a new student moving into Housing on campus, you can send your belongings in advance of your arrival in care of Mail Services, The Evergreen State College, Olympia, Washington 98505.

#### Math Skills Center

offers you the opportunity to improve your math skills at your own pace. See page 84.

#### Off-Campus Housing

is available around the Cooper Point area and in nearby Olympia, Lacey and Tumwater. Evergreen’s Housing Office is one place to start looking for information on rental apartments and houses in the area. Although not a part of Evergreen’s housing system, Adult Student Housing (ASH) is within walking distance of campus and offers 170 units of one-, two- and three-bedroom apartments.

#### The Organic Farm

see page 45 and 99.

#### Physically Challenged Access

is provided by the Affirmative Action Office located in Library 3506. The office coordinates services for students with mobility and sensory impairments, and learning or other disabilities.

Campus areas modified for greater accessibility include a science lab, photo darkroom, TV studio control room, post office, racquetball court, showers and swimming pool lift. In addition, Interlibrary Loan at Evergreen acts as a liaison to provide blind, visually impaired and physically challenged students with books on tape and taping services from the Washington Regional Library for the Blind and Physically Handicapped in Seattle. For details, contact Interlibrary Loan in the Reference area of the Library.

Special services for physically challenged students are determined on an individual basis to insure appropriate accommodations for academic program and physical accessibility. For more information on special parking, auxiliary aids and support services, contact the Affirmative Action office, ext. 6364 on campus or (206) 866-6834 for direct Voice/TTY.



#### Recreation and Athletics

offers a strong health and wellness component throughout the spectrum of its activities. There is a full roster of sports clubs as well as intramural activities in soccer, basketball, softball, volleyball, tennis, cross-country, track and field, ultimate frisbee, crew, climbing, river running, sailing and skiing. The club and intramural formats are adaptable as student interests change and grow. In addition, Evergreen’s intercollegiate athletics program fields men’s and women’s teams in soccer, and swimming and diving. During the winter, the college offers its popular Ski School that makes twice-weekly trips to the Cascades. See page 99 for details on the Campus Recreation Center.

#### Registration and Records

information is on pages 20-23.

#### Security

is staffed by officers trained as law enforcement professionals to interact with all members of the campus community in a positive way. While charged with the enforcement of campus regulations, and state and local laws, Security’s goal is to resolve problems by using Evergreen’s Social Contract rather than the courts whenever possible. Security is open 24 hours a day, seven days a week.

Although the college cannot assume responsibility for the loss of personal property from campus buildings, Security provides personal property cards for listing of all personal items of value. Security keeps the card on file in case of loss or theft.

#### Student Activities,

see Student Development.





### Student Development Programs

While each of the offices listed below provides a specific service to students, they are all linked together by the Office of Student Development, which coordinates an overall effort to assist students as they work toward their educational goals. For more information, contact the Dean of Student Development in Library 1217, ext. 6034, or the office that is directly related to your area of concern.

#### Career Development

offers information, advising and educational workshops to students and alumni on employment, career exploration and graduate school opportunities. Begin using the service when you arrive at Evergreen and you'll be ready for your next career when you graduate. Stop by the office in Library 1213 for a quarterly schedule of career workshops. Visit the Career Resource Library to check out current job announcements and review graduate placement data.

#### Counseling Services

assists members of the campus community in developing their human potential through various psychological counseling approaches. Located in the Seminar Building, counseling offers individual and group counseling, workshops, consultation for student-run psychological organizations, crisis intervention and referrals to counseling and social agencies in the area are among the services offered.

#### Day Care

Limited service is provided weekdays from 8:30 a.m.-5 p.m. for the preschool children of students while college is in session. Internships are encouraged. Parents pay on a sliding scale that is based on income.

### The First Peoples' Coalition

(formerly the Third World Coalition) recognizes that people of color were the first peoples to dwell on this earth and, specifically, the first to inhabit America. The First Peoples' Coalition works to support students of color (Asian, Black/African, Chicano/Latino, Native American and Pacific Islanders) toward their goals in higher education. It offers a library of ethnic books and periodicals; a lounge for relaxing; a study/typing room; specialized fall orientation activities; and a Peer Support Office, staffed by students of color, which provides information and referral, limited academic and personal advising, advocacy and social activities. The Coalition co-sponsors educational workshops and cultural events with the five student organizations for students of color: Umoja (formerly UJAMAA) for Black students, MEChA for Chicano/Latino students, the Evergreen Indian Center, the Asian-Pacific Isle Coalition and the Women of Color Coalition.

*Health Services/Women's Clinic*, located in the Seminar Building, is staffed with professional and para-professional medical personnel for diagnosis and treatment of injury, illness and emergency first-aid during Fall, Winter and Spring Quarters. A mandatory health fee is paid by each student every quarter for these services. A limited number of work-study and internship positions are available.

The Women's Clinic provides services addressed specifically to women's health needs. The staff is trained to deal with most questions that women and men have about sexual health. Annual exams, infection checks, STD screening and treatment, cancer and DES screening, reproductive planning and counseling, and workshops on health issues are all available.

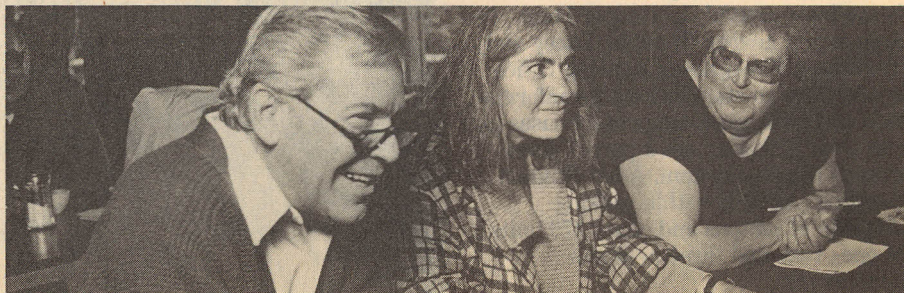
### KEY-Special Services

is designed to assist students in achieving their educational goals by providing academic advising, career guidance and numerous personal and academic skills development workshops. KEY encourages you to Keep Enhancing Yourself, and you'll find it in Library 3406.

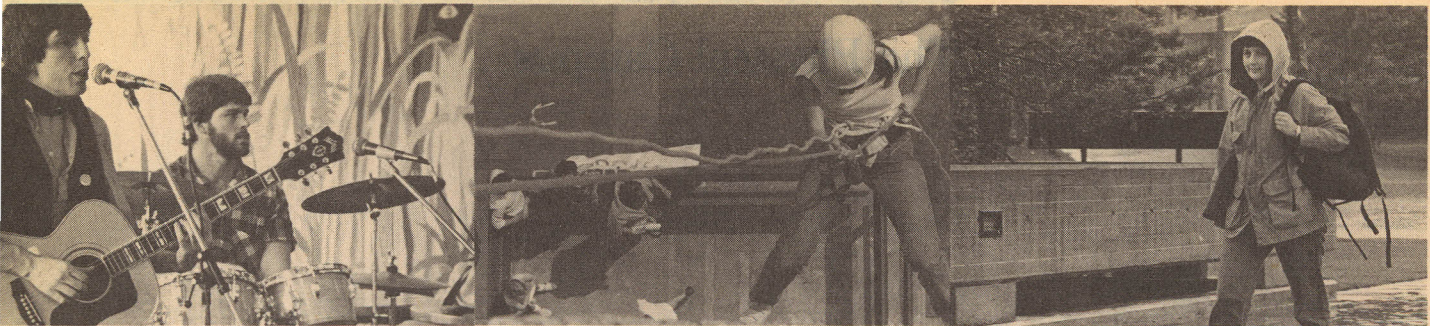
#### Student Activities

also known on campus as S&A or "essunay," is funded by student tuition and fees, specifically, \$70 from each student per quarter. The S&A Fees Review Board, which consists of six students, one faculty and one staff member, allocates this money among the student services and organizations listed below.

- Asian-Pacific Isle Coalition
- Bicycle Shop
- Bus System
- Campus Recreation Center
- Cooper Point Journal
- Disabled Student Group
- Driftwood Daycare Center
- Environmental Resource Center
- Evergreen Indian Center
- Evergreen Legal Counseling Services
- Evergreen Political Information Center
- Expressive Arts Network
- First Peoples' Coalition
- Greater Evergreen Student Community Cooperative Organization (GESCCO)
- Guide to the Faculty
- Information for Action
- Innerplace (spiritual and philosophical support center)
- Intercollegiate Athletics
- KAOS-FM
- Lesbian/Gay Resource Center
- Lighting Technicians
- Maarava (Jewish student cultural center)







- MEChA (Mexican/Latino student organization)
- Men's Resource Center
- Organic Farm
- Parents Resource Center
- Peace and Conflict Resolution Center
- Recreational Sports
- S&A Board Operations
- Student Art Gallery
- Tides of Change Production Collective  
(coordinates alternative events, especially by women artists and artists of color)
- Thursday Night Films
- Umoja (Black student organization)
- Wilderness Center
- Women of Color Coalition
- Women's Center
- Women's Clinic

**Upward Bound** works to place participating youth in higher education programs. Funded by the U.S. Department of Education, Evergreen's Upward Bound program serves Tacoma high school youth year round, by providing them with academic and social support services, and career exploration and planning. Participating students have decided to continue their education beyond high school, and realize that they need additional instruction and counseling in order to take that step. The participants attend a residential school on Evergreen's campus during the summer, which offers academic enrichment, skill development, work experience and residential life programs. During the school year the program staff follow up with academic advising, tutorials and career counseling.

**Veterans Affairs**, which is part of the Office of Registration and Records, assists veterans and other eligible persons with information and all VA-related applications to assure maximum use of educational entitlements provided under law. The Office of Veterans Affairs also provides counseling and referral assistance to veteran students and serves in an advocacy role by supporting their issues and concerns at the college and in the community.

**The Washington State Institute for Public Policy** was created by the Washington State legislature in 1983 to coordinate public policy research on important statewide issues at Washington's colleges and universities. The Institute undertakes research studies, sponsors conferences, publishes newsletters and otherwise assists in promoting the flow of information between higher education and public officials. Located in the Seminar Building, the Institute provides internship opportunities for Evergreen undergraduate and graduate students.

**Women's Clinic**, see Student Development.





# The Physical Campus

## Arts and Sciences Laboratory Building

The Laboratory Building provides you with a learning environment and facilities to support the arts and sciences. There's space and equipment for large groups to work together in team-taught Coordinated Study programs, small groups to carry out research, and individual students to pursue special projects.

## Lab I

houses a lab supply store, a number of teaching and research labs, an exercise testing lab, electron microscope, advanced microscopy lab, and several instrument labs which feature spectrophotometers, chromatographs, ultra-centrifuges, scintillation counters and other equipment necessary for advanced instruction in the sciences. The balance of space goes to a vivarium of exotic plants, and painting and design studios.

## Lab Annex

houses a greenhouse, ceramic studio, and a large area for sculpture, shop work, casting, welding, lapidary, spray painting and sheet metal work.

## Lab II

houses the computer applications lab as well as large, open studio spaces; weaving, batiking, jewelry-making, drawing and design facilities; and general laboratory science space.

The computer applications lab is a new facility designed to provide students in the science laboratory curriculum with language instruction, experiment and instrument interfacing, high resolution color graphics, simulations, complex calculations, scientific software development, local networking, linear and digital electronics, and microprocessor applications. Acquisition of the microcomputers and graphics equipment was made possible through donations to Evergreen by the Intel, Conrac and Polaroid Corporations, and the National Science Foundation.

## Library

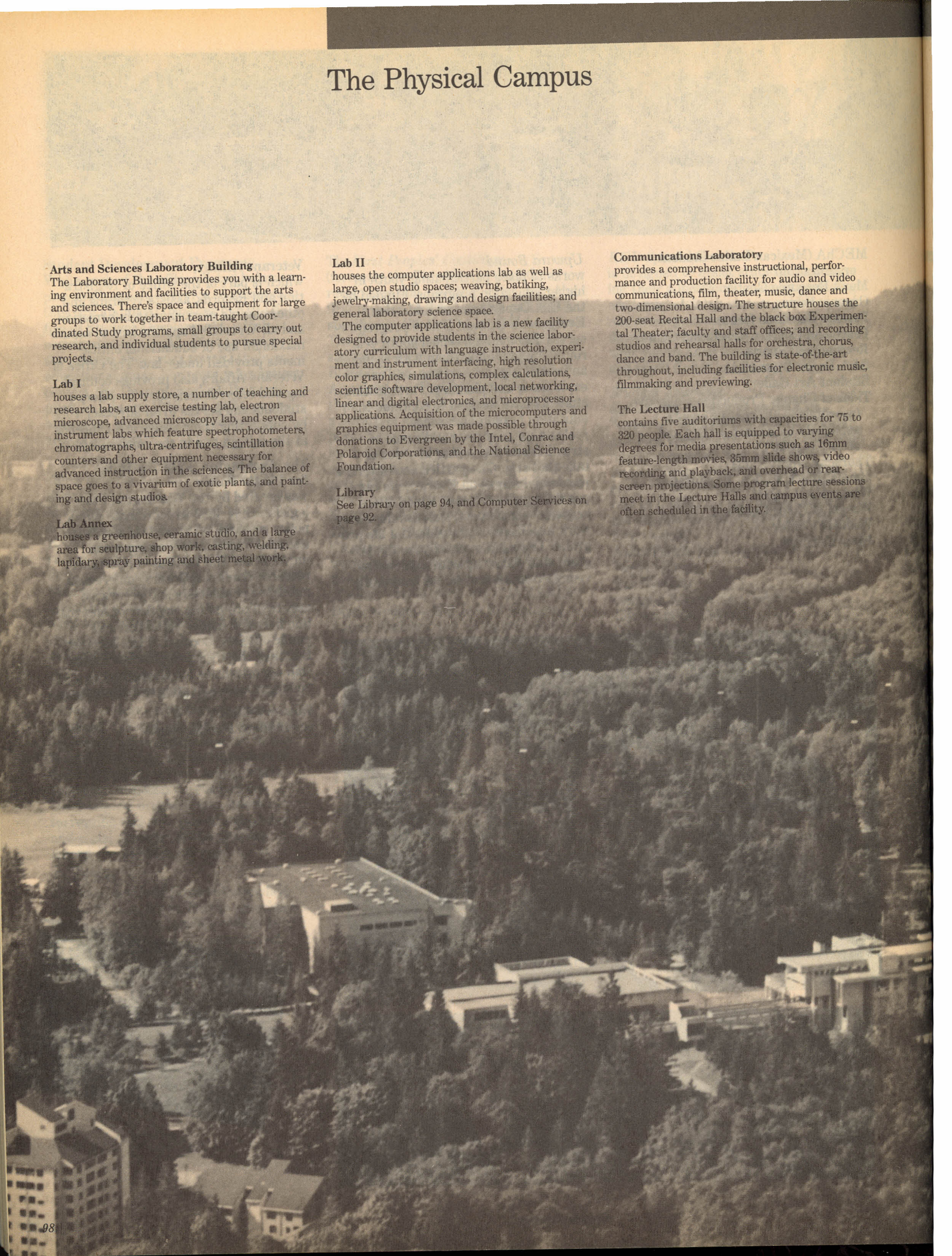
See Library on page 94, and Computer Services on page 92.

## Communications Laboratory

provides a comprehensive instructional, performance and production facility for audio and video communications, film, theater, music, dance and two-dimensional design. The structure houses the 200-seat Recital Hall and the black box Experimental Theater; faculty and staff offices; and recording studios and rehearsal halls for orchestra, chorus, dance and band. The building is state-of-the-art throughout, including facilities for electronic music, filmmaking and previewing.

## The Lecture Hall

contains five auditoriums with capacities for 75 to 320 people. Each hall is equipped to varying degrees for media presentations such as 16mm feature-length movies, 35mm slide shows, video recording and playback, and overhead or rear-screen projections. Some program lecture sessions meet in the Lecture Halls and campus events are often scheduled in the facility.





#### **Seminar Building**

provides seminar rooms, faculty and staff offices, and headquarters for Graphics, Security, Counseling Services, Health Services and the Women's Clinic, and the Washington State Institute for Public Policy.

#### **The CAB,**

or College Activities Building, houses the bookstore, bank, postal facility, information center, cafeteria, deli, Student Activities Office, and a variety of lounges and conference rooms. Student organizations located in the building include the radio station, student newspaper, bus system, Environmental Resource Center, Wilderness Center, Bike Shop, Student Art Gallery and Folk Dance Club.

#### **Campus Housing**

Five apartment-style buildings and 19 duplexes. See Housing on page 93.

#### **The Campus Recreation Center**

is one of the best-equipped facilities in the Pacific Northwest. It sports an 11-lane swimming pool complete with a separate diving well, competition timing system and power lift for the handicapped; sun deck; two sauna baths; showers and locker rooms; multipurpose dance room; martial arts, exercise and weight training rooms, and five racquetball courts.

Downstairs from the swimming pool is the Recreation Equipment Center, where you can rent just about anything you'd want for outdoor activities. Rentals include sailboats, kayaks, canoes, Nordic skis, backpacking equipment and, for day use, volleyballs, nets and softball equipment.

East of the Rec Center are five full-size playfields for field hockey, flag football, rugby, soccer and softball. Also in place are four lighted tennis courts, a rock-climbing wall, a quarter-mile running track, and a covered recreation pavilion for basketball, tennis and indoor soccer. Only a 20-minute walk or short drive away, you'll find the boating facility on Evergreen's 3,300 feet of undisturbed saltwater shoreline.

#### **The Organic Farm**

is 13 acres of bustling agricultural activity located on the west edge of campus. Evergreen is one of only a few colleges nationwide that has regular offerings in small-scale agriculture. You can raise crops through academic programs such as "Ecological Agriculture," or an individual plot in the Farm's community garden. The multipurpose organic farmhouse provides a getaway meeting place for many academic programs and other campus groups. Take Driftwood Road west and go south on Lewis Road to reach the Farm by car, or walk the quarter-mile footpath from central campus.

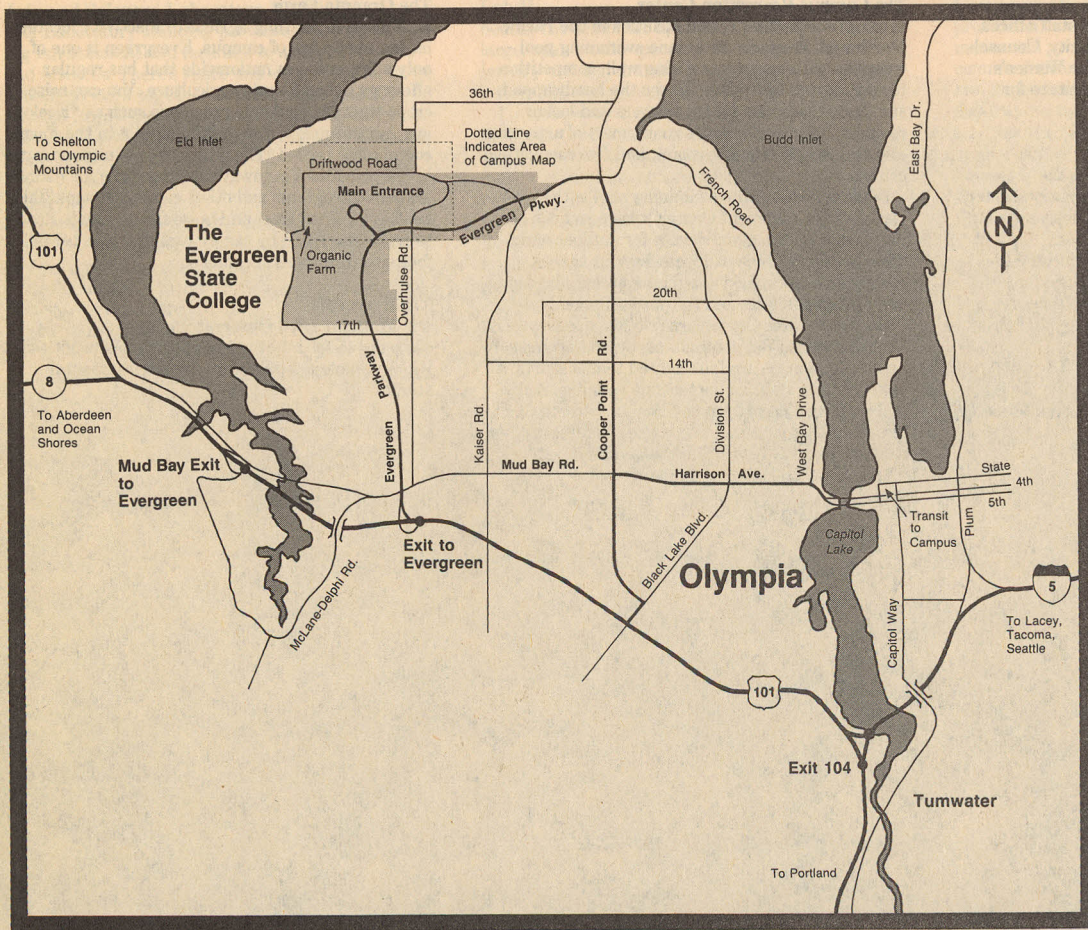
#### **The Seawulff and Malheur Bird Observatory,**

see page 45 for information about these facilities which complement Evergreen's environmental studies.





# Campus and Vicinity Maps

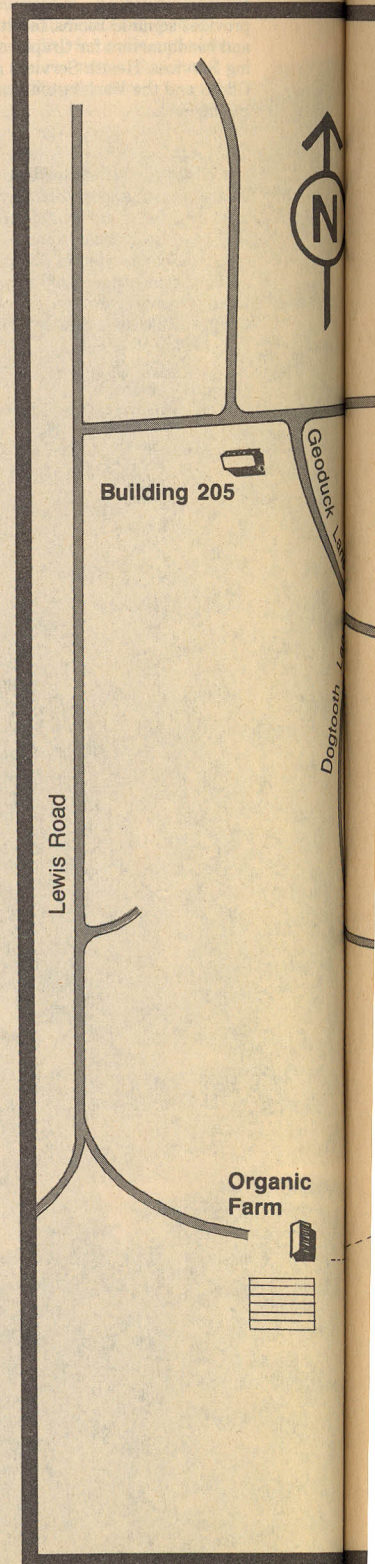


## Campus and Vicinity

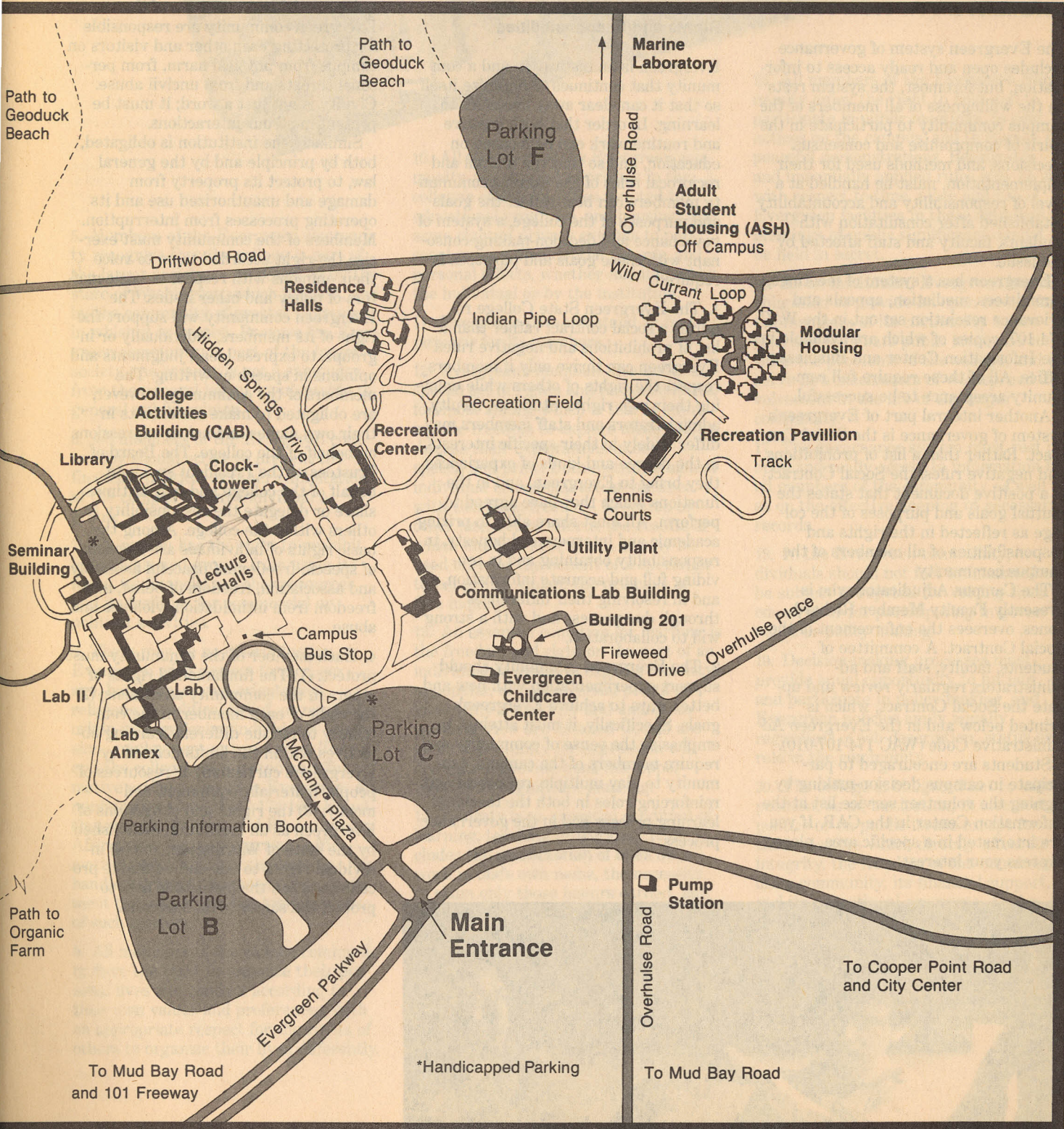
The Evergreen State College and Olympia are an hour's drive away from the Seattle-Tacoma airport, and also are served by the Greyhound and Trailways bus companies. Evergreen and the State Capital are only a scenic drive from most Washington cities and major points of interest.

## How to get here

Whether you are coming from the north or south, you can reach the campus by taking Interstate 5 into Olympia and then turning onto Highway 101 at Exit 104. Follow 101 west for two miles to The Evergreen State College exit, and go another two miles on the Evergreen Parkway to the campus entrance.









## Governance and the Social Contract

The Evergreen system of governance includes open and ready access to information, but foremost, the system rests on the willingness of all members of the campus community to participate in the spirit of compromise and consensus. Decisions, and methods used for their implementation, must be handled at a level of responsibility and accountability established after consultation with students, faculty and staff affected by the issue.

Evergreen has a system of meetings, committees, mediation, appeals and grievance resolution set out in the WAC 174-107, copies of which are available in the Information Center and Business Office. All of these require full community acceptance to be successful.

Another integral part of Evergreen's system of governance is the Social Contract. Rather than a list of prohibitions and negative rules, the Social Contract is a positive document that states the mutual goals and purposes of the college as reflected in the rights and responsibilities of all members of the campus community.

The Campus Adjudicator, who is presently Faculty Member Richard Jones, oversees the enforcement of the Social Contract. A committee of students, faculty, staff and administrators regularly review and update the Social Contract, which is printed below and in the Evergreen Administrative Code (WAC 174-107-010).

Students are encouraged to participate in campus decision-making by signing the volunteer service list at the Information Center in the CAB. If you are interested in a specific area, please express your interest.

## The Social Contract: Students' Rights and Responsibilities

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

1. The Evergreen State College requires a social contract rather than a list of prohibitions and negative rules. Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibility obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

2. The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals. Specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal and reinforcing roles in both the teaching/learning process and in the governance process.

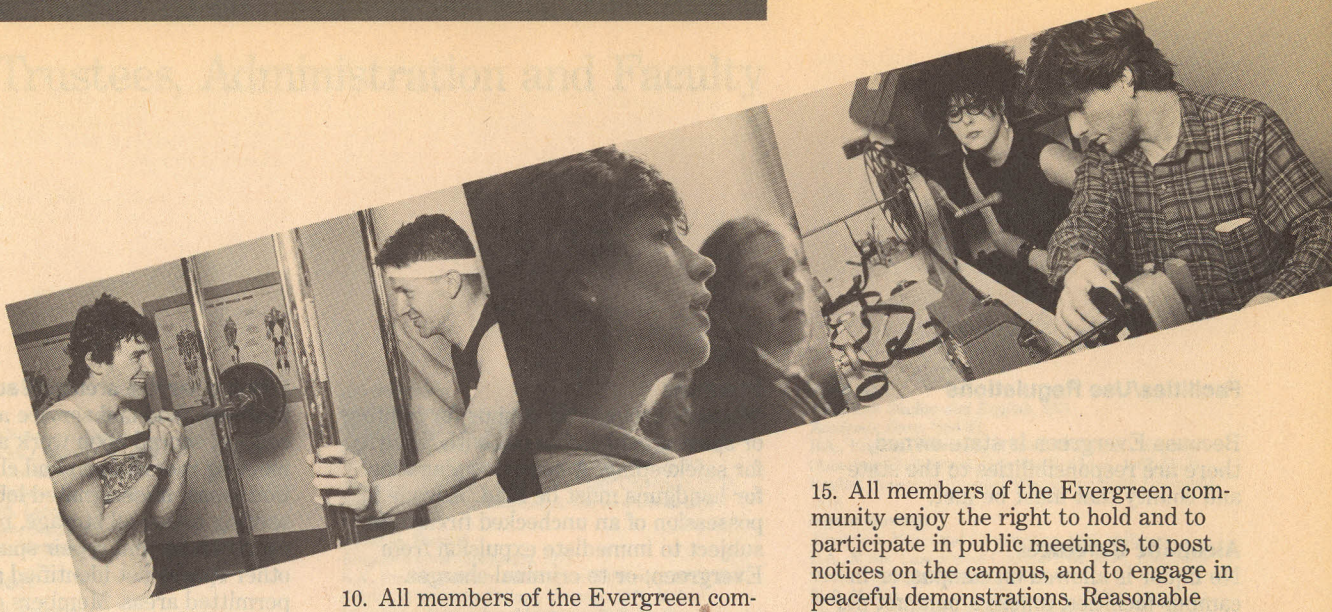
3. The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats and from uncivil abuse. Civility is not just a word; it must be present in all our interactions.

Similarly the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. Members of the community must exercise the right accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The Board of Trustees or the President speak on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

4. Each member of the community must protect: (1) The fundamental rights of others in the community as citizens; (2) the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; (3) the rights and obligations of Evergreen as an institution established by the state of Washington; and (4) individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.







5. Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to general public opinion.

6. All members of the Evergreen community should strive to prevent the financial, political or other exploitation of the campus by any individual or group.

7. Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources and its facilities for commercial or political activities.

8. There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment or promotion. To this end the college has adopted an affirmative action policy (See Evergreen Administrative Code WAC 174-109, Equal Opportunity Policies and Procedures-Affirmative Action Program). Affirmative Action charges shall not be handled through the governance document because of the legal implications of such matters.

9. All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.

10. All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs, and housing. The same right of privacy extends to personal papers, confidential records, and personal effects, whether maintained by the individual or by the institution.

11. Evergreen does not stand *in loco parentis* for its members.

12. Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry.

13. An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular, or controversial points of view. Only if minority and unpopular points of view are listened to, and are given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

14. Honesty is an essential condition of learning, teaching or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices.

15. All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities. Meetings of public significance cannot be held in secret.

16. As an institution, Evergreen has the obligation to provide an open forum for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community.

17. The governance system must rest on open and ready access to information by all members of the community as well as on the effective keeping of necessary records.

18. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

19. Decision-making processes must provide equal opportunity to initiate and participate in policy making, and Evergreen policies apply equally regardless of job description, status or role in the community.

20. The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support, and its educational programs. At the same time, Evergreen has the obligation to recognize and support its community's members' rights to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.



## Facilities/Use Regulations

Because Evergreen is state-owned, there are responsibilities to the state and county that must be met.

### Alcoholic Beverages

No liquor is allowed on campus, or in campus facilities, unless a banquet permit has been issued by the State Liquor Control Board in accordance with state regulations. Rooms in the residence halls and modular units are homes, and drinking is legally permissible for students 21 or older.

### Using College Premises

Evergreen's facilities may be used for activities other than education, provided that users meet eligibility requirements, suitable space is available, and adequate preparations are made.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 214.

Evergreen students, faculty and staff who want to schedule a special event or outside speaker must contact the Production Clearance Coordinator, CAB 305.

Reservations for space and/or facilities are made through the Space and Scheduling Office, Seminar Building, room 4109.

Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited at on-campus events or meetings without written permission from the Production Clearance Coordinator or Conference Services.

### Firearms

Weapons brought to campus for hunting or sport must be checked with Security for safekeeping. A special explanation for handguns must be filed. Anyone in possession of an unchecked firearm is subject to immediate expulsion from Evergreen, or to criminal charges.

### Pets

Pets are not allowed on campus unless under physical control by their owner. At no time are pets allowed in buildings. Stray animals will be turned over to the Humane Society.

### Bicycles

Bicycles should be locked in parking blocks provided at various locations around campus. Bicycles should not be placed in, or alongside, buildings.

### Smoking

Smoking is only allowed in "Smoking Permitted Areas," which are limited to the following:

*Enclosed office space, as long as door is closed, designated lounges in the Communications Building and LAB II Building, CAB 104, alcove adjacent to CAB 110, CAB third floor east end balcony, Library basement, custodial locker room, designated lounges on first and second floors of Library, Library third floor north balcony, and Emergency Communication Center wing in the Seminar Building.*

The intent of the Smoking Policy, established in 1986, is to protect the health and welfare of the non-smoker in public facilities where she or he must be present or pass through in order to perform work or carry on personal activities. Therefore, designated smoking permitted areas are primarily restricted to spaces where non-smokers are not required to be present or pass through. This means that smoking is not permitted in college vans; elevators; hallways; corridors; stairways; classrooms; teaching labs; lecture halls; studios; production rooms; computer centers;

Library service areas; all social, business, food and service areas of the college; shared open work areas; meeting rooms; open and closed reception areas; undesignated lobbies and waiting areas; all storage, mechanical, construction and repair spaces; and all other spaces not identified as smoking permitted areas. Members of the campus community are expected to respect this policy by their actions and accept shared responsibility for its enforcement.

### Parking Regulations

Motor vehicles must display valid parking permits, available at the prices below:

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

Daily permits can be purchased at the information booth on the front entrance road to campus. Parking in, or alongside, roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver. The college cannot assume responsibility for any vandalism or theft to vehicles while parked on campus.

### Affirmative Action

The Board of Trustees of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, national origin, sex, marital status, religion, sexual preference, age, disability or veteran status. The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs.

To implement this commitment, Evergreen has developed an Affirmative Action Policy, which is published in the Washington Administrative Code under WAC 174-109, (available in the Library and Affirmative Action Office).

Persons who wish legal or statistical information on Affirmative Action, or who believe they have been discriminated against at Evergreen, are urged to contact the Affirmative Action Officer, ext. 6368, or Voice/TTY, (206) 866-6834.



# Trustees, Administration and Faculty

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September 1986

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**Ernest L. Thomas**, Dean of Student Development

## Faculty

This is a listing of Evergreen's faculty as of 1986-87. A more extensive detailing of Evergreen faculty members' areas of expertise can be found in the *Student Advising Handbook*, available in Library 1221.

## Humanities-Art

**Richard W. Alexander**  
*English and Literature*, 1970;  
*Assistant Academic Dean*, 1980-82;  
B.A., English, Emory University, 1956; M.A., English, Tulane University, 1961; Ph.D., English, University of Illinois, 1966.  
**Nancy Allen**  
*Literature and Languages*, 1971;  
B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.  
**Susan M. Aurand**  
*Art*, 1974;  
B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.  
**Gordon Beck**  
*Art History and Cinema*, 1971;  
A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.  
**Lawrence J. Beck**  
*Sculpture*, 1986 (visiting);  
B.A., Painting, University of Washington, 1964; M.F.A., Sculpture, University of Washington, 1965.  
**Craig B. Carlson**  
*Communications*, 1973;  
B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.  
**Sally J. Cloninger**  
*Film-Television*, 1978;  
B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.  
**Doranne Crable**  
*Expressive Arts: Performance Art, Literature, Writing, Acting, Movement* 1981;  
B.A., English, University of Michigan, 1967; M.A., American Literature, Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., English, Wayne State University, 1977.  
**Thad B. Curtz**  
*Literature*, 1972;  
B.A., Philosophy-Literature, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.

## Leo Daugherty

*Literature and Linguistics*, 1972;  
*Academic Dean*, 1975-76;  
A.B., English-Art, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970; Postdoctoral year in Linguistics, Harvard University, 1970-71.

## Susan R. Fiksdal

*Linguistics and Languages*, 1973  
B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1985; Ph.D., Linguistics, University of Michigan, 1986.

## Marilyn J. Frasca

*Art*, 1972;  
B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.

## Barbara Hammer

*Film*, 1986 (visiting);  
B.A., Psychology, University of California at Los Angeles, 1961; M.A., English Literature, California State University at San Francisco, 1963; M.A., Film Production, California State University at San Francisco, 1975.

## Andrew M. Hanfman

*Senior Member of the Faculty*, 1983;  
*Language Studies; Russian-Soviet Area Studies*, 1972;  
Ph.D., Modern Languages-Comparative Literature, University of Turin, 1937.

## W. Joye Hardiman

*Literature and Theater*, 1975;  
B.A., Literature, State University of New York at Buffalo, 1968; M.A., Literature, State University of New York at Buffalo, 1968-70.

## Patrick J. Hill

*Philosophy*, 1983;  
*Provost and Academic Vice President*, 1983-Present;  
A.B. Philosophy, Queens College, 1963; A.M. Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.

## Willard Humphreys

*Philosophy*, 1970;  
*Academic Dean* 1976-80;  
A.B., Mathematics, Allegheny College, 1961; M.A., History-Philosophy of Science, Indiana University, 1963; M.A., Philosophy, Yale University, 1965; Ph.D., Philosophy, Yale University, 1966.

## Margaret I. Hunt

*Dance*, 1976;  
B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.

## Mary Huston

*Librarianship*, 1980;  
B.A., American Studies, Hamline University, 1971; M.L.S., University of Hawaii, 1972; M.A., Women's Studies, Goddard College, 1977; Certificate of Advanced Study, Library and Information Science, University of Illinois, 1981.

## Bernard Johansen

*Dance*, 1972.

## Kazuhiro Kawasaki

*Art History*, 1976;  
B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.

## Mark A. Levensky

*Philosophy*, 1972;  
B.A., Philosophy, University of Iowa, 1959; A.M., Philosophy, University of Michigan, 1961; Ph.D., Philosophy, University of Michigan, 1966.

## Jean Mandenberg

*Fine Arts*, 1978;  
B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.

## David Marr

*American Studies and English*, 1971;  
*Academic Dean*, 1984-87;  
B.A., English, University of Iowa, 1965; M.A., English (American Civilization), University of Iowa, 1967; Ph.D., English (American Studies), Washington State University, 1978.

## Ingram Marshall

*Electronic Music and Composition*, 1985 (visiting);  
B.A., Music, Lake Forest College, 1964; M.A., Electronic Music, Columbia University, 1966.

## S. R. Martin, Jr.

*English and American Studies*, 1970;  
*Academic Dean*, 1973-76;  
A.B., English, University of California at Berkeley, 1957; M.A., English, San Francisco State College, 1961; Ph.D., American Studies, Washington State University, 1974.

## Patricia Matheny-White

*Librarianship*, 1978;  
B.A., Music, Macalester College, 1967; M.A., Library Science, University of Denver, 1968.

## Charles J. McCann

*English*, 1968;  
*President*, 1968-77;  
B.A., Naval Science, Yale University, 1946; M.S., Merchandising, New York University, 1948; M.A. English, Yale University, 1954; Ph.D., English, Yale University, 1956; M.P.P.M., (Honorary), Yale School of Organization and Management, 1979.

## Ralph McCoy

*Theater*, 1986 (visiting);  
B.A., Business Administration, Howard University, 1966.

## Frank Motley

*Librarianship*, 1978;  
B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.

## Alan Nasser

*Philosophy*, 1975;  
A.B. Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.

## Mary F. Nelson

*Art, Anthropology, Minority Studies*, 1972;  
B.F.A., Art Education, Washington State University, 1966; M.A., Art Anthropology, University of Idaho, 1968.

## Sandra L. Nisbet

*Drama*, 1986 (visiting);  
B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.

## Charles N. Pailthorp

*Philosophy*, 1971;  
B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

## David Paulsen

*Philosophy*, 1978;  
B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.

## David L. Powell

*Literature*, 1972;  
B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.

## Terry A. Setter

*Music and Audio*, 1983;  
B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.

## Sandra M. Simon

*English*, 1973;  
B.A., Psychology, University of California at Los Angeles, 1954; M.A., English, University of California at Los Angeles, 1963.

## Leon R. Sinclair

*Literature*, 1971;  
B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.



**Paul J. Sparks**

*Art and Photography*, 1972;  
B.A., Art, San Francisco State College, 1968; M.A. Art-  
Photography, San Francisco State College, 1971.

**Charles B. Teske**

*Literature*, 1970;  
*Academic Dean*, 1970-75;  
B.A., English, Lafayette College, 1954; M.A., English, Yale  
University, 1955; Ph.D., English, Yale University, 1962.

**Gail Tremblay**

*Creative Writing*, 1980;  
B.A., Drama, University of New Hampshire, 1967; M.F.A.,  
English (poetry), University of Oregon, 1969.

**Setuko Tsutsumi**

*Japanese Language/Culture*, 1985 (visiting);  
B.A., Psychology; Teaching license in English and Guidance  
and Counseling, 1965; M.A., English, 1978; Ph.D., Com-  
parative Literature, 1985.

**Sidney D. White**

*Art*, 1970;  
B.A., Art Education, University of New Mexico, 1951; M.S.,  
Philosophy-Aesthetics, University of Wisconsin, 1952.

**Ainara D. Wilder**

*Theater and Drama*, 1972;  
B.S., Speech, General Science, Wisconsin State University,  
1968; M.A., Theater Arts, University of Wisconsin, 1969.

**William C. Winden**

*Music*, 1972;  
*Assistant Academic Dean*, 1976-78;  
B.A., Art, Stanford University, 1953; M.A., Music, Universi-  
ty of Washington, 1961; D.M.A., Music, University of Illinois,  
1971.

**Natural Sciences****John O. Aikin**

*Computer Science*, 1976;  
*Director of Computer Services*, 1976-1984;  
B.A., Physics, Reed College, 1967; Ph.D., Cognitive  
Psychology, Brown University, 1972.

**Clyde Barlow**

*Chemistry*, 1981;  
B.S., Chemistry, Eastern Washington University, 1968;  
Ph.D., Chemistry, Arizona State University, 1973.

**Judith E. Bayard**

*Computer Science*, 1982;  
B.A., Math and Philosophy, The College of William and  
Mary; M.A., Philosophy, Brown University.

**Michael W. Beug**

*Chemistry*, 1972;  
B.S., Chemistry, Harvey Mudd College, 1966; Ph.D.,  
Chemistry, University of Washington, 1971.

**Richard B. Brian**

*Mathematics*, 1970;  
B.S., Physics, Grove City College, 1953; M.A., Mathematics,  
University of Maryland, 1959; Ph.D., Mathematics Educa-  
tion, University of Maryland, 1966.

**Paul R. Butler**

*Geology*, 1986 (visiting);  
A.B., Geography, University of California, Davis, 1972; M.S.,  
Geology, University of California, Berkeley, 1976; Ph.D.,  
Geology, University of California, Davis, 1984.

**Richard A. Cellarius**

*Plant Biology, Biophysics, Environmental Policy*, 1972;  
B.A., Physics, Reed College, 1958; Ph.D., Life Sciences,  
Rockefeller University, 1965.

**Robert Cole**

*Physics*, 1981;  
B.A., Physics, University of California at Berkeley, 1965;  
M.S., Physics, University of Washington, 1967; Ph.D.,  
Physics, Michigan State University, 1972.

**George E. Dimitroff**

*Mathematics*, 1973;  
B.A., Mathematics, Reed College, 1960; M.A., Mathematics,  
University of Oregon, 1962; Ph.D., Mathematics, University  
of Oregon, 1964.

**Larry L. Eickstaedt**

*Biology*, 1970;  
*Academic Advisor*, 1978-81;  
B.S., Biology, Buena Vista College, 1961; M.S., Zoology,  
State University of Iowa, 1964; Ph.D., Biology, Stanford  
University, 1969.

**Betty R. Estes**

*History of Science*, 1971;  
B.S., Mathematics, University of Oklahoma, 1957; M.A.,  
Mathematics, University of Pennsylvania, 1960.

**John Robert Filmer**

*Marine Studies*, 1972;  
B.S., Agriculture, Cornell University, 1956; B.A.E.,  
Agricultural Engineering, Cornell University, 1957; M.S.,  
Hydraulic Engineering, Colorado State University, 1964;  
Ph.D., Fluid Mechanics, Colorado State University, 1966.

**Thomas Grissom**

*Physics*, 1985;  
B.S., Physics, University of Mississippi, 1962; M.S., Physics,  
University of Mississippi, 1964; Ph.D., Physics, University of  
Tennessee, 1970.

**Burton S. Guttman**

*Biology*, 1972;  
B.A., Interdisciplinary Science, University of Minnesota,  
1958; Ph.D., Biology, University of Oregon, 1963.

**Steven G. Herman**

*Biology*, 1971;  
B.S., Zoology, University of California at Davis, 1967; Ph.D.,  
Zoology, University of California at Davis, 1973.

**Donald G. Humphrey**

*Biology*, 1970; *Emeritus*, 1984;  
*Academic Dean, Natural Sciences and Mathematics*,  
1970-73; B.S., Physical Education, University of Iowa, 1949;  
M.S. Physical Education, University of Washington, 1950;  
Ph.D., Zoology, Oregon State University, 1956.

**Linda B. Kahan**

*Biology*, 1971;  
A.B., Zoology, University of California at Berkeley, 1963;  
M.A., Biology, Stanford University, 1965; Ph.D., Biology,  
Stanford University, 1967.

**Jeffrey J. Kelly**

*Chemistry and Biochemistry*, 1972;  
*Director of Laboratory Computing*, 1984;  
B.S., Chemistry, Harvey Mudd College, 1964; Ph.D.,  
Biophysical Chemistry, University of California at Berkeley,  
1968.

**Robert H. Knapp, Jr.**

*Physics*, 1972;  
*Assistant Academic Dean*, 1976-79;  
B.A., Physics, Harvard University, 1965; D. Phil.,  
Theoretical Physics, Oxford University, England, 1968.

**Elizabeth M. Kutter**

*Biophysics*, 1972;  
B.S., Mathematics, University of Washington, 1962; Ph.D.,  
Biophysics, University of Rochester, New York, 1968.

**G. Siegfried Kutter**

*Astrophysics*, 1972;  
B.S., Physics, University of Washington, 1962; M.A., Physics,  
University of Rochester, New York, 1965. Ph.D., Physics,  
University of Rochester, New York, 1968.

**Patricia Labine**

*Ecological Agriculture*, 1981;  
B.A., Zoology, Mount Holyoke College, 1961; Ph.D., Biology,  
Stanford University, 1966.

**Kaye V. Ladd**

*Inorganic Chemistry*, 1975;  
B.A., Chemistry, Reed College, 1963; M.A., Physical  
Chemistry, Brandeis University, 1965; Ph.D., Inorganic  
Chemistry, Brandeis University, 1974.

**Albert C. Leisenring**

*Mathematics*, 1972;  
B.A., Mathematics, Yale University, 1960; Ph.D.,  
Mathematics, The University of London, 1967.

**David H. Milne**

*Biology*, 1971;  
B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology,  
Purdue University, 1967.

**Janet Ott**

*Biology*, 1985;  
B.S., St. Lawrence University, 1975; Ph.D., Biology, Univer-  
sity of Southern California, 1982.

**Willie L. Parson**

*Microbiology*, 1971;  
*Academic Dean*, 1974-78;  
B.S., Biology, Southern University, 1963; M.S., Bacteriology,  
Washington State University, 1968; Ph.D., Microbiology,  
Washington State University, 1973.

**John H. Perkins**

*Biology, History of Technology and Environment*, 1980;  
*Academic Dean*, 1980-86;  
B.A., Biology, Amherst College, 1964; Ph.D., Biology, Har-  
vard University, 1969.

**Hazel J. Reed**

*Mathematics*, 1977;  
B.A., Mathematics, Reed College, 1960; M.S. and Ph.D.,  
Mathematics, Carnegie Mellon University, 1968.

**Niels A. Skov**

*Management*, 1972;  
B.S., Mechanical Engineering, Teknikum, Copenhagen,  
Denmark, 1947; M.S., Physical Oceanography, Oregon State  
University, 1965; Ph.D., Physical Oceanography, Oregon  
State University, 1968.

**Robert R. Sluss**

*Biological Science*, 1970;  
B.S., Zoology, Colorado College, 1953; M.S., Entomology,  
Colorado State University, 1955; Ph.D., Entomology,  
University of California at Berkeley, 1966.

**Oscar H. Soule**

*Biology*, 1971;  
*Director of Graduate Program in Environmental and  
Energy Studies*, 1981-86;  
*Associate Academic Dean*, 1972-73;  
*Academic Advisor*, 1983;  
B.A., Biology, Colorado College, 1962; M.S., Zoology,  
University of Arizona, 1964; Ph.D., Ecology-Biology,  
University of Arizona, 1969.

**James Stroh**

*Geology*, 1975;  
B.S., Geology, San Diego State University, 1968; M.S.,  
Geology, University of Washington, 1971; Ph.D., Geology,  
University of Washington, 1975.

**Frederick D. Tabbutt**

*Chemistry*, 1970  
B.S., Chemistry, Haverford College, 1953; M.A., Chemistry,  
Harvard University, 1955; Ph.D., Physical Chemistry, Har-  
vard University, 1958.

**Peter B. Taylor**

*Oceanography*, 1971;  
B.S., Biochemistry, Cornell University, 1955; M.S., Marine  
Biology, Scripps Institution of Oceanography, University of  
California at Los Angeles, 1960; Ph.D., Marine Biology,  
Scripps Institution of Oceanography, University of  
California at San Diego, 1964.

**Alfred M. Wiedemann**

*Biology*, 1970;  
B.S., Crop Science, Utah State University, 1960; M.S.,  
Agronomy, Utah State University, 1962; Ph.D., Plant  
Ecology, Oregon State University, 1966.

**Byron L. Youtz**

*Physics*, 1970;  
*Academic Dean*, 1973-74;  
*Vice President and Provost*, 1978-83;  
B.S., Physics, California Institute of Technology, 1948; Ph.D.,  
Physics, University of California at Berkeley, 1953.

**Social Sciences****Guy B. Adams**

*Public Administration*, 1978;  
*Director of Graduate Program in Public Administration*,  
1980-81, 1986-87;  
B.A., History, Temple University, 1970; M.A., Public Ad-  
ministration, University of New Mexico, 1973; D.P.A.,  
George Washington University, 1977.

**Bill Aldridge**

*Education-Social Psychology*, 1970;  
B.A., Mathematics, Oregon State University, 1959; M.Ed.,  
Guidance, Oregon State University, 1964; D.Ed., Educational  
Administration, University of Oregon, 1967.

**William Ray Arney**

*Sociology*, 1981;  
B.A., Sociology, University of Colorado, 1971; M.A.,  
Sociology, University of Colorado, 1972; Ph.D., University of  
Colorado, 1974.

**Justino Balderrama**

*Health and Human Services*, Vancouver, 1984 (visiting)  
B.A., Sociology, California State University, 1962; M.S.W., Social  
Work, San Jose State University, 1975.

**Priscilla V. Bowerman**

*Economics*, 1973;  
A.B., Economics, Vassar College, 1966; M.A., Economics, Yale  
University, 1967; M.Phil., Yale University, 1971.

**Jovana J. Brown**

*Library and Information Studies*, 1974;  
*Dean of Library Services*, 1974-81;  
A.B., Political Science, University of California Riverside,  
1959; M.L.S., University of California at Berkeley, 1965;  
M.A., Political Science, University of California at Berkeley,  
1967; Ph.D., Library and Information Studies, University of  
California at Berkeley, 1971.

**William H. Brown**

*Geography*, 1974;  
B.A., Geography, Antioch College, 1956; M.A., Geography,  
University of California at Berkeley, 1967; Ph.D., Geography,  
University of California at Berkeley, 1970.

**Bill Bruner**

*Economics*, 1981;  
B.A., Economics and Mathematics, Western Washington  
University, 1967.

**Lloyd Colfax**

*Native American Studies*, 1981;  
B.A., Native American Studies, The Evergreen State Col-  
lege, 1974.

**Stephanie Coontz**

*History and Women's Studies*, 1974;  
B.A., History, University of California at Berkeley, 1966;  
M.A., European History, University of Washington, 1970.

**Beryl L. Crowe**

*Political Science*, 1970;  
A.B., Political Science, San Francisco State College, 1959;  
M.A., Political Science, University of California at Berkeley,  
1961.

**Diana C. Cushing**

*Psychology*, 1978;  
B.S., Occupational Therapy, University of Buffalo, 1959;  
Ph.D., Clinical Psychology, State University of New York at  
Buffalo, 1971.

**Virginia Darney**

*Literature and Women's Studies*, 1978;  
A.A., Christian College, 1963; B.A., American Literature,  
Stanford University, 1965; M.A., Secondary English Educa-  
tion, Stanford University, 1966; M.A., U.S. Studies, King's  
College, University of London, 1972; Ph.D., American  
Studies, Emory University, 1982.



- Helen F. Darrow**  
*Teacher Education*, 1986;  
B.S., Elementary Education, Wilson College, 1943; M.A., Education, University of California at Los Angeles, 1948; Ed.D., Curriculum Development, Columbia University, 1956.
- Llyn De Danaan**  
(formerly Lynn D. Patterson)  
*Anthropology*, 1971;  
*Academic Dean*, 1973-76;  
B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968; Ph.D., Cultural Anthropology, The Union Graduate School, 1984.
- Malcolm L. De Weese Jr.**  
*Business Administration*, 1986 (visiting);  
B.A., Liberal Arts, University of Arizona, 1966; M.B.A., University of Washington, 1979; Ph.D., Computer Science, University of Washington, 1973.
- Elizabeth Diffendal**  
*Applied Social Science*, 1975;  
*Academic Dean*, 1981-85;  
A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California at Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Graduate School, 1986.
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*Urban Planning*, 1971;  
B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.
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*Political Science*, 1981;  
*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.
- Donald Finkel**  
*Psychology*, 1976;  
B.A., Philosophy, Yale University, 1965; M.A., Developmental Psychology, Harvard University, 1967; Ph.D., Developmental Psychology, Harvard University, 1971.
- Thomas H. Foote**  
*Education-Journalism*, 1972;  
B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Western Oregon State College, 1967; Ph.D., Education, Oregon State University, 1970.
- Russell R. Fox**  
*Community Planning*, 1972;  
*Academic Advisor*, 1981-83;  
B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.
- Margaret H. Gribskov**  
*Journalism and Education*, 1973;  
Ph.D., Education, University of Oregon, 1973.
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*Assistant Academic Dean*, 1978-80;  
B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; A.B.D., Political Science, Chicago, 1968.
- Phillip R. Harding**  
*Architecture*, 1971;  
B., Architecture, University of Oregon, 1963; M., Architecture, University of California at Berkeley, 1970.
- Lucia Harrison**  
*Public Administration*, 1981;  
B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.
- Rainer G. Hasenstab**  
*Environmental Design*, 1974;  
B., Architecture, University of California at Berkeley, 1965; M., Architecture, University of California at Berkeley, 1970.
- Peta M. Henderson**  
*Anthropology*, 1974;  
B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.
- David Hitchens**  
*History*, 1970;  
B.A., History, University of Wyoming, 1961; M.A., History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.
- Taylor E. Hubbard**  
*Library Science*, 1986;  
B.A., History and Business, University of Vermont, 1966; M.A., History, San Francisco State University, 1968; M.L.S., University of California at Los Angeles, 1969.
- Virginia Ingersoll**  
*Communications*, 1975;  
B.A., Journalism-Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.
- Winifred Ingram**  
*Psychology*, 1972; *Emerita*, 1981;  
B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951; Fellow of the Mary Ingraham Bunting Institute of Radcliffe College, 1971-72.
- Richard M. Jones**  
*Psychology*, 1970;  
A.B., Psychology, Stanford University, 1950; Ph.D., Clinical Psychology, Harvard University, 1956.
- Lovern Root King**  
*Social Sciences*, 1977;  
B.A., English, Seattle Pacific College, 1972; M.C., Communications, University of Washington, 1976; Ed.D., Policy, Governance and Administration, University of Washington, 1984.
- Jaime C. Kooser**  
*Environmental Studies*, 1985;  
B.A., Geography, Northwestern University, 1975; M.A., Geography, University of California at Berkeley, 1976; Ph.D., Geography, University of California at Berkeley, 1980.
- Lowell Kuehn**  
*Sociology and Public Administration*, 1975;  
*Acting Director, Washington State Institute for Public Policy*, 1984-85;  
*Director of Graduate Program in Public Administration*, 1983-84;  
B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.
- Jan Lambertz**  
*Recreation and Physical Education*, 1982;  
*Director of Athletics and Recreation*, 1982-Present  
B.S., Recreation and Physical Education, Colorado State University, 1970; M.A., Education, University of Denver, 1971.
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B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.
- Gerald Lassen**  
*Public Administration*, 1980;  
B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.
- Russell Lidman**  
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*Director of Graduate Program in Public Administration*, 1981-83;  
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B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Princeton University, 1968; M.S., Economics, University of Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at Madison, 1972.
- Earle W. McNeil**  
*Sociology*, 1971;  
*Academic Advisor*, 1983-86;  
B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.
- Maxine L. Mimms**  
*Social Services*, 1972;  
B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, Union Graduate School-West, 1977.
- Paul Mott**  
*Sociology*, 1984;  
B.S., Political Science, Purdue University, 1952; M.A., Political Science, University of Michigan, 1955; Ph.D., Sociology, University of Michigan, 1960.
- Arthur Mulka**  
*Public Administration and Management*, 1979;  
B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1965; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.
- Charles T. Nisbet**  
*Economics*, 1971;  
B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.
- Mark Papworth**  
*Anthropology*, 1972;  
B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.
- John L. Parker**  
*Education*, 1986;  
A.B., American Civilization, Brandeis University, 1958; M.A.T., Social Science Curriculum, Harvard University, 1960; Ed.D., Curriculum and Supervision, Harvard University, 1968.
- Yvonne Peterson**  
*Northwest Native American Studies*, 1984 (visiting);  
B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.
- Rita Pougiales**  
*Education*, 1979;  
*Academic Dean*, 1985-Present;  
B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Education and Anthropology, University of Oregon, 1981.
- Thomas B. Rainey**  
*History, Political Economy and Russian Studies*, 1972;  
A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.
- Rosalie T. Reibman**  
*Psychology*, 1986 (visiting);  
R.N., Central Washington Deaconess Hospital School of Nursing, 1966; A.A., Wenatchee Valley Community College, 1966; B.A., Psychology, University of Washington, 1978; M.Ed., Educational Psychology, University of Washington, 1981.
- Gilbert G. Salcedo**  
*History*, 1972;  
B.A., U.S. History, San Jose College, 1970.
- Sy Schwartz**  
*Teacher Education*, 1986;  
B.S., Social Studies, Wayne State University, 1957; M.S., General Secondary Education, Wayne State University, 1963; Ed.D., Curriculum and Instruction, Wayne State University, 1968.
- Barbara L. Smith**  
*Political Science*, 1978;  
*Academic Dean*, 1978-Present;  
B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.
- Matthew E. Smith**  
*Political Science*, 1973;  
B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.
- Susan Strasser**  
*American History*, 1975;  
B.A., History, Reed College, 1969; B.A., U.S. History, State University of New York at Stony Brook, 1971; Ph.D., History, State University of New York at Stony Brook, 1977.
- Gregory Stuewe-Portnoff**  
*Psychology*, 1971;  
B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psychology, Brooklyn College, 1964; Ph.D., Social Psychology, City University of New York, 1976.
- Terry Tafaya**  
*Psychology*, 1985;  
B.A., English, Psychology, University of South Florida, 1973; M.Ed., Higher Education, University of Washington, 1974; M.C., Communications, University of Washington, 1975; Ph.D., Educational Psychology, University of Washington, 1985.
- Nancy Taylor**  
*History-Education*, 1971;  
A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.
- Ernest L. "Stone" Thomas**  
*Sociology*, 1984;  
*Dean of Student Development*;  
B.A., Sociology, Washington State University, 1971; M.A., Sociology, University of Massachusetts, Amherst, 1976.
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*Political Science/Psychology*, 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.
- Gregory Weeks**  
*Economics*, 1981;  
B.S., Economics, Iowa State College, 1969; M.S., Economics, Pittsburgh State College, 1972; Ph.D., Economics, Washington State University, 1978.
- David W. Whitener**  
*Native American Studies*, 1978;  
B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.
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*Management and Computer Sciences*, 1975;  
*Director of Computer Services*, 1973-75;  
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B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1980.
- Ronald G. Woodbury**  
*History*, 1972;  
*Academic Dean*, 1982-84;  
*Director of Computer Services*, 1984-86;  
B.A., Economics, Amherst College, 1965; M.A., Latin American History, Columbia University, 1967; Ph.D., Latin American History, Columbia University, 1971.
- Irwin Zuckerman**  
*Economics*, 1977;  
A.B., University of North Carolina, 1941; M.A., Economics, Yale University, 1974.



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**Disclaimer**

Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient registration, and to phase out any program. Registration by students signifies their agreement to comply with all regulations of the college whenever approved. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.

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# Campus Profile

## ► Campus Profile (1985-86)

<b>Faculty</b>	<b>138</b>
Ph.D. or Terminal degree	66%
Percent female	37%
Percent male	63%
Faculty of color—total	14%
<i>Olympia Campus</i>	12%
<i>Tacoma Campus</i>	50%
<i>Vancouver Campus</i>	33%
Average student/faculty ratio	20/1
<b>Staff</b>	<b>460</b>
<b>Enrollment</b>	<b>2980</b>
Graduate	5% 139
Undergraduate	95% 2841
<i>Olympia Campus</i>	2627
<i>Tacoma Campus</i>	111
<i>Vancouver Campus</i>	103
Female	1530
Male	1450
Full-time	81%
Part-time	19%

18-24 age group	48%
25-29 age group	16%
30-39 age group	23%
40+ age group	13%
Students living on campus	1000
Students of color—total	9%
<i>Asian</i>	2%
<i>Black</i>	3%
<i>Mexican/Latino</i>	2%
<i>Native American</i>	2%
<i>Olympia Campus</i>	8%
Tacoma Enrollment	111
<i>Male</i>	68%
<i>Female</i>	32%
<i>Students of color</i>	51%
Vancouver Enrollment	103
<i>Male</i>	38%
<i>Female</i>	62%
<i>Students of color</i>	7%

<b>Entering Class</b>	<b>1328</b>
Applicants, degree-seeking	2229
Admitted	73% 1632
Enrolled	72% 1170
Nondegree-seeking enrollment	158
Washington	1146
Region (OR, ID, MT, AK, HI)	92
California	26
Other states	49
Other countries	15
<b>Financial aid</b>	
Full-time student aid	50%
Average award	\$3000
<b>Placement</b>	
1971-84 classes	88%
Employed	65%
Graduate school	10%
Travel, homemaking, etc.	5%
<b>Graduating class (1986)</b>	<b>725</b>

## ► Academic Calendar

1987-88	Fall	Winter	Spring	Summer	First Session	Second Session
Begins	Sept. 28	Jan. 4	March 28	June 27	June 27	Aug. 1
Ends	Dec. 19	March 19	June 15	Sept. 3	July 30	Sept. 3
Evaluations	Dec. 14-19	March 14-19	June 8-15		July 27-30	Aug. 31-Sept. 3
Vacations	Fall	Winter	Spring	Summer	First Session	Second Session
	Thanksgiving Nov. 23-27	Martin Luther King Day, Jan. 18	Memorial Day, May 30	Independence Day, July 4	Independence Day, July 4	—
	Winter Break Dec. 20-Jan. 3	President's Day Feb. 22	Spring Break March 20-27			

## ► Contacting Evergreen

All calls to Evergreen go through Directory Assistance at 866-6000. Specific offices and people may be reached by then asking for them by name or extension number.

Persons with inquiries about admissions should contact: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, (206) 866-6000, ext. 6170.

General information may be obtained through the Office of Information Services, ext. 6128.

Direct all correspondence to the appropriate office at The Evergreen State College, Olympia, Washington 98505.

Important offices and their extension numbers include:

Dial 866-6000, then ask for	
Academic Advising	ext. 6312
Academic Deans	ext. 6870
Academic Vice President	ext. 6400
Admissions	ext. 6170
Community and	
Alumni Relations	ext. 6192

Development	ext. 6565
Financial Aid	ext. 6205
Housing	ext. 6132
Information Services	ext. 6128
President's Office	ext. 6100
Recreation Center	ext. 6530
Registration and Records	ext. 6180
Student Accounts	ext. 6447
Tacoma Campus	(206) 593-5915
Vancouver Campus	(206) 699-0269



“Seek out those who appreciate your abilities, and who honor your integrity.”

**Paul Gallegos, 36**

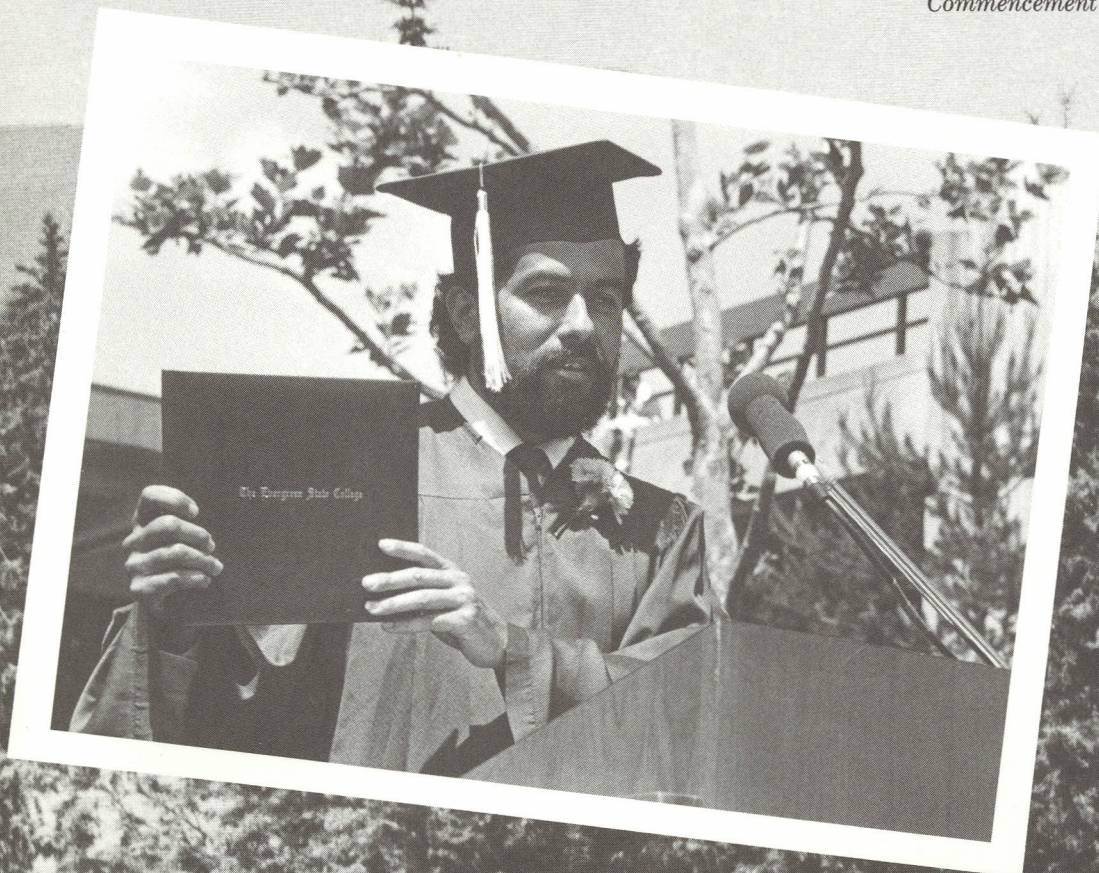
Class of '86

Hometown: Santa Ana, California

Field of study: Psychological counseling

“I’ve been encouraged to investigate, evaluate and communicate. I’ve been taught to do so with precision and to exercise compassion. I’ve been shown that to do so I must be willing to trust myself, to share who I truly am, and risk rejection. At Evergreen I’ve been pushed—to develop my intellect and my spirit. Lastly, I want to say to you graduates that when you hit the streets, challenge those who would deny you your humanity. Seek out those who appreciate your abilities, and who honor your integrity. Create freedom, for yourselves and all those whose lives you touch. I’ve worked with many of you, and have shared this community with the rest of you. I know that you have what it takes to make life worth living. Have at it.”

*Commencement Speech, June 8, 1986.*







Admissions Office  
The Evergreen State College  
Olympia, Washington 98505

(206) 866-6000, ext. 6170

**Special Fourth Class Book Rate**