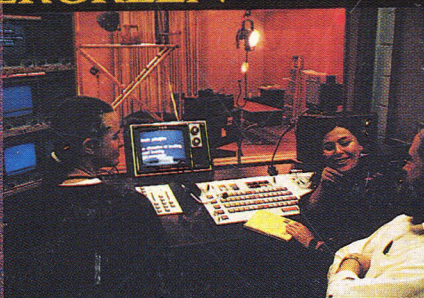




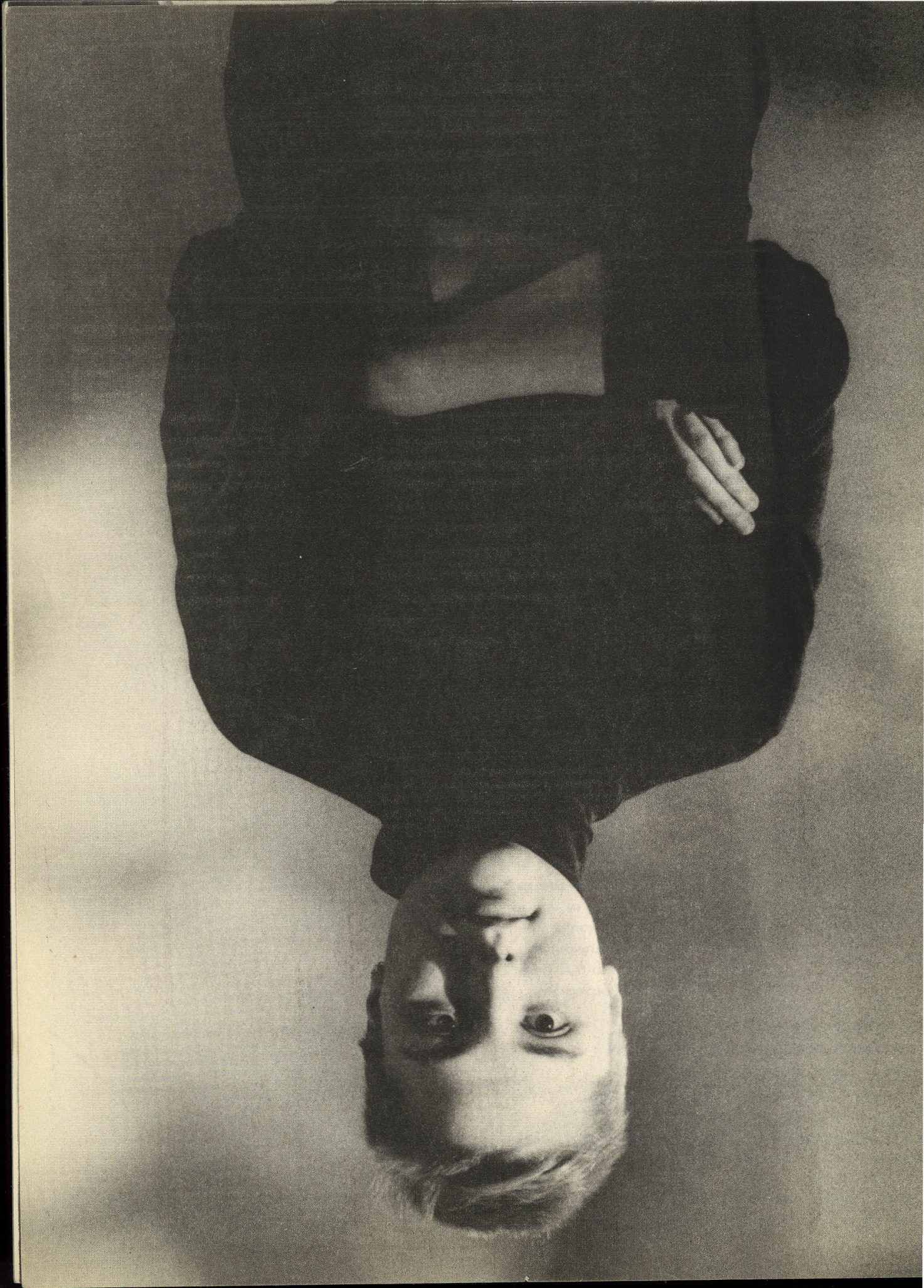
EVERGREEN



1990-1991

Am I changing the world? I like to think so. I definitely hope to be a force in the renaissance of animation. I hope to ride the wave from trade to art to political/social tool. I want to be ranked with Ralph Bakshi ("Fritz the Cat") and be remembered as one who changed the face of the moving image.

■
Tanya Korpi is a 20-year-old junior from Anchorage, Alaska. During her freshman year, she produced a deeply moving, one-woman performance about gender, freedom and self. "No one talked about it for awhile," she says. "Some people got mad, others commended me. People really reacted. It opened a lot of doors for me."



Contents

I'm a living contradiction: conservative, yet holding a lot of liberal ideals; big-city but living in a hick town; independent but dependent on friends for fun. I want to be rich, famous and happy, yet be able to help the less fortunate. I love a winner, yet my passion lies with the Chicago Cubs.

Peter Bacho, one of my teachers, made me proud to be Filipino-American. I didn't know how much contribution Filipinos made to U.S. history or the extent of the history of Filipinos in the Phillipines.

Michael Perez, a 20-year-old senior from Chicago, has his sights set on law school, hopefully Notre Dame. He's most proud of the paper he did last year—a legal analysis of the U.S. government's role in Vietnam. Michael also served as chairman of Evergreen's Student Activities Board which appropriates funds to the college's student groups. He advises new students to check out the courtyard dances between A and C dorms. As a part-time DJ, he reports that the sound quality is "awesome."

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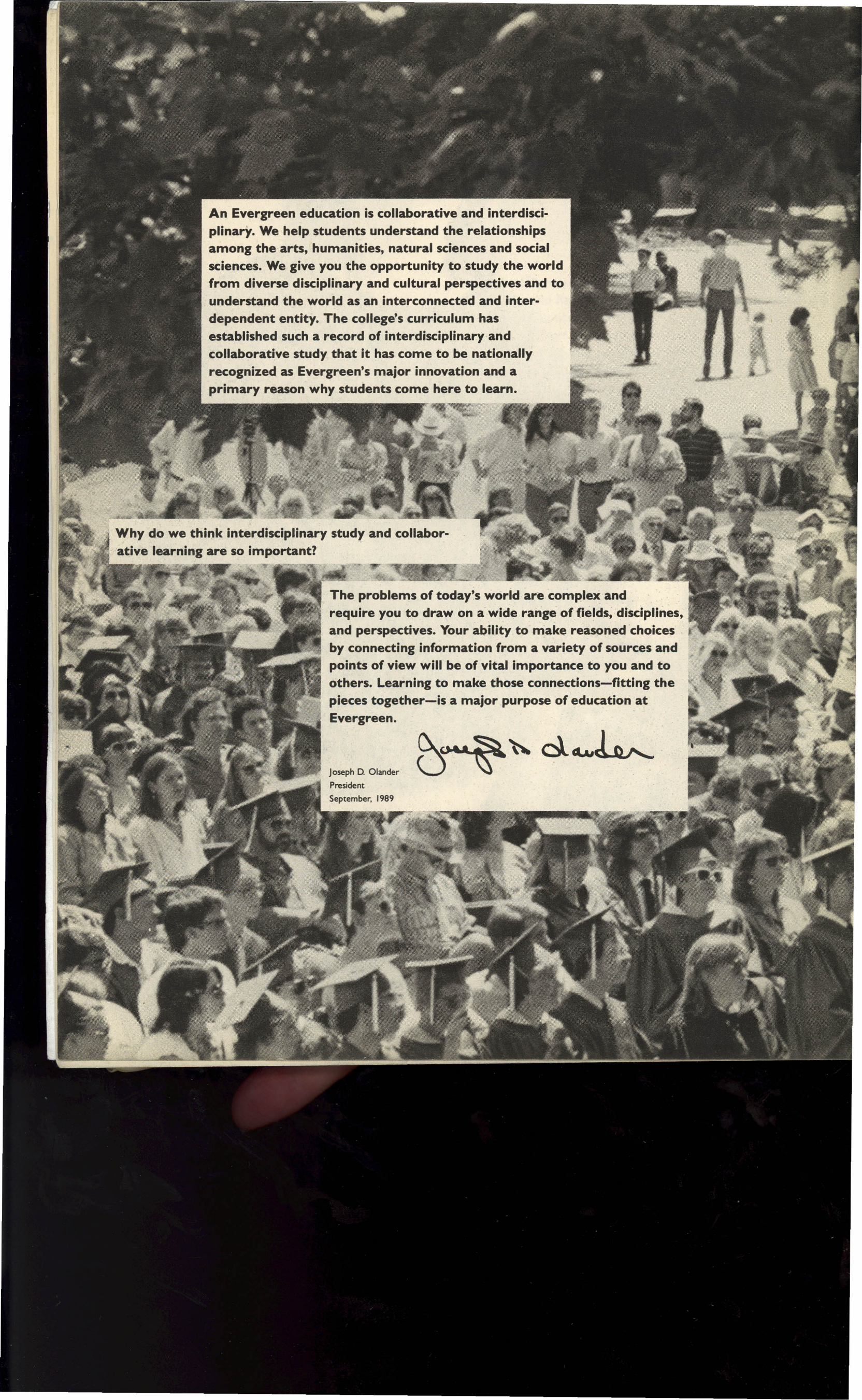


If it hadn't been for Evergreen, I never would have gotten my B.A. Individual contracts and good programs have allowed me to meet my academic needs and my son's needs. Other students have given Nate lots of love and attention and tons of support to me.

It's been like a big family for us. I encourage any parent, single or married, to come here. I was 17 when I had my son and 18 when I started Evergreen. I'll be graduating two weeks after my 22nd birthday. I've done it!

Cere Demuth completed an internship this spring with a local child abuse prevention agency. She led two support groups for parents of infants and one Parents Anonymous group. She reports that it was challenging but rewarding work... learning the group's needs, setting boundaries and limits, encouraging group members to take risks and assume ownership of the group. Cere's next step? She's applying to graduate school to pursue her goal of becoming a family therapist.

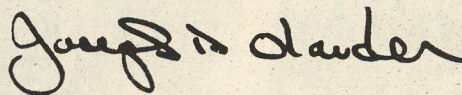




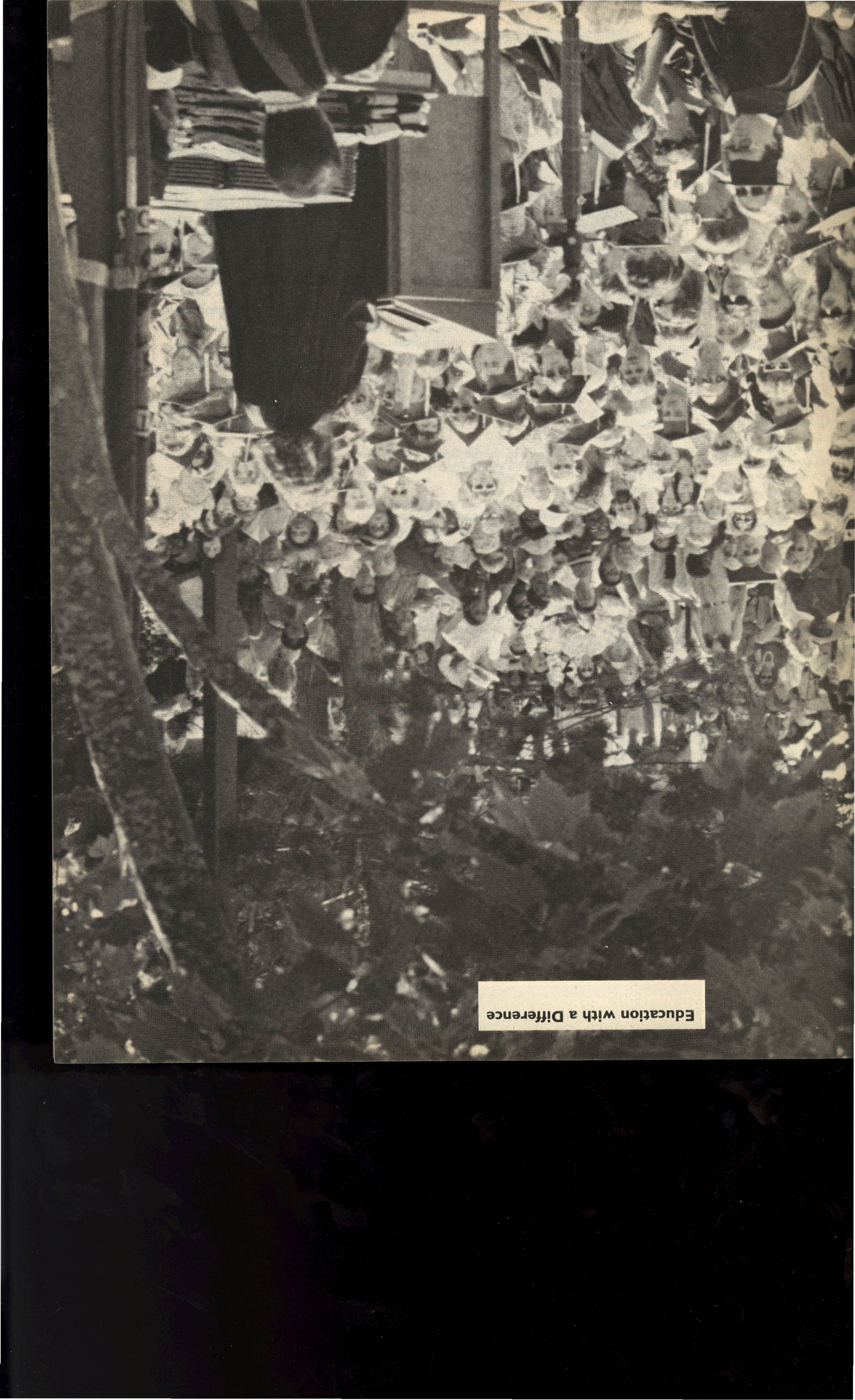
An Evergreen education is collaborative and interdisciplinary. We help students understand the relationships among the arts, humanities, natural sciences and social sciences. We give you the opportunity to study the world from diverse disciplinary and cultural perspectives and to understand the world as an interconnected and interdependent entity. The college's curriculum has established such a record of interdisciplinary and collaborative study that it has come to be nationally recognized as Evergreen's major innovation and a primary reason why students come here to learn.

Why do we think interdisciplinary study and collaborative learning are so important?

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



Joseph D. Olander
President
September, 1989

A black and white photograph showing a large group of children, likely of African descent, sitting on the ground in front of a building. The children are arranged in several rows, filling most of the frame. They are wearing simple, light-colored clothing. The building in the background has a thatched roof and wooden walls. The ground is uneven and appears to be dirt or grass. The overall tone is somber and documentary.

Education with a Difference

In the typical American college, students move from entry level to advanced work by first fulfilling general education courses and then completing a major, wherein they pursue one area of study in depth. Charted out, this curriculum would look like this:

Typical 4-Year-College Academic Pathway

Freshman Year

Take general education courses, for example, English 101 and 102, science course, math course, social science course, foreign language course.

Sophomore Year

Continue to fulfill general education requirements. Start to take entry level (100 level) courses in major and related fields. By end of sophomore year, declare area of emphasis—"major."

Junior Year

Enroll in more advanced (200-300 level) courses required to complete major. Take courses in fields related to major. Enroll in more elective courses.

Senior Year

Complete major, emphasizing "advanced" (300 and 400 level) courses and related courses.

- Perhaps the best description of our curriculum comes from a 1986 alumnae, who said:

"Evergreen is the first place where I had the opportunity to integrate the bits of information I was collecting and synthesize them into a new understanding of the world. At the 'regular' universities I attended, I got a load of bricks which collected in piles that never added up to any coherent whole. At Evergreen, I was so intent upon building the house that the bricks went into place without having to memorize each one. It's the difference between collecting a pile of bricks and building a house."

Evergreen students pursue a different pathway toward a four-year degree. Opportunities to move from beginning to advanced work are both "vertical" and "horizontal." Because the curriculum is aggregated to allow full-time study in year-long integrated programs, students move from entry level to intermediate and often advanced work in a single year—a horizontal progression. Vertical progression is built into the curriculum as a student usually moves from a Core Program to entry-level progress in the specialty areas, to more intermediate and advanced offerings.

In most curricular areas at Evergreen, two years of study in a concentrated area is all that you should take; this will be equivalent to a "major" in another institution. In a few areas, notably the sciences, and especially if you are preparing for medical school, a third year of study is available and necessary. Nonetheless, the undergraduate degree should not be overspecialized, and it is to your advantage to pursue a broad course of study.

An Example of One Evergreen Academic Pathway

Freshman Year

A Core Program for a general orientation to college life and Evergreen, systematic work on communication skills, problem solving and quantitative reasoning, library research methods, and exposure to different disciplinary and cultural points of view.

Sophomore Year

An entry-level program in an area of major interest, such as "Political Economy and Social Change," "Habitats" or "Matter and Motion."

Junior Year

Enroll in a more advanced program, such as "Molecule to Organism," "Environmental Analysis and Governance" or continue to broaden your education by taking a program in any area.

Senior Year

Complete area of concentrated study emphasizing "advanced" work through honor's thesis, internship, or relevant group contract. Each area has some of its own options for advanced work described in the area description in this catalog. Examples are:

Evergreen's partnership with the University of Washington Jackson School; year-long exchange program with universities in Japan; independent study through a senior thesis in the Language and Culture studies area; "Changing Minds, Changing Course" in management; or "Computability and Cognition" in psychology and computer science.

How Our Education Works

Most Evergreen freshmen begin with a **Core Program**. These programs are broadly interdisciplinary and taught by a faculty team whose expertise spans several academic fields. Generally a year-long, Core Programs provide opportunities for you to strengthen skills you'll need at Evergreen and throughout your life: college-level reading, writing, research and discussion skills. Check page 39 for complete details on Core Programs.

A **Coordinated Study Program** is interdisciplinary education at its finest. You will explore a range of subjects in detail, all focused on a central problem or theme. The program will be taught by a team of faculty representing different disciplines; they will coordinate your academic workload from week to week, so you never have conflicting assignments. You, the faculty team and 40 to 100 other students become intensively involved in reading and discussing the same books, attending lectures, going on field trips and other activities. In frequent and regular seminars, you'll have the opportunity to clarify your questions and ideas. With this unified approach, you'll improve your ability to analyze problems and communicate findings. Most importantly, you'll 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 upper-division students to study independently using the perspectives and skills they acquire in Coordinated Studies or Group Contracts. An Individual Learning Contract is an agreement to study and conduct research on a particular subject or issue with the guidance of a faculty sponsor. Internships, on the other hand, are opportunities to apply what you've 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 multidisciplinary perspective to a specialized focus on your area of interest. You also move from beginning to advanced study, from collaborative projects to independent work, and from theories to practical applications.

For one example of how Evergreen works, imagine you're generally interested in environmental studies. If you are a first-year student, most of the Core Programs would make for a good beginning. If you signed up for "Cultures in Collision," 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 "Wilderness and the Temporality of Man" or to broaden your perspectives, a course such as "Shakespeare and the Age of Elizabeth" in the *Humanities* area.

As a senior, you might begin your transition to the "real world" by doing a senior research project on an environmental issue in the community, or perhaps by doing an Internship with the Department of Natural Resources.

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



Major Modes of Study

	Coordinated Study Program*	Group Contract	Individual Learning Contract	Internship	Part-time Study
Levels of study	Beginning, Intermediate, Advanced	Mostly Intermediate, Advanced	Mostly Advanced	Intermediate, Advanced—Seniors	Beginning, Intermediate, Advanced
Typical credits per quarter	12-16	12-16	8-16	8-16	4-11
Nature of Study	<ul style="list-style-type: none"> • Two to five faculty • 40 to 100 students • Students work with several faculty, primarily with their seminar leader • Central theme studied through different disciplines • Integrates seminars, lectures, workshops, field trips, etc. • Broadly interdisciplinary 	<ul style="list-style-type: none"> • One to two faculty • 20-40 students • Integrates seminars, lectures, etc., similar to Coordinated Study • Narrower, more disciplinary focus than Coordinated Study 	<ul style="list-style-type: none"> • Study plan agreed on by student and faculty sponsor • Sponsor provides consultation/advice • Contract includes activities such as readings, research papers, field studies • Can be combined with self-paced learning, work in programs, courses and internships 	<ul style="list-style-type: none"> • Learning on the job in business and public agencies with guidance of field supervisor • Supported by academic activities with faculty sponsor • Emphasis on practical experience • Can be combined with programs, courses and Individual Learning Contracts 	<ul style="list-style-type: none"> • Usually taught on one subject or narrow focus by one faculty • Similar to traditional college course • Also part-time options in full-time programs • Also half-time programs on Saturdays and evenings
Examples	<ul style="list-style-type: none"> • Any Core Program • "Russia/USSR" • "Habitats" • "Political Economy & Social Change," and many others throughout specialty areas 	<ul style="list-style-type: none"> • "Marine Environments" • "Mythic Image" • "Studio Project" 	<ul style="list-style-type: none"> • A study of shorebird habitat • A study of the writings of Mark Twain • A study of passive solar walls • A study of the ethics of warfare 	<ul style="list-style-type: none"> • Assistant gallery manager • Advertising account management • Psychological counseling • Legislative liaison assistant • Wildlife biology 	<ul style="list-style-type: none"> • "Computer Architecture" • "Organic Chemistry" • "Principles of Economics"
For more information	<ul style="list-style-type: none"> • Read Core Descriptions, pages 39-42 • Read Specialty Area Offerings, pages 46-91 	<ul style="list-style-type: none"> • Read Specialty Area Offerings 	<ul style="list-style-type: none"> • See Academic Advising for list of faculty contract sponsors 	<ul style="list-style-type: none"> • See Internships, page 90 	<ul style="list-style-type: none"> • See <i>The Evergreen Times</i>, published quarterly

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

The Center of Learning...

at Evergreen is you, the student. Evergreen prides itself on being a distinctive student-centered learning environment. Being "student centered" means that teaching and learning is the primary mission of the institution, and that the structure of the college promotes effective learning. Being student centered also means that students are given meaningful opportunities for exercising choice, developing their own perspectives, and becoming socially responsible citizens.

Evergreen's philosophy is that education should enhance the breadth and depth of a student's knowledge and skill and foster a sense of personal empowerment and social responsibility. Three basic tenets of this philosophy are: (1) that students should begin in broad, interdisciplinary programs and work toward more independent, specialized study; (2) students know best what subjects and styles of learning they need, and (3) since learning is by its nature a social activity, it is best fostered in a collaborative rather than a competitive learning environment.

Our Community

Evergreen's planners envisioned a college that would be a community of diverse students, faculty and staff working together harmoniously and creatively. Evergreen's curricular structure helps build this sense of community. Enrollment in year-long programs gives students a more coherent and focused education and provides ample opportunity for students and faculty to become well acquainted.

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

Evergreen is committed to actively recruiting a culturally diverse student body and to presenting intercultural values and perspectives across the curriculum.

The college considers a diverse student body to be in itself a resource for learning. We invite prospective students of all backgrounds to the Evergreen community.

Evergreen Students, 1988-89

For more information, see page 113.

Enrollment	3250
Olympia	2957
Graduate students	160/ 5%
Tacoma	133

Race	
Asian	4%
Black	4%
Caucasian	91%
Mexican/Latino	2%
Native American	2%

Age	
18-24 years old	58%
25-29 years old	12%
30-39 years old	19%
40+ years old	11%
Median Age:	22

Evergreen's Two Campuses 1988-89	Students	Total	Olympia— Main campus	Tacoma Program
	Caucasian	2893/89%	2834/91%	59/44%
	Students of Color	357/11%	283/ 9%	74/56%
	Female	1815/56%	1734/56%	81/61%
	Male	1435/44%	1383/44%	52/39%

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' teaching become part of their professional portfolios and are one of the main measures of their effectiveness when they undergo periodic evaluation by Evergreen's academic deans.

Faculty are hired and 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 a 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

Evergreen faculty write narrative evaluations of each student's work instead of giving grades. These evaluations describe in detail just what the student planned to do in the program or contract; how well they approached and solved problems, worked with others and expressed themselves in written and spoken work; the student's area of concentration, and how well they succeeded. Narrative evaluations precisely chart the student's academic development and achievement, providing him or her much more meaning and insight than any set of letter or number grades.

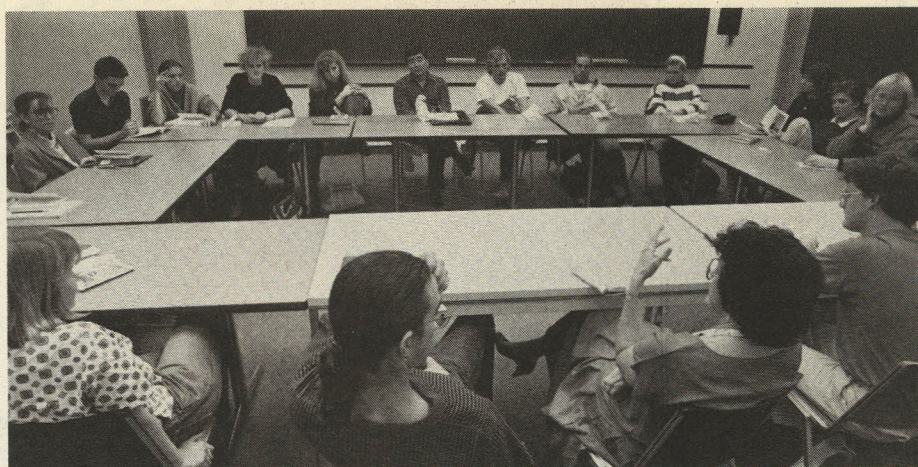
The faculty evaluation of student work also lists a set of *Course Equivalencies* that divide the program or contract into its constituent parts to aid other schools or future employers in "translating" the credit earned into approximations of traditional courses. Sometimes these equivalencies are easy to make, i.e., "4 credits—Introductory Psychology, 3 credits—Theoretical Physics"; but sometimes the program work resists simple translation. In either case, these equivalencies are generally indicated at the end of each program description in this catalog and initial program materials.

Faculty members have final responsibility for seeing that their program's curricular plan is carried out. They also bear final responsibility for all matters of academic credit.

The criteria for awarding credit are spelled out in program covenants and should also be specified in each individual contract. Although there may be some negotiation between you and your faculty on particular matters, the program covenant, or the contract, always sets the limits. You can and should discuss all this thoroughly with your faculty.

Self-Evaluations

Each student also writes a self-evaluation. You will describe your work in your own words, explaining what was most important to you, and why. You will offer evidence of your comprehension and provide details about your progress and success in the program. The self-evaluation, when done carefully and seriously, often represents a major part of your learning experience, for in it you summarize your experience, putting everything in order and connecting this study to your past learning and future directions. Self-evaluations are often the most revealing documents in a student's transcript.



Student Evaluations of Faculty

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

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

You can complete your evaluation of any faculty member with whom you work *after* they have completed your evaluation. This eliminates any suggestion that their award of credit may have been influenced by your evaluation of them, and allows you to give a frank critique. This is done by turning your evaluation in to the program secretary who gives it to the faculty member after credit has been awarded.

Evaluation Conferences

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

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

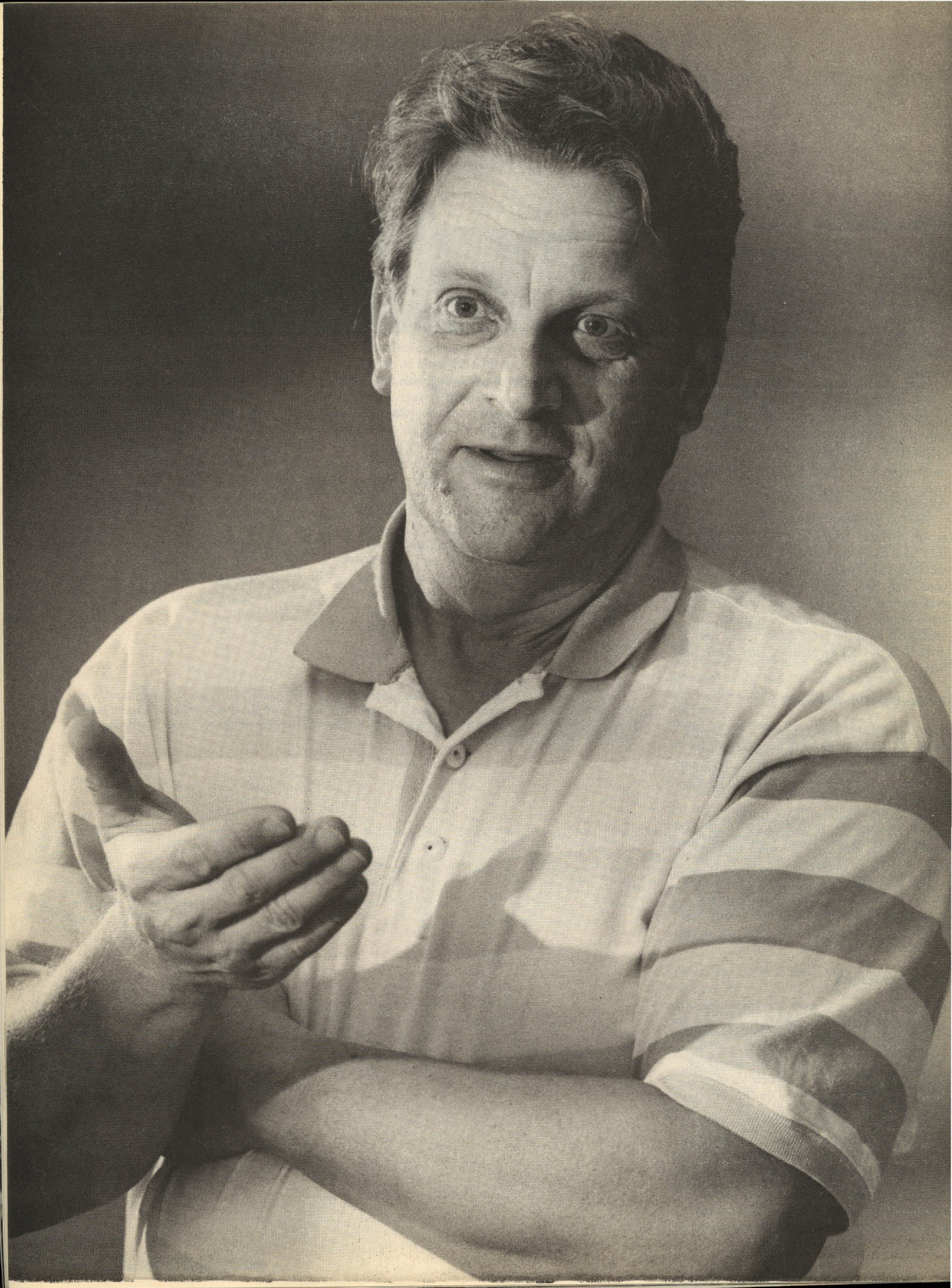
Your Transcripts

Student transcripts consist of both faculty evaluations and student self-evaluations, along with detailed program descriptions or actual Individual Contracts. It also contains a cover sheet listing the course equivalencies of your work for readers who want a quick overview. Thus, when you send your Evergreen transcript to another school or future employer, they receive a detailed history and evaluation of your work here, not a set of course titles and letter grades. This transcript is hefty, but written carefully, it can be a highly useful document, lending the weight of substantial evidence in support of your letters of reference.

A Week in the Life of an Evergreen Student *

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

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



But Does an Evergreen Education Work?

Perhaps the best answer to the question can be found in the results of a survey of Evergreen alumni that was conducted by the college's Office of Institutional Research in 1989. A questionnaire was mailed to 600 of the 2,188 alums who graduated in 1985-1987. Completed questionnaires were returned by 343 alumni, a response rate of 57 percent.

Some of the questions on the survey paralleled questions used on the American College Testing Alumni Survey, so that the responses of Evergreen alumni could be compared to national norms. Those norms represent 24,813 alumni of public colleges who were surveyed in 1984-85 and 1985-86.

Personal Growth

Evergreen's questionnaire asked alums to indicate whether the college had contributed "very much," "somewhat" or "very little" to their personal growth in 22 areas. In comparison with national norms, far more Evergreen alumni said that their alma mater had contributed "very much" in the following areas.

Would Evergreen Alums Do It Again?

Alums were asked, "If you could start college over would you choose Evergreen again?" Alums could respond on a five-point scale between "definitely yes" and "definitely no." As you can see, Evergreen alums were overwhelmingly positive.

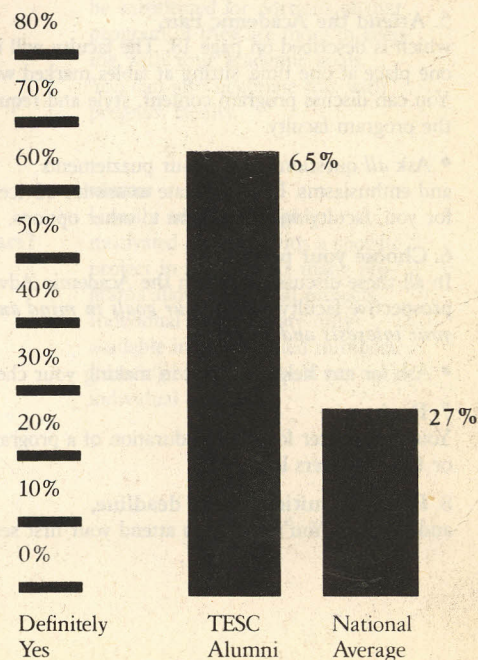
Still Learning and Self-Employed.

In comparison with national norms, a significantly smaller proportion of Evergreen alums reported they were employed full-time, 49% to 70%. A significantly larger proportion of Evergreen alums, 91% to 30%, however, indicated they were either self-employed, or employed and continuing their education. The latter category is three times the national norm.

Rating Personal Growth

	TESC Alumni	National Average
Understanding different philosophies and cultures	58%	31%
Understanding the interaction of man and the environment	49%	26%
Writing effectively	59%	38%
Recognizing rights, responsibilities and privileges as a citizen	37%	20%
Critical thinking	54%	37%
Working cooperatively in a group	57%	40%
Defining and solving problems	60%	44%
Understanding and appreciating the arts	37%	24%
Speaking effectively	44%	34%
Working independently	62%	52%

If You Could Start College Over, Would You Choose This College Again?



I'm at Evergreen because my first priority is to teaching, and the college's educational philosophy allows—one to truly enjoy teaching.

Team-teaching is very demanding in terms of time and energy but the payoffs—intellectual stimulation, support, friendship, new insights—far outweigh the costs.

Larry Eickstaedt has been at Evergreen since the "Mud Days," when the college operated out of trailers while the main campus was being built in 1970. A biologist who is deeply interested in the arts, Eickstaedt has also served as an academic advisor. He holds a Ph.D. degree from Stanford University.

Picking Your Program

1. Consider what you want to study.

Consider your career goals, if you already have them. Also consider anything else that interests you and is important to you. It 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*. Core Programs are described on pages 39-42. Almost any Core Program can lead into any area of specialization.

- *If you are a transfer student,*

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

3. Other things to look for in the catalog:

- Look at the *Academic Pathways*

described in the specialty areas where your interests lie. *Pathways* will suggest a logical sequence for your years of study in a particular field, and help you decide where to begin.

- Examine the *planned equivalencies*

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

- Browse over a number of *possibilities*

before you settle on one. Try to choose at least three alternates before you take the next step.

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

5. Attend the Academic Fair,

which is described on page 18. The faculty will be assembled there, all in one place at one time, sitting at tables marked with their program titles. You can discuss program content, style and requirements directly with the program faculty.

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

6. Choose your program.

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

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

7. Register.

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

8. Pay your tuition by the deadline,

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

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. Conversations with these individuals and careful reading of the catalog will give you the information you need to make curriculum decisions. Also, see Academic Fair, page 18.

Who will help me plan my degree program?

Your program faculty and the Student Advising Center, specifically, the Academic Advising and Career Development Office which are part of SAC. Any or all of the above. When in doubt, ask the Student Advising Center.

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 Internship Learning Contracts. A limited number of Internships are available, and priority is given to juniors and seniors who have completed one quarter of satisfactory work at Evergreen. All Internships must be approved by the Office of Cooperative Education, which is part of the Student Advising Center. See page 90.



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 pages 12 and 13.

Are all 1990-91 programs listed in this catalog, or are others added later?

Most full-time programs were planned more than a year before the 1990-91 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 shortly before the quarter they are offered. They are publicized in a quarterly publication distributed on campus, *The Evergreen Times*.

What degrees and certificates do you offer?

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

What are advanced study opportunities at Evergreen?

Coordinated Studies Programs and group contracts are available for advanced, upper division students in the specialty areas and as interdivisional offerings. Advanced students may also pursue individualized options, such as individual contracts, internships or enroll in the student-originated study programs available in the humanities and the arts.

Where can I get more information about programs?

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

Can I take more than one program at a time?

Since Evergreen believes that focused study in one program is what makes the college distinctive, taking more than one program or a series of courses at one time is *not* encouraged.

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. Individual contracts are only available in very limited numbers. Entering students should not seek individual contracts.

An Evergreen Glossary

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

Academic Advising

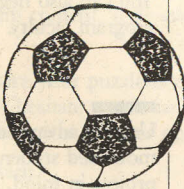
A key part of the Student Advising Center, the Academic Advising Office provides students with up-to-date information on programs, faculty and academic services. You'll also receive advising—formal and informal—on an ongoing basis from faculty in your programs and areas of interest.

Academic Fair

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

Athletics

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



CAB

Unless you're calling a taxi, "CAB" refers to the College Activities Building. See page 96.

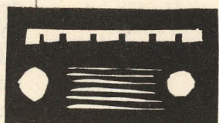


Career Pathways

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

Chaos

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



Contracts

There are three kinds of academic contracts at Evergreen: Group Contracts, Individual Learning Contracts and Internship Contracts. See the chart, "Major Modes of Study," on page 10.

Coordinated Study Program

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

Core Programs

Introductory programs designed for first-year college students, which are sometimes appropriate for transfer and returning students as well. You can think of Core Programs as Coordinated Studies for beginners because they emphasize studying in several disciplines and improving skills such as college-level reading, writing and research. For more information, turn to page 39.

Courses

Part-time courses supplement the main curriculum. For a sense of how they fit in, see the "Major Modes of Study" on page 10.

Cooper Point Journal

CPJ

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

Credits

Full-time students at Evergreen earn 12-16 credits, or quarter hours, per quarter; the maximum allowed is 16. The amount of credit generated by a program is clearly specified at the end of the evaluation written by the faculty member on the student's academic performance. See program descriptions, pages 40-89.

DTF

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

Environment

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

Equivalencies

The approximate course titles and credit hours listed at the end of the program descriptions on pages 40-91. 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 evaluation 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, these official documents make up an Evergreen student's permanent transcript.

Evaluation Conference

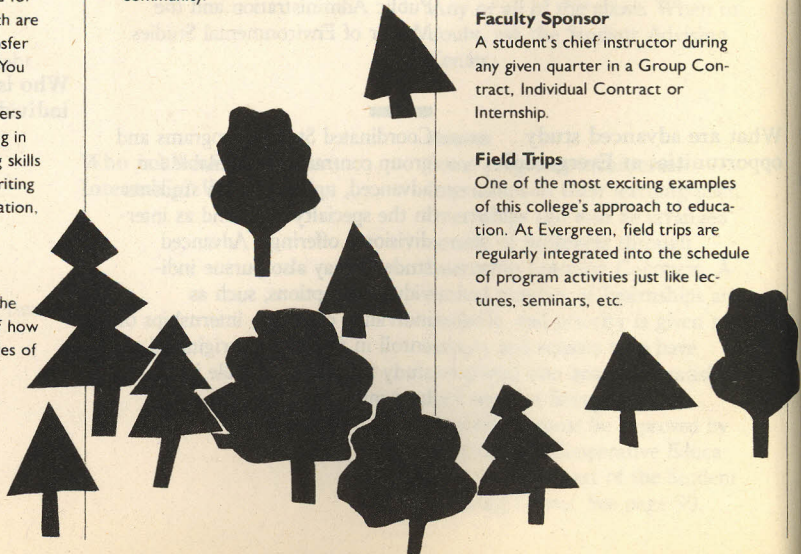
A quarterly conference in which a faculty member and student discuss their evaluations of the student's work. Conferences occur during Evaluation Week, the eleventh and final week of each quarter.

Faculty Sponsor

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

Field Trips

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

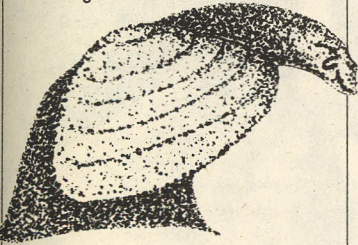


First Peoples

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' Advising Services, in the section on the Student Advising Center, page 91.

Geoduck

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



Governance

An ongoing process at Evergreen, where we try to make decisions together. Governance is conducted 3-5 p.m. on Mondays and 1-5 p.m. on Wednesdays. Students participate in governance along with staff and faculty members—don't be surprised if you're asked to serve as a member of a DTF. Participatory democracy is hard work and time-consuming, but you have a voice in what happens at Evergreen if you choose to exercise this unusual and valuable franchise.

Greener

Short for Evergreener.

Interdisciplinary

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

Individual Learning Contracts

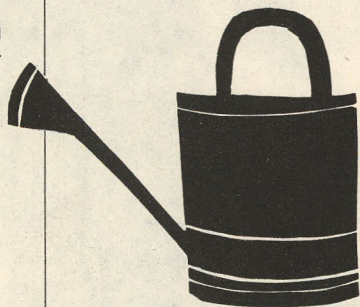
An individual study plan agreed to by a student and a faculty sponsor. May include readings, writing, painting, photography, field studies and research—whatever suits your academic needs and interests. Requires considerable well-defined goals, self-discipline, lots of motivation and the ability to work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

Internships

Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through 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 10, read the information on page 91, and visit the Cooperative Education office.

Organic Farm

Interested in learning about agriculture? See pages 51 and 96.



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. Sometimes part-time courses are available only to regularly-admitted students.



Potluck

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

Prior Experiential Learning

Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit. See page 90 for more information.

Programs

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

Retreat

Many academic programs go on retreat during the year, often off campus. Retreats allow for secluded work on a particular project or the finale to an entire year's studies. Also, the whole curriculum is planned at an annual Faculty Retreat. The programs in this catalog were planned at the Faculty Retreat of spring, 1989.

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. Evergreen believes that developing the ability to assess oneself is an important ability in the modern world. Student self-evaluations are part of their formal academic record.

Seminars

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

Social Contract

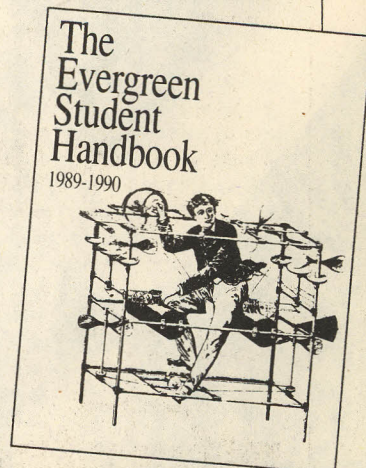
Evergreen's planning faculty wanted Evergreen to function as a community, so they wrote their ideas about working together and social ethics into the Social Contract. See *The Evergreen Student Handbook* for a full copy.

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 34.

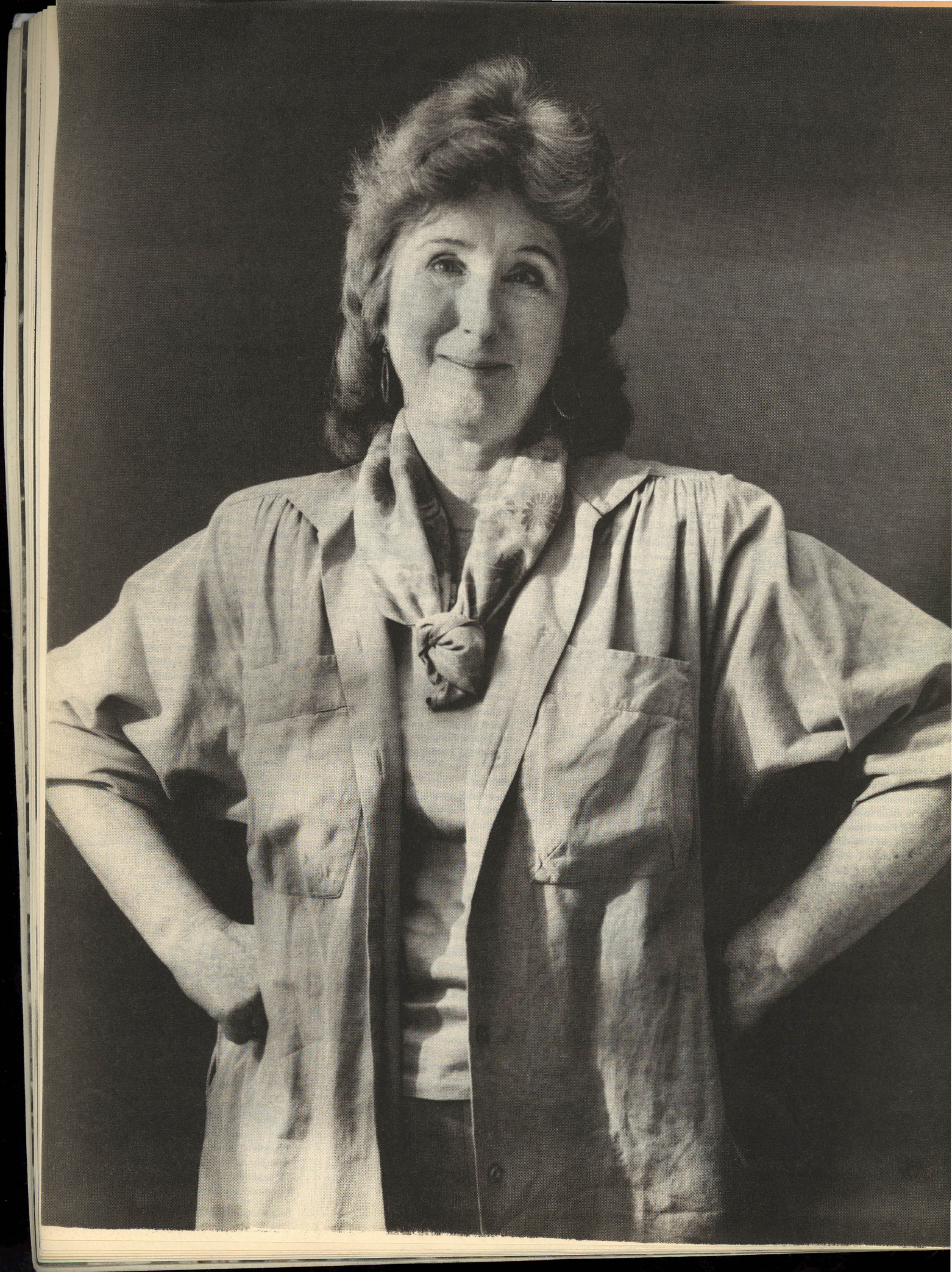
The Evergreen Student Handbook

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

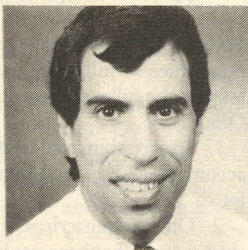


Transfer Credit

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



Admissions



Doug Scrima
Assistant to the Dean



Diane Kahaumia
Coordinator of First Peoples
Recruitment

Evergreen is committed to fostering individual and collective growth in a democratic society. To that end, we welcome students of diverse culture, race, age, previous educational and work experience, geographical locations and socio-economic backgrounds.

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

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

Since the point at Evergreen is not grades, I expect you, eventually, to forget them. You will do as much or as little work as you're going to do. I ask that you level with me about that effort, so we can both evaluate your achievements fairly. Most likely your self-evaluations will become critical to you, the most important papers emerging from your time in college. I hope so. After all, what you take away or bring to these years is truly up to you.

Sandie Nisbet is well-known in Olympia for her productions of "Correspondents Readers Theatre." The two-woman troupe toured the country, giving voice to the lives of women. Not only did Nisbet and fellow-actress Pat Larson draw from Shakespeare and Chaucer, but they used diaries and letters to portray the lives of women throughout history. A long-time supporter of Evergreen, Nisbet has taught Core Programs for the last three years.

First Year Students

Beginning in the fall of 1990, students entering directly from high school or students who have earned less than 40 quarter credits of transferable college work at the time of application will be considered for admission on the following basis:

1. High school grade point average (GPA),
2. Test scores on the SAT, ACT or WPC (if WPC was taken prior to 6/1/89),
3. Class rank (normally in the upper half of the graduating class).

Because the college seeks to achieve a diverse student body, special recognition will be given to applicants who are Afro-American, Native American Indian/Native Alaskan, Asian-American/Pacific Islander, Hispanic, physically challenged, Vietnam era veterans, adults 25 years and older, and students whose parents have not graduated from college.

First year students are required to have completed the following college preparatory program in high school:

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

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

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

Note: First year students are admitted for Fall Quarter only.

Transfer Students

Transfer students, i.e., those who have earned 40 quarter credits of transferable college work or more at accredited colleges/universities prior to submitting their application, will be considered for admission on the following basis:

1. Grade point average (minimum 2.00 cumulative GPA).
2. Good standing at the last institution attended.
3. Satisfactory completion of a variety of courses in the liberal arts and the sciences.

Because the college seeks to achieve a diverse student body, special recognition will be given to applicants who are Afro-American, Native American Indian/Native Alaskan, Asian-American/Pacific Islander, Hispanic, physically challenged, Vietnam era veterans, adults 25 years and older, and students whose parents have not graduated from college. In addition, special consideration will be given to applicants who (a) have 90 quarter credits of transferable college work or (b) have an Associate in Arts from a Washington community college, or (c) have an Associate of Technical Arts from a Washington community college with which Evergreen has negotiated an "Upside Down" degree program.

Applicants from other institutions who have completed 40 quarter hours of college-level academic transfer courses need not submit high school transcripts. Transfer students must submit official transcripts from each and every college or university attended. Currently enrolled students should assure that the most recent transcript of their work at the current college is sent to Evergreen, then have a final official copy sent immediately upon completion of all coursework there. Failure to submit a final satisfactory transcript, as well as all transcripts of previous college work, will result in disenrollment.

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

Other Criteria

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

2. *Alternate Standards.* Upon initial review of the application materials, supplemental information may be requested in support of the student's application. Such information will be considered on a case-by-case basis.

3. *Returning Students.* Former students planning to return to Evergreen after withdrawing, graduating, or taking a leave of absence of more than four quarters must complete the regular application process and submit transcripts from all institutions attended since leaving Evergreen. An admission decision is subject to the admission criteria and deadlines that apply to the requested quarter of entrance.

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

To Apply for Admission

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

1. The Washington Uniform Application, accompanied by a non-refundable application fee of \$25.

2. Official transcripts of all previous college studies and, for those applying directly from high school or those with less than 40 quarter hours of transfer coursework, a record of completed high school courses including rank in the graduating class. A transcript is considered official if it (a) bears the seal of the institution, (b) is signed by an appropriate school official and (c) is sent directly from the school to Evergreen's Admissions Office.

3. Students applying as first-year students must submit test scores on the ACT, SAT or WPC (if WPC was taken prior to 6/1/89).

First year applicants are considered for Fall Quarter only. Transfer applicants are considered for Fall, Winter and Spring Quarters.

Application Deadlines

Fall 1990: Applications will be accepted from September 1, 1989 to March 1, 1990. All application materials must be submitted by 5 p.m. on March 1, 1990. **Note: First year students are admitted only for Fall Quarter.**

Winter 1991: Applications (transfer students only) will be accepted from April 1, 1990 to October 1, 1990. All application materials must be submitted by 5 p.m. on October 1, 1990.

Spring 1991: Applications (transfer students only) will be accepted from June 1, 1990 to December 1, 1990. All application materials must be submitted by 5 p.m. on December 1, 1990.

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

Late applications will be accepted on a space available basis only.

Notification and Deposit

Target dates for notification of admission are April 1, 1990, for Fall Quarter, 1990; December 1, 1990, for Winter Quarter, 1991 and January 1, 1991, for Spring Quarter, 1991. Upon notice of eligibility you will be asked to send a non-refundable deposit of \$50 by a stated deadline in order to assure your space at the college for the quarter of admission. However, admission and deposit do not guarantee your space in a particular program, contract or course.

Attention: Housing and Scholarship Applicants

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

Admission deadlines and scholarship deadlines often vary. In order to be considered for an Evergreen scholarship you should be admitted to the college first. Contact the Dean of Enrollment Services for scholarship information.

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-matriculated students is handled by the Office of Registration and Records. Space is limited for part-time students.

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

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 nor narrative evaluation to be advanced toward a degree if they later apply for admission.

Summer Quarter

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

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 and obtain the *Transfer Guide*. 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 also, Prior Learning from Experience, page 90). Work performed should be equivalent to work for which a four-year college or university would normally give credit toward a B.A. degree, and is evaluated on a case-by-case basis.



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, including all transfer credit, will be posted as 90 transfer credits and you will be recommended for a bachelor's degree. Non-completion of the recommended 90 Evergreen credits results in a course-by-course evaluation of the voc/tech coursework, which usually results in less than 90 transfer credits.

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



Credit for Military and Flight Training

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

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

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

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

Credit for Training Sequences

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

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

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

For more information about Admissions, call (206) 866-6824.

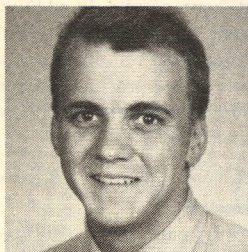
Financial Aid



Georgette Chun
Director of Financial Aid



Karen Wade James
Financial Aid Counselor



John McLain
Financial Aid Counselor

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 1990-91 Financial Aid Form to the College Scholarship Service by March 1, 1990, to receive full consideration for all available campus-based financial aid. For more information, pick up a brochure on Student Financial Aid which outlines the application process, deadlines and other details.

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

Financial aid is distributed quarterly by the Financial Aid Office to coincide with tuition and fee payments. All charges are deducted from the quarterly award, with the balance paid to the student 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

A variety of scholarships funded by the College's Foundation and private donors is available. Most of these scholarships are awarded on the basis of merit, e.g., high academic achievement, community service, artistic or musical talent, etc. For more information about these scholarships, please write or call the Office of the Dean of Enrollment Services (206) 866-6000, ext. 6310.

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



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 earlier than the 45th calendar day prior to the quarter in which you believe you will become eligible, and no later than the 30th calendar day of the quarter in which you believe you will become eligible. Applications are available at the Office of Registration and Records. Processing takes approximately ten days.

Washington/Oregon, Washington/British Columbia Reciprocity

In accordance with a reciprocity agreement between the states of Washington and Oregon, Evergreen is allocated a number of tuition waivers for Oregon residents. Graduate students and undergraduate students of junior standing or above 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

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

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 1990-91 year and *subject to change*.

	Residents	Nonresidents
Tuition and Fees (Full-time undergraduate)	\$1611	\$5649
Books and Supplies	495	495
Housing and Meals	3384	3384
Personal Needs	1080	1080
In-State Travel	720	720
Total	\$7290	\$11,328

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 1990-91 academic year** and may be subject to change.

Enrollment Status	Quarter Credit Hours	Washington Resident Tuition	Nonresident Tuition
Full-time undergraduate students	10-16	\$537 per quarter	\$1883 per quarter
Part-time undergraduate students	9 credits or less	\$53.70 per credit; 2 credits minimum	\$188.30 per credit; 2 credits minimum
Southeast Asian Veteran undergraduate students***		\$53.70 per credit for 2 or 3 credits; 2 credits minimum	Does not apply
Full-time graduate students	9-12	\$819 per quarter	\$2482 per quarter
Part-time graduate students	8 credits or less	\$81.90 per credit; 2 credits minimum	\$248.20 per credit; 2 credits minimum
Southeast Asian Veteran graduate students***		\$153 for 3 credits or more; \$163.80 for 2 credits minimum	Does not apply

* A \$74 fee for student Services and Activities is included in tuition. For other fees, see the "Miscellaneous Fees" chart on this page.
** Tuition and fees may vary Summer Quarter, which is not part of the regular academic year.
*** If registered before May, 1989

Miscellaneous Fees

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

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

* Students may also 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.



Arnaldo Rodriguez
Dean of Enrollment Services



Judy Huntley
Assistant to the Dean for
Records and Registration

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 be asked to participate in an orientation and an academic advising session before you register. The Admissions office will inform you about the dates.

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

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

Any changes 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 one of short duration—on file with the Office of Registration and Records throughout your stay at the college. (See also Billing and Payment Procedures, page 26.)

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 26.

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 26.

Enrollment Status

Status*	Full-time Status	Part-time
Undergraduate Students	12-16 credits	11 credits or less
Graduate Students	9-12 credits	8 credits or less

Veteran Students

Important: VA standards for full-time training are different than Evergreen's. The "seat-time" rule requires a specific amount of time in classroom situations. To be sure you meet these standards, check with Evergreen's Office of Veteran Affairs.

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

Leave of Absence

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

Academic Credit

General Policies

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

Partial Credit Options

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

Evaluation

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

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, two evaluations are written about your academic accomplishments—one by your faculty member and one by yourself. For more about this unique way of grading, turn to page 12.

Appeals of Evaluation Wording and Credit

The faculty member has the right to make the final determination of credit and evaluation wording. However, students have a right to an appeal for mediation and procedural review. A right to an appeal should be identified in each program covenant, but is presumed to exist in any case as a right to appeal to the members of a program team who are not directly involved in the award of credit. For cases where a student is working with a single faculty member or where all members of a program team are directly implicated in the evaluation, a student may appeal directly to the dean responsible for that program team. Typically, when the student is a member of a program, the first appeal should be made to the program team. If a satisfactory resolution to the issues is not reached, a further appeal may be made to the team's academic dean.

To make an appeal, a student should submit a written notice of appeal to other members of a faculty team with a duplicate copy to the dean responsible for that program.

Academic Honesty

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

Record Keeping

Transcript and Portfolio

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

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

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

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

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

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

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

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

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

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

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

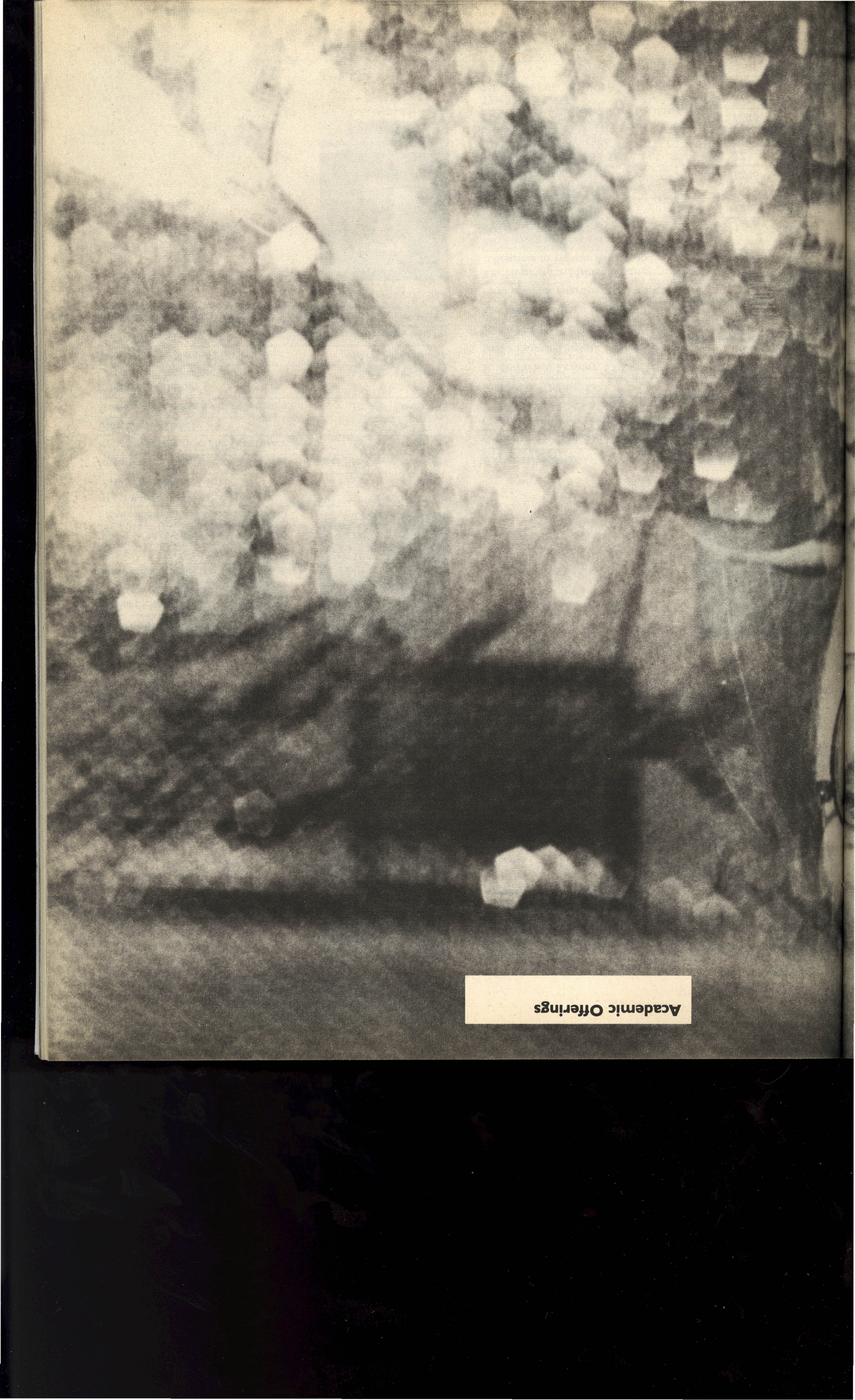
For more information about academic regulations, call (206) 866-6000, ext. 6180.

This year I've been Programming and Music Director for KAOS, the college's FM radio station. I was in charge of over 100 volunteers. Each volunteer brings a different musical perspective: independent rock, African, bluegrass, women's music, etc.

Dealing with very different individual needs was an experience that brought out a lot of creativity and tested my patience and will. But I've learned things that will carry me through anything, and a consciousness of how different and distinct perspectives can survive together and be mutually enhancing.

Trace Dreyer describes himself as a "world citizen, a Euro-Mediterranean American who grew up in Latin America (El Salvador)." As for his career goals, he isn't sure there's a word to describe it. Trace would like to study consensus and group processes from a psychological as well as spiritual viewpoint. Understanding and effectively using these processes, he says, is one way we affect social change.

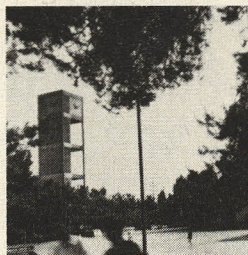




Academic Offerings

Special Features of the Curriculum

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International Studies, and
Opportunities to Study Abroad, 37
Special Forms of Study and
Academic Resources, 90



Environmental Studies

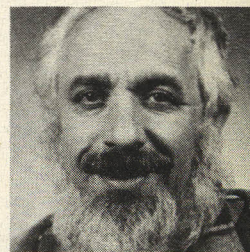
	Credits	F	W	S
Habitats: Aquatic, Terrestrial and Human, 46	32	▶	▶	
The Marine Environment, 46	16	▶		
Invertebrate Life in the Sea, 46	16		▶	
Topics in Marine Biology, 47	8			▶
Sustainable Community Systems, 47	48	▶	▶	▶
Third World Service in Agriculture and Environmental Studies, 47	48	▶	▶	▶
Internships in Organic Agriculture, 48	4-16	▶	▶	▶
Environment, Regions and Governance, 48	32	▶	▶	
Evolutionary Ecology, 48	8	▶		
Geology and Chemistry of Pollution, 49	16	▶		
Principles of Biology Cells and Organisms, 49	8	▶		
The Nature of Natural History, 49	16		▶	
Field Natural History, 50	16			▶
Ecological Agriculture (1991-92), 50	48	▶	▶	▶



Convener: Pat Labine

Core Programs

	Credits	F	W	S
Great Books, 40	48	▶	▶	▶
Cultures in Collision: The Americas, 40	48	▶	▶	▶
Life on the Edge of a Continent, 40	48	▶	▶	▶
Pacific Northwest: Her Story/His Story, 41	48	▶	▶	▶
Problems Without Solutions???, 41	48	▶	▶	▶
Reflections of Nature, 41	48	▶	▶	▶
Society, Social Change and Expressive Arts, 42	48	▶	▶	▶
Documentation: A Clear View, 42	16			▶



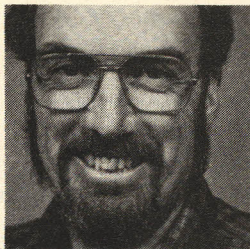
Convener: Paul Sparks

Expressive Arts

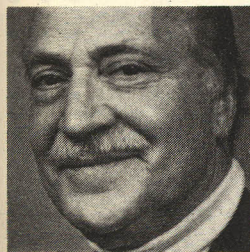
	Credits	F	W	S
Collaborations: Music and Dance, 54	32	▶	▶	
Good Fences Make Good Neighbors: The Unknowing of Mexico, 54	48	▶	▶	▶
Politics and Theater, 54	48	▶	▶	▶
Studio Project: Drawing, 55	16	▶		
Studio Project: Thematic Studies, 55	16		▶	
Studio Project: Sculpture, 55	16			▶
East West: The Twain Do Meet, 56	32	▶	▶	
Form and Function, 56	24	▶	▶	
The Heart of the Matter: Creative Response to Women Writers, 56	32	▶	▶	
Recording and Structuring Light and Sound, 57	32	▶	▶	
Media Lab, 57	32	▶	▶	
Patterns: Commonalities Between Art, Music and Science, 58	12/16	▶	▶	
Student-Originated Study, 58	32	▶	▶	
The Televised Mind, 59	16	▶	▶	
The Musical Mind, 59	12/16			▶
The Rites of Spring: Rebirth of the Arts, 59	12			▶

Humanities

	Credits	F	W	S
Shakespeare and the Age of Elizabeth, 62	48	►	►	►
The Mythic Image, 62	48	►	►	►
The Craft of Character, 62	32	►	►	
Modern Worlds, 63	32	►	►	
Music Drama: Public Ritual, 63	32	►	►	
Wilderness and the Temporality of Man, 63	16	►		
Theory of Knowledge, 64	16	►		
Philosophy of Science, 64	16		►	
Chaucer: Life, Times, Work and Peers, 64	32		►	►



Secretary: Pete Sinclair



Director: Dr. Andrew Hanfman

Language and Culture Center

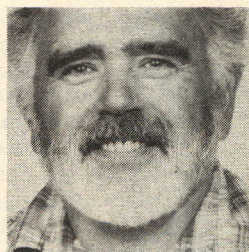
	Credits	F	W	S
Japanese Language and Civilization, 68	48	►	►	►
French Culture: Voices of Revolution and Tradition, 68	48	►	►	►
Russia/USSR, 68	48	►	►	►

Management and the Public Interest

Management and the Public Interest, 70	48	►	►	►
Changing Minds: Changing Course, 71	48	►	►	►



Conveners: Craig Carlson and David Whitener



Native American Studies

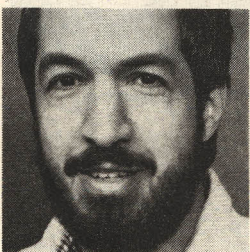
	Credits	F	W	S
Nation Within a Nation, 74	48	►	►	►
Quinault Community-Determined Education, 74	30	►	►	►

Political Economy and Social Change

Political Economy and Social Change, 75	32	►	►	
Non-Capitalist Economic Systems, 76	16		►	
The International Political Economy of Drugs, 76	32	►	►	



Convener: Chuck Nisbet



Convener: Alan G. Nasser

Key

* F—Fall Quarter

W—Winter

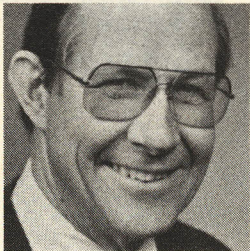
S—Spring

Center for the Study of
Science and Human Values

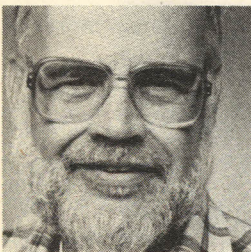
	Credits	F	W	S
The Human Condition: Science as Social Construct, 77	48	▶	▶	▶



Convener: Betty Ruth Estes



Convener: Byron Youtz



Director: John Parker

Teacher Education, 87

Tacoma

	Credits	F	W	S
Body and Soul: An Holistic Approach to the 21st Century, 89	48	▶	▶	▶



Director: W. J. Hardiman

Science, Technology and Health

	Credits	F	W	S
Foundations of Natural Science, 81	48	▶	▶	▶
Matter and Motion, 81	48	▶	▶	▶
Molecule to Organism, 82	48	▶	▶	▶
Undergraduate Research in Molecular Biology, 82	4-16	▶	▶	▶
Advanced Chemistry: Dynamic Systems, 83	16		▶	
Advanced Chemistry: Structures, 83	16			▶
Advanced Study in Biology, 83	16			▶
Physical Systems, 84	48	▶	▶	▶
Data to Information, 84	48	▶	▶	▶
Personality, Society and Culture, 84	48	▶	▶	▶
Computability and Cognition: The Scope and Limits of Human Reason, 85	48	▶	▶	▶
The Aesthetics of Healing, 85	48	▶	▶	▶
Psychological Counseling: Multicultural Focus, 86	48	▶	▶	▶

Graduate Study at Evergreen

Master of Environmental Studies (MES), 92	▶	▶	▶
Master of Public Administration (MPA), 92	▶	▶	▶



MES Director: Ralph Murphy



MPA Director: Priscilla Bowerman

Special Features of the Curriculum

Interdivisional Offerings

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

Environments, Regions and Governance,
page 48
Sustainable Community Systems, *page 47*
Politics and Theater, *page 54*
Patterns: Commonalities Between Art, Music
and Science, *page 58*
Music Drama: Public Ritual, *page 50*
Personality, Society and Culture, *page 85*

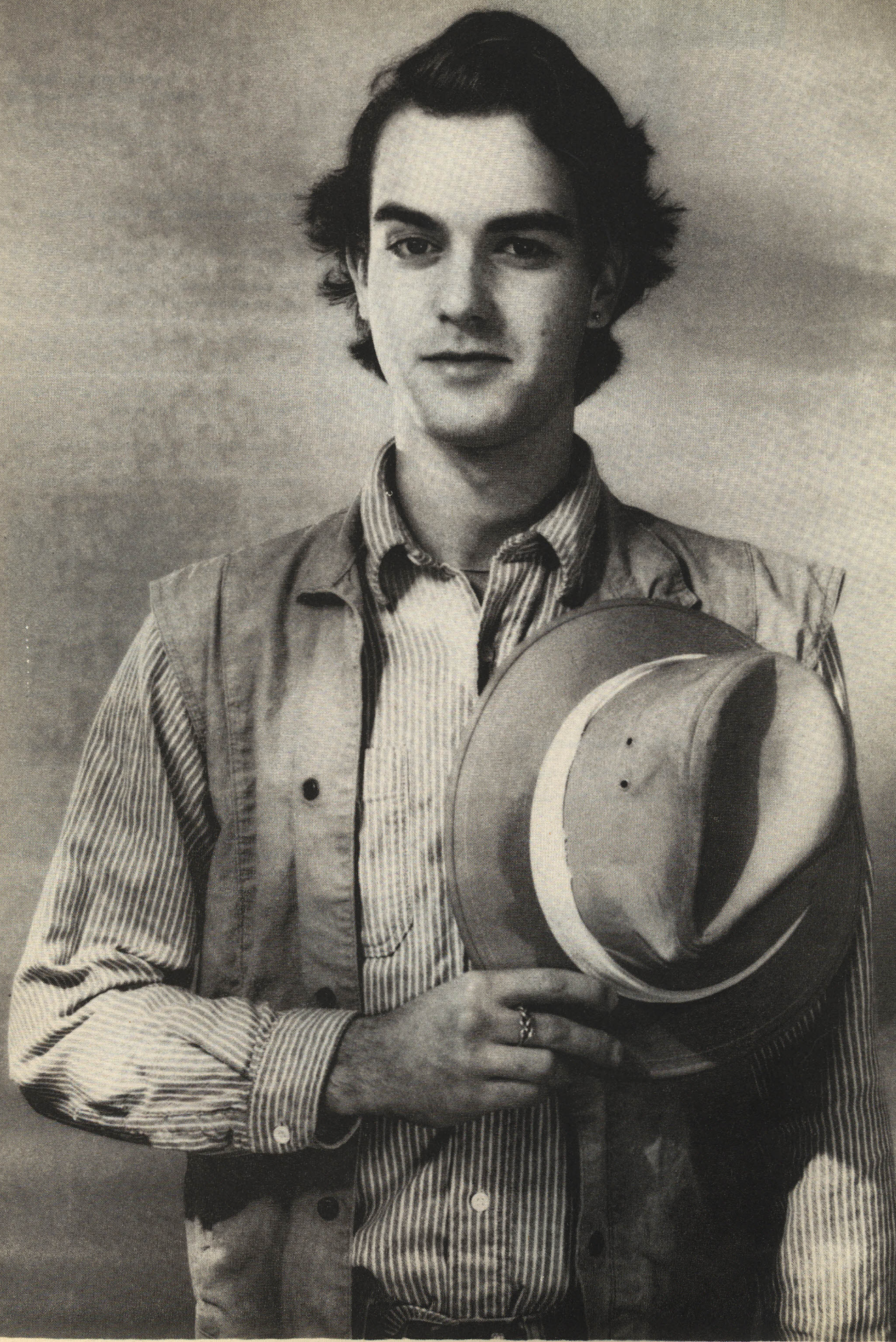
International Studies and Opportunities to Study Abroad

Evergreen offers a variety of ways to study different cultures both in Olympia and abroad. The curriculum offers year-long programs with an international theme within the various specialty areas and the core curriculum. Opportunities are also available for part-time language study. Each Spring Quarter a limited number of Evergreen students who have had at least one year of college may also enroll in programs in England or Japan.

In cooperation with the Southwest Washington Consortium for International Studies—an arrangement between Evergreen and the nine community colleges of southwest Washington—Evergreen will offer integrated programs of study in London, England, and Kyoto, Japan. The Kyoto program will include instruction in "Japanese Language and Culture" and other subjects that are to be determined. The London program will have components in "British Life and Culture" and other subject areas. There will be an interesting mixture of people in the programs, as the students and faculty will come from the nine southwest Washington community colleges and Evergreen. Even though there are travel and accommodation costs above tuition, student demand is expected to exceed the space available in the two International Studies programs. Other study-abroad programs are being developed including one in Latin America. For more information, contact Administrative Assistant Kris Johansson, Library 3130, or ext. 6402.

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

Russia/USSR*
Japanese Language and Civilization
French Culture *
East West: The Twain Do Meet
Good Fences Make Good Neighbors: The
Unknowing of Mexico*



Core Programs

I was amazed at how friendly people are here. On my first day here, I had just unpacked and six people who I'd never seen before came into my room and asked if I'd like to play frisbee with them. I was immediately at ease here.

Since that first day, I've really blossomed. My life is becoming more of what I want it to be.

The best thing about Evergreen, according to Freshman Julian Scaff, is the school's low-pressure atmosphere. "Yet," he adds, "I've accomplished more than I have in the past three years." Those accomplishments include reading a book and writing a paper a week for one program, making technical drawings of timepieces for an imaginary society that views time "circularly," and producing a half-hour video about romantic poets of Victorian England.

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, reason quantitatively, 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 section is an integrated study program that combines several 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 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.

Fall, Winter, Spring / Coordinated Study
 Coordinator: Charles McCann
 Enrollment: 88 Faculty: 4
 Prerequisites: No
 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 are 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, and trace the rise of science in Western civilization.

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 on the Federal Convention;* plus selections from writings of Hume, Kant, Galileo, Newton, Darwin and Freud.

We will discuss the readings 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
 4—political philosophy
 4—philosophy and history of science
 8—writing expository prose
 8—individual project: library research and writing
 Total: 48 credits

Program is preparatory for careers and future study in all fields. The emphasis of Spring Quarter makes this program also appropriate for students who plan further study in mathematics and the sciences. Such students should have had adequate high school preparation in these subjects.

Fall, Winter, Spring / Coordinated Study
 Coordinator: Brian Price
 Enrollment: 88 Faculty: 4
 Prerequisites: None
 Special Expenses: Field trips (one or two)
 Part-time Options: No
 Internship Possibilities: No
 Additional Course Allowed: No

In North and South America today, women and men from almost every culture on earth interact—though not without conflict. Until only 500 years ago, native women and men arrayed in hundreds of spectacularly diverse ways of living in, and knowing the world were isolated from the rest of the world's peoples. Since Columbus' arrival, their cultures and numbers have been decimated, chiefly by disease. Willing and unwilling immigrants from Europe, Africa and Asia have flooded into the homelands of indigenous peoples, interacting with them and creating new cultures, languages, religions, and economic and political forms. These newcomers have profoundly changed the Americas. The indigenous peoples of the Americas have deeply affected the rest of the world.

How do women and men from such diverse cultures meet, interact, understand each other and learn to live together? How do their interactions change their ways of living? How do new cultures form? Who gains? Who loses?

We will study the interactions of the Native American, African, Asian, and European peoples of North and South America from before Columbus to the present through a range of archeological, artistic, anthropological, autobiographical, mythological, fictional, historical, sociological and ecological texts. We will address the questions above, trying to understand how cultures collide, create new worlds, and new ways of living and knowing. By doing so, we will re-experience the Americas from thoroughly multicultural and gender-balanced points of view and from a global perspective. By doing so, we will, hopefully, experience ourselves anew.

Planned equivalencies in quarter hours:

Will be distributed among Native American, Latin American, Afro-American and women's studies; anthropology; history; literature; psychology; political economy; sociology and human ecology.
 Total: 48 credits

Program is preparatory for careers and future study in multiculturalism and any of the fields mentioned in the credit equivalencies above.

Fall, Winter, Spring / Coordinated Study
 Coordinator: Ren-Hui (Rose) Jang
 Enrollment: 66 Faculty: 3
 Prerequisites: None
 Special Expenses: \$10 per quarter film rental
 Part-time Options: No
 Internship Possibilities: No
 Additional Courses Allowed: Yes, language or by faculty signature

"Life on the Edge of a Continent" is a multicultural comparative study of two societies, diverse by geographical location, language, religion, arts and history: each also has an opposite dream. Taiwan's dream is to once again become one with China; whereas Latvia dreams to once again be independent from the Soviet Union.

The purpose of this study is to help understand and appreciate the diversity of global cultures and to introduce the student to two world giants, China and the Soviet Union, in relationship with cultural roots, political demands and artistic expression of their small "subjects" (Taiwan and Latvia).

During Fall Quarter we will examine the concepts of reality of culture and our own political dynamics between Taiwan/China and Latvia/Soviet Union and how the cultural dilemma/conflict is manifested through such dynamics.

During Winter Quarter we will look at various factors that shape a complex cultural entity. Some examples are: Confucianism/Communism/Christianity/Paganism; and the guiding principles for moral and political practices. We will look at cultural symbols and how they influence the performing arts and literature. We will look at the Chinese love of moon (a symbol of unity) and jade (a symbol of good fortune) as an interesting parallel to Latvian dedication to sun and the fossil amber. We will also experience the intricate art of Chinese opera as a comparison to the Latvian choruses, songs and dance festivals.

In addition to a continuous study of the Taiwanese/Latvian arts and literature, Spring Quarter will include a practical application of what we are learning. This will take the form of short, faculty-guided presentations, community projects and research objectives.

Planned equivalencies in quarter hours:

12—world literature
 8—expository writing
 6—Chinese history
 6—Baltic history
 12—comparative cultural studies:
 Chinese/Soviet
 4—performing arts practicum
 Total: 48 credits

Program is preparatory for careers and future study in multicultural studies and comparative cultural studies.

Pacific Northwest: Her Story/His Story

Fall, Winter, Spring / Coordinated Study
Coordinator: Yvonne Peterson
Enrollment: 66 *Faculty:* 3
Prerequisites: None
Special Expenses: Field trips; art and special project supplies; resource people
Part-time Options: No
Internship Possibilities: No
Additional Course allowed: No

This program is planned as a learning community designed to investigate and assess the role of women in Pacific Northwest history. Because history, as the term suggests, has traditionally focused on events as perceived from a male perspective, our studies will direct attention to the neglected but no less important views and significant activities of women in this region. In approaching this topic from an interdisciplinary perspective, students will engage in a wide range of subject activities: anthropology, art, literature, sociology, history, geography, environmental studies and public policy. Student-generated research projects to study women's contributions will be available in a variety of fields of study, be it art or public policy.

Through faculty lectures, readings, seminars, writing, field trips, and student initiated research projects, students will acquire a deeper appreciation of Pacific Northwest environments and cultures and of themselves as products of a culture that has historically excluded or devalued the contributions of half of its people.

Planned equivalencies in quarter hours:

8—environment and culture
8—literature
6—art
6—seminar skills
6—writing
6—research
4—cultural history
4—project(s)
Total: 48 credits

Program is preparatory for careers and future study in social sciences, environmental studies, teacher education and law.

Problems Without Solutions???

Fall, Winter, Spring / Coordinated Study
Coordinator: Chuck Nisbet
Enrollment: 88 *Faculty:* 4
Prerequisites: None
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Courses Allowed: No

"Of course, there are solutions," insisted one student. Another shook her head and replied, "No solutions can be forged in these areas." A third interjected, "I don't know enough to state an opinion." This program will focus on the hostilities in Northern Ireland, in Palestine, and in South Africa. We will concentrate on each area for a quarter, studying the conflicts among Irish Catholics-Protestants-British, Palestinian Arabs and Israeli Jews, and South African Blacks and whites.

These warring regions are deeply immersed in moral, social, economic and political crisis. We aim to move beyond simplistic versions of conflicts, to hear diverse viewpoints, to begin to unfold the complexities of each dilemma. With this goal in mind, then, we will pay attention not only to the religious and racial issues but to the roots of the conflicts—historical, cultural, political and economic.

To this end we will raise such questions as: can these crises be resolved peacefully? How? Will revolutionary movements continue to grow until they seize power through force? How does the geography of each region relate to the conflict? How are issues of race, gender and class involved? What is power? Who has it? How is it wielded and sustained? How is it redistributed? What role has resistance played in promoting change? How is ideology formed and conveyed? What strategies have been proposed by such groups as the ANC, PAC, PLO and IRA? Is a one-country solution possible or must separate territories be set aside for the conflicting parties?

Subjects close to the heart of these crises are nationalism, democracy, limitations of basic freedoms, impact of military occupation, rights of prisoners, and development of myth and propaganda in constructing an ideology.

Literature and social science theory and technique will be used toward achieving one or more of the following goals: (1) informed understanding, (2) advocate for a particular position/solution, (3) commitment to become involved.

Planned equivalencies in quarter hours:

Will be distributed among world history, economics, political science, statistics, research methods, political philosophy, religion, critical reasoning and expository writing.
Total: 48 credits

Program is preparatory for careers and future study in all of the liberal arts.

Reflections of Nature

Fall, Winter, Spring / Coordinated Study
Coordinator: Rob Knapp
Enrollment: 100 *Faculty:* 5
Prerequisites: None
Special Expenses: Drawing and natural history supplies, field trip expenses, possible lab fee (\$20)
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, Spring Quarter only

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

Fall Quarter will focus on the art and science of observing and describing nature, especially outdoor nature. Students will learn how to draw, write a natural history field journal, and use mathematics for description, at the same time as they do background studies in the five program subjects.

Observing and background studies will continue in Winter Quarter, and we will start to investigate some important creations of art and science whose authors have been strongly moved by the natural world. These might include Impressionist painting, the theory of evolution or a major novel.

In Spring Quarter the work of previous quarters will support the study of moral and ethical questions about the proper role of human beings in the natural world. In what ways should people make use of living things, minerals, or other natural resources, or intervene to change nature's course? Are there times or places when nature should be undisturbed? How have different cultures handled these questions?

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

Planned equivalencies in quarter hours:

Will be distributed in natural history (biological and physical), visual arts (drawing, design, art history), introductory mathematics and computer applications, literature, expository writing.
Total: 48 credits

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

Society, Social Change and Expressive Arts

Fall, Winter, Spring / Coordinated Study
Coordinator: Paul Mott
Enrollment: 88 **Faculty:** 4
Prerequisites: None
Special Expenses: Art supplies
Part-time Options: Winter/Spring, if student wants to take math or science
Internship Possibilities: No
Additional Course Allowed: Winter/Spring, math or science

Contrary to the popular image of artists as being withdrawn from social events, many have raised our consciousness, causing changes in the ways we conduct our lives. Goya and Rivera made us more aware of the conditions of the working classes and the poor, as did Harrington in his book, *The Other America*. The plays, essays and novels of Henrik Ibsen, Betty Friedan and Marilyn French have increased awareness of the submissive roles of women in Western cultures. Artists' portrayals of the effects of war, pollution, slavery and colonialism, have greatly affected our attitudes.

Sometimes art is used politically with great calculation, as with the propaganda during the 1930s and '40s. Warring nations manipulated patriotism and productivity through movies, songs, poster art, political cartoons and radio programs. But often, it is the single artist, possessed of a new insight and working alone, who has the greatest impact. Congressional hearings on the conditions of American sailors resulted from Charles Dana's novel, *Two Years Before the Mast*. The poems of Wordsworth and other Romantics warned of the dangers of industrialism. Stowe on slavery, Duchamp on order, and Warhol on blandness all illustrate the power of the artist.

The purposes of this program are to:

- (1) show via concrete examples how the arts have influenced social values and actions;
- (2) study the expressive arts as arts; and
- (3) learn about the causes of social change and opinion formation. Case studies of works which have changed public opinion and values will be examined. Students will also be given opportunities to develop skills in one or more of the expressive arts. Equivalent materials (and credits) for introductory sociology and psychology will also be offered.

Planned equivalencies in quarter hours:

- 12—art history and analysis (FWS)
 - 12—media workshops (FWS)
 - 12—writing (FWS)
 - 4—social change (FW)
 - 4—mass communications (WS)
 - 4—psychology of attitudes (FS)
- Total: 48 credits

Program is preparatory for careers and future study in the humanities, expressive arts, social sciences, helping professions, management and education.

Documentation: A Clear View of Life

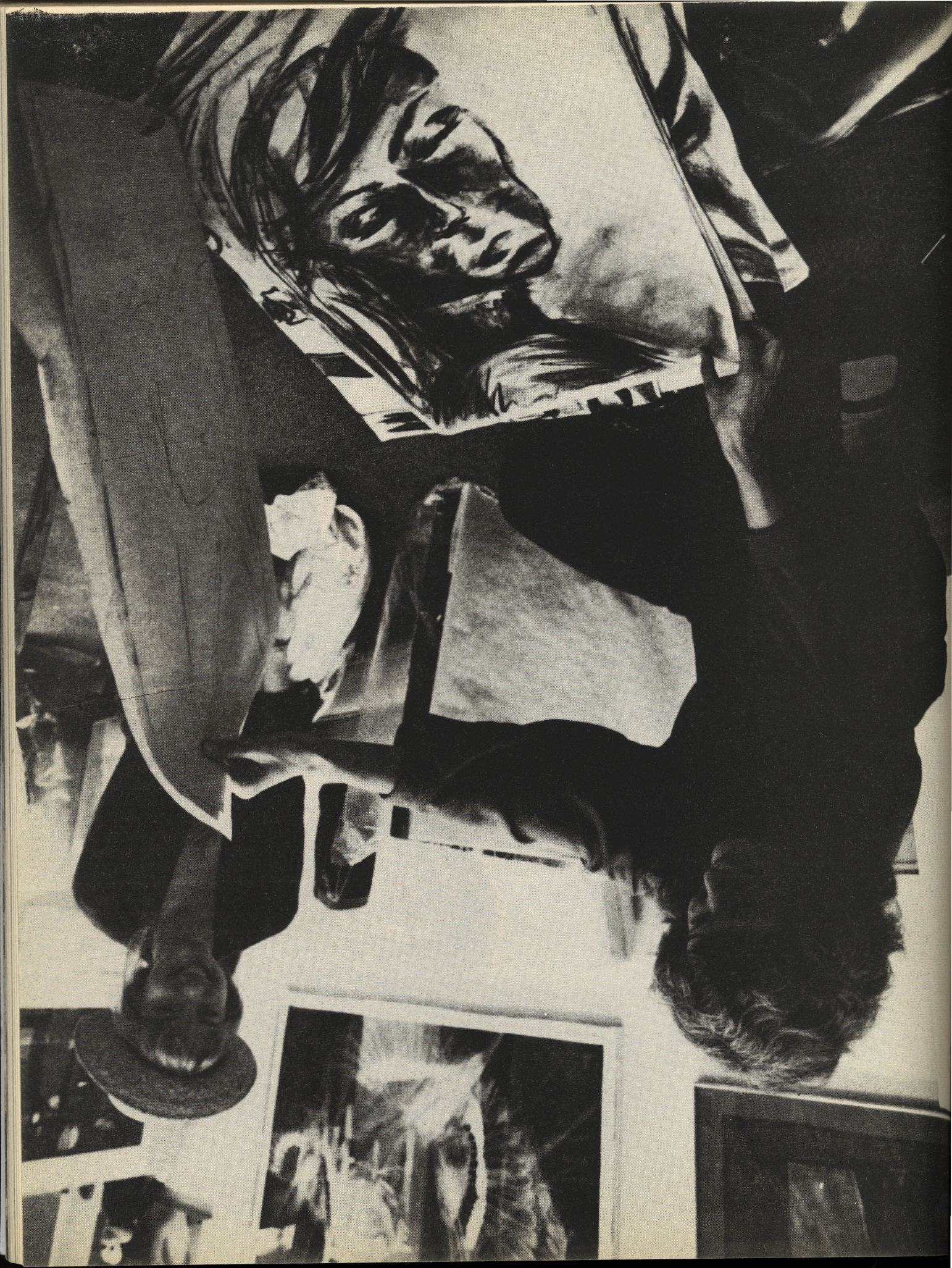
Spring / Coordinated Study
Coordinators: Susan Aurand and Sally Cloninger
Enrollment: 60 **Faculty:** 3
Prerequisites: None
Special Expenses: \$50 for art and photographic supplies, \$15 screening fee, and a field trip
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This one-quarter Core Program will involve the study of the methods, aesthetics, politics and ethics of documenting and representing "reality." Through lectures, seminars, workshops and field projects, students will be asked to examine the parallels among various forms of documentation. These forms will include: scientific experimental design, mass media messages, creative writing, ethnographic research, contemporary art, and statistics as an aesthetic endeavor. We expect to take a very practical and hands-on approach to this study. Our central concern will be the issues of truth and bias in the practice of representation.

Planned equivalencies in credit hours:

- 4—introduction to field methods
 - 4—media ethics
 - 4—visual communications
 - 4—tba
- Total: 16 credits

Program is preparatory for careers and future study in visual arts, social sciences and science.





Environmental Studies

Convener: Pat Labine

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

Associated Faculty: Rob Cole, Rainer Hasenstab and Matt Smith

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

Specifically, the goals of *Environmental Studies* are:

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 drawn from the natural and social sciences, from the arts and from the humanities. Furthermore, it requires students and faculty who are willing to break down the boundaries between the disciplines in order to realize the integration necessary to achieve the goals stated above.

Janet Ott is at the top of my list of great faculty. When I expressed interest in her research on neuroplasticity in goldfish she gave me access to a lab, equipment and her time. The latter has been the most important. I've struggled with defining a role for myself as a woman scientist who is also very interested in the humanities.

We met every week during the summer, despite the fact that she wasn't on the payroll then. We talked about Hinduism, Faulkner, literature by concentration camp survivors, the necessity of learning to speak and write well, and, of course, a lot of neurology. Although she's listed as a science faculty, I've learned more about writing from her than any other faculty member.

"I want to understand how the mind works," says Charmane Ashbrook, a senior from Colfax, Washington. Her pursuit of knowledge of the mind has been truly interdisciplinary at Evergreen, incorporating studies in physiology, psychology, drawing and literature. Charmane received honors from Sigma Xi, a national science organization, for her research work on vestibular compensation in goldfish.

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 if they have the necessary prerequisites.

First Year:

Any Core Program. Students interested in *Environmental Studies* may want to consider the following Core Programs: "Reflections of Nature," "Pacific Northwest" and "Cultures in Collision."

Second or Third Years:

"Habitats" (FW)
"Principles of Biology" (F)
"The Nature of Natural History" (W)
"Field Natural History" (S)
"Sustainable Community Systems" (FWS)
"Political Economy and Social Change" (FW)
"Ecological Agriculture" (FWS, 1991-92)

Third or Fourth Years:

"The Marine Environment" (F)
"Invertebrate Life in the Sea" (W)
"Topics in Marine Biology" (S)
"Geology and Chemistry of Pollution" (F)
"Evolutionary Ecology" (F)
"Third World Service in Agriculture and Environmental Studies" (FWS)
"Environment, Regions and Governance" (FW)

Water Quality Research

Evergreen faculty are conducting a longitudinal study of water quality in South Puget Sound. Students with a background in marine biology and water quality chemistry may participate in the data collection and analysis for this project. For more information contact Faculty Members David Milne or Kaye V. Ladd.

Habitats: Aquatic, Terrestrial and Human

Fall, Winter / Coordinated Study

Coordinator: Pete Taylor

Enrollment: 72 Faculty: 3

Prerequisites: Core Program or equivalent

Special Expenses: About \$60 for field trips

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program introduces students to the concepts and techniques of environmental science and policymaking. Natural science and social science are integrated in examining aquatic and terrestrial environments, including analyzing the interactions of humans with natural environments. Specific environmental issues are featured, e.g., the preservation or management of wetlands, fisheries, water quality, land use and biodiversity.

During Fall Quarter we will learn the principles of ecology, political economy, chemistry, and quantitative methods as they apply to analyzing environmental issues. During Winter Quarter we will continue to build knowledge of aquatic and terrestrial biology, chemistry, and quantitative methods, and examine natural resource economics and policy. A research project integrates our understanding of the interactions of natural environments and human social systems.

The major goal of the program is to introduce the skills necessary to understand and work toward resolving environmental issues.

Planned equivalencies in quarter hours:

Will be distributed in ecology, aquatic and terrestrial biology, political science, economics, chemistry and quantitative methods.
Total: 32 credits

Program is preparatory for careers and future studies in environmental and social science.

The Marine Environment

Fall / Group Contract

Sponsor: David H. Milne

Enrollment: 24 Faculty: 1

Prerequisites: "Habitats" or equivalent, junior or senior standing

Special Expenses: About \$20 for day-long field trips

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program will focus on the sea as a habitat for marine life, and the relationships between marine organisms and properties of the sea. Properties studied and observed include water salinity, temperature, dissolved oxygen, nutrients, light levels, and PH. Tides, currents, waves, pressure, sound transmission, and other physical phenomena will be covered. Water pollution and its effects on aquatic life will be examined. Mathematical approaches will be emphasized where appropriate.

Planned equivalencies in quarter hours:

4—physical properties of the sea
4—chemical properties of the sea
4—oceanography
4—dynamics of water pollution
Total: 16 credits

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

Invertebrate Life in the Sea

Winter / Group Contract

Sponsor: David H. Milne

Enrollment: 24 Faculty: 1

Prerequisites: "Habitats" or equivalent, junior or senior standing

Special Expenses: About \$20 lab fee, about \$60 for 5-day field trip

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program will survey marine invertebrates. Phyletic relationships, the principal anatomical characteristics of the phyla, ecological relationships and identification of local species will be emphasized. The organisms of sand, gravel, rock, mud and algal communities will be examined in detail. Program includes field and lab work, lectures, seminars and independent research on historically or commercially significant species.

Planned equivalencies in quarter hours:

6—invertebrate zoology

6—invertebrate ecology

2—seminar in marine ecology

2—invertebrate studies: research

Total: 16 credits

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

Topics in Marine Biology

Spring / Group Contract

Sponsor: David H. Milne

Enrollment: 24 Faculty: 1

Prerequisites: "Habitats" or equivalent, junior or senior standing

Special Expenses: No

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

The "Topics" program involves: (1) reading and seminar discussion of marine ecological literature and/or (2) an overview of earth history and marine life of the past acquired via reading and discussion of text and literature. A student can elect to take either option, or both, for 4 credits each. Although the work is mainly focussed on literature, field trips to shore sites and a fossil site will be conducted.

Planned equivalencies in quarter hours:

4—seminar in marine ecology

4—seminar in marine paleo biology

Total: 8 credits

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

Sustainable Community Systems

Fall, Winter Spring / Coordinated Study

Coordinator: Robert Cole

Enrollment: 36 Faculty: 1.5

Prerequisites: Junior or senior standing; previous academic experience in "Habitats" or "Energy Systems," or "Political Economy and Social Change" or some equivalent; faculty interview and signature

Special Expenses: Above-average book costs; field trip expenses

Part-time Options: No

Internship Possibilities: Yes

Additional Course Allowed: No

This program will explore some of the systems necessary for creating sustainable communities that do not destroy or deplete their environment to survive. We will study the relationships between community support systems (energy, food, water, shelter and transportation), the patterns of power and influence, and the needs of the community. Issues in conventional and renewable energy systems, recycling and solid waste management, and economics will be studied and examined. The nature and limits of energy conservation, solar energy and other environmentally appropriate technologies will be studied, along with implications for political access to land, resources, credit and capital, and information.

We will examine the nature of communities, historical, existing and visionary, and the social and environmental values they reflect. We will examine the growing literature on bio-regionalism and decentralist planning, contrasting it with the existing socio-economic structure, and focus attention on initiatives that emerge from needs of community members. A significant portion of this program will consist of a workshop in participatory research in which students will be expected to develop skills in working with communities. We will examine models of community change and develop tools to recognize the difference between ideology and reality. Opportunities will exist for group projects in local communities during spring.

This program will share seminars and workshops with the "Third World Service in Agriculture and Environmental Studies" program, so that students can gain an understanding of rural issues in the underdeveloped world as affected by policies of overdeveloped societies.

Planned Equivalencies in quarter hours:

4—energy technologies

4—renewable energy sources

4—urban resource systems

4—rural community problems

4—community economics

8—community studies

8—participatory research methods

12—group project work in community or energy studies

Total: 48 credits

Program is preparatory for careers and future study in energy studies, community planning and environmental studies.



Third World Service in Agriculture and Environmental Studies

Fall, Winter, Spring / Coordinated Study

Coordinator: Pat Labine

Enrollment: 36 *Faculty:* 1.5

Prerequisites: Junior or senior standing; previous academic work in "Ecological Agriculture" or "Habitats," or "Political Economy and Social Change" or some equivalent; faculty interview and signature
Special Expenses: Costs associated with internship placement will be the responsibility of the individual student

Internship Possibilities: Yes

Additional Course Allowed: No

This program will help upper division students prepare for internships in Third World service. During Fall and Winter Quarters students as a group will research and develop internship placements with organizations concerned with agriculture or environmental causes in developing nations. Students will also participate in workshops and seminars to develop the necessary skills and background for work in Third World settings. Seminars and lecture series will focus on community studies, examining the range of realities from peasant villages to inner cities, and considering the visions of what communities might be. Additional seminars and lectures will examine the role of agriculture in Third World development, and the accompanying environmental challenges facing developing nations. Students will receive extensive training in participatory research so that they can function with sensitivity in culturally diverse groups, and can serve as facilitators of community. Much of the program work for Fall and Winter Quarters will be a cooperative venture with the faculty and students of "Sustainable Communities Systems."

During Spring Quarter students, with the agreement of the faculty, may contract for an internship in a Third World placement.

Planned Equivalencies in quarter hours:

8—community studies

8—participatory research methods

8—agriculture and development in the Third World

8—environmental issues in developing nations

16—internship in Third World service

Total: 48 credits

Program is preparatory for careers and future study in development work, international studies and community planning.

Internships in Organic Agriculture

Fall, Winter, Spring

Faculty Sponsor: Pat Labine

Enrollment: 6

Prerequisites: "Ecological Agriculture" or equivalent; faculty interview and signature
Special Expenses: No

Part-time Options: Yes

Additional Course Allowed: Yes

Internships at Evergreen's Organic Farm will be offered in intensive, organic vegetable and fruit production under the direction of the Farm Manager. Other special projects connected with activities at the Farm may be considered.

Planned equivalencies in quarter hours:

Variable credit—Internship in Organic Agriculture

Total: 4-16 credits

Program is preparatory for careers and future study in organic food production and marketing, Peace Corps or other Third World service.

Environment, Regions and Governance

Fall, Winter / Coordinated Study

Coordinator: John Perkins

Enrollment: 72 *Faculty:* 3

Prerequisites: One year entry level work in "Political Economy and Social Change" or in Environmental Studies, or junior standing

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

We shall critically assess a variety of intellectual tools for understanding and acting in today's global and national geographic, political-economic and environmental contexts to attain desirable living conditions for people. In particular, we shall examine the uses and effects of technology, focusing on the automobile and agriculture, how amenities can be provided while maintaining ecological balance and ways in which existing structures of power and advantage can be shaped to permit such changes. We shall emphasize quantitative and qualitative skills of geographic and social science field research (such as those appropriate to technology assessment, environmental analysis and policy evaluation), as well as various forms of written and oral presentation. Intended for juniors and seniors in Environmental Studies and in Political Economy.

Planned equivalencies in quarter hours:

8—physical, social and cultural geography

8—political economy of urban and rural regions

8—socio-political aspects of agriculture

4—history and politics of scientific thought

4—research methods

Total: 32 credits

Program is preparatory for careers and future study in environmental analysis, public service, political economy and natural resource management.

Evolutionary Ecology

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

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

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

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

Geology and Chemistry of Pollution

Fall / Group Contract
Sponsors: Fred Tabbutt and Jim Stroh
Enrollment: 48 **Faculty:** 2
Prerequisites: Faculty signature required
Special Expenses: \$20 lab fee
Part-time Options: Consent of faculty
Internship Possibilities: No
Additional Course Allowed: No

This program will engage students in the study of various problems of environmental pollution, using both theoretical and experimental methods. Applications of chemical equilibrium, geology and geochemistry will be developed, based on a foundation of thermodynamics. To this end there will be three parts to the class work. A core track will cover pertinent topics in thermodynamics including the three laws, phase equilibrium, and chemical equilibrium. Two parallel tracks based on the core will be offered: (1) aquatic chemistry, dealing with the acid/base, solubility, and redox equilibria of fresh and salt water systems; (2) themes dealing with mineral resources, geology, heavy metal pollution, etc. There will also be an advanced laboratory using techniques of gas chromatography/mass spectrometry, atomic absorption spectroscopy, x-ray diffraction, and scanning electron microscopy to work on real problems of environmental significance. Students will use the computer to analyze some of these problems.

Possible equivalencies in quarter hours:
4—thermodynamics
4—chemical equilibrium
4—geology
4—instrumental methods
Total: 16 credits

Program is preparatory for careers and future study in environmental science, chemistry, geology and environmental policy.

Principles of Biology: Cells and Organisms

Fall / Half-time / Group Contract
Sponsor: TBA
Enrollment: 48
Prerequisites: None, but high school chemistry and advanced algebra or one quarter of college chemistry and algebra strongly recommended
Part-time Options: Program is part-time, 8 quarter hours
Internship Possibilities: Yes
Additional Course Allowed: Yes

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

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

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

The Nature of Natural History

Winter / Group Contract
Sponsors: Alfred M. Wiedemann and Steven G. Herman
Enrollment: 48 Faculty: 2
Prerequisites: Core Program
Special Expenses: \$20 for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No
Auditors: No

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

Planned equivalencies in quarter hours:

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

Program is designed for anyone who wants to gain a greater appreciation and knowledge of our natural environment. It is also preparatory for careers and future study in environmental sciences.

Field Natural History

Spring / Group Contract
Sponsors: Steven G. Herman and Alfred M. Wiedemann
Enrollment: 25 Faculty: 2
Prerequisites: "The Nature of Natural History" or equivalent, faculty signature
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No
Auditors: No

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

Planned equivalencies in quarter hours:

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

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

Ecological Agriculture (To be offered 1991-92)

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; "The Principles of Chemistry I" or "The Principles of Biology I" may be taken concurrently
Special Expenses: \$75 field trip fees
Part-time Options: Yes
Internship Possibilities: Permission of coordinator required
Additional Course Allowed: Permission of coordinator required

Students in "Ecological Agriculture" will consider options for viable, small-scale agriculture in industrialized nations and the developing world. They will do technical work in soil science, entomology, agroecology, research methods, horticulture and farm management. Seminar readings will cover agricultural history and economics, politics and community organizing, as well as the world food situation and rural development in the Third World.

Students will also develop practical skills in food production. They will help maintain the demonstration and market gardens of Evergreen's Organic Farm. Students will learn plant propagation, intensive vegetable, fruit and berry production and general farm maintenance. There will be extensive field trips to a variety of farming operations in the Pacific Northwest.

Students who have not completed at least one quarter of college chemistry prior to enrolling in "Ecological Agriculture" will be expected to take "The Principles of Chemistry I" during Fall Quarter.

Planned equivalencies in quarter hours:

12—(seminar) issues in American agriculture: agriculture and Third World development
4—agroecology
4—soil science
4—entomology
4—research methods
4—management methods
4—Principles of Chemistry I or Principles of Biology I
12—farm practicum
Total: 48 credits

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

Other opportunities at Evergreen

Malheur Field Station

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

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

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

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

Malheur Bird Observatory

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

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

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

The Organic Farm

The Organic Farm, started by students during the college's first year, is intended to be an inspiration for involvement in agriculture. Each year new projects are undertaken to explore an expanding range of options in sustainable agriculture. The widest possible array of crops adapted to the Northwest are grown to demonstrate which vegetables, fruits, berries and nuts do well in the region—without the use of pesticides, herbicides or commercial fertilizers. Information on organic agriculture is available to callers and visitors to the Farm. For more information, contact Faculty Member Pat Labine, The Evergreen State College. Also see the Campus Life section starting on page 96.

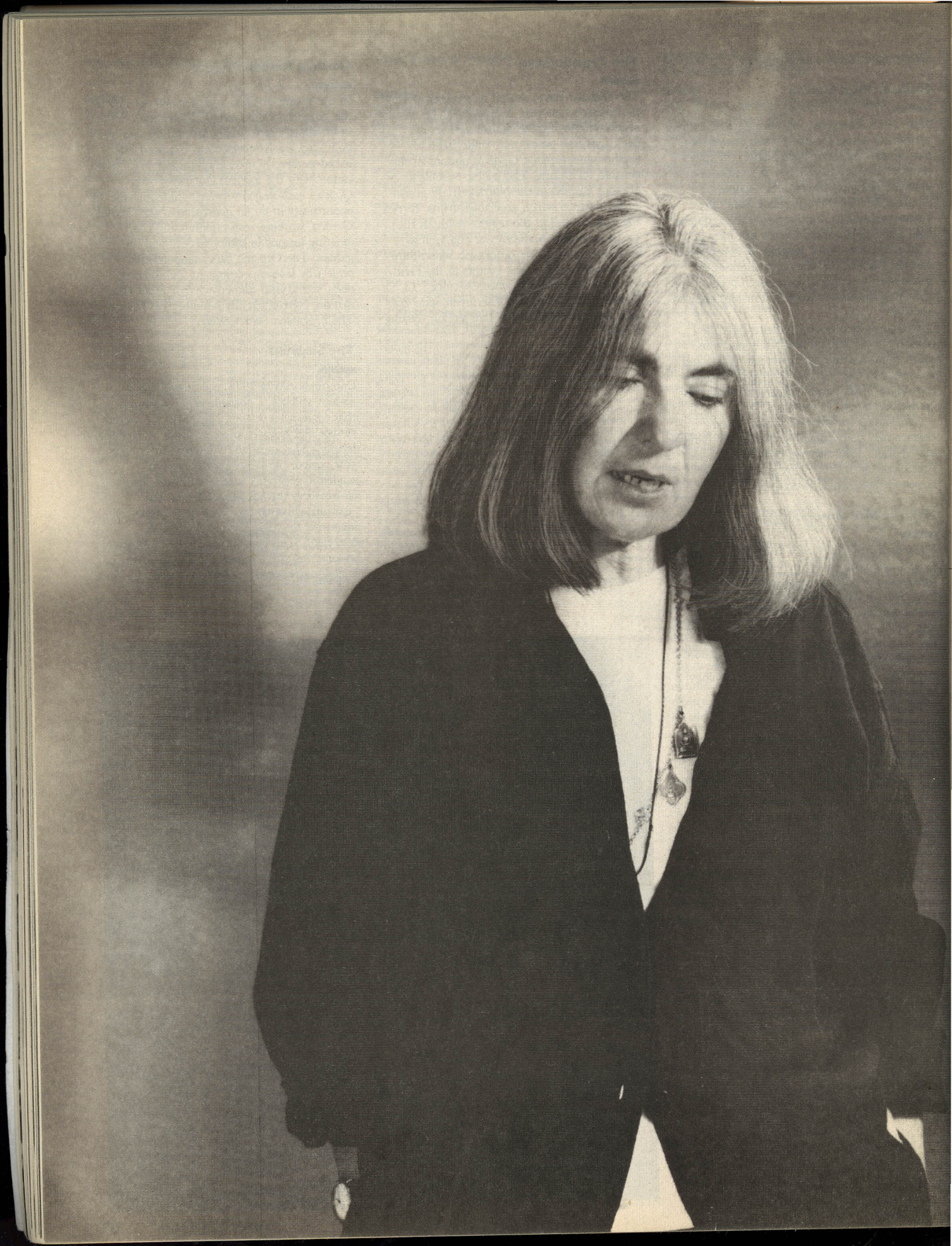
Garfield Garden Project

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. The Seawulff will soon be joined by a 44-foot sailing vessel formerly used at Annapolis, Maryland. The Resolute has been undergoing restorations at Evergreen for several years and is now nearly ready to join the Evergreen fleet.





Expressive Arts

Convener: Paul Sparks

Affiliated Faculty: Susan Aurand, Andrew Buchman, Sally Cloninger, Doranne Crable, Llyn DeDanaan, Joe Fedderson, Marilyn Frasca, Anne Fischel, Bob Haft, Phil Harding, Meg Hunt, Rose Jang, Bud Johansen, Pat Larson, Jean Mandeborg, Pat Matheny-White, Laurie Meeker, Sandie Nisbet, Neil Parsons, Ratna Roy, Terry Setter, Paul Sparks, Charles Teske, Gail Tremblay, Ainara Wilder and Bill Winden.

I expect students to read the program description and raise questions about anything they don't understand or are unsure of. Each catalog description speaks to purpose, activities and responsibilities—it's a form of contract. I expect students to honor commitments and as Adrienne Rich says, "claim their education," be all there in whatever activity is called for in their program.

As an institution, Evergreen is remarkable in that it does not demand mirror images of what is happening elsewhere in the arts, sciences and humanities. Bandwagons can't make it in from the parking lot.

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 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 into and out of the area, taking advantage of opportunities to work in other specialty areas. While studying within *Expressive Arts*, a student should work in more than one art area and consider undertaking multi-media collaborative projects with other students. The faculty believe that a broad range of experiences, in the arts and

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

A sophomore-level Coordinated Study Program ("Politics and Theater," "The Televised Mind," "Collaborations: Music and Dance");

Junior- and senior-level, work-based Group Contracts (for example, "Media Lab" and "Patterns: Commonalities Between Art, Music and Science");

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.

"Empowering" is a word frequently used by students who've worked with Marilyn Frasca. "She taught me to trust my eyes, my ears and my own voice," says one student. An Evergreen faculty member since 1972, Frasca's subjects of interest include art, autobiography, creative writing, design, drawing, literature, painting, printmaking and women's studies.

Collaborations : Music and Dance

Fall, Winter / Coordinated Study
Coordinator: Meg Hunt
Enrollment: 48 **Faculty:** 2
Prerequisites: Core Program or equivalent; we especially encourage students to enter this program if they have previous experience, though not necessarily formal training in either art
Special Expenses: Performance tickets, rehearsal clothes, audio tape, \$10 per quarter for film rental
Part-time Options: With special permission
Internship Possibilities: No
Additional Course Allowed: With permission of faculty

Music and dance go together; both use time and dynamic patterns. Students in this program will learn the fundamentals of both arts while specializing in one of them. We will use rhythm as a basic connection between music and dance. During Fall Quarter we will concentrate on building skills; in Winter Quarter we will create collaborative works culminating in a performance at the end of the quarter. A major goal of the program will be to develop skills in collaboration. Composers will abandon the sanctity of their works by being willing to rewrite sections to meet choreographic needs, and dancers will be expected to respect the integrity of musical compositions. All students will study rhythm and its notations. A secondary goal of the program is for choreographers and composers to learn as much as possible about each other's specialties. Readings will cover issues in collaborative performance and the artistic process.

Planned equivalencies in quarter hours:
Will be distributed in musical composition, improvisation and theory, dance technique, movement improvisation, choreography and performance skills.
Total: 32 credits

Program is preparatory for careers and future study in musical composition (theater music) and dance (performance, choreography).

Good Fences Make Good Neighbors: The Unknowing of Mexico

Fall, Winter, Spring / Group Contract
Sponsors: Bob Haft and Eric Larson
Enrollment: 48 **Faculty:** 2
Prerequisites: Core Program or equivalent, sophomore or above
Special Expenses: Field trip costs (transportation, accommodations, food)
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, Spanish module

The purpose of this program is to explore various aspects of historical and contemporary Mexican cultures. We will look at how the cultures were formed and what has prevented so many North Americans from knowing more about them. We hope to develop a strong foundation for a better understanding and appreciation of Mexico's rich and vital heritage.

During Fall Quarter we will study the history and art of several pre-Columbian civilizations (e.g., Mayan, Toltec, Olmec, Aztec). Attention will be given to as many aspects of secular and religious life as possible, and how these compared to those of the contemporary Europeans.

In Winter Quarter we will shift our focus to the 19th and 20th centuries. We will look at the social and political history of Mexico as well as its arts and literature.

In Spring Quarter students will be given the opportunity to travel to Mexico for field study. We will visit pre-Columbian ruins in the Yucatan and then travel on to Mexico City to view works by the modern muralists. The trip will allow us to continue our study of Mexico as well as make direct use of the Spanish language component of the program.

Planned equivalencies in quarter hours:
Will be distributed among beginning, intermediate and advanced Spanish; pre-Columbian art and history; Mexican culture, history and literature.
Total: 48 credits

Program is preparatory for careers and future study in languages, Latin American history, art history and international studies.

Politics and Theater

Fall, Winter, Spring / Coordinated Study
Coordinator: S. L. Nisbet
Enrollment: 48 **Faculty:** 2
Prerequisites: Core Program
Special Expenses: FW/none; S/production costs
Part-time Options: No
Internships Possibilities: No
Additional Courses Allowed: No

"(I advocate)... the drama in which emotion exists only to make thought live and move us... You cannot witness *A Doll's House* without feeling, and, as an inevitable consequence, thinking..."—G. Bernard Shaw

Since Henrik Ibsen shocked the Western world with his "drama of ideas" over 100 years ago, playwrights have been calling audiences to act upon, or at least to reflect upon, political and social issues. This program will center on the impact of politics on theater and the meshing of the two in a substantial way. We will focus on the works of European philosopher, novelist and playwright Albert Camus.

Arthur Miller noted that America, in its apolitical theater, can only produce "...an Oedipus, who on learning of his incestuous marriage, instead of tearing out his eyes, will merely wipe away his tears thus to declare his loneliness." We are caught up in theater that can produce melodrama, but not tragedy. Are we so engulfed by the media's affirmation of a culture, that only the arts are capable of generating critical theory? Marcuse writes, "The aesthetic dimension still retains a freedom of expression which enables the writer and artist to call men and things by their name—to name the otherwise unnameable."

We will look at the work of Camus, his novels, essays, journals and plays. Today his writings are a moving force in an emerging philosophy without pride or solace, a vision that has sustained theater since the Greeks.

During Fall and Winter Quarters we will read closely the body of Camus' work. All students will learn techniques and theory of acting and playwriting. In Spring Quarter, students will produce one of Camus' plays and choose to focus on either acting and production or playwriting. In the 1940s, a war-weary world thought his plays too philosophical. Are we ready now to hear Camus' concerns?

Planned equivalencies in quarter hours:
8—history of political theater
8—political theory and philosophy: Albert Camus
8—acting techniques and theory
8—playwriting and adaptation
4—rehearsal and performance
4—research and criticism
8—expository writing
Total: 48 credits

Program is preparatory for careers and future study in theater arts, political science, literature, history, communications, teaching and humanities.

Studio Project: Drawing

Fall / Group Contract

Sponsor: Marilyn Frasca

Enrollment: 24 **Faculty:** 1

Prerequisites: Sophomore standing, Core Program

Special Expenses: Studio fees, art supplies

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes (beginning-drawing, -ceramics, -printmaking only)

This program will introduce students to a wide range of drawing methods and materials. We will focus on building skill at seeing, inventing and using a variety of traditional drawing techniques. Elements of aesthetics, basic design, topics in art history and working from personal themes will form the direction for Fall Quarter. (This is the first quarter of a year-long study of imagemaking and it is prerequisite to "Studio Project" work offered winter and spring.)

Planned equivalencies in quarter hours:

8—drawing and design

4—art history

4—individual project

Total: 16 credits

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

Studio Project: Thematic Studies

Winter / Group Contract

Sponsor: Susan Aurand

Enrollment: 24 **Faculty:** 1

Prerequisites: Fall Quarter in "Studio Project"

Special Expenses: Studio fees, materials

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Winter Quarter of the "Studio Project" program will focus on the development of thematic work and personal imagery. Students may work in the media of drawing, painting, printmaking or mixed-media sculpture (providing that they can demonstrate sufficient readiness in their work from Fall Quarter). Building on the skills and concepts learned in Fall Quarter, each student will develop an extended series of personal work, supporting his/her visual work with readings, research and writing.

Planned equivalencies in quarter hours:

4—art history

4—aesthetics

8—theme work in medium of student's choice

Total: 16 credits

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

Studio Project: Sculpture

Spring / Group Contract

Sponsor: Jean Mandeborg

Enrollment: 24 **Faculty:** 1

Prerequisites: Fall and Winter Quarters of "Studio Project"

Special Expenses: Studio fees, materials, special tools or equipment

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Spring Quarter of the "Studio Project" program will introduce students to the technical, design, historical and aesthetic considerations of contemporary sculpture. Emphasis will be placed on experimentation with form and materials, imaginative applications of ideas and development of personal imagery.

Planned equivalencies in quarter hours:

6—introduction to sculpture

6—three dimensional design

4—art history

Total: 16 credits

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



Patterns: Commonalities Between Art, Music and Science

Fall, Winter / Coordinated Study

Coordinator: Andrew Buchman

Enrollment: 72 *Faculty:* 3

Prerequisites: Third- or fourth-year standing; interest and expertise in art, music, other expressive art, psychology, computer science or natural science

Special Expenses: Lab fees, materials, field trip to San Francisco, Winter Quarter

Part-time Options: No

Internship Possibilities: Winter only

Additional Course Allowed: Yes

"Patterns" will be an exploration of commonalities between art, music and science in theory and in practice, using "state-of-the-art" scientific imaging systems and computers as well as more traditional tools for exploring natural imagery. Mysteriously chaotic phenomena from friction and growth to stock prices and heart disorders have turned out, upon close and computer-assisted examination, to have patterns.

Our work during Fall Quarter will revolve around historic and recent studies of basic patterns in nature and their implications for scientists, artists, musicians and teachers. We will discuss the cultural and sociopolitical aspects of such research. Works studied in seminars may include: Gleick, *Chaos*; *Notebooks of Leonardo da Vinci*; and *Patterns in Science*. Workshops in the Macintosh Computer Laboratory, the Computer Music Studios and the Computer Applications Laboratory will teach us how to record and manipulate observations of natural phenomena using holography and the new Scanning Electron Microscope. (These workshops are limited in enrollment and subject to availability of staff support and equipment.)

During Winter Quarter independent student projects will be emphasized, preferably in small groups containing both art and science students. Students may also participate in a faculty-led field trip to "cutting-edge" institutions in the San Francisco Bay area.

Planned equivalencies in quarter hours:

4—seminar: patterns in art, music and science; and

4/8/12—computer graphics, music, scientific imaging; or

4—performance, project, or module (winter only)

Total: 12 or 16 credits each quarter

Program is preparatory for careers and future study in visual art, computer graphics, media, music composition, computer music, science and math teaching, scientific imaging systems, natural science, cognitive psychology and computer science.

Student-Originated Studies

Fall / Group Contract

Sponsor: Susan Aurand

Enrollment: 24 *Faculty:* 1

Prerequisites: Two years of college work at Evergreen; signature of faculty

Special Expenses: As per contract design

Part-time Options: As per contract design

Internship Possibilities: As per contract design

Additional Course Allowed: As per contract design

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

To work with Susan in Fall Quarter, proposals must be submitted to her by September 15, 1990.

For further information regarding the selection process, please contact Susan or the Expressive Arts convener.

Planned equivalencies in quarter hours:

Depends on design of student-originated study.

Total: 16 credits

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

Student-Originated Studies

Winter / Group Contracts

Sponsor: Marilyn Frasca

Enrollment: 24 *Faculty:* 1

Prerequisites: Two years of college work at Evergreen; signature of faculty

Special Expenses: As per contract design

Part-time Options: As per contract design

Internship Possibilities: As per contract design

Additional Course Allowed: As per contract design

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

To work with Marilyn in Winter Quarter, proposals must be submitted to her by December 1, 1990.

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

Planned equivalencies in quarter hours:

Depends on design of student-originated study.

Total: 16 credits

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

The Televised Mind

Fall, Winter / Coordinated Study

Coordinator: Llyn DeDanaan

Enrollment: 48 Faculty: 2

Prerequisites: Core Program or transfer student, sophomore level

Special Expenses: Videotape; film rental \$15

Part-time Options: Yes, for community people (not full-time students)

Internship Possibilities: Yes, Winter Quarter

Additional Course Allowed: No

In "The Televised Mind," the study of commercial television and other media images will be a stepping stone to the study of culture and values and to discoveries of a social and personal nature. Our "margin to center" model of society will inform screenings of work by less commercial image makers and will provide a model for students' own work. The program will emphasize writing and critical reading of language and image. Projects in the second quarter will be community based and students will be expected to demonstrate skill in working collaboratively in and out of class with co-producers who are members of neighborhoods or organizations which have a story and voice which might be enhanced by an empowered and conscious use of media. Though we will teach some production skills, students will not use facilities or equipment on campus for work. Those who join the class must understand and agree to this stipulation.

The emphasis in the program is on developing a global understanding of the power of the image in general and television and film in particular to transform people and cultures. An equally important emphasis is on learning to make one's own meaning and necessarily transcending the traditional barriers of technology, standards and professional mystification in the service of one's community.

Planned equivalencies in quarter hours:

3—English 101 or 102

3—anthropology/cultural criticism

4—communication theory and history

3—Third World film and video: theory and criticism

3—popular culture

Total: 16 credits each quarter

Program is preparatory for careers and future study in social sciences, communication and human services.

The Musical Mind

Spring / Group Contract

Sponsor: Andrew Buchman

Enrollment: 24 Faculty: 1

Prerequisites: Second-, third- or fourth-year standing; interest and expertise in an expressive art or arts, psychology, computer science, or natural science; faculty signature required

Special Expenses: Lab fees, materials, field trips to performances and laboratories

Part-time Options: No

Internship Possibilities: Yes

Additional Course Allowed: Yes

In the past few years, an explosion has taken place in research into sound and music perception and cognition. In order to explore this exciting new interdisciplinary musical field, we will work in the new Psychomusicology Laboratory funded by the Evergreen Foundation. The program is designed to serve students exiting "Patterns." Places for students from other programs will be limited.

Artists seeking to improve their compositions will learn science. Scientists seeking to answer basic research questions will expand their creativity. Investigators from a variety of disciplines will find parallels in cognitive science with which to explore new personal and professional dimensions. Independent student projects will be emphasized, preferably in small groups containing both art and science students. Works studied in seminars may include: Sloboda, *The Musical Mind*; Sloboda, ed., *Generative Processes in Music*; and "Macintosh Psychology Laboratory," a computer-assisted instruction package.

Planned equivalencies in quarter hours:

4—seminar: music perception and cognition; and

4—"Cutting Edge" colloquium; or

4/8—computer music workshop; or

4/8/12—performance, project, or module

Total: 12 or 16 credits

Program is preparatory for careers and graduate study in: music composition, computer music, natural science, cognitive psychology, computer science, and science and math teaching.

The Rites of Spring: Rebirth of the Arts

Spring / Coordinated Study

Coordinator: Terry Setter

Enrollment: 72 Faculty: 3

Prerequisites: Junior or senior standing

Special Expenses: Field trips

Internship Possibilities: No

Additional Course Allowed: Yes

We will do an intensive study of the arts at the beginning of the 20th century, showing their thrust toward modern and innovatively collaborative approaches to the arts. The influences of Stravinsky, Diaghilev, Picasso and many contemporary artists and creators of the time will give us insights into the creative process. We will read, observe, listen, interact with and experience the works of this time to gain knowledge of our recent history which has so greatly influenced today's arts.

Planned equivalencies in quarter hours:

8/12—20th century history of dance, music, literature

2/4—arts practicum

Total: 12 or 16 credits

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

Music Drama: Public Ritual

Music-dramas (combining words, melodies, rhythms, movements, costumes and symbolic stage-pictures) have served as rituals to unify cultures. They re-enact the myths and heroic legends of origins and histories, making sense of crises through artistic traditions. We will examine the sources, procedures, communal enchantment, and public effects of some of the most powerful of these rituals. For a complete description, turn to page 63 in the *Humanities Specialty Area*.



Humanities

Secretary: Pete Sinclair

Affiliated Faculty: Richard Alexander, Gordon Beck, Stephanie Coontz, Argentina Daley, Virginia Darney, Leo Daugherty, Don Finkel, David Hitchens, Hiro Kawasaki, Eric Larson, Mark Levensky, Charles McCann, David Marr, S.R. Martin Jr., Chuck Pailthorp, Mark Papworth, David Powell, Gil Salcedo, Pete Sinclair, Nancy Taylor and Kirk Thompson

The Humanities Group is a policy and curriculum planning group of faculty from the fields of literature, history, philosophy, anthropology, archeology, psychology and art history. We are committed to these subjects and concerned within them about the following themes:

- The nature and value of written, visual and oral texts;
- Connections between language, thought value, and behavior;
- Conceptions of the nature of a person or people;
- 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.

These disciplines, themes and faculty often are what make coordinated studies programs interdisciplinary. Many Humanities faculty have been exceptionally active in Core Programs. We do some work on one or more of these themes in each of the programs in which we teach. In addition, we in our programs work to:

- Emphasize great texts and/or artifacts and their connections to our themes;
- Require wide reading and the sister skills of critical, independent and original thinking;
- Encourage discussion in seminar groups;
- Help each student improve his or her writing, and
- Do work at a level as advanced as the knowledge and skill of the majority of students allows.

My proudest accomplishment at Evergreen was preparing an annotated bibliography on Black films. It was published by the Washington Library Network for teachers and educators to use for all time. What could be greater than to bring information about one's own true culture to other people?

Jeffery Jefferson spent a decade in the Air Force as a medic before coming to Evergreen. His favorite spot on campus? The Evans Library. "I like the atmosphere," he says. "Most libraries are really stiff. Evergreen's is much more relaxed." Graduating this year, Jeffery is looking forward to taking Evergreen's Teacher Education program.

Shakespeare and the Age of Elizabeth

Fall, Winter, Spring / Coordinated Study
Coordinator: Nancy Taylor
Enrollment: 96 **Faculty:** 4
Prerequisites: Core Program
Special Expenses: Field trip to Ashland Shakespeare Festival, \$50
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Imagine spending a year living in the Age of Queen Elizabeth I, reading Shakespeare and his contemporaries, immersing yourself completely in 17th century English life. That's what we will do in this year-long program designed for students who would like to read Shakespeare, understand the cultural and political context of his work, and want to understand the current theories of literary and historical interpretation.

The Elizabethan Age was a fascinating one dominated by rapid changes in religion, politics, economics, science, art and language. In fact, many date the origin of the modern world to this time. We will study what it means to be human in 17th century England and think about it in terms of 20th century America.

Shakespeare's plays raise a number of provocative questions about the Elizabethan and Jacobean Periods, and about our own as well: Where is the balance between order and chaos? What guides the relationships between women and men? How can we reconcile appearance and reality? What accounts for creative outbursts in a culture?

To help us think about these questions in the context of 17th century England, we will read plays and poetry by Shakespeare and his contemporaries, primary historical works ranging from Thomas More to Machiavelli, from Montaigne to Francis Bacon and numerous biographies and other secondary works. Beginning with Elizabeth herself, we will examine the role of women in Elizabethan England, and their place in the literature, culture and politics of the period. We will study the development of the English language, trace the changing definitions of meaning as they apply to both language and literature and explore the history of 20th century literary interpretation, including New Criticism, Freudian Criticism, Feminist Criticism and Deconstruction.

In addition to lots of careful reading and writing, we'll plan a Shakespearean feast, possibly do a dramatic production, and take a field trip to the Ashland Shakespeare Festival in Oregon.

Planned equivalencies in quarter hours:
 Will be distributed in literature of Elizabethan Renaissance; history of Tudor and Stuart England, literary theory, the history of the English language, and expository and research writing.
 Total: 48 credits

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

The Mythic Image

Fall, Winter, Spring / Group Contract
Coordinator: Gordon Beck
Enrollment: 24 **Faculty:** 1
Prerequisites: Upper level, proof of research-writing ability, faculty signature
Special Expenses: \$25 per quarter for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

"Myth, as a history of the soul, is still a history, and each stage of the evolution of consciousness generates its appropriate story. As the spiral of history turns, one archetypal story becomes the recapitulation of the old, the performance of the new, and the overture to what is to come."
 —William Irwin Thompson, *The Time Falling Bodies Take to Light*.

This program is a study of the dominant myths and images of societies from prehistoric to modern times; it includes mythology, literature, religion, folk tales, images, art, artifacts and social customs.

We will search for answers to these questions: What value is a myth to society? What is the connection between myth and image? How does the mythic image change to suit the needs of society? Do societies form myths or do myths form societies?

Fall: The mythology of the prehistoric, primitive and ancient world from the first tool makers to the decline of the Roman Empire.

Winter: The world of divided regions and the mythology of East and West.

Spring: The creative mythology of today and tomorrow and a synthesis of the cumulative power of world mythology.

Program books include Joseph Campbell's *The Masks of God*, *Hero with a Thousand Faces*; Robert Graves' *The White Goddess* and *The Greek Myths*; Jean Seznec's *Survival of the Pagan Gods*; Mary Barnard's *Time and the White Tigress*; and Carl Jung's *Man and His Symbols*. Images include the "Venus" of Laussel, the Lascaux caves, Botticelli's "Primavera" and Picasso's "Guernica."

Activities include lectures, seminars, workshops, demonstration periods (films, storytellers, image presentations and myth creations) and field trips.

Planned equivalencies in quarters:
 9—art history
 12—comparative religion
 12—world history, ancient to modern
 15—comparative literature (mythology)
 Total: 48 credits

Program is preparatory for careers and future study in international affairs, arts, humanities, social sciences and intercultural communication.

The Craft of Character

Fall, Winter / Group Contract
Coordinator: Sandra Simon
Enrollment: 24 **Faculty:** 1
Prerequisites: Core Program or equivalent
Special Expenses: No
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

This group contract is designed for those who want to ease themselves into creative writing. During the first quarter you will create two characters, a genealogy of family, biographies of mother and father, significant traumas, and physical characteristics including walk and speech patterns. We will study appropriate psychology, sociology and anthropology; specifically, Jung's theory of archetypal characters, Freud's development of sexuality, and Erickson's growth patterns. We will also study the history of character types, ending with analysis of how useful such contemporary terms as "empowerment," "survivor" and "caretaker" are to the writer.

During Winter Quarter we will see what different demands on character are made by the novel, short story, poem and play. Each student will take the two characters developed in Fall Quarter and put them in a poem, short story, a chapter in a novel, and an act in a play. We will be doing extensive reading and analysis of these different literary forms.

During Spring Quarter individual contracts will be available in cluster form. Students who continue and are still interested in their two characters can choose which of the genres he/she wishes to work on exclusively. A polished play, short story, chapter of a novel or act of a play will be expected at the end of the quarter. There will be a three-hour seminar on common readings about the writing process and two two-hour peer critique groups.

You may take Fall and Winter Quarters without taking Spring, but you must make a commitment to the first two quarters. You can take the program for 12 credits, but you must still do all the work and attend all sessions. Literature credit will be generated as well as creative writing credit.

Planned equivalencies in quarter hours:
 Will be distributed among fiction writing, developmental psychology, introduction to literary genre, introduction to the short story and introduction to the novel.
 Total: 32

Program is preparatory for careers and future study in literature, writing and the humanities.

Modern Worlds

Fall, Winter / Coordinated Study

Coordinator: David Marr

Enrollment: 72 **Faculty:** 3

Prerequisites: Junior standing, seminar experience

Special Expenses: Some expensive texts

Part-time Options: No

Internship Possibilities: No

Additional Course allowed: No

"Modern Worlds" centers on the study of a number of major works of literature and philosophy written in Europe or the U.S. since about 1800. Examples include: *The Prelude* (Wordsworth), *Leaves of Grass* (Whitman), *Fear and Trembling* (Dostoevsky), *Varieties of Religious Experience* (James), *Their Eyes Were Watching God* (Hurston), *Art as Experience* (Dewey), *Philosophy in a New Key* (Langer), *What is History?* (Carr), *Gates of Eden* (Dickstein). Our main purpose will be to read, discuss and write about these works.

Our study will be guided by questions such as: (1) What is it for the characters, conflicts, and feelings in art to be real? (2) How does a classic work of literature or philosophy become a classic? (3) What does the study of literary and philosophical works tell us about human experience in the past and in the present? (4) What does the study of history and social institutions tell us about literature and philosophy? (5) If, as some have argued, literature and philosophy do not humanize, what do they do? To make sense of these questions, we will examine contemporary debates in literary theory, historical interpretation, and the philosophy of culture.

"Modern Worlds" will be demanding and exciting. The reading will be heavy. Writing assignments will include medium-length papers and examinations. There will be weekly lectures and seminars.

Planned equivalencies in quarter hours:

Will be distributed in modern philosophy, social and intellectual history, and European and American literature.

Total: 32 credits

Program is preparatory for careers and future study in liberal arts.

Music Drama: Public Ritual

Fall, Winter / Coordinated Study

Coordinator: Charles Teske

Enrollment: 36 **Faculty:** 2

Prerequisites: Normally third- or fourth-year status; background in humanities, arts, or anthropology

Special Expenses: Tickets and transportation to performances

Part-time Option: 4-hour course option

Internship Possibilities: No

Additional Course: No

Music-dramas (combining words, melodies, rhythms, movements, costumes and symbolic stage-pictures) have served as rituals to unify cultures. They re-enact the myths and the heroic legends of peoples' origins and histories, making sense of public and personal crises through artistic traditions. We propose to examine the sources, the procedures, the communal enchantment, and the public effects of some of the most powerful of these rituals.

We shall begin Fall Quarter with some musical-dramatic rituals of Western culture and other cultures around the world, such as Greek tragedy and *The Gospel at Colonus*, the musical settings of the mass and Bernstein's *Mass*, Kabuki theater and the shadow play based on the *Ramayana*, Beethoven's revolutionary *Fidelio* and the innovations of MTV. Then we shall concentrate upon the works of two towering 19th century artists.

Verdi and Wagner attempted through music-drama to champion revolutionary struggles. We shall study the sources they used; many of their resonant achievements, leading to *Otello* and *The Ring of the Nibelung*; contemporary works of thought and literary art, including Nietzsche, Flaubert, and Zola; and the tragic perversion of some of Verdi's and Wagner's ideas in 20th century authoritarian, nationalist and racist ideology.

Each week we shall study the historical and cultural contexts of major works, the transformations of mythical and literary sources involved, audio-visual presentations of the works themselves, and discussions of their impact. Students will treat other works in individual or group projects including, whenever possible, performances of passages.

Planned equivalencies in quarter hours:

8—history and appreciation of performing arts

8—European cultural history in the 19th century

4—myth and ritual

2—oral traditions and literate (scored) traditions

4—comparative literature

4—advanced expository writing

2—audio/visual presentation

Total: 32 credits

Program is preparatory for careers and future study in humanities, performing arts and cultural anthropology.

Wilderness and the Temporality of Man

Fall / Group Contract

Sponsor: Pete Sinclair

Enrollment: 24 **Faculty:** 1

Prerequisites: Core Program or junior standing if a transfer student

Special Expenses: Travel for research (optional)

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

"Wilderness and the Temporality of Man" is an advanced group contract whose topic is an examination of how our thoughts and beliefs about our human temporalness might be connected to our thoughts about wilderness. The contract will be organized so that students may undertake ambitious studies in literature, history, ethics, aesthetics and popular culture. This study is one of several on wilderness; thus student topics and work will be designed and distributed as part of a collaborative effort. Our work will be to compile an annotated bibliography, then to write our studies.

Planned equivalencies in quarter hours:

16—research topic

Total: 16 credits

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

Theory of Knowledge

Fall / Group Contract

Sponsor: Burton S. Guttman

Enrollment: 24 **Faculty:** 1

Prerequisites: Two years college work; ability to read and write well; permission of instructor; portfolio must be submitted

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

This quarter will be devoted to questions about the nature of human knowledge: its origins, scope and criteria for the acceptance of knowledge-claims. We will begin with classical sources, including: Plato, *Meno* and *Theatetus*; Aristotle, selections from *Metaphysics*; Descartes, *Meditations*; Locke, *Essay Concerning Human Understanding*; Hume, *Enquiry Concerning Human Understanding*; and Kant, selections from *Critique of Pure Reason*. We will then examine a number of 20th century viewpoints, including, at least, selections from Russell, Ayer, Popper, and Quine. At the end of the quarter we will consider new perspectives arising principally from the infusing of linguistics into philosophy.

The program will require intensive reading and writing. Students choosing to enroll will be expected to work hard on abstract material, energetically pursue complex argumentation and write extensively. Great emphasis will be placed on students developing their own understanding through aggressive personal wrestling with ideas.

Planned equivalencies in quarter hours:

16—philosophy

Total: 16 credits

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

Philosophy of Science

Winter / Group Contract

Sponsor: Burton S. Guttman

Enrollment: 24 **Faculty:** 1

Prerequisites: Two years of college work; ability to read and write very well; basic mathematics and intensive study of at least one science; basic logic recommended; permission of instructor required; portfolio must be submitted

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

This will be an intensive examination of the nature of modern science. We will be principally concerned about the methods and the logical structure of science: the nature of laws, theories and explanations. As core reading, we will use *The Structure of Scientific Theories* (edited by Suppe), supplemented by extensive selections from Toulmin, Hanson, Feyerabend, Popper, Lakatos, Salmon and others. Some attention will be paid to the social implications of modern science, but students should not enroll if that is their primary interest; we shall be primarily concerned with much more abstract logical and epistemological matters.

The program will require intensive reading and writing. Students choosing to enroll will be expected to work hard on abstract material, energetically pursue complex arguments and write extensively.

Planned equivalencies in quarter hours:

16—philosophy

Total: 16 credits

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

Chaucer: Life, Times, Work and Peers

Winter, Spring / Group Contract

Sponsor: Pete Sinclair

Enrollment: 24 **Faculty:** 1

Prerequisites: Core Program or junior standing if transfer

Special Expenses: Books are expensive

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

We will read almost all the works of Chaucer. We will read in translation his important sources. We will read a selection of other works in Middle English. Students will write response papers for the first seven weeks, do a life-and-times study during the second seven weeks and will write an essay in the last seven weeks. Students will make oral presentations of parts of all their work.

Planned equivalencies in quarter hours:

16—Chaucer

8—14th century English literature

4—14th century English literary history

4—literary theory/criticism

Total: 32 credits

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

East West: The Twain Do Meet

With the onset of the nuclear age, scholars have found that there are no contradictions in the terms physics/science and religion or in the ethos of the West and the East. This course will explore parallels in science and the teachings of Hinduism, Buddhism, Zen Buddhism and Taoism. The study of Eastern philosophies that underlie the religions of the East will be undertaken through a hands-on experience with movements of the body, spiritual centeredness, kinesthetic energy, a spatial awareness and an understanding of the concepts of yoga and tai-chi. Theater and dance will be studied as an integrated unit. For a complete description, turn to page 56 in the *Expressive Arts* Specialty Area.

Good Fences Make Good Neighbors: The Unknowing of Mexico

This program will explore various aspects of historical and contemporary Mexican culture, how the cultures were formed and what has prevented so many North Americans from knowing more about them. Students will be given the opportunity to travel to Mexico for field study in Spring Quarter. For a complete description, turn to page 56 in the *Expressive Arts* Specialty Area.

The Heart of the Matter: Creative Response to Women Writers

This group contract combines a "standard" approach to the study of literature with an arts-oriented component. The issues that inform the work of these writers are universal, common to the experiences and feelings of men as well as women. Students already involved in creative work will have the opportunity to perceive their work as having a broader context than their current interest. Students who are not already engaged in such work will have the opportunity to explore their creative potential. For a complete description, turn to page 56 in the *Expressive Arts* Specialty Area.

The Human Condition: Science As Social Construct

Is science the "objective" study of nature that most people believe it to be? Or is it the socially constructed representation of the gender, class and other cultural biases of its dominant professional practitioners? This program will use readings in history, literature, philosophy and science to examine the controversy over these questions. Students entering this program will not need a background in science. They will, however, need a serious interest in understanding the role of science in modern society and in examining some of the questions of values such a study raises. For a complete description, see the *Center for the Study of Science and Human Values*, page 77.

Personality, Society and Culture: Story, Theory and Research

Our goal is to help you become a social scientist, prepared especially for study and work in the helping professions. We will explore the connectedness of personality, society and culture at three levels: story, theory and research. All cultures are held together by stories, myths and symbols, the vehicles of shared meaning. Social science theories are the "meta-stories" told by social scientists to explain the nature and functioning, the coherence and conflict, of personality, society and culture. For a complete description, turn to page 84 in the *Science, Technology and Health* Specialty Area.

Politics and Theater

This program will center on the impact of politics on theater and the meshing of the two in a substantial way. We will focus on the works of European philosopher, novelist and playwright Albert Camus. Students will learn techniques and theory of acting and playwriting and produce one of Camus' plays. For a complete description, turn to page 54 in the *Expressive Arts* Specialty Area.

The Televised Mind

The emphasis in this program is on developing a global understanding of the power of the image in general and television and film in particular to transform people and cultures. An equally important emphasis is on learning to make one's own meaning and transcending the traditional barriers of technology, standards and professional mystification in the service of community. For a complete description, turn to page 59 in the *Expressive Arts* Specialty Area.

Theory of Knowledge

Fall / Group Contract

Sponsor: Burton S. Guttman

Enrollment: 24 **Faculty:** 1

Prerequisites: Two years college work; ability to read and write well; permission of instructor; portfolio must be submitted

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

This quarter will be devoted to questions about the nature of human knowledge: its origins, scope and criteria for the acceptance of knowledge-claims. We will begin with classical sources, including: Plato, *Meno* and *Theatetus*; Aristotle, selections from *Metaphysics*; Descartes, *Meditations*; Locke, *Essay Concerning Human Understanding*; Hume, *Enquiry Concerning Human Understanding*; and Kant, selections from *Critique of Pure Reason*. We will then examine a number of 20th century viewpoints, including, at least, selections from Russell, Ayer, Popper, and Quine. At the end of the quarter we will consider new perspectives arising principally from the infusing of linguistics into philosophy.

The program will require intensive reading and writing. Students choosing to enroll will be expected to work hard on abstract material, energetically pursue complex argumentation and write extensively. Great emphasis will be placed on students developing their own understanding through aggressive personal wrestling with ideas.

Planned equivalencies in quarter hours:

16—philosophy

Total: 16 credits

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

Philosophy of Science

Winter / Group Contract

Sponsor: Burton S. Guttman

Enrollment: 24 **Faculty:** 1

Prerequisites: Two years of college work; ability to read and write very well; basic mathematics and intensive study of at least one science; basic logic recommended; permission of instructor required; portfolio must be submitted

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

This will be an intensive examination of the nature of modern science. We will be principally concerned about the methods and the logical structure of science: the nature of laws, theories and explanations. As core reading, we will use *The Structure of Scientific Theories* (edited by Suppe), supplemented by extensive selections from Toulmin, Hanson, Feyerabend, Popper, Lakatos, Salmon and others. Some attention will be paid to the social implications of modern science, but students should not enroll if that is their primary interest; we shall be primarily concerned with much more abstract logical and epistemological matters.

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Planned equivalencies in quarter hours:

16—philosophy

Total: 16 credits

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

Chaucer: Life, Times, Work and Peers

Winter, Spring / Group Contract

Sponsor: Pete Sinclair

Enrollment: 24 **Faculty:** 1

Prerequisites: Core Program or junior standing if transfer

Special Expenses: Books are expensive

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

We will read almost all the works of Chaucer. We will read in translation his important sources. We will read a selection of other works in Middle English. Students will write response papers for the first seven weeks, do a life-and-times study during the second seven weeks and will write an essay in the last seven weeks. Students will make oral presentations of parts of all their work.

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Personality, Society and Culture: Story, Theory and Research

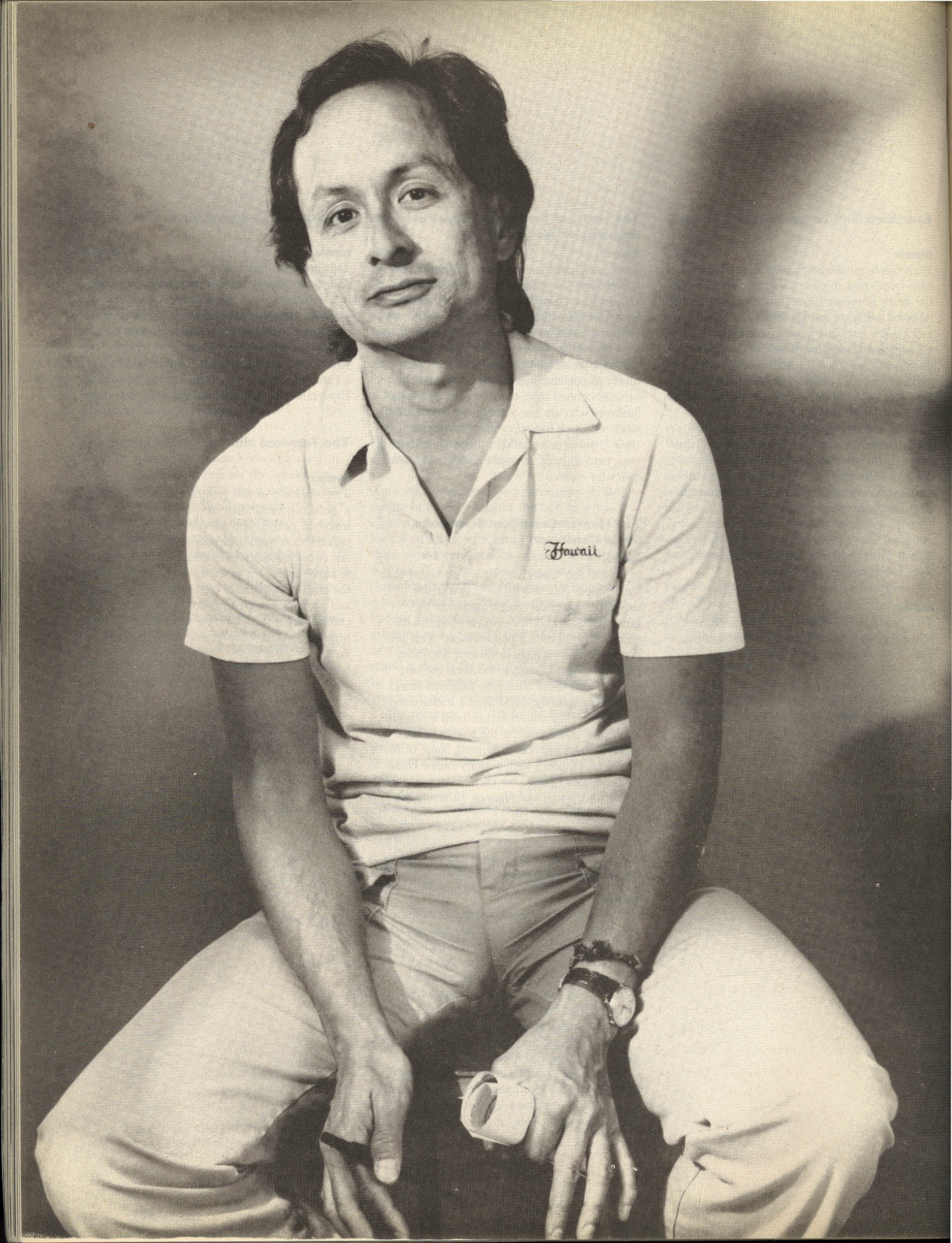
Our goal is to help you become a social scientist, prepared especially for study and work in the helping professions. We will explore the connectedness of personality, society and culture at three levels: story, theory and research. All cultures are held together by stories, myths and symbols, the vehicles of shared meaning. Social science theories are the "meta-stories" told by social scientists to explain the nature and functioning, the coherence and conflict, of personality, society and culture. For a complete description, turn to page 84 in the *Science, Technology and Health* Specialty Area.

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The Televised Mind

The emphasis in this program is on developing a global understanding of the power of the image in general and television and film in particular to transform people and cultures. An equally important emphasis is on learning to make one's own meaning and transcending the traditional barriers of technology, standards and professional mystification in the service of community. For a complete description, turn to page 59 in the *Expressive Arts* Specialty Area.



Language and Culture Center

Director: Dr. Andrew Hanfman

Dean: Jose Gomez

The *Language and Culture Center* plans and coordinates year-long programs and courses in the area of foreign languages and international studies on a two- to three-year cycle. It also serves as a source of information and academic advice for students who have an interest in foreign languages and area studies. The Center's director, Dr. Andrew Hanfman, is a full-time Evergreen faculty member in literary and language studies who specializes in Russian-Soviet affairs. Assistant Dean Jose Gomez also serves as a source of information and academic advice for students who have an interest in studying abroad.

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

In the 1990-91 academic year, five year-long language and culture programs are being offered under the auspices of the Center:

"Japanese Language and Civilization," "French Culture: Voices of Revolution and Tradition," "Russia/USSR," "Good Fences Make Good Neighbors: The Unknowing of Mexico," and "East West: The Twain Do Meet."

For students interested only in language studies, Evergreen offers a series of part-time courses. Most of these courses are offered during evening hours. Language components of area programs may also be taken as separate courses, but they are mostly conducted during the day. Students interested in careers in business, journalism, education, anthropology and human services may want to consider such language study. In the 1990-91 academic year, courses in first-year college French, German, Spanish and Japanese will be offered as well as second-year French.

The following list includes the academic programs in this area planned through 1993:

1990-1991

"Japanese Language and Civilization," FWS
"French Culture: Voices of Revolution and Tradition," FWS, spring '91 trip to France
"Russia/USSR," FWS, summer '91 trip to the Soviet Union
"East West: The Twain Do Meet," FW
"Good Fences Make Good Neighbors: the Unknowing of Mexico," FWS, spring '91 trip to Mexico

1991-1992

"Japanese Language and Culture," FWS
"Latin American Studies," FWS
"German Culture," FWS

1992-1993 (tentative)

"Japanese Language and Culture"
"French Culture"
"Classical World"

A seminar is a group of curious people coming together to explore textual/visual material. A good one happens when you're prepared, interested in listening to others and in contributing your own thoughts. A good seminar laughs together, cajoles each other to see more, to argue and then to play volleyball together and laugh again.

My role is to empower students to forget the clock and direct their own minds. I slip in a sneaky question, a wild position, fill in information gaps, provide background. I'm a human, caring person who just happens to have earned a degree before them, but is just as curious.

Faculty Member Les Wong describes himself as "a curious person from Oakland, California, of Mexican-Chinese ancestry. I enjoy a good book, good critical analysis and a funny movie." Wong's current research involves the use of helicopter rides with Vietnam veterans suffering from Post Traumatic Stress Disorder. This innovation has received national media attention. Closer to home, a student writes: "Les has an easy-going style, but unlike many teachers who try to get down to your level, Les brings you up to his."

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

Evergreen students of junior and senior standing who have met the necessary prerequisites may be eligible to spend up to a full year studying language, area studies, economics or international trade and affairs as special students in the University of Washington's Jackson School of International Studies.

The School of International Studies has been a pioneer in offering programs in non-Western languages and cultural studies. It offers interdisciplinary curricula emphasizing both regional and topical studies. Students may concentrate their study on a major world area within the context of 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 normally available through this program include: Chinese, Japanese, Korean, Middle Eastern, Russian, East European and South Asian studies as well as comparative religion.

Application to participate in a year at the University of Washington should be made through Dean Jose Gomez. Application must be made before April 1 of the year preceding admission to the University of Washington.

Student Exchanges with Japanese Universities

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

Interested and qualified students may obtain further particulars from the director of the *Language and Culture Center*. The students who plan to apply for this exchange program must have a sufficient proficiency in Japanese as most of the teaching at both universities is in lecture format in Japanese. Applications should be submitted in the form of a letter of intent accompanied by portfolios to Dean Jose Gomez no later than February 15. The applications will be screened by a Selection Committee.

Fall, Winter, Spring / Coordinated Study
Coordinator: Setsuko Tsutsumi
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or equivalent
Special Expenses: No
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

This program will explore various aspects of Japanese civilization that reflect the changing times and circumstances in the stream of history. We will identify the elements of continuity in the midst of significant changes that have taken place over Japan's long and distinguished history.

Japanese will be offered at the basic and intermediate levels with emphasis on an oral-aural approach. The language course will represent an integral part of the whole program and will be offered throughout the academic year. The study of the language encompasses more than a means to acquire the tools of communication. Patterns of thoughts, levels of formality, the very words, idioms and phrases are reflections of a society and a tangible measure of a people's creativity and aesthetic sensibility.

In Fall Quarter we will examine the period from the early formation of a unified country to the end of the aristocracy in the 12th century. We will read major works from Japanese literature and history that illuminate the development of the civilization and aesthetic traditions of Japan.

Winter Quarter will focus on the development of the warrior class and feudalism from the 13th through the 19th centuries, along with the development of art, aesthetics and ethics of the warrior class. Special attention will be paid to the emergence of a distinct culture of the townsman under the rule of the warrior class.

Spring Quarter will begin with Westernization and modernization through the Meiji restoration. We will also examine the development of parliamentary government and capitalism which finally gave way to nationalism and war. Attention will be given to significant changes following World War II.

Students can enroll each quarter for six, 10, or 16 quarter hours for either language or civilization, or both.

Planned equivalencies in quarter hours:
 18—Japanese language
 12—Japanese history
 12—Japanese literature
 6—individual research
 Total: 48 credits

Program is preparatory for careers and future study in Japanese language, history, literature and Japanese or Asian studies.

Fall, Winter, Spring / Group Contract
Sponsor: Susan Fiksdal
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program or one year of college
Special Expenses: \$2850 for Spring Quarter homestay in Lyon and administrative expenses
Part-Time Options: 8 quarter hours language; 12 quarter hours language and culture
Internship Possibilities: No
Additional Course Allowed: Yes

The literature and film of French-speaking peoples will provide the voices of revolution and tradition we will examine. We will have two primary viewpoints: developments within France, and developments in the Francophone world of Africa and the Caribbean.

In Fall Quarter we will read Rousseau and Voltaire and other authors who laid the foundations for revolution in a tradition-bound society. We will study the French Revolution itself. Romantic, naturalist and symbolist movements will provide the focus for our work in literature. We will read selections from Balzac, Hugo, Sand, Baudelaire and Mallarme.

In Winter Quarter we will consider the voices of writers and artists in Africa and the Caribbean who use French as their medium of expression. We will read works showing two opposing forces—one argues for revolution in language, the other argues for tradition. Two major movements will provide the focus for these studies: surrealism and existentialism. Students can expect to learn about colonization from the viewpoint of colonizer and colonized, and from the pens of some of our most celebrated authors such as Sartre, Camus, Beauvoir, Sembene and Césaire.

In spring we will travel to Lyon, France, where we will focus on contemporary women's voices, both French and Francophone, conservative and revolutionary. The other major focus will be an ethnography, a study involving extensive interviewing.

Our work will be primarily in French (12 quarter hours) involving intensive French language classes, films, and lectures. Students may also take an optional seminar in French and Francophone literature in translation for the remaining 4 quarter hours.

Planned equivalencies in quarter hours:
 15—first or second year French grammar and conversation
 12—French and Francophone literature and composition
 12—French and Francophone literature in translation
 6—history of ideas: France 1789-1980
 3—Francophone culture: Africa and the Caribbean
 Total: 48 credits

Program is preparatory for careers and future study in international studies, international business, journalism, comparative literature, linguistics, African studies, French language and literature.

Russia/USSR

Spring, Fall, Winter, Spring, Summer / Coordinated Study

Coordinator: Tom Rainey

Enrollment: 72 *Faculty:* 3

Prerequisites: Sophomore standing and faculty signature

Special Expenses: Study trip to USSR (optional)

Part-time Options: Yes, Russian language classes

Internship Possibilities: No

Additional Course Allowed: Yes

"Russia/USSR" will explore the language, literature, culture and history of Russia and the Soviet Union. It will begin in the summer of 1990 with intensive language classes, which will give students the equivalent of one full year of beginning, college-level Russian. Language classes will continue, at a less intensive pace, during the following academic year in both beginning and second-year Russian.

In Fall Quarter, 1990, the program will focus on the history, culture and literature of the Soviet Union from 1917 to 1985. In Spring Quarter, 1991, the program will take a topical approach, examining the many-faceted aspects of current Soviet society and foreign policy. The strengths and weaknesses of the Gorbachev reforms will be thoroughly examined. Given sufficient student interest, the faculty will organize an intensive language-study trip to the Soviet Union during the summer of 1991.

Students may begin the program in the summer of 1990 with Russian classes, or they may choose to begin in the fall of that year. Students are encouraged to take Russian, but may elect to take only the non-language component of the program for 12 quarter hours. A typical full-time load for each quarter in the program, from fall through spring, would consist of four quarter hours of language classes and 12 quarter hours of history, literature and culture. The program will not be open to students who wish to take less than 12 quarter hours of the non-language content. The language classes will, however, be open to students who do not wish to enroll for the other component of the program.

Planned equivalencies in quarter hours:

Fall, Winter, Spring

12—Russian and Soviet history

8—Russian and Soviet culture

4—Soviet Political Economy

12—Russian and Soviet literature

12—Russian language

Total: 48 credits

Program is preparatory for careers and future study in Russian and Soviet graduate studies, diplomatic foreign service, international trade and commerce.

East West: The Twain Do Meet

With the onset of the nuclear age, scholars have found that there are no contradictions in the terms physics/science and religion or in the ethos of the West and the East. This course will explore parallels in science and the teachings of Hinduism, Buddhism, Zen Buddhism, and Taoism. The study of Eastern philosophies that underlie the religions of the East will be undertaken through a hands-on experience with movements of the body, spiritual centeredness, kinesthetic energy, a spatial awareness and an understanding of the concepts of yoga and tai-chi. Theater and dance will be studied as an integrated unit. For a complete description, turn to page 56 in the *Expressive Arts* Specialty Area.

Good Fences Make Good Neighbors: The Unknowing of Mexico

This program will explore various aspects of historical and contemporary Mexican culture, how the cultures were formed and what has prevented so many North Americans from knowing more about them. Students will be given the opportunity to travel to Mexico for field study in Spring Quarter. For a complete description, turn to page 54 in the *Expressive Arts* Specialty Area.



Convener: Chuck Nisbet

Affiliated Faculty: John Filmer, Virginia Ingersoll, Duke Kuehn, Paul Mott, Art Mulka, Dean Olson, Niels Skov, Greg Weeks and Tom Womeldorff.

Upper-division work in this Specialty Area consists of a Coordinated Study Program titled "Management and the Public Interest" for the first year and a changing series of advanced Group Contracts, Individual Contracts and Internships for the second year. Students may take one or two years of work in this area. 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.

Management and the Public Interest

Fall, Winter, Spring / Coordinated Study
Coordinator: Dean Olson

Enrollment: 72 *Faculty:* 3

Prerequisites: Microeconomics, principles of accounting, upper-division standing

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

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

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

The core of the MPI program in the first year consists of organizational psychology, managerial economics, managerial accounting, managerial finance, case studies and the functions of management. Additional courses in statistics, marketing, computing for managers, personnel management and international business 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, the public sector and service organizations. The program provides fundamental preparation for graduate studies in business administration, public administration and law.

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

Planned equivalencies in quarter hours:

Will be distributed in accounting, economics, management, managerial economics, managerial finance, organizational behavior, marketing, statistics, case studies in business and public administration.

Total: 48 credits

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

Fall, Winter, Spring / Group Contract

Sponsor: Virginia Ingersoll

Enrollment: 24 *Faculty:* 1

Prerequisites: Junior standing; statistics course strongly recommended

Special Expenses: Cost of traveling to local research site

Part-time Options: No

Internship Possibilities: Spring Quarter

Additional Course Allowed: No

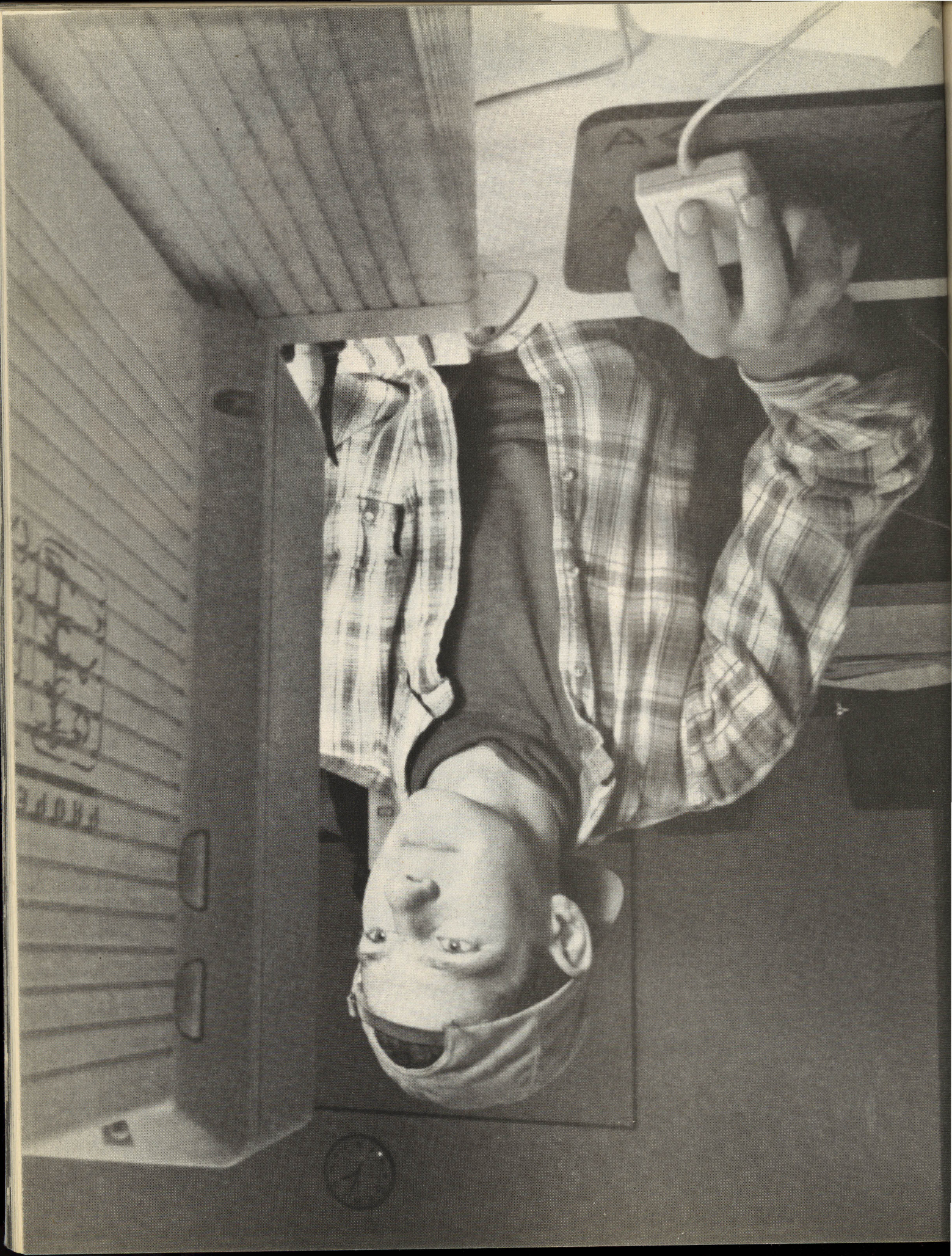
We live in a sea of rhetoric, some of it of our own making. In our public lives, our work lives and our private lives, we are regularly subject to known attempts at influence, whether from persons known to us, such as bosses, friends and family, or from anonymous sources hidden behind advertising, marketing, entertainment or political campaigns.

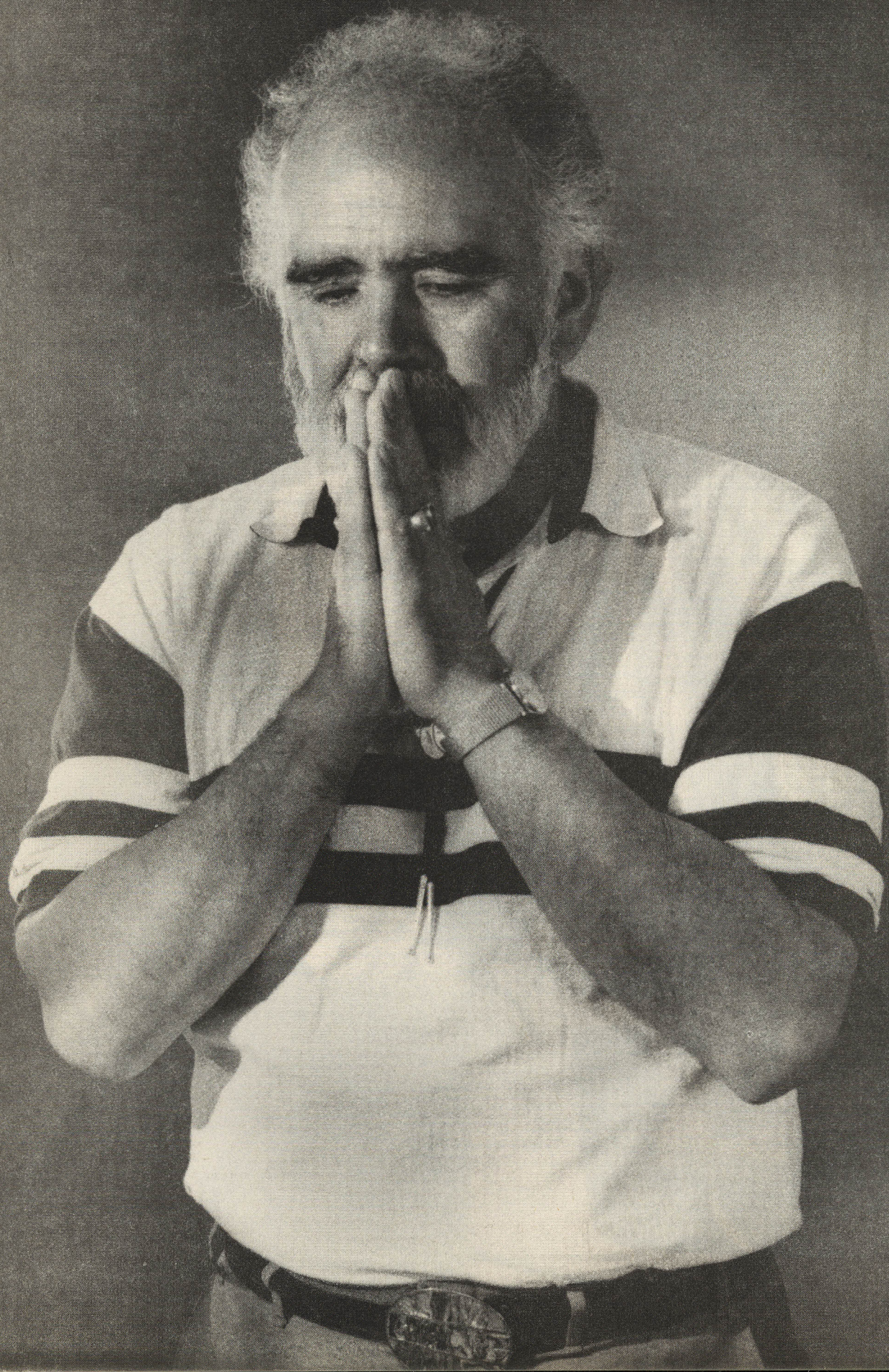
Other attempts at persuasion are unplanned and unknown to us most of the time, hidden deeply in the structures of social discourse. Moreover, we ourselves play this influence game. It is an inevitable part of human institutions and relationships. Some people, such as managers, marketing experts, political strategists and psychotherapists, make their living at it. This program will explore the influence process and the way changes in people and institutions issue from it. We will focus on how planned persuasion and propaganda programs are executed, as well as on the psychological dimensions of the persuasion process. Teams of students will examine in depth some planned programs in the community, such as off-year political campaigns, marketing campaigns and attempts at planned social or organizational change. Training in research methods, including the use of the computer for data analysis, will be provided. Students will produce professional quality research reports, which they will present to their local clients. In Spring Quarter, students will do internships in local organizations, where they can exercise and augment their own skills of persuasion.

Planned equivalencies in quarter hours:

4—persuasion and propaganda
4—effects of mass communication
4—public opinion
4—social and organizational change
4—social sciences research methods
4—survey research
4—marketing research
4—introduction to data analysis
4—art of rhetoric
12—internship
Total: 48 credits

Program is preparatory for careers and future study in management, marketing, public administration, social research, law and politics.





Native American Studies

Conveners: Craig Carlson and David Whitener

Affiliated Faculty: Bill Aldridge, Rainer Hasenstab, Lovern Root King, Carol Minugh, Mary Nelson, Sid White and David Rutledge

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 and others involved in education self-determination.

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

Native American Studies includes at least one major program and several auxiliary programs. In addition, the area collaborates with other specialty areas to design symposium components on topics such as health, science, environmental studies and art.

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* begins with an interview with one of the Specialty Area faculty. In this interview, student and faculty plan an individualized course of study to ensure 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 to have a positive impact on the world around them.

"Above all else we cherish the right for people to live as they choose...However different it may be."

Chief Sealth

I consider myself fortunate to be in a position to encourage, and assist students to realize their goals through the concept of a mutually shared education authority: the student, the institution and the community.

David Whitener, a member of the Squaxin Island tribe, is a strong advocate of honoring the cultures of all peoples. He has taught in the Native American Studies program at Evergreen since 1978. A graduate of Western Washington University, Whitener's subjects of interest include: community education, educational administration, implications of perception and history of Indian policy.

Nation Within a Nation

Fall, Winter, Spring / Coordinated Study
Coordinator: Rainer Hasenstab
Enrollment: 72 *Faculty:* 3
Prerequisites: Faculty signature
Special Expenses: Field trips, tapes
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

"Nation Within A Nation" is designed to incorporate community interaction in the education process. The student, community and institution will share authority in developing a valuable education within a constantly changing society.

Born of an oral tradition, the school of thought offered for consideration through hospitality (the ability to extend friendship), recognition and respect, is a floor upon which people, in good faith, may exchange mutually beneficial thoughts, ideas and concepts.

The Native American Studies Program at Evergreen has been, and continues to be, viewed as an experiment within an experiment. Indian governments exist as nations within a nation. Indian governments of the Northwest provide the basis for the philosophy of education of the Native American Studies Program.

The dominant educational perspective in the U.S. has not served the needs of Indian communities. Our hope is not to repeat the situation described in the following account from *Touch the Earth* by T.C. McLuhan: "June 17, 1744. The commissioners from Maryland and Virginia negotiated a treaty with the Indians of the six nations at Lancaster, Pennsylvania. The Indians were invited to send boys to William and Mary College. The next day they declined the offer as follows: We know that you highly esteem the kind of learning taught in those colleges, and that the maintenance of our young men, while with you, would be very expensive to you. We are convinced, that you mean to do us good by your proposal; and we thank you heartily. But you, who are wise must know that different nations have different conceptions of things and you will therefore not take it amiss if our ideas of this kind of education happen not to be the same as yours."

Respect and recognition of varying world views are extended within the Native American Studies Program as examples of exchange among and between people. Four major questions frame the program's education process: (1) What do I want to do? (2) How do I want to do it? (3) What do I plan to learn? (4) What difference will it make?

Planned equivalencies in quarter hours:

4—Native American historical perspectives
4—cross-cultural studies
4—perspectives of a plural society
4—philosophy
4—human resource development
24—individual project work
4—cross-cultural communication
Total: 48 credits

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

Quinalt Community Determined Education

Fall, Winter, Spring / Coordinated Study
Coordinator: Carol Minugh
Enrollment: 48 *Faculty:* 2
Prerequisites: Some college-level work or equivalent experience, faculty signature
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

Community-determined education will be the result of a process related to examining what an educated Native American (one who wants to function within the Native American community) and what an educated member of the Quinalt Nation, need to know. Based on these two factors the faculty will develop curriculum which will address the broadly conceived educational needs of Native Americans and the narrowly conceived educational needs of a specific Indian tribe/nation. Within the framework of this will be the overall premise that an "educated person" needs to have skills in research, analysis and communication. It is important to recognize that the absence of content within the disciplines which specifically deal with the tribal reality caused a great deal of frustration for educated Indian people as they are not prepared to function within their home community and are, in fact, educated out of being functional Indian community members.

The development of the curriculum will utilize community involvement. The Quinalt People will work as a group to identify what an educated Quinalt should look like. A primary function of this educational process is that the people are able to be effective within the native community or outside if they so choose. When the decisions are made, it will then be the responsibility of faculty to develop curriculum which addresses the topics identified.

Since this program is built upon self-determination, this philosophy will be implemented into all aspects of the curriculum and administration of the program. Credit equivalencies will be determined based upon the community determined requirements.

Planned equivalencies in quarter hours:
TBA

Program is preparatory for careers and future study in social services, education, environmental policy-making, tribal administration and others to be determined.

Political Economy and Social Change

Convener: Alan G. Nasser

Affiliated Faculty: Bill Arney, Priscilla Bowerman, Ken Dolbeare, Jorge Gilbert, Angela Gilliam, Jeanne Hahn, Peta Henderson and Matt Smith

Political Economy and Social Change integrates anthropology, economics, history, law, political science, philosophy 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 problems related to class, race and sex. We are interested in how such problems interweave and overlap, how they evolved, how they are understood, how and why certain decisions are made about them, and what difference all this makes for the quality of human life.

All major problems are deeply grounded in cultural, philosophical, social, economic and political theories, history and practice. Their understanding involves exploring basic analytic concepts and values (freedom, equality, justice and democracy) and their meanings today. We look at societies as dynamic and ever-changing systems, compare them in different countries and cultures and evaluate their impacts on the everyday lives of all affected people.

Political Economy and Social Change

Fall, Winter / Coordinated Study

Coordinator: Peter Bohmer

Enrollment: 96 *Faculty:* 4

Prerequisites: One year of college

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program will examine the nature and concrete working of modern capitalism with the U.S. experience as the focus. A central concern will be how race, gender and class relations have shaped the past and present development of U.S. society. We will analyze the political and economic relations between the U.S. and the rest of the world. Another recurring theme will be how historically and today we understand democracy, capitalism and their interrelation.

Social problems examined will include the nature of work, poverty and the distribution of income, wealth and power, the quality of life, popular participation, racism, sexism and intervention in other countries. We will develop an analysis of these problems by studying institutions such as the economy, the state, the community and the family and the theories that shape our understanding of them. These theories will include liberalism, conservatism and more critical social and political theories, as well as economics, both mainstream macro and micro, and the alternative, political economy. We will study the social and historical context for the development of these theories and their role in shaping ideology.

Our goal is to understand how and why race, gender and class have shaped the U.S. social order and what kinds of political economic changes are desirable and necessary for social justice and human rights.

Planned equivalencies in quarter hours:

- 4—political economy
- 8—contemporary social problems
- 4—international political economy
- 8—principles of economics
- 4—political and social theory
- 4—U.S. history
- Total: 32 credits

Program is preparatory for careers and future study in economics, sociology, history, political science, public service, business and teaching.

Non-Capitalist Economic Systems

Spring / Coordinated Study
Coordinator: Peter Bohmer
Enrollment: 24 **Faculty:** 1
Prerequisites: "Political Economy and Social Change" or equivalent
Special Expenses: \$25 for films
Part-time Options: No
Internship Possibilities: Not recommended
Additional Course Allowed: Not recommended

This program will focus on the strategy of revolutionary change and the difficulties faced by Third World societies in attempting alternatives to capitalist paths of development. Their possibilities for development will be analyzed in the context of economic and military attacks on them and the current global economy. For each society, the inter-related issues of production and distribution, the family, nationalities and democracy will be examined.

We will study Cuba, Nicaragua, Vietnam and Mozambique. The debates within and about the USSR will be discussed but not be the center of the program. We will conclude by looking at the possibilities for fundamental social change in the U.S. and alternate visions.

Planned equivalencies in quarter hours:

8—comparative economic systems
4—Third World studies
4—comparative politics
Total: 16 credits

Program is preparatory for careers and future study in public service, teaching, economics, political science, sociology and Third World studies.

The International Political Economy of Drugs

Fall, Winter / Coordinated Study
Coordinator: Angela Gilliam
Enrollment: 48 **Faculty:** 2
Prerequisites: "Political Economy and Social Change" or equivalent
Special Expenses: \$25 film rental
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program is envisioned as a global analysis of the economic underpinnings of the international drug trade, and how that trade conditions—and is conditioned by—international politics. This advanced program deals with the production, refining, distribution and consumption of drugs throughout the world. Of particular interest is how this trade will be a factor in the 1990s in the foreign policy of nations. Also of special concern is the debate over the "marketplace" and the locus of responsibility for it—supply or demand. Central to such a coordinated course could be identifying the problem of defining the concept of "drug," and the relationship between that issue and the "addictive culture." Though special attention will be given to contemporary United States culture, analysis will pose the question as to whether or not U.S. culture can formulate a broad-based national forum for this problem.

Planned equivalencies in quarter hours:

8—political economy
8—sociology of development
8—Caribbean and Latin American studies
4—film criticism
4—group research project
Total: 32 credits

Program is preparatory for careers and future study in public service, teaching, social work, international political economy and sociology.

Environment, Regions and Governance

We shall assess a variety of intellectual tools for understanding and acting in today's global and national geographic, political-economic and environmental contexts to attain desirable living conditions for people. In particular, we shall examine the uses and effects of technology. For a complete description, turn to page 48 in the *Environmental Studies* Specialty Area.

Modern Worlds

Our study of major European and American literary and philosophical works since 1800 will be guided by questions such as: (1) What is it for the characters, conflicts, and feelings in art to be real? (2) How does a classic work of literature or philosophy become a classic? (3) What does the study of literary and philosophical works tell us about human experience in the past and in the present? (4) What does the study of history and social institutions tell us about literature and philosophy? (5) If, as some have argued, literature and philosophy do not humanize, what do they do? For a complete description, turn to page 63 in the *Humanities* Specialty Area.

Center for the Study of Science and Human Values

Convener: Betty Ruth Estes

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

The aim of the *Center for the Study of Science and Human Values* is to provide a bridge between science and the humanities. It is based upon three assumptions:

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

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

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

The *Center for the Study of Science and Human Values* trains students to be, both professionally and politically, interpretive life scientists and technologically informed humanists.

Philosophy of Science

This will be an intensive examination of modern science. We will be principally concerned about the methods and logical structure of science: the nature of laws, theories and explanations. Some attention will be paid to the social implications of modern science, but students should not enroll if that is their primary interest; we shall be primarily concerned with much more abstract logical and epistemological matters. For a complete description, turn to page 64 in the *Humanities Specialty Area*.

The Human Condition: Science As Social Construct

Fall, Winter, Spring / Coordinated Study

Coordinator: Betty Ruth Estes

Enrollment: 72 *Faculty:* 3

Prerequisites: Core Program or equivalent

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Possibly

Is science the "objective" study of nature that most people believe it to be? Or is it the socially constructed representation of the gender, class, and other cultural biases of its dominant professional practitioners? Many scholars now argue for the latter position. Some feminist critiques of science, for example, claim that "the social structure of science, many of its applications and technologies, its modes of defining research problems and designing experiments, its ways of constructing and conferring meanings are not only sexist but also racist, classist and culturally coercive" (Sandra Harding, *The Science Question in Feminism*). But, if such critiques are correct, how does one account for the apparently "progressive" nature of modern science and technology?

This program will use readings in history, literature, philosophy and science to examine this controversy. We will read arguments by contemporary authors on both sides of the issue. We will study the United States in the 20th century—asking such questions as, could there be social reasons why biology has replaced physics as the most prominent natural science in the late 20th century? We will study earlier societies in which science has flourished and ask whether the institutions and values of those societies appear to be embedded in the science they produced. We will ask whether there are significant differences between the scientific enterprises in Western and non-Western societies, and whether the presence of more female scientists might affect the fundamental nature of science.

Students entering this program will not need a background in science. They will, however, need a serious interest in understanding the role of science in modern society and in examining some of the questions of values such a study raises. Prospective students should also note that the program will contain a major independent research component.

Planned equivalencies in quarter hours:

Will be distributed among European and United States history; literature; philosophy; writing; history, philosophy, and sociology of science; sociology of gender, race and class, and directed research.

Total: 48 credits

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

Convener: Byron Youtz

Affiliated Faculty: John Aikin Cushing, Justino Balderama, Clyde Barlow, Michael Beug, Judy Bayard Cushing, Rob Cole, Diana Cushing, George Dimitroff, Tom Grissom, Burton Guttman, Will Humphreys, Ryo Imamura, Neil Jacobsen, Linda Kahan, Jeff Kelly, Rob Knapp, Betty Kutter, Sig Kutter, Al Leisenring, Carrie Margolin, John Marvin, Earle McNeil, Janet Ott, Willie Parson, David Paulsen, Masao Sugiyama, Fred Tabbutt and Les Wong

Associated Faculty: Hazel Jo Reed

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

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

Academic Pathways: For ease in planning, we have laid out suggested program sequences, or academic pathways, in subjects where student interest is strong and 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, and also arranged 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, so they should plan to select at least two quarters of work from other Specialty Areas.

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

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

Chemical Systems
Computer Studies
Energy Studies
Health and Human Behavior with three sub-pathways—
Psychological Counseling
Human Services
Health Sciences
Laboratory Biology
Mathematics
Physical Systems

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 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 or about one-fourth to one-third of a full-time load. These courses are useful for gaining prerequisites, for pursuing part-time studies, or simply for gaining an acquaintance with a subject without making a full-time commitment to it.

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

Career Pathways in Science, Technology and Health

Chemical Systems

This pathway will provide a strong background for professional work or study in chemistry as well as a superior foundation for students going into medicine or quantitative environmental studies. Each year advanced topics in chemical thermodynamics and bonding will be offered. In addition, other topics offered in rotation will include chemical dynamics, molecular structure, biochemistry, environmental chemistry, inorganic chemistry and chemical instrumentation. Laboratory work will place a heavy emphasis on laboratory computation and computer graphics using recently acquired 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., pre-calculus math and basic chemistry.

Second Year:

"Matter and Motion"

Third Year and Fourth Year:

"Organic Chemistry I, II and III" course sequence from "Molecule to Organism"; outside studies and senior thesis

Computer Studies

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

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

The structure of the pathway:

First Year:

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

Second Year:

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

Third and Fourth Year:

Advanced offerings alternate, with one group of topics offered in even years (e.g., 1990-91) and another group in odd years (e.g., 1991-92). The programs in each are:

Even years:

"Computability and Cognition"

Odd years:

"The Business of Computers," "Science of the Mind," or an advanced Group Contract

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 quarter's 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," or "Sustainable Community Systems" (offered in 1990-91), 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") or "Matter and Motion" or "Foundations of Natural Science."

Third Year and Fourth Year:

"Energy Systems" or "Sustainable Community Systems" (offered in 1990-91); any combination of senior thesis, Internships, portions of "Physical Systems," or programs in other Specialty Areas.

Health and Human Behavior

The Health and Human Behavior pathway has three main, often intersecting branches: psychological counseling, human services and health sciences. 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 branch needs to develop its own tools, but with full awareness of the impacts and complementary roles of the other fields.

For Human Services, the entry level program, "Personality, Society and Culture," is designed to investigate the various fields of human behavior and their interactions, within a cultural context, while developing the vocabularies and fundamentals needed to function within these fields. More specialized programs at the junior and senior levels, such as "Aesthetics of Healing" and "Psychological Counseling," develop the special skills needed in each area.

Health Sciences provides preparation for professional training in medicine, dentistry, naturopathic medicine, midwifery and veterinary medicine; paraprofessional jobs such as counseling in nutrition and health; graduate work in nutrition, biochemistry, genetics, microbiology and pathology. The entry program for students would be either "Matter and Motion" or "Foundations of Natural Science." Upper-division work would include the "Molecule to Organism" program and possible additional work in advanced biology, nutrition, health policy planning, computers, statistics or experimental design.

Laboratory Biology

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

First Year:
Any Core Program

Second Year:
"Matter and Motion" or "Foundations of Natural Science"

Third Year:
"Molecule to Organism" or outside studies

Fourth Year:
"Molecule to Organism" 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 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 Coordinated Studies listed below provide the full-time student with an integrated way to do this. Courses and Individual Contracts enable both full- and part-time students to do more specialized and advanced work.

A recommended pathway:

First Year:
Any Core Program, plus courses, if necessary, to meet prerequisites for "Matter and Motion" (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, "Computability and Cognition," or mathematics courses as part of an advanced Individual Contract.

Note: "Mathematical Systems" will be offered in 1991-92.

Physical Sciences

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

The suggested academic pathway:

First Year:

Any Core Program, plus review (if necessary) to meet prerequisites for "Matter and Motion."

Second Year:

"Matter and Motion"

Third or Fourth Year:

Chemistry emphasis through "Geology and Chemistry of Pollution" and Advanced Group Contracts in chemistry, or "Physical Systems" and "Energy Systems." Philosophical studies in "Theory of Knowledge" and "Philosophy of Science" would make excellent supplements to the work of the above programs.

Foundations of Natural Science

Fall, Winter, Spring / Coordinated Study

Coordinator: Byron Youtz

Enrollment: 60 *Faculty:* 3

Prerequisites: Any Core Program or one year of college work emphasizing writing and discussion; mathematics through high school algebra and geometry

Special Expenses: \$10-\$15/quarter lab fee and \$30 retreat expenses

Part-time Option: Physics for those who have already completed college chemistry; signature required

Internship Possibilities: No

Additional Course Allowed: No

This program is designed to develop an integrated understanding of chemistry, physics, biology and mathematics in a cultural and evolutionary context. We will start with the study of our physical universe through astrophysics and chemistry: the four forces of nature and the structures of matter and energy. Later we will apply these concepts to biological systems, continuing an evolutionary and developmental theme. The study of chemistry will be central throughout the year. Laboratory experience will be an important component in the study of chemistry, physics and biology. Students will be expected to make serious progress in mathematics throughout the year, and several levels of math will be available with selection based on an entrance placement exam. In Spring Quarter, some specialization will be available in one of the three sciences or in the philosophical development of scientific ideas.

A weekly seminar series will deal with the ways in which culture and philosophy have affected the developing sciences. We will expect students to read and discuss and write about this interplay of science and society.

Throughout this work, we want students to develop an integrated grasp of the sciences through a combination of lectures, problem sessions, laboratory work, and small-group conceptual workshops in order to end the year with a working knowledge of concepts, critical reasoning, problem-solving skills, and hands-on experience in natural science.

Planned equivalencies in quarter hours:

12/15—general chemistry with lab

8/12—general physics with lab

8/12—general biology with lab

9—mathematics

6/10—development of scientific ideas

Total: 48 credits

Program is preparatory for careers and future study in education, laboratory biology, health sciences, environmental/earth/marine science, and for students interested in natural science for reasons of general education.

Matter and Motion

Fall, Winter, Spring / Coordinated Study

Coordinator: Don Middendorf

Enrollment: 48 *Faculty:* 2

Prerequisites: Core Program, proficiency in algebra, trigonometry, high school chemistry and physics (entrance exam in algebra and trigonometry), faculty signature

Special Expenses: Above average textbook costs and up to \$40 per quarter lab fee

Part-time Options: Calculus I, II, III; university chemistry I, II, III; university physics I, II, III

Internship Possibilities: No

Additional Course Allowed: No

This program is designed for students with a keen desire to develop a firm physical science and mathematics background for preparation for 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. The program is intended for students with strong high school backgrounds in science and mathematics. An alternative program for those with less background is the "Introduction to Natural Science" program.

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, thermodynamics and chemical kinetics.

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—college calculus

10—college chemistry

10—college physics

9—computer interfacing and science laboratory

9—seminar on science and culture

Total: 48 credits

Program is preparatory for careers and future study in physical sciences, health and biological sciences, chemistry, physics or mathematics.

Molecule to Organism

Fall, Winter, Spring / Group Contract

Sponsor: Linda Kahan

Enrollment: 48 *Faculty:* 2

Prerequisites: Core Program, general chemistry, college algebra, college level writing skills, (there will be an entrance examination covering these subjects); general biology is strongly recommended, but not required
Special Expenses: Lab fees of \$40/quarter
Part-time Options: Yes, with permission of instructor

Internship Possibilities: No

Additional Course Allowed: In special circumstances, with permission of faculty

This year-long program will develop an integrated view of biological systems. From organic and biochemistry, through the molecular basis of life, to cell structure and function, and organization and function of organismic systems, this program includes many of the topics in traditional biology major and pre-medical curricula. Major emphasis will be placed on biochemistry and molecular biology on the one hand, and on an integrated coverage of organism and cell anatomy and physiology on the other. Thus students will learn to make connections between the molecular and organismic levels of biological function.

A major component of the program in the fall and winter will be organic chemistry. (Organic may be taken as a separate module by students with sufficient general chemistry background; students who have already taken organic chemistry should substitute other work here). In Fall and Winter Quarters, the biology component of the program will take an integrated approach to cell and organism biology. Biochemistry and molecular biology will be explored in the spring.

Laboratories will play a central and substantial role in the program and will include explorations of both biochemical and biological topics. A seminar will address topics in the history and philosophy of science and/or relations between science and society.

Optional additional coverage of organic chemistry, which will provide a basis for the consideration of the role of chemicals in biological systems, will be available in the program. This portion of the program will also include laboratory work during each quarter.

Planned Equivalencies in quarter hours:

Will be distributed among biochemistry, microscopic anatomy, cell biology, molecular biology, anatomy and physiology, organic chemistry, and history and philosophy of science.

Total: 48 credits

Program is preparatory for careers and future study in biological, chemical and health sciences.

Undergraduate Research in Molecular Biology

Fall, Winter, Spring / Group Contract

Sponsors: Betty Kutter and Burton Guttman

Enrollment: 10 *Faculty:* 2

Prerequisites: Biochemistry and molecular biology; faculty signature
Special expenses: None

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes, this is a part-time group contract

This group contract gives students the opportunity to participate in an ongoing research program studying the molecular biology of bacteriophage T4. They learn such basic techniques as sterile manipulation; preparing media; analyzing the rate of production of phage and DNA (using radioactively labeled precursors); pulse-labeling proteins; cloning and sequencing genes; and using high-speed centrifuges, scintillation counters and gel electrophoresis. Students begin by assisting more experienced members of the lab and, when ready, move on to their own projects. Emphasis is placed throughout on combining genetic, biochemical and biophysical techniques in approaching problems related to the control of gene expression after viral infection.

Students also participate in weekly lab group meetings, discussing articles from the current literature in molecular biology as well as current lab work. They normally begin participating in these meetings, with extra readings and some basic experiments, for 4 quarter hours during their final quarter of "Molecule to Organism."

Students involved in "Undergraduate Research in Molecular Biology" in the summer of 1991 will also participate in the Eighth Evergreen International Bacteriophage T4 Meeting.

Planned equivalencies in quarter hours:

4/16—research in molecular biology

Total: 4-16 credits each quarter

Program is preparatory for careers and future study in biological sciences.

Advanced Chemistry: Dynamic Systems

Winter / Group Contracts

Sponsor: Fred Tabbutt

Enrollment: 24 *Faculty:* 1

Prerequisites: Core Program, two quarters each calculus and college chemistry; one quarter college physics, laboratory and computer experience

Special Expenses: \$20 lab fee

Part-time Options: With faculty signature

Internship Possibilities: No

Additional Course Allowed: No

A general approach to the modeling of dynamic systems ranging from populations to chemistry will be developed. During the first third of the quarter, students will be introduced to sufficient background in modeling techniques, including computers and chemistry, to undertake a specific project during the remainder of the quarter. Projects may range from a model of the ozone layer to a world model. Pertinent supplementary topics will also be developed in class during this time.

Planned equivalencies in quarter hours:

4—systems analysis

4—chemical kinetics

8—systems research

Total: 16 credits

Program is preparatory for careers and future study in chemistry, physics and environmental science.

Advanced Chemistry: Structures

Spring / Group Contracts

Sponsor: Fred Tabbutt

Enrollment: 24 *Faculty:* 1

Prerequisites: Core Program, two quarters each calculus and college chemistry; one quarter college physics, laboratory and computer experience

Special Expenses: \$20 lab fee

Part-time Options: Consent of faculty

Internship Possibilities: No

Additional Course Allowed: No

The central topic of this quarter will be how molecular structure is determined experimentally and how this knowledge is used. This will require a development of topics in symmetry, spectroscopy and x-ray diffraction. Students will learn how crystal structures are determined. Each student will solve a simple structure problem. Applications to chemistry (molecular structure), geochemistry (minerals) and soil chemistry will be developed. Heavy use will be made of computers.

Planned equivalencies in quarter hours:

8—symmetry and quantum chemistry

4—X-ray diffraction

4—research

Total: 16 credits

Program is preparatory for careers and future study in chemistry, physics and environmental science.

Advanced Study in Biology

Spring / Contract Cluster

Sponsor: Linda Kahan

Enrollment: 24 *Faculty:* 1

Prerequisites: Completion of "Molecule to Organism" or equivalent

Special Expenses: Lab fee of \$25

Part-time Options: Yes, by arrangement with instructor

Internship Possibilities: Yes

Additional Course Allowed: Yes

This program will provide students with the opportunity to explore, as a group and as individuals, advanced topics in cell and/or organismic biology. Two 4 credit core offerings (selected by group decision from neurophysiology, developmental biology, comparative physiology or comparative anatomy) will be organized by the faculty sponsor. Core offerings will include reading, discussion, and, in most cases, a substantial amount of laboratory work. In addition to participating in one or both of the core offerings, students will be expected to pursue related individual research projects for either 4 or 8 credits.

Planned equivalencies in quarter hours:

4—comparative anatomy or comparative physiology

4—developmental biology or neuro-physiology

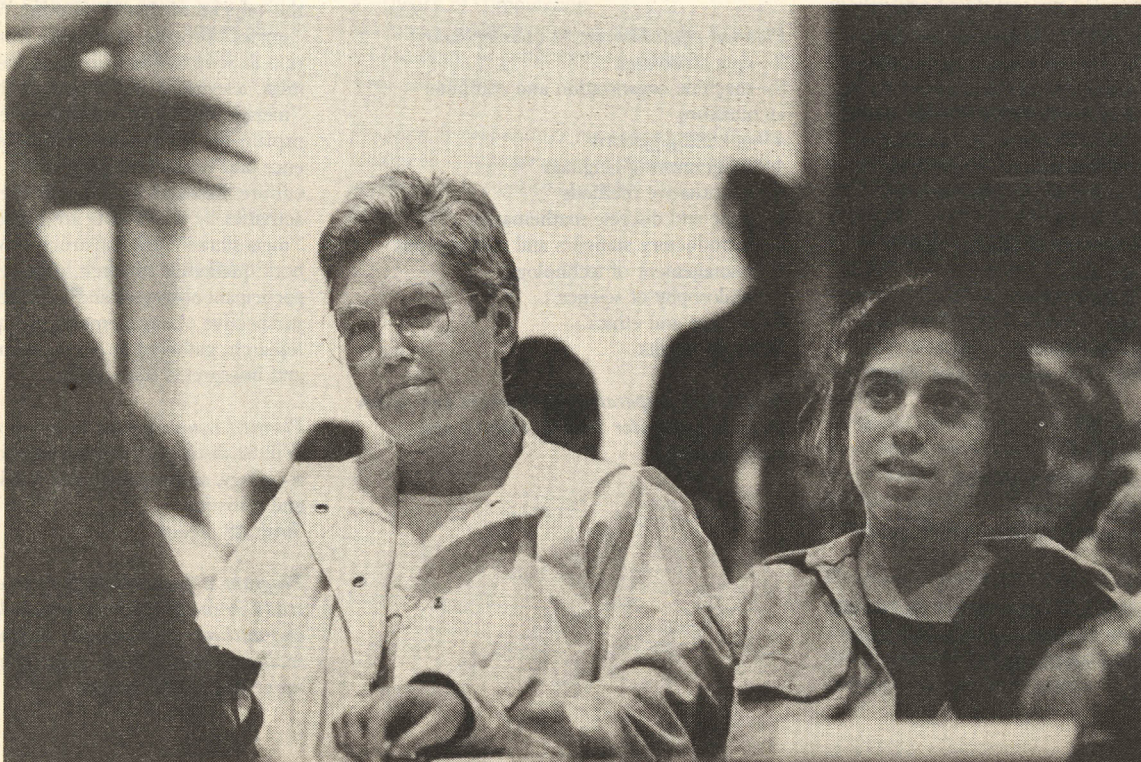
4/8—individual research

Total: 16 credits

Program is preparatory for careers and future study in biological and health sciences.

Energy Systems/Energy Studies

The Energy Systems program will not be offered this year, but students who are interested in energy studies are encouraged to consider the "Sustainable Community Systems" program cross-listed under Environmental Studies (see page 47). This program will spend a significant amount of time studying conventional and renewable energy systems, and will examine in detail the impact of energy conservation, solar energy, transportation, and recycling and solid waste management systems on both urban and rural areas. Students will be trained in participatory community research methods, and will have opportunities to conduct group project work in energy studies during Spring Quarter. Please refer to the "Sustainable Community Systems" program description on page 47 for specific details of this offering.



Physical Systems

Fall, Winter, Spring / Group Contract
Sponsor: TBA
Enrollment: 24
Prerequisites: One year of calculus and of quantitative physics or engineering
Special Expenses: No
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

This contract is designed to meet the needs of students in the physical sciences, applied mathematics and engineering.

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

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

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

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

Planned equivalencies in quarter hours:

- 4—engineering statics
- 4—classical dynamics
- 4—linear algebra
- 4—ordinary differential equations
- 4—partial differential equations and vector calculus
- 4—optics and waves
- 4—electromagnetism
- 4—quantum and modern physics
- 8—special topics in physics
- 8—seminar on science, culture and society
- Total: 48 credits

Program is preparatory for careers and future study in physics, engineering, energy-related fields and applied mathematics.

Data to Information

Fall, Winter, Spring / Coordinated Study
Coordinator: John Aikin Cushing
Enrollment: 48 *Faculty:* 2
Prerequisites: Core Program, math placement exam
Special Expenses: No
Part-time Options: Some
Internship Possibilities: No
Additional Course Allowed: No

"Data to Information" is for students planning to go on to advanced work in computer science. An integrative seminar and lecture series accompanies 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 SPSSx statistical methods, computability and recursive function theory.

Planned equivalencies in quarter hours:

- 8—data structures
- 8—machine organization and computer architecture
- 4—operating systems
- 4—programming language
- 4—quantitative methods
- 4—logic and discrete mathematics
- 4—introductory statistics and data analysis
- 4—management of technology
- 4—philosophy of science
- 4—science and ethics
- Total: 48 credits

Program is preparatory for careers and future study in computer studies, science and mathematics.

Personality, Society and Culture: Story, Theory and Research

Fall, Winter, Spring / Coordinated Study
Coordinator: Kirk Thompson
Enrollment: 72-96 *Faculty:* 3-4
Prerequisites: Junior standing or permission of faculty
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No (consult faculty in special circumstances)

Our goal is to help you become a social scientist, prepared especially for study and work in the social service and helping professions.

No man or woman is an island; all are enmeshed in social relations and in the web of culture—in concentric systems of personality, family, ethnicity, workplace, nation-state and environment. In other colleges and universities, these interdependent systems are studied separately by the traditional academic disciplines of psychology, sociology, political economy and anthropology. The existence of these separate disciplines makes some sense: a person is not a group, is not a culture; rather, each is a different kind of entity with its own "nature," its own functioning. But these differences have been exaggerated, and the social sciences suffer separation from one another. We believe that from a human perspective, studies of personality, society, and culture should be interdisciplinary and should emphasize interdependence, connectedness and continuity.

We will inquire into the connectedness of personality, society and culture at three levels: story, theory and research. All cultures are held together by stories, myths and symbols, the vehicles of shared meaning. We interpret "stories" broadly, as ranging from oral tradition to written literature to modern media (film, television). Social science theories are the "meta-stories" told by social scientists to explain the nature and functioning, the coherence and conflict, of personality, society and culture. Research includes all the methods and activities by which data are gathered and the "meta-stories" are constructed. We include both qualitative research, gathered by participant-observers and interpreted from a perspective of engagement; and quantitative research, gathered in a less intimate sphere and interpreted statistically.

Planned equivalencies in quarter hours:

- Will be distributed among psychology, sociology, anthropology, economics, literature and statistics.
- Total: 48 credits

Program is preparatory for careers and future study in social sciences, psychology, sociology and anthropology and the helping professions including social work, counseling, management and public service.

Computability and Cognition: The Scope and Limits of Human Reason

Fall, Winter, Spring / Coordinated Study

Coordinator: David W. Paulsen

Enrollment: 48 *Faculty:* 2

Prerequisites: One year of college, entrance exam, faculty signature

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

"Reason is nothing but reckoning"—Thomas Hobbes

A variety of myths surround the nature and limits of human reason. For some people, like Hobbes, formal logic and mathematics is the model of all human thinking. For others, any inquiry into thinking must take into account emotion, intuition and the impact of culture. Work in cognitive psychology, computer science and mathematics has sparked new interest in questions about thinking that are at the core of contemporary discussions in philosophy and artificial intelligence research. This program will probe these questions from a variety of disciplinary perspectives: philosophy, mathematics, computer science and cognitive psychology.

We will examine "classical" philosophical accounts about human reason, particularly the idea that we can find an objective foundation for human knowledge. This theme will include a discussion of the implications of early 20th century success in applying formalist methods in logic and mathematics as well as contemporary challenges to such foundationalism and formalism. An important facet of the program will be the impact of these challenges on the validity of computational models of the mind.

We will study mathematic topics which are of interest in their own right, but which also have implications for science and cognitive science. These will include mathematical logic, the theory of computation and the theory of formal languages. After formulating precise definitions of "mathematical proof" and "computable function," we will study Godel's theorem on the incompleteness of arithmetic. This result and others like it establish inescapable limits to formal systems in general, and to computers in particular.

Students will do applied work in computer science, including an examination of computer modeling of cognitive activity and other aspects of artificial intelligence research. They will learn the two most widely used AI programming languages—Prolog and LISP—and will have the opportunity to use one of these in doing a spring AI project. Students will also examine connectionist models in which the computer system is a model of a neural network.

Beyond intermediate algebra there are no math prerequisites for this program. However, a more advanced mathematical background is desirable for its exposure to the mathematical way of thinking. There are no computer science prerequisites.

Planned Equivalencies in quarter hours:

12—lecture/seminar in philosophy and cognitive science

4—logic programming in prolog

4—LISP programming and artificial intelligence techniques

8—mathematical logic

4—discrete math

4—formal language theory

4—theory of computation

4—connectionist models of cognition

4-12/research or programming project

Total: 48 credits

Program is preparatory for careers and future studies in computer science, philosophy, mathematics, cognitive science and psychology.

The Aesthetics of Healing

Fall, Winter, Spring / Coordinated Study

Coordinator: Justino Balderrama

Enrollment: 72 *Faculty:* 3

Prerequisites: Core Program or equivalent, recommend juniors and seniors

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program examines the scientific, epistemological and aesthetic basis of healing in a cultural context.

We begin this year-long study of healing and human behavior by considering the historical development of American scientific medicine as we develop a comparative analytical framework to focus on alternative healing methods. For example, we will consider the role of healing perspectives and home remedies, faith healing, women's herbal methods, self-treatment, contemporary folk psychiatry and medicine, as well as New Age healing arts. We will then concentrate on healing and women, especially on the literature that informs this important area of study. We will study and learn to apply those research methodologies that seem to allow the appreciation of alternative healing paradigms. Finally, in the spring, we will contrast non-Western traditional healing approaches with Western, post-modern, futuristic, medical technology. For example we might examine witchcraft and clanship in Cochiti therapy with biogenetics, or indigenous Yoruba psychiatry with the Japanese Morita psychotherapy.

This is a program for those interested in learning qualitative research methods, reading challenging literature, and ultimately expressing understanding of the magic and mystery of healing.

Planned equivalencies in quarter hours:

Fall:

4—social psychology of healing

4—cultural context of healing

4—health in the human environment

4—multicultural literature

Winter:

4—women's epistemology of healing

4—feminist research design

4—new paradigm research methods

4—women's literature

Spring:

4—social psychology of biotechnology

4—cultural traditions of healing

4—strategies for social research

4—futuristic literature

Total: 48 credits

Program is preparatory for careers and future study in liberal arts, social science, women's studies, social work, multicultural studies, public administration, law, health and human services and graduate study.

Psychological Counseling: Multicultural Focus

Fall, Winter, Spring / Coordinated Study
Coordinator: Les Wong
Enrollment: 48 *Faculty:* 2
Prerequisites: Junior or senior standing
Special Expenses: None
Part-time Options: No
Internship Possibilities: Yes, required
Additional Course Allowed: Statistics

The increased prevalence of "traditional" mental health issues, e.g., depression and low self-esteem, within communities of people of color has increased their use of mental health centers. Local communities, particularly communities of people of color, perceive the counseling process as an increasingly powerful empowerment tool. The release from dysfunction is seen as a necessary step in rising above, perhaps "leaving behind," the restrictive environments of their communities and perhaps their families.

This increase in use has brought focus to the mental health profession's ability to provide services to communities of color. Such demand certainly exceeds the number of minority counselors, and the number of counselors with the necessary experience and training. The absence of relevant curricula within behavioral science programs has only contributed to a persistent shortage of knowledgeable counselors.

This program seeks to coordinate the traditional parameters of assessment, client history, treatment strategies and follow-up with the cultural and developmental concerns of people of color. This client population is operationally defined as Asian American, Native American, Black and Hispanic populations. Students will explore the effectiveness and shortcomings of traditional counseling models with these populations. Students will also be encouraged to adapt and develop new modes of interaction to increase their own effectiveness with these populations. The use of internships and student-centered workshops will amplify the realities of their theoretical explorations.

Readings will encompass clinical psychology, cultural anthropology and sociology, comparative religions, social demographics and the economy. There will be workshops centering on counseling techniques where video analysis, role playing and drama techniques are used. The emphasis on skill development will be woven into the rich fabric of culture.

Planned equivalencies in quarter hours:

24—internship
6—student workshops
3—multicultural counseling
2—community psychology via film media
3—group processes with people of color
2—assessment issues with people of color
8—personal contracts: special topics
Total: 48 credits

Program is preparatory for careers and future study in clinical/counseling psychology, teacher certification and education.

Geology and Chemistry of Pollution

This program will engage students in the study of various problems of environmental pollution, using both theoretical and experimental methods. Applications of chemical equilibrium, geology and geochemistry will be developed, based on a foundation of thermodynamics. There will also be an advanced laboratory to work on real problems of environmental significance. For a complete description, turn to page 49 in the *Environmental Studies* Specialty Area.

The Human Condition: Science As Social Construct

Is science the "objective" study of nature that most people believe it to be? Or is it the socially constructed representation of the gender, class and other cultural biases of its dominant professional practitioners? This program will use readings in history, literature, philosophy and science to examine the controversy over these questions. Students entering this program will not need a background in science. They will, however, need a serious interest in understanding the role of science in modern society and in examining some of the questions of values such a study raises. For a complete description, turn to page 77 in the *Science and Human Values* Specialty Area.

Patterns: Commonalities Between Art, Music and Science

"Patterns" will be an exploration of commonalities between art, music and science in theory and in practice, using "state-of-the-art" scientific imaging systems and computers as well as more traditional tools for exploring natural imagery. Students may also participate in a faculty-led field trip to "cutting-edge" institutions in the San Francisco Bay area. For a complete description, turn to page 58 in the *Expressive Arts* Specialty Area.

Philosophy of Science

This will be an intensive examination of modern science. We will be principally concerned about the methods and logical structure of science: the nature of laws, theories and explanations. Some attention will be paid to the social implications of modern science, but students should not enroll if that is their primary interest; we shall be primarily concerned with much more abstract logical and epistemological matters. For a complete description, turn to page 64 in the *Humanities* Specialty Area.

Sustainable Community Systems

This program will explore some of the systems necessary for creating sustainable communities that do not destroy or deplete their environment to survive. We will examine the growing literature on bioregionalism and decentralist planning, contrasting it with the existing socio-economic structure, and focus attention on initiatives that emerge from needs articulated by community members. For a complete description, turn to page 47 in the *Environmental Studies* Specialty Area.

Theory of Knowledge

This program will be devoted to questions about the nature of human knowledge: its origins, scope and criteria for the acceptance of knowledge-claims. We will begin with classical sources, then examine a number of 20th century viewpoints. Students will be expected to work hard on abstract material, energetically pursue complex arguments and write extensively. Great emphasis will be placed on students' developing their own understanding through aggressive wrestling with ideas. For a complete description, turn to page 64 in the *Humanities* Specialty Area.

Teacher Education

Director: John Parker

Program Assistant: Ernestine Pearl

Evergreen offers a professional Teacher Education Program designed as a full-time Coordinated Study, integrating work in philosophy of education, human development, group dynamics and social interaction, the historical and cultural context of education and the implications of these for the actual practice of day-to-day teaching. In addition to its ongoing concern with classroom applications, this program strives to interrelate theory and practice by including two full quarters of student teaching, some field experience in five out of the six quarters 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.

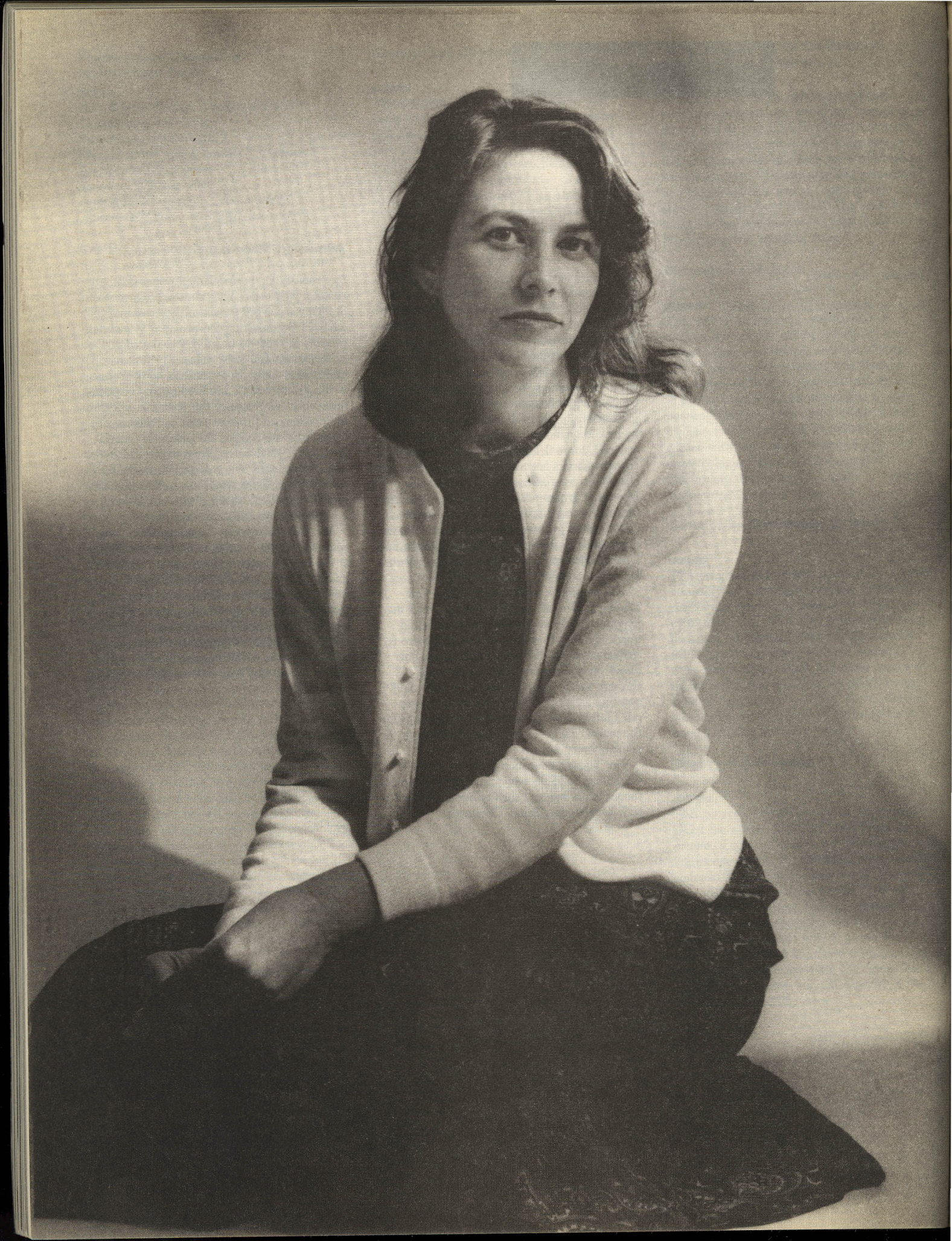
The program's work is demanding. Our reading is generally done in primary texts in psychology, philosophy and the other social sciences rather than in textbooks and there is frequent writing. We place considerable emphasis on making our way cooperatively through the program's work, supporting and assisting 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.

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. Only those students with strong writing skills will be admitted to the program. Students must complete the academic work for their majors and minors prior to their entrance into the Teacher Education Program. Strength of work in proposed major and minor fields, along with letters of recommendation addressing academic ability as well as interest in and experience working with children, play a major role in admissions decisions.

Minimum admission requirements include admission to the college, senior 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. Additional requirements for general education, as well as detailed information on the admissions process are included within the Teacher Education Program mini-catalog.



Tacoma Program

Director: W. J. Hardiman

Serving a student population composed primarily of working adults, The Evergreen State College—Tacoma provides a broad-based liberal arts education in the arts and sciences which recognizes the importance of providing the urban adult learner with the skills, information and vocabulary necessary for living and working in the 21st century. The Evergreen off-campus program in downtown Tacoma features two-year, upper-division studies leading to a Bachelor of Arts degree. Classes are scheduled at times convenient for working people. Both daytime and evening classes are available. Students wishing to enroll in an off-campus program must have completed 90 quarter hours of transferable college-level work before entering. Detailed information on admission is also available through the Admissions Office in Olympia. Tacoma Community College and Evergreen also offer a two-year, lower-division liberal arts program for freshmen and sophomores in the evenings at the same site as the upper-division program.

More detailed information can be obtained by contacting Director W. J. Hardiman in Tacoma at (206) 593-5915 or through the main campus in Olympia, (206) 866-6000, ext. 6004.

I grew up in Hawaii, which means living in a multi-ethnic society. I enjoyed that diversity, being with people who also accepted individual differences. That's why Evergreen is so appealing—it is the epitome of diversity and acceptance. Just the way you are...I've come home.

Helen Nahoopii is fascinated with the dynamics of intercultural communications, especially with Asia. During her junior year, she produced an audio documentary on the Amerasian situation in Vietnam. The documentary, which Helen hopes to place on National Public Radio, features interviews of veterans who are waiting for their Vietnamese children to be able to move to America.

Mind, Body and Soul: An Holistic Approach to the 21st Century

Fall, Winter, Spring / Coordinated Study
Coordinator: W.J. Hardiman
Enrollment: 140 *Faculty:* 5.5
Prerequisites: Junior or senior standing
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Courses Allowed: No

This upper division interdisciplinary program will focus on the study of the human organism in its broadest biological, cultural, social and spiritual contexts. Emphasis will be placed on developing competence in the knowledge and application of systems theory in the study of the human and societal organism. In this light, special attention will be paid to the dynamic aspects of the human biological system as a model for comprehending systems theory and the relationship of mind, body, spirit and well-being to the environment. A holistic approach to the study of human biology, human behavior, cross-cultural anthropology and spirituality will serve as an underprop for developing a clear understanding of the relationships between social structures, human nurturing and spiritual expression.

The faculty team for this year-long program will be drawn from the mathematical, biological, social and anthropological sciences and the humanities. Faculty and students will explore traditional, historical and contemporary notions of the mind/body/spirit relationship and will apply these notions to an analysis of how equilibrium and stability affect the long-range behavior of the human and societal organism.

Students will be expected to do advanced interdisciplinary research and writing in areas of interest which further develop the theme of the program and which point to the necessity of equilibrium and stability for well-being and well-functioning in human and societal relationships.

Collaborative learning will be stressed through seminars, workshops and small group projects. Students will be encouraged to apply their learning to their lives and communities.

Planned equivalencies in quarter hours:
 Will be distributed among the biological, mathematical and social sciences, humanities and advanced research methodology.
 Total: 48 credits

Program is preparatory for careers and future study in public policy formation and community service.

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, the region, and even in other countries, in both the private and public sectors.

Each Internship must be approved in advance by the Office of Cooperative Education, which is part of Evergreen's Student Advising Center (see page 93). Opportunities to conduct Internships are built into many academic programs. They also are available for upper-division students through Individual Learning Contracts. Unless an Internship is required as part of one's work in a Coordinated Studies Program or Group Contract, students are eligible to conduct Internships only after they have been enrolled at Evergreen for at least one quarter. Priority access to Internships through Individual Learning Contracts is given to seniors.

Each Internship is sponsored by an Evergreen faculty member (or approved staff sponsor) who works closely with the Intern and her or his field supervisor for the term of the Internship contract. Activities at the Internship site are guided by a field supervisor. At the end of the quarter, the faculty sponsor, with the benefit of the field supervisor's evaluation, determines the amount of credit to be awarded for Internship-related learning and performance.

Each quarter of an Internship is planned, arranged, conducted and evaluated based on the student's academic objectives for that quarter. Those objectives and all other Internship-related matters are negotiated and agreed to by the student, sponsor and field supervisor before the Internship begins. These agreements are formalized in an Internship

contract 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.

The Office of Cooperative Education is the central source of current information about Internship program policies and procedures, available Internship positions and Internship sponsors. Co-op staff are available throughout the year to answer questions about the program and to assist students, sponsors and field supervisors with all activities involved in planning, arranging and conducting Internships. You are encouraged to plan for your Internship at least a quarter ahead of time. For more information, call or write the Office of Cooperative Education, The Evergreen State College, Olympia, Washington 98505.

Part-time Studies

Part-time courses are offered throughout the year. Please check with the Admissions Office, however, if you only want to enroll part-time, as priority goes to full-time students. Up-to-date descriptions of part-time offerings are published quarterly in *The Evergreen Times*.

Prior Learning from Experience

Prior Learning from Experience is a structured program for adult students who want to examine their pre-college experience for potential academic credit. PLE students plan, develop and write an extended paper which discusses the context of their pre-college experience, and the resultant learning.

The program requires all students accepted to take a "Writing from Experience," 4-credit class, usually offered in Winter and Summer Quarters. Writing from Experience requires students to examine their own learning patterns and writing skills and work on the narrative portion of the PLE document. When completed, the document is submitted to the PLE Credit Evaluation Committee for assessment of credit for prior learning.

Applications for enrollment in the PLE program are taken all year long, but enrollment is limited. Interested students are encouraged to contact the PLE office early. Most students complete their papers in a two-quarter sequence, with a third quarter required for evaluation. When accepted into the program, students have one academic year in which to complete the process.

For application forms and further information about PLE, contact the PLE office. For information on other forms of prior learning credit, see "Credit for Military and Flight Training;" and "Credit for Training Sequences," page 24. A flyer on the various possibilities for attaining credit for work outside the classroom is available from the PLE office.

Writing Center

The Writing Center is available to students who would like help with reading, study skills, or writing. Priority is given to assisting students within their academic programs. Diagnostic testing and individual conferences are available to help determine needs. Students can work on reading and writing improvement with self-paced programs, in small groups, or with individualized help from the Writing Center professional staff and student tutors on a first-come, first-served basis.

Self-Paced Learning

Since Evergreen opened it has been building a collection of slide-tapes, computer-assisted instruction, video-tapes, programmed texts, and other resources with which you can independently study such diverse areas as science, management, music, mathematics and languages. Credit for self-paced studies can be earned either on an individual contract or, sometimes, in regular academic programs. Self-paced learning resources that do not require computers are housed in the Library. Computer-assisted resources are housed in the Computer Center.

Library

The Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but who want to share what they know with you. The selection of books, equipment and other materials is carefully coordinated with the college's academic programs. Staff members are always on hand to help you relate the Library's resources to your academic work and personal enrichment.

The Library's resources are the "what" of information usage while the Library's staff provides the "how" through workshops on locating and using printed, filmed, taped and 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); over 224,646 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches, drafting tables, and 1,558 periodical subscriptions. In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through the computerized database of the Washington Library Network and through online 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 Comix* publication, which can be picked up just inside the Library's main doors. You can also call ext. 6250 for more information, or drop in and talk to any Library staff member.

Computer Services

In Academic Computing, the emphasis is on students and technology. Students are provided 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 networking, and as more academic programs incorporate computing. There is no charge to students for the use of computing facilities.

Located in Library 2408, the Computer Center is a place where individual attention comes first. Direct your questions to the Computer Center's student consultants.

Many students use the college's Data General MV10000 "super-mini" computer, which offers several computer languages, including Pascal, COBOL, LISP and BASIC, as well as software like SPSS^x and DBMS. In 1986, Evergreen received a National Science Foundation grant to create the Microcomputer Laboratory, which now offers 30 AT&T microcomputers, video projection equipment and access to the Data General computer.

The college has received computer equipment grants totaling nearly \$1 million from AT&T. The equipment allows Academic Computing to upgrade the Microcomputer Lab, increase the number of microcomputers and improve computer networking.

Evergreen recently created a Macintosh laboratory of 18 Max II computer stations; these are networked to share printing and peripheral resources. Complementing Evergreen's mainframe and other micro resources, the Mac Lab provides students with graphics, word processing, imaging, and desktop publishing capabilities for academic projects.

Some equipment for plotting and graphics is also available in the Computer Center, as are manuals, specially-designed reference materials and workshops to help you make the best use of the facilities. The Center also contains a number of PLATO microcomputer workstations for computer-assisted instruction in BASIC and Pascal. Microcomputers designed for natural science applications are located in LAB II, see page 103.

Evergreen has established several microcomputer purchase plans for student use at substantial educational discounts through the college Bookstore. Systems are available from Apple, AT&T, Zenith and others. We encourage you to consider purchase of a computer for your academic work at Evergreen.

The Hillaire Student Advising Center

The Mary Ellen Hillaire Student Advising Center (SAC) exists to coordinate academic advising services among faculty, students and the SAC staff. SAC includes the offices of *Academic Advising*; *Career Development*, which provides students with career planning and placement; *Cooperative Education*, described on page 90; *KEY-Special Services*, which provides personal and academic skills development; the *First Peoples' Advising Services*, which works to support students of color by providing academic, personal and social support on a drop-in basis; and the Dean of Student Development. Located in the 1400 wing of the Library, the Student Advising Center provides up-to-date information on new programs and program changes, faculty and other academic resources for students. The SAC also offers numerous workshops throughout the year on such themes as writing evaluations, how to compile and maintain Evergreen portfolios, developing study skills, and how to do career and academic planning. See the Academic Advising Office's publication, *The Evergreen Student Handbook*, for more about the SAC and advising at Evergreen.

Student Development Programs

While each of the offices listed below provides a specific service to students, they are all linked together by the Office of Student Development, which promotes an overall effort to assist students as they work toward their educational goals. Student Development also works with and within the Student Advising Center to provide students coordinated advising. Career Development, the First Peoples' Advising Services and KEY-Student Services are located in the Hillaire Student Advising Center, and are offices under Student Development that are devoted to supporting the academic and personal development of students. Unit programs include Student Activities, the Counseling and Health Center, Upward Bound, the Evergreen Childcare Center, the *Cooper Point Journal*, and KAOS (Campus radio station). See *The Evergreen Student Handbook* for more about the Office of Student Development, or contact the Dean of Student Development in the 1400 wing of the Library, ext. 6034, or the office that is directly related to your area of concern.

Master of Environmental Studies

The Graduate Program in Environmental Studies opened in September, 1984, and has reached its steady state capacity of approximately 80 students. Our first graduates of June, 1986, are now in public and private sector jobs or 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 a balanced 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, most coursework is concentrated in the evening and late afternoon.

The 72 quarter hour completion requirement can be met by part-time students in nine quarters, while full-time students can complete their work in as few as six quarters. All students are expected to have recent coursework in both the social and natural sciences and in statistics before entering the program.

The MES Program consists primarily of three parts: (1) a required 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 eight 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)

Quantitative Analysis for Environmental Studies

(8 quarter hours)

Case Studies: Environmental Assessment, Policy and Management

(8 quarter hours)

Electives include land resources, natural resource economics, environmental policy, ecological methods, environmental management, ecological principles, environmental philosophy and ethics, American environmental history and watershed management. Electives are 4 quarter hours each. Some variation from year to year will occur based on student interest and faculty availability.

Questions concerning the MES Program should be directed to Carol Simila-Dickinson, Assistant Director, Graduate Program in Environmental Studies, The Evergreen State College, Lab 1, Olympia, WA 98505; 206/866-6000, ext 6405.

Master of Public Administration

The Graduate Program in Public Administration offers a master's degree in public administration (MPA). The program's primary commitment is to challenge and thoroughly prepare students to seek democratic, equitable and practical solutions to the problems which face state and local governments in the Pacific Northwest.

The program welcomes both students intending to pursue a public sector career and those already working for government or organizations involved in public issues. It is open to both full- and part-time students. Most students enrolled in the program are employed full time by state or local governments and are pursuing their graduate studies on a part-time basis. To accommodate these working students, classes are concentrated in the evenings.

A part-time student can complete the 60 quarter hour degree requirement in eight academic quarters. A full-time student may complete the requirement in six quarters. Students lacking significant public sector experience are expected to complete an internship for at least one academic quarter.

To satisfy the degree requirement, a student must participate in a sequence of five core programs and complete three elective courses and an applications project. Each core program is interdisciplinary and team taught by two or three faculty. The core sequence provides sustained instruction in the analytical, administrative and communication skills needed for effective public service. It is also designed to imbue students with the habit of examining the political and economic context of public administration and policy making, of addressing the ethical dimension of administration and policy, and of attending to the roles and issues of race and gender in the workplace and in public policy.

Elective courses allow a student to broaden the study of the public sector beyond the range of the core programs or to concentrate intensely on a specific public sector issue.

The applications project is completed concurrently with the core program in Public Policy over the Winter and Spring Quarters of the second year. It is a group or individually-authored research effort, usually with practical impact for current public sector entities. The

topic, form and content of any project will vary with the student's interests, opportunities and development, but every project represents the culmination of work in the program and provides a document which demonstrates the author's knowledge and ability.

The MPA curriculum is:

Core Programs

The Political and Economic Context of Public Administration

(8 quarter hours)

Managing Human Resources

(8 quarter hours)

Research Methods for the Public Sector

(8 quarter hours)

Fiscal Policy

(8 quarter hours)

Public Policy and Its Administrative Implications

(8 quarter hours)

Applications Project in Public Policy and Administration

(8 quarter hours)

Electives

(12 quarter hours; typically, three 4 quarter hour courses)

Inquiries about the MPA program should be addressed to Carol Simila-Dickinson, Assistant Director, Graduate Program in Public Administration, Lab I, The Evergreen State College, Olympia, WA 98505; (206) 866-6000, ext. 6405.

Graduate Program Procedures

Admissions

The application deadline for early admission is March 15. After that date, applications will be considered as they are completed. Individuals interested in receiving a catalog or in applying for admission to the program, should contact the Admissions Office, The Evergreen State College, Olympia, Washington 98505.

Admission is competitive. Admission decisions are based on a thorough review of the following (see the Graduate Catalog for details regarding these procedures):

Academic transcripts including certification of receipt of a bachelor's degree

Brief essays by the applicant

GRE score

Letters of recommendation.

For some who apply, the transcript or admissions material may be an incomplete reflection of their interests and abilities. Our admissions process considers the applicant's academic preparation as well as his or her professional accomplishments or other public activities and may require an interview with faculty.

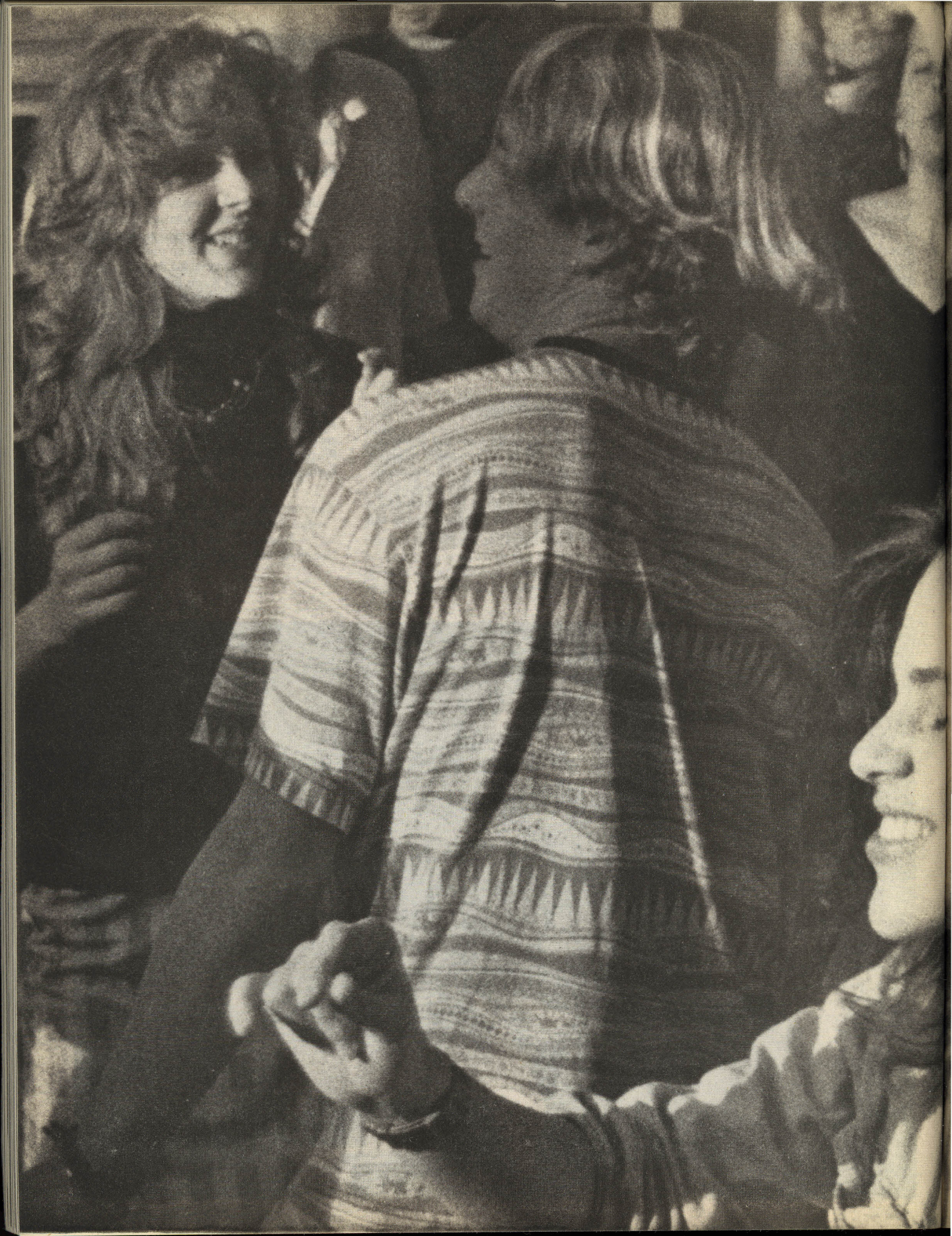
The Graduate Catalog

The Graduate Catalog is available upon request from the Admissions Office. It contains a full description of the curriculum, academic policies, and admissions procedures for both the MPA and MES programs.

Financial Aid

Limited financial aid is available in the form of fellowships, assistantships, scholarships, work-study assistance and guaranteed student loans. The 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.

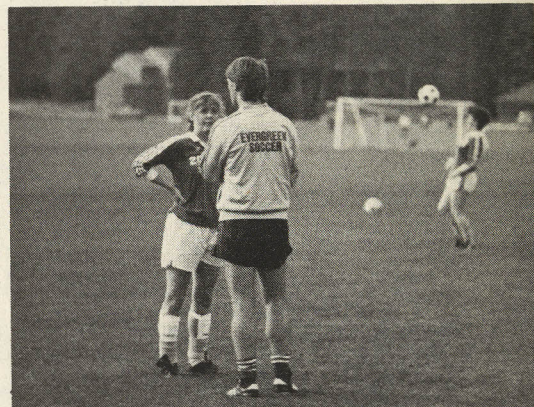






Campus Life

► **Dedication of the totem** of a woman drummer as part of Graduation Ceremonies, 1985. Carved by members of the "Ceremonies: Prefigurative Culture" program, the **12-foot carving** welcomes visitors to campus and symbolizes Evergreen's commitment to **diversity of peoples**, cultures and ideas.



► A **Geoduck booter** confers with Coach Dave Brown. In addition to intercollegiate teams in women's and men's soccer, **swimming** and diving, Evergreen's Recreation and Athletics program also offers intramural activities in basketball, **volleyball**, soccer, tennis, softball, track and field, **ultimate frisbee**, crew, **sailing**, **skiing** and more.

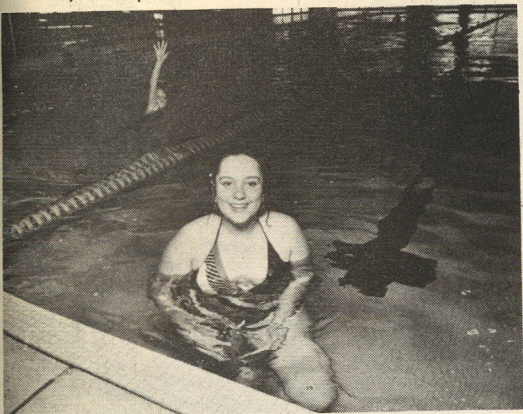


► **"See you at the CAB!"** This popular **Greener refrain** is not a reference to a vehicle for hire, but an invitation to meet in the College Activities Building. The CAB features a bookstore, a **deli** and **cafeteria**, meeting rooms, **KAOS** radio station, The **Cooper Point Journal** (the student newspaper) and other student offices. There's also plenty of space to **talk and relax**.



► **Saturday night** at the Community Center.

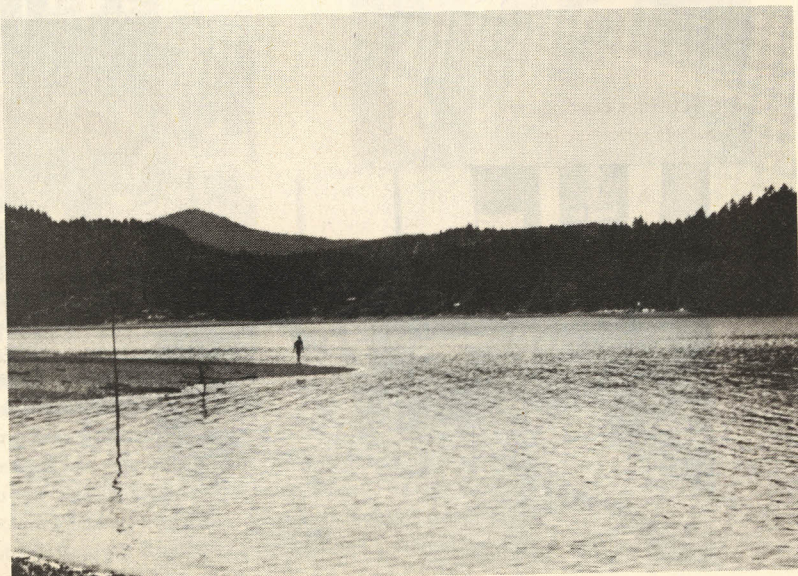
Come on in! The 11-lane **swimming pool** is complemented by a separate **diving well**, competition timing system, power lift for the physically challenged, and **saunas**.



Catching the sun in front of the Community Center. Located on the edge of the **playfields**, the Center is Housing's **social hub**. It contains the **Slow Food Cafe**, Branch Bookstore and a large but **cozy lounge**, complete with fireplace.



Evergreen has received national recognition for the **Organic Farm**. Located on the west edge of campus, the farm is **13 acres** of bustling agricultural and academic activity. You can **raise crops** through academic programs such as "Ecological Agriculture" or on your own plot in the **community garden**. More details on pg. 51.



Take a break from everything on the **Evergreen beach**.



Campus Plaza, the view from the bus stop. The wooden arch was part of an exhibit of **out-door sculptures** by students in the "Form and Function" program. Keep your eyes open for **weathervanes, gargoyles, mobiles** and other creations that periodically grace the campus.



Inside the CAB.

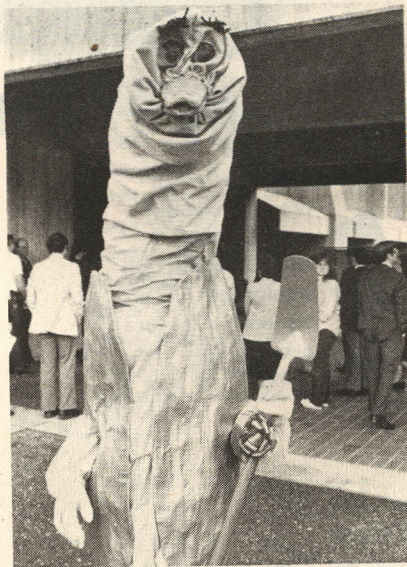


A light moment at a meeting of the **First Peoples Coalition** (now the First Peoples Advising Services). Student groups for people of color include: **Umoja, MEChA**, the Evergreen **Indian Center**, the **Asian-Pacific Isle** Coalition and the **Women of Color** Coalition.



Santa, an **Honorary Greener**, visits the Evergreen Childcare Center. The Center offers **quality care** for preschool children. There is usually a waiting list, so call ext. 6061 as soon as possible.

Earth's one and only **eight-foot Geoduck**. The Evergreen mascot represents the college's unofficial motto, **Omnia Extares**, which loosely translates to "Let it all hang out!"



The **Evergreen Bookstore**, located in the CAB, features general reading and reference books, **film processing**, **ticket sales** and the latest in **Geoduck leisure wear**. For late night needs, including books, magazines, snacks and **school supplies**, check out the **Branch Bookstore** in Housing's Community Center.



■ **Evergreen's Weight Room** features instruction and **encouragement** as well as top flight equip-
 ■ **ment.** The CRC (Campus Recreation Center) also includes multipurpose dance and **exercise**
 ■ **rooms,** a brand-new gymnasium, **Wellness Lab,** **sports medicine** area and an **equipment rental**
 center that offers everything from **sailboats** and **kayaks** to **skis** and **backpacking equipment.**

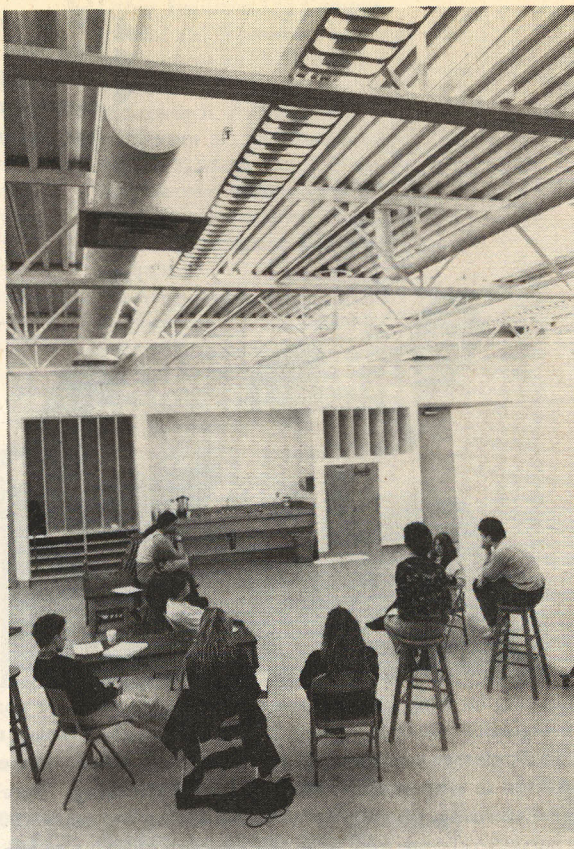


■ **A sound**
 ■ **idea—**Evergreen
 provides extensive
 state-of-the-art
 ■ **media production**
 ■ **equipment** and pro-
 fessional advice on a
 personal basis. See
 "Library" on page 91.

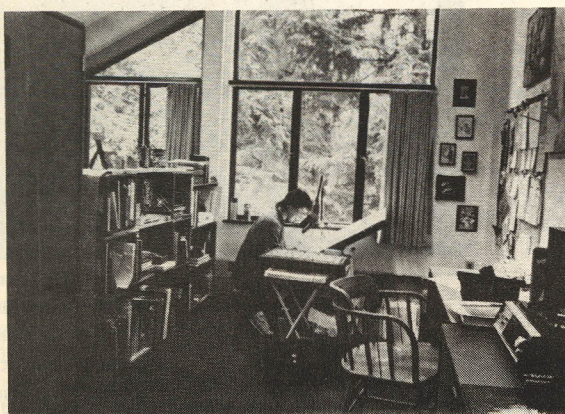




One for the money, **two for the show** . . . KAOS 89.3 FM is a radio station not to be taken lying down. It's a truly community **phenomena**, airing **innovative**, commercial-free shows **created by students** and community volunteers.



Students meet in the new Lab Annex, a facility especially designed for the **expressive arts**. The Annex houses a **ceramic studio**, a large area for **sculpture, casting, welding** and sheet metal work, and newly remodeled and expanded **painting** and **design studios**.



At home in Housing. Nearly 1,000 students live in Evergreen's Housing, which offers a choice of single and double **studios**, one- to six-bedroom **apartments**, and **duplexes**. Cooper's Glen (not a part of college Housing) is **within walking distance** of the campus and offers one-, two- and three-bedroom apartments.



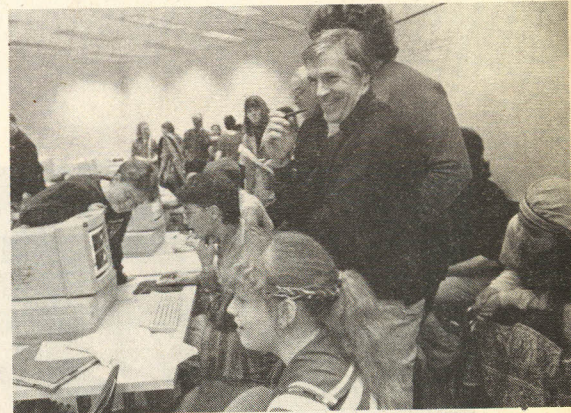
The **Computer Applications Lab** has interfaced lab equipment with computers, enabling students to **analyze experimental** results immediately.



◀ The Communications Laboratory (COMM Building) is a **dynamic** focal point for the **performing arts**. You'll find production and performance facilities for **film, theater, music, dance** and **two-dimensional design** as well as a 200-seat **Recital Hall** and a **black-box Experimental Theater**.



◀ Learning for **fun, wellness** and **enrichment**—that's the goal of Evergreen's Leisure Education Classes. These self-sustaining, **non-credit classes** can teach you everything from **ethnic dances** and **Aikido** to **whitewater rafting** and **rock climbing**. There's also **grantwriting, photography, scuba diving** and nearly **100 other** courses to choose from at an average price of **\$32**. Call 866-6000, ext. 6530 for complete details.



◀ **Faculty Member** Rob Knapp and his students take a personal look at Evergreen's **personal computers**. See page 91 for details on Computer Services.



◀ **Happy Birthday, Charlie.** Students in the Visual Humor program **celebrate** the comedian's 100th birthday with a **costumed cruise** around campus.



If you are a physically or sensory challenged person you will find yourself not only welcomed at Evergreen, but encouraged to become a vital, active participant in our community.

Our goal is to provide support and assistance that will facilitate the greatest degree of personal independence and self-reliance possible during your Evergreen career. In order to identify appropriate support services, we ask you to notify the college 60 days before registration to ensure required accommodations can be arranged. All verification disability materials are held in strict confidence and must be received prior to enrollment to be eligible for special services.

Offices that will assist you are:
Affirmative Action—ext. 6364 or (206) 866-6834 for direct Voice/TDD;
Physically and Sensory Challenged Students—ext. 6348.
Students With Challenges Group—ext. 6092

To make arrangements to visit, request an information brochure on our services or just talk, please feel free to call the Affirmative Action Office. We look forward to learning with and from you.

Sincerely,

Margarita Mendoza de Sugiyama

Margarita Mendoza de Sugiyama
Special Assistant to the President
for Affirmative Action

Student Union

In June, 1989, Evergreen's student body approved a proposal for creating a Student Union, whose activities will be coordinated by a six-member Student Union Board.

Because the Student Union proposal did not yet have affirmative action language necessary to be consistent with Evergreen's Affirmative Action Policy, the Student Union Governance document was not ready for printing or distribution until after this catalog's press date.

The Social Contract, Code of Student Conduct and the Grievance and Appeal Process are printed in the *The Evergreen Student Handbook*.

Food Services

The Greenery, located on the first floor of the CAB, offers a bountiful salad bar, Mexican food, homemade pastries, international food bar and more. One floor up, *The Deli* features sandwiches, espresso, ice cream and beverages. Payment may be cash or on a scrip ticket basis. Scrip tickets are convenient and save 10 percent on food purchases. You may purchase your \$50 books of scrip for \$45 in the Cafeteria or Cashier's Office.

Mail Services

Student mail is delivered six days a week and a self-serve postal unit is provided in the CAB. If you're a new student moving into Campus Housing, you can send your belongings to Mail Services, The Evergreen State College, Olympia, WA 98505.

Security

Campus Security is open 24 hours a day, seven days a week and is staffed by officers trained in law enforcement to interact with all members of the campus community in a positive way. While charged with enforcing campus regulations and state and local laws, Security works to resolve problems by using Evergreen's Social Contract (see *The Evergreen Student Handbook* for a complete copy of this document).

Although the college is not responsible for the loss of personal property from campus buildings, Security provides cards for listing personal valuables and, for a small fee, will register and license bicycles. Security keeps property information on file in case of loss or theft.

Other Facilities On Campus

LABS I and II provide a learning environment for the arts and sciences. LAB I houses teaching and research labs, advanced microscopy lab, and several instrument labs which feature a scanning electron microscope with x-ray elemental analysis capability, a gas chromatograph and other equipment.

LAB II houses the Computer Applications Lab and weaving, printmaking, neon, batik, drawing and design facilities as well as open studio spaces and general laboratory science space.

See the photo on page 101 for information about the LAB ANNEX.

Student Activities

Student fees fund more than 30 student organizations. Some of the services and organizations include Asian Pacific Isle Coalition; Bike Shop; *The Cooper Point Journal*, student newspaper; Environmental Resource Center; Evergreen Childcare Center; Evergreen Info. Political Center; Evergreen Indian Center; Graduate Student Association; Innerplace; KAOS FM, community radio station; Lesbian/Gay Resource Center; Maarava; MEChA; Organic Farm; Parent's Resource Center; Peace Center; Recreational sports; Recycling Center; S&A Board Coordinator; *Slightly West*, student literary magazine; Student Art Gallery; Student Communication Center; Students with Challenges; UMOJA; WashPIRG; Wilderness Center; Women of Color Coalition and Womens Center. Also see Student Development, page 91.

Veterans Affairs

assists veterans and other eligible persons with information and all VA-related applications to insure them maximum use of educational entitlements. The Office of Veterans Affairs also provides counseling, advocacy and referral for veteran students.

The Washington State Institute for Public Policy

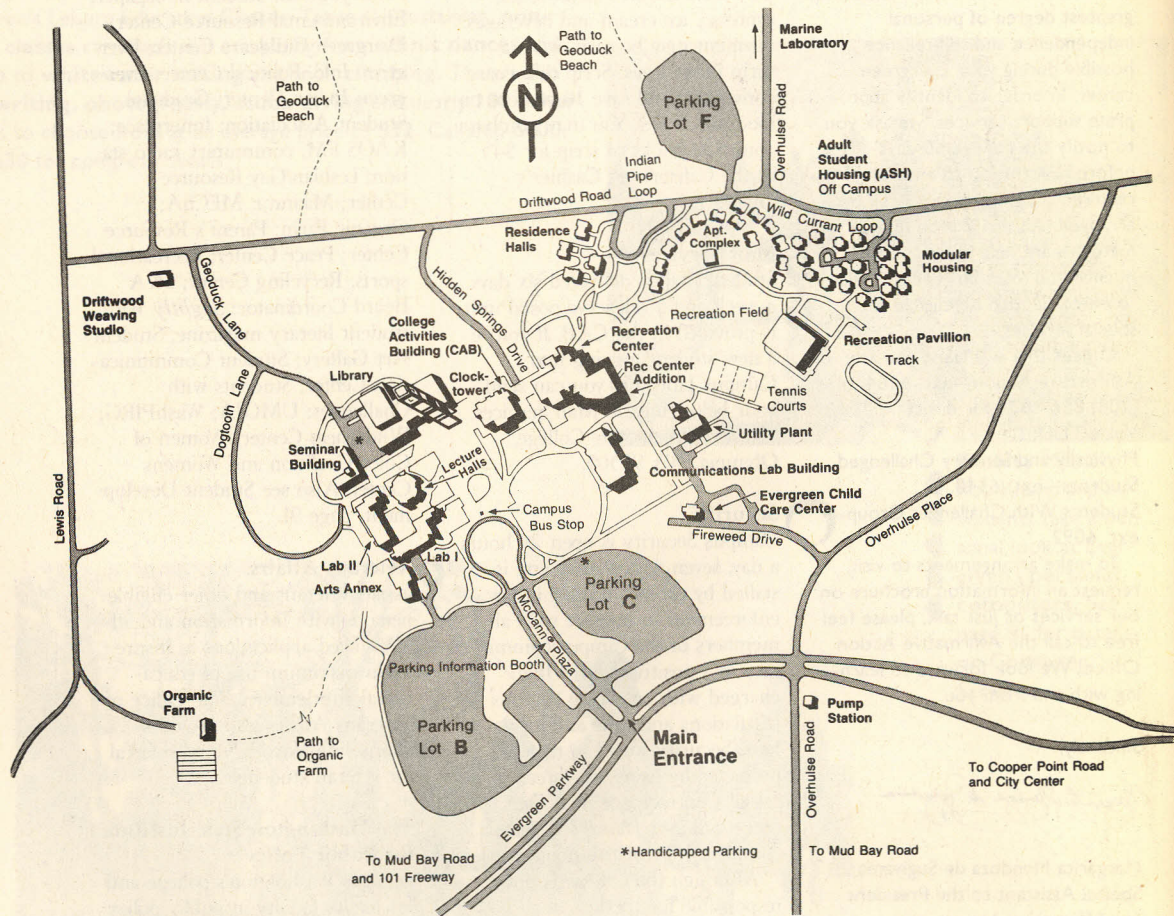
engages Washington's college and university faculty in public policy research on important statewide issues. The Institute undertakes research studies, sponsors conferences, publishes newsletters and otherwise promotes the flow of information between higher education and public officials. The Institute also provides internship opportunities for Evergreen undergraduate and graduate students.

Campus and Vicinity

The Evergreen State College and Olympia are an hour's drive away from the Seattle-Tacoma airport, and are also 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 three miles to The Evergreen State College exit, and go another two miles on the Evergreen Parkway to the campus entrance.



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. 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.

Special event or outside speakers that are sponsored by S&A funded organizations are scheduled through the Student Activities office. Evergreen students, faculty and staff who want to schedule a special event must go through the Space and Scheduling Office, Seminar Building, room 4109.

All private and student vendors must schedule tables through Student Activities office. Student vendors are provided with tables and the fee is \$2. Private vendors, and alumni will have to provide their own table and the fee is \$15. Non-student vendors will be limited to two tables per table and three days per quarter.

Firearms

The college discourages anyone from bringing any firearm or weapon on to campus, however, firearms that must be brought on campus property will be checked in and retained by Campus Security. A special explanation must be filed with the Security Chief accompanying the retention request for handguns. Persons in possession of an unchecked firearm on campus will be subject to immediate expulsion from Evergreen, or to criminal charges.

Pets

Pets are not allowed on campus unless under physical control by their owner. At no time are pets allowed in buildings. Stray animals will be turned over to the Humane Society.

Bicycles

Bicycles should be locked in parking blocks provided at various locations around campus. They should not be placed in, or alongside, buildings, and should not be locked to railings. Bicycle registration/licenses that aid in recovery of lost or stolen bicycles are available at the Campus Security office for a small fee.

Smoking

Smoking is only allowed in "Smoking Permitted Areas. A revised policy, creating a smoke-free campus became effective July 1, 1989. 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:

	<i>Per Day</i>	<i>Quarter</i>	<i>Year</i>
Parking			
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 is permitted in designated areas only. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver. The college cannot assume responsibility for any vandalism or theft to vehicles while parked on campus.

Affirmative Action

The Board of Trustees of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, national origin, sex, marital status, religion, sexual preference, age, disability or veteran status. The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs.

To implement this commitment, Evergreen has developed an Affirmative Action Policy, which is published in the Washington Administrative Code under WAC 174-109, (available in the Library and Affirmative Action Office).

Persons who wish legal or statistical information on Affirmative Action, or who believe they have been discriminated against at Evergreen, are urged to contact the Affirmative Action Officer, ext. 6368, or V/TDD, (206) 866-6834.

Student Conduct Code

Current copies of this document, which describes students' rights and responsibilities, are available through the office of the Vice President for Student Affairs.

Trustees, Administration and Faculty

Board of Trustees

September 1989

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Jose A. Gomez

Assistant Dean

Sarah A. Pedersen

Dean of Library Services

Arnaldo Rodriguez

Dean of Enrollment Services

Ernest L. Thomas

Dean of Student Development

Faculty

This is a listing of Evergreen's faculty as of 1989-90. A more extensive detailing of Evergreen faculty members' areas of expertise can be found in *The Evergreen Student Handbook*, available at the Student Advising Center.

Humanities-Art

Richard W. Alexander, *English and Literature*, 1970;

Assistant Academic Dean, 1980-82;

B.A., English, Emory University, 1956; M.A., English, Tulane University, 1961; Ph.D., English, University of Illinois, 1966.

Nancy Allen, *Literature and Languages*, 1971;

B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

Susan M. Aurand, *Art*, 1974;

B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

Marianne Bailey, *Languages and Literature*, 1989;

B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Ph.D., Francophone Literature and Culture,

Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tübingen, West Germany.

Gordon Beck, *Art History and Cinema*, 1971;

A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.

Andrew Buchman, *Music*, 1986

B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music History, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.

Craig B. Carlson, *Communications*, 1973;

B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.

Sally J. Cloninger, *Film/Television*, 1978;

B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

Doranne Crable, *Expressive Arts: Performance Art,*

Literature, Writing, Acting, Movement 1981;

B.A., English, University of Michigan, 1967; M.A., American Literature, Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., English, Wayne State University, 1977.

Thad B. Curtz, *Literature*, 1972;

B.A., Philosophy-Literature, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.

Argentina Daley, *American Studies*, 1988;

B.A., Comparative Literature, University of Washington, 1971;

M.A. English, University of Washington, 1973; Ph.D., University of Washington, 1988.

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.

Anne Fischel, *Film* 1989;

B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts at

Amherst, 1986.

Marilyn J. Frasca, *Art*, 1972;

B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington College, 1964.

Angela Gilliam, *Anthropology*, 1988;

B.A., Latin American Studies, University of California at Los Angeles, 1958; Ph.D., Union Graduate School, 1975.

Jorge Gilbert, *Sociology*, 1988;

M.A., Licenciado en Sociologia, Universidad de Chile, 1971; M.A., Sociology, University of Toronto, 1975; Ph.D.,

Sociology, University of Toronto, 1980.

Bob Haft, *Expressive Arts*;

B.S. Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.

Patrick Hall, *Librarianship*, 1988;

B.A. and M.A.R., Religious Studies/Education/Anthropology, Canisius College, 1976; M.L.S., Library Science, University of Washington, 1983.

Andrew M. Hanfman, *Senior Member of the Faculty*,

1983; *Language Studies*; *Russian-Soviet Area Studies*, 1972;

Ph.D., Modern Languages-Comparative Literature, University of Turin, 1937.

W. Joye Hardiman, *Literature and Theater*, 1975;

B.A., Literature, State University of New York at Buffalo, 1968; M.A., Literature, State University of New York at Buffalo, 1968-70; Ph.D., Literature and Education, The Union

Graduate School, 1986.

Patrick J. Hill, *Philosophy*, 1983; *Provost and Academic*

Vice President, 1983-Present;

A.B. Philosophy, Queens College, 1963; A.M. Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University,

1969.

Willard Humphreys, *Philosophy*; 1970; *Academic Dean*

1976-80;

A.B., Mathematics, Allegheny College, 1961; M.A., History-Philosophy of Science, Indiana University, 1963; M.A.,

Philosophy, Yale University, 1965; Ph.D., Philosophy, Yale University, 1966.

Margaret I. Hunt, *Dance*, 1976;

B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.

Bernard Johansen, *Dance*, 1972.

Kazuhiro Kawasaki, *Art History*, 1976;

B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.

Ernestine Kimbro, *Librarianship*, 1987;

B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.

Patricia Krafcik, *Russian Language and Literature*, 1989;

B.A., Russian, Indiana University (Bloomington), 1971; M.A., Russian Literature, Columbia University, 1975; Ph.D., Russian Literature, Columbia University, 1980.

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 Mandeborg, *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.

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.

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.M., (Honorary), Yale School of Organization and Management, 1979.

Carol Minugh, *Native American Studies*, 1988; A.A., General Education, Grays Harbor Community College, 1973; B.A., Liberal Arts, The Evergreen State College, 1974; M.S., Education Administration, Washington State University, 1975; D.Ed., Higher Education Administration, Pennsylvania State University, 1981.

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*, 1988; B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.

Charles N. Pailthorpe, *Philosophy*, 1971; *Academic Dean*, 1988; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

David Paulsen, *Philosophy*, 1978; B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.

David L. Powell, *Literature*, 1972; B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.

Sarah Rideout, *Librarianship*, 1987; B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.

Terry A. Setter, *Music and Audio*, 1983; B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.

Sandra M. Simon, *English*, 1973; B.A., Psychology, University of California at Los Angeles, 1954; M.A., English, University of California at Los Angeles, 1963.

Leon R. Sinclair, *Literature*, 1971; B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.

Paul J. Sparks, *Art and Photography*, 1972; B.A., Art, San Francisco State College, 1968; M.A. Art-Photography, San Francisco State College, 1971.

Charles B. Teske, *Literature*, 1970; *Academic Dean*, 1970-75; B.A., English, Lafayette College, 1954; M.A., English, Yale University, 1955; Ph.D., English, Yale University, 1962.

Gail Tremblay, *Creative Writing*, 1980; B.A., Drama, University of New Hampshire, 1967; M.F.A., English (poetry), University of Oregon, 1969.

Setsuko Tsutsumi, *Japanese Language/Culture*, 1985; B.A., Psychology; Teaching license in English and Guidance and Counseling, 1965; M.A., English, 1978; Ph.D., Comparative Literature, 1985.

Sidney D. White, *Art*, 1970; B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.

Ainara D. Wilder, *Theater and Drama*, 1972; B.S., Speech, General Science, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.

William C. Winden, *Music*, 1972; *Assistant Academic Dean*, 1976-78; B.A., Art, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.

Natural Sciences

Clyde Barlow, *Chemistry*, 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

Michael W. Beug, *Chemistry*, 1972; B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.

Richard B. Brian, *Mathematics*, 1970; B.S., Physics, Grove City College, 1953; M.A., Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.

Paul R. Butler, *Geology*, 1986; A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.

Richard A. Cellarius, *Plant Biology, Biophysics, Environmental Policy*, 1972; B.A., Physics, Reed College, 1958; Ph.D., Life Sciences, Rockefeller University, 1965.

Robert Cole, *Physics*, 1981; B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

John O. Aikin Cushing, *Computer Science*, 1976; *Director of Computer Services*, 1976-1984; B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.

Judith E. Bayard Cushing, *Computer Science*, 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969.

George E. Dimitroff, *Mathematics*, 1973; B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.

Larry L. Eickstaedt, *Biology*, 1970; *Academic Advisor*, 1978-81, 1986-88; B.S., Biology, Buena Vista College, 1961; M.S., Zoology, State University of Iowa, 1964; Ph.D., Biology, Stanford University, 1969.

Betty R. Estes, *History of Science*, 1971; B.S., Mathematics, University of Oklahoma, 1957; M.A., Mathematics, University of Pennsylvania, 1960.

John Robert Filmer, *Marine Studies*, 1972; B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.

Thomas Grissom, *Physics*, 1985; B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.

Burton S. Guttman, *Biology*, 1972; B.A., Interdisciplinary Science, University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.

Steven G. Herman, *Biology*, 1971; B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.

Donald G. Humphrey, *Biology*, 1970; *Emeritus*, 1984; *Academic Dean, Natural Sciences and Mathematics*, 1970-73; B.S., Physical Education, University of Iowa, 1949; M.S., Physical Education, University of Washington, 1950; Ph.D., Zoology, Oregon State University, 1956.

Neil Jacobsen, *Chemistry*, 1986; B.S., Chemistry, University of Oregon, 1977; Ph.D., Organic Chemistry, University of California at Berkeley, 1982.

Linda B. Kahan, *Biology*, 1971; A.B., Zoology, University of California at Berkeley, 1963; M.A., Biology, Stanford University, 1965; Ph.D., Biology, Stanford University, 1967.

Jeffrey J. Kelly, *Chemistry and Biochemistry*, 1972; *Director of Laboratory Computing*, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.

Robert H. Knapp, Jr., *Physics*, 1972; *Assistant Academic Dean*, 1976-79; B.A., Physics, Harvard University, 1965; D. Phil., Theoretical Physics, Oxford University, England, 1968.

Elizabeth M. Kutter, *Biophysics*, 1972; B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.

G. Siegfried Kutter, *Astrophysics*, 1972; B.S., Physics, University of Washington, 1962; M.A., Physics, University of Rochester, New York, 1965. Ph.D., Physics, University of Rochester, New York, 1968.

Patricia Labine, *Ecological Agriculture*, 1981; B.A., Zoology, Mount Holyoke College, 1961; Ph.D., Biology, Stanford University, 1966.

Kaye V. Ladd, *Inorganic Chemistry*, 1975; B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University, 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.

Albert C. Leisenring, *Mathematics*, 1972; B.A., Mathematics, Yale University, 1960; Ph.D., Mathematics, The University of London, 1967.

Carrie Margolin, *Psychology*, 1988; B.A., Hofstra University, 1976; Ph.D., Dartmouth College, 1981.

John Marvin, *Mathematics*, 1988; B.A., Mathematics, University of Montana, 1954; M.A., and A.B.D., Mathematics, Johns Hopkins University, 1961.

Donald V. Middendorf, *Physics, Physiology*, 1987; B.A., Biology, University of Missouri, 1977; M.S. Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, 1984.

David H. Milne, *Biology*, 1971; B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.

Gonzalo Munevar, *History/Philosophy of Science*, 1989; B.A., Philosophy, California State University at Northridge, 1970; M.A., Philosophy, California State University at Northridge, 1971; Ph.D., Philosophy, University of California, 1975.

Janet Ott, *Biology*, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.

Willie L. Parson, *Microbiology*, 1971; *Academic Dean*, 1974-78; B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.

John H. Perkins, *Biology, History of Technology and Environment*, 1980; *Academic Dean*, 1980-86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.

Hazel J. Reed, *Mathematics*, 1977; B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.

Niels A. Skov, *Management*, 1972; B.S., Mechanical Engineering, Teknisk, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Ph.D., Physical Oceanography, Oregon State University, 1968.

Robert R. Sluss, *Biology*, 1970; B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University, 1955; Ph.D., Entomology, University of California at Berkeley, 1966.

Oscar H. Soule, *Biology*, 1971; *Director of Graduate Program in Environmental and Energy Studies*, 1981-86; *Associate Academic Dean*, 1972-73; *Academic Advisor*, 1983; B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.

James Stroh, *Geology*, 1975; B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.

Masao Sugiyama, *Mathematics*, 1988; B.A., Eastern Washington University, 1963; M.S., Western Washington University, 1967; Ph.D., Washington State University, 1975.

Frederick D. Tabbutt, *Chemistry*, 1970; B.S., Chemistry, Haverford College, 1953; M.A., Chemistry, Harvard University, 1955; Ph.D., Physical Chemistry, Harvard University, 1958.

Peter B. Taylor, *Oceanography*, 1971; B.S., Biochemistry, Cornell University, 1955; M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.

Alfred M. Wiedemann, *Biology*, 1970; B.S., Crop Science, Utah State University, 1960; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.

Byron L. Youtz, *Physics*, 1970; *Academic Dean*, 1973-74; *Vice President and Provost*, 1978-83; B.S., Physics, California Institute of Technology, 1948; Ph.D., Physics, University of California at Berkeley, 1953.

Social Sciences

Guy B. Adams, *Public Administration*, 1978; *Director of Graduate Program in Public Administration*, 1980-81; B.A., History, Temple University, 1970; M.A., Public Administration, University of New Mexico, 1973; D.P.A., George Washington University, 1977.

Bill Aldridge, *Education/Social Psychology*, 1970; B.A., Mathematics, Oregon State University, 1959; M.Ed., Guidance, Oregon State University, 1964; D.Ed., Educational Administration, University of Oregon, 1967.

William Ray Arney, *Sociology*, 1981; B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

Justino Balderrama, *Health and Human Services*, 1984; B.A., Sociology, California State University, 1962; M.S.W., Social Work, San Jose State University, 1975.

Peter G. Bohmer, *Economics*, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

- Priscilla V. Bowerman, *Economics*, 1973; *Director of Graduate Program in Public Administration*, 1986-89; A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M.Phil., Yale University, 1971.
- Jovana J. Brown, *Library and Information Studies*, 1974; *Dean of Library Services*, 1974-81; A.B., Political Science, University of California Riverside, 1959; M.L.S., University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library and Information Studies, University of California at Berkeley, 1971.
- William H. Brown, *Geography*, 1974; B.A., Geography, Antioch College, 1956; M.A., Geography, University of California at Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.
- Bill Bruner, *Economics*, 1981; B.A., Economics and Mathematics, Western Washington University, 1967.
- Stephanie Coontz, *History and Women's Studies*, 1974; B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.
- Beryl L. Crowe, *Political Science*, 1970; A.B., Political Science, San Francisco State College, 1959; M.A., Political Science, University of California at Berkeley, 1961.
- Diana C. Cushing, *Psychology*, 1978; B.S., Occupational Therapy, University of Buffalo, 1959; Ph.D., Clinical Psychology, State University of New York at Buffalo, 1971.
- Virginia Darney, *Literature and Women's Studies*, 1978; A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College, University of London, 1972; Ph.D., American Studies, Emory University, 1982.
- Helen F. Darrow, *Teacher Education*, 1986; B.S., Elementary Education, Wilson College, 1943; M.A., Education, University of California at Los Angeles, 1948; Ed.D., Curriculum Development, Columbia University, 1956.
- Llyn De Danaan (formerly Lynn D. Patterson), *Anthropology*, 1971; *Academic Dean*, 1973-76; B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968; Ph.D., Cultural Anthropology, The Union Graduate School, 1984.
- Elizabeth Diffendal, *Applied Social Science*, 1975; *Academic Dean*, 1981-85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California at Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Graduate School, 1986.
- Carolyn E. Dobbs, *Urban Planning*, 1971; *Academic Dean*, 1987-89; B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.
- Kenneth Dolbeare, *Political Science*, 1981; *Director of Graduate Program in Public Administration*, 1984-85; B.A., English, Haverford College, 1951; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965.
- 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.
- Jeanne E. Hahn, *Political Science*, 1972; *Assistant Academic Dean*, 1978-80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; A.B.D., Political Science, Chicago, 1968.
- Phillip R. Harding, *Architecture*, 1971; B., Architecture, University of Oregon, 1963; M., Architecture, University of California at Berkeley, 1970.
- Lucia Harrison, *Public Administration*, 1981; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.
- Rainer G. Hasenstab, *Environmental Design*, 1974; B., Architecture, University of California at Berkeley, 1965; M., Architecture, University of California at Berkeley, 1970.
- Peta M. Henderson, *Anthropology*, 1974; B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.
- David Hitchens, *History*, 1970; B.A., History, University of Wyoming, 1961; M.A., History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.
- Taylor E. Hubbard, *Library Science*, 1986; B.A., History and Business, University of Vermont, 1966; M.A., History, San Francisco State University, 1968; M.L.S., University of California at Los Angeles, 1969.
- Ryo Imamura, *Psychology*, 1988; B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1978; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.
- 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.
- 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, 1975.
- Eric H. Larson, *Anthropology*, 1971; B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D., Anthropology, University of Oregon, 1966.
- Gerald Lassen, *Public Administration*, 1980; B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.
- Daniel B. Leahy, *Public Administration*, 1985; *Director of Labor Center*, 1987; B.A., Economics, Seattle University, 1965; M.P.A., NYU Graduate School, 1970.
- Russell Lidman, *Economics*, 1974; *Director of Graduate Program in Public Administration*, 1981-83; *Director, Washington State Institute for Public Policy*, 1985-Present; B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Princeton University, 1968; M.S., Economics, University of Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at Madison, 1972.
- Earle W. McNeil, *Sociology*, 1971; *Academic Advisor*, 1983-86; B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.
- Maxine L. Mimms, *Social Services*, 1972; B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, Union Graduate School-West, 1977.
- Paul Mott, *Sociology*, 1984; B.S., Political Science, Purdue University, 1952; M.A., Political Science, University of Michigan, 1955; Ph.D., Sociology, University of Michigan, 1960.
- Arthur Mulka, *Public Administration and Management*, 1979; B.A., Sacred Heart Seminary, 1954; 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.
- Ralph W. Murphy, *Environmental Science*, 1984; B.A., Political Science and Economics, University of Washington, 1971; M.A. Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.
- Charles T. Nisbet, *Economics*, 1971; B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.
- Dean Olson, *Management*, 1988; B.A., International Business, University of Washington, 1964; M.A., International Business, University of Washington, 1965; Ph.D., Business Finance, University of Washington, 1968.
- 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, *Education*, 1984; B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.
- Rita Pougiales, *Education*, 1979; *Academic Dean*, 1985-88; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Education and Anthropology, University of Oregon, 1981.
- Brian Price, *History*, 1987; B.A., American and English Literature, University of East Anglia (England), 1977; M.A., History and American Studies, Purdue University, 1980; Ph.D., Economic and Labor History, Purdue University, 1987.
- Thomas B. Rainey, *History, Political Economy and Russian Studies*, 1972; A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.
- Gilbert G. Salcedo, *History*, 1972; B.A., U.S. History, San Jose College, 1970.
- Barbara L. Smith, *Political Science*, 1978; *Academic Dean*, 1978-1990; B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.
- Matthew E. Smith, *Political Science*, 1973; *Academic Dean*, 1987-88; B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.
- Camilla Stivers, *Public Administration*, 1987; B.A., Wellesley College, 1960; M.A., John Hopkins University, 1967; M.P.A., Health Administration, University of California at Los Angeles, 1979; Ph.D., Public Administration, Virginia Polytech Institute and State University, 1987.
- Gregory Stuewe-Portnoff, *Psychology*, 1971; B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psychology, Brooklyn College, 1964; Ph.D., Social Psychology, City University of New York, 1976.
- Nancy Taylor, *History-Education*, 1971; A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.
- Kirk Thompson, *Psychology and Political Science*, 1971; B.A., History, Stanford University, 1956; M.A., Political Science, Stanford University, 1958; Ph.D., Political Science, University of California at Berkeley, 1965; Postdoctoral studies, Psychology, C.G. Jung Institute, 1975-77.
- Sherry L. Walton, *Education*, 1987; B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in reading, research and evaluation methodology, University of Colorado, 1980.
- Gregory Weeks, *Economics*, 1981; B.S., Economics, Iowa State College, 1969; M.S., Economics, Pittsburgh State College, 1972; Ph.D., Economics, Washington State University, 1978.
- David W. Whitener, *Native American Studies*, 1978; B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.
- Thomas Wommeldorf, *Economics*, 1989; B.A., Economics, The Evergreen State College, 1981; Ph.D., Economics, American University, 1989.
- Leslie Wong, *Psychology*, 1988; B.A., Psychology, Gonzaga University, 1972; M.S., Experimental Psychology, Eastern Washington University, 1974; Ph.D., Education Psychology, Washington State University, 1986.
- York Wong, *Management and Computer Sciences*, 1975; *Director of Computer Services*, 1973-75; *Assistant Academic Dean*, 1979-81; B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.

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What follows is a listing of the academic subjects that will be offered at Evergreen during the 1990-91 year. Listed under each subject are the Coordinated Study Programs or Group Contracts in which it will be taught. Check with Academic Advising to see what subjects are covered by Individual Contracts and Internships. Part-time courses are published quarterly in the *Evergreen Times*.

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Campus Profile

Faculty	163
Ph.D. or Terminal degree	74%
Percent female	34%
Percent male	66%
Faculty of color—total	15%
<i>Olympia Campus</i>	14%
<i>Tacoma Campus</i>	50%
Average student/faculty ratio	20/1
Staff	368
Enrollment	3250
Graduate	5% 160
Undergraduate	95% 3090
<i>Olympia Campus</i>	2957
<i>Tacoma Campus</i>	133
Female	1815
Male	1435

Full-time	89%
Part-time	11%
18-24 age group	58%
25-29 age group	12%
30-39 age group	19%
40+ age group	11%
Students living on campus	1200
Students of color—total	11%
<i>Asian</i>	4%
<i>Black</i>	4%
<i>Mexican/Latino</i>	2%
<i>Native American</i>	2%
<i>Olympia Campus</i>	9%
Tacoma Enrollment	133
<i>Male</i>	39%
<i>Female</i>	61%
<i>Students of color</i>	56%

Entering Class	1331
Applicants, degree-seeking	2781
Admitted	68% 1879
Enrolled	68% 1281
Nondegree-seeking enrollment	50
Washington	1082
Other states	249
Other countries	20
Financial aid	
Students receiving aid	47%
Average award	\$3800
Placement	
1986-87 classes	91%
Employed	65%
Graduate school	13%
Travel, homemaking, etc.	5%

Contacting Evergreen

Dial 866-6000, then ask for the office or extension listed below. Inquiries about admission should be directed to: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, or (206) 866-6824. 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.

Academic Advising	ext. 6312
Academic Deans	ext. 6870
Admissions	see above
Community and Alumni Relations	ext. 6192
Controller/Business Office	ext. 6450
Development	ext. 6565
Financial Aid	ext. 6205
Hillaire Student Advising Center	ext. 6560
Housing	ext. 6132
Information	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
Vice Presidents:	
Academic Affairs	ext. 6400
College Advancement	ext. 6551
Finance and Administration	ext. 6500
Student Affairs	ext. 6296

Academic Calendar

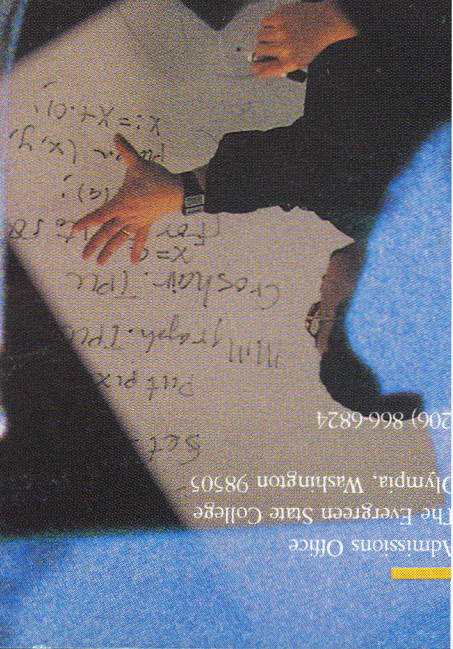
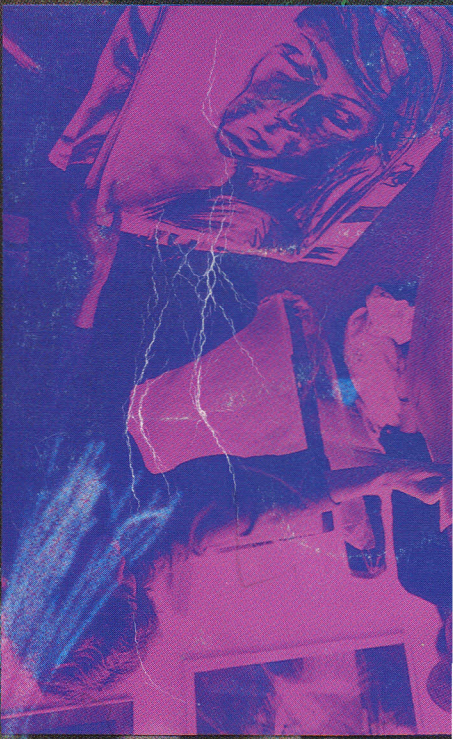
1990-91	Fall	Winter	Spring	Summer	First Session	Second Session
Begins	Sept. 24	Jan. 7	April 1	June 22	June 22	July 27
Ends	Dec. 15	March 23	June 15	Aug. 30	July 27	Aug. 30
Evaluations	Dec. 10-15	March 18-23	June 10-15		July 24-27	Aug. 28-30
Vacations	Fall	Winter	Spring	Summer	First Session	Second Session
	Thanksgiving Nov. 18-25	Martin Luther King Day Jan. 21	Memorial Day May 30	Independence Day, July 4	Independence Day, July 4	—
	Winter Break Dec. 16-Jan. 7	President's Day Feb. 18				
		Spring Break March 24-31				

Affirmative Action Policy
The Equal Opportunity Policy of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, marital status, sexual preference, Vietnam era or disabled veteran status, or the presence of any sensory, physical or mental disability unless based upon a bona fide occupational qualification.

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Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.
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Accreditation
The Evergreen State College is fully accredited by the Northwest Association of Schools and Colleges.



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(206) 866-6824

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