

EVERGREEN 80-81



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Credits

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Accreditation: The Evergreen State College was awarded full accreditation by the Commission on Higher Schools of the Northwest Association of Secondary and Higher Schools in June, 1974.

The Evergreen State College Catalog 1980/81 is published by the Office of College Relations. Written copy for this catalog was final on October 18, 1979 and appeared in print November 13, 1979.

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Printing by Security Press
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Academic Calendar

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1979-80 Academic Calendar

	Fall	Winter	Spring	Summer
Work begins or continues	October 1	January 7	March 31	June 23
Project presentations, Quarter ends	December 19	March 21	June 11	September 5

1980-81 Academic Calendar

	Fall	Winter	Spring	Summer
Work begins or continues	September 29	January 5	March 30	June 22
Project presentation, Quarter ends	December 17	March 18	June 10	September 4

1981-82 Academic Calendar

	Fall	Winter	Spring	Summer
Work begins or continues	September 28	January 4	March 29	June 21
Project presentation, Quarter ends	December 16	March 17	June 9	September 3

Evaluation Dates

Week of March 17 to 21, 1980
Week of June 9 to 13, 1980
Week of September 2 to 5, 1980

Vacation Dates

Winter Break December 17 to January 6, 1980
Spring Break March 22 to March 30
Summer Break June 14 to June 22
Fall Break September 6 to September 28

Holidays

January 1, 1980 (New Year's Day)
February 18, 1980 (Washington's Birthday)
May 26, 1980 (Memorial Day)
July 4, 1980 (Independence Day)
September 1, 1980 (Labor Day)
November 27 and 28, 1980 (Thanksgiving Day holidays)
December 24, 25 and 26, 1980 (Christmas Day holidays)

President's Message



Greetings from Evergreen.

For almost a decade, Evergreen has attracted students who are bright, self-directed and inquisitive. Because Evergreen believes students should determine, to a great degree, the kind of educational experience they need to prepare for their future and enrich their existence, our academic programs are designed to support educational development and personal growth.

Our faculty/student relationship is close, cooperative and stimulating. The small group seminar is a basic component of Evergreen's two-way communication learning experience. The sharing of knowledge, examination of ideas and exploration of a variety of viewpoints, combine to enhance and expand our interdisciplinary study programs.

In every significant way, the Evergreen educational alternative prepares students for a meaningful and rewarding life. It's the foundation upon which our graduates continue to build in all phases of their professional and personal endeavors.

Come and share it with us.

Daniel J. Evans
President

This is Evergreen

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“Knowledge will never be able to replace respect in man’s dealings with ecological systems.”

Roy Rappaport

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There is probably no college on the west coast that has been developed so carefully and completely with the student in mind. As a four year liberal arts college, Evergreen captures the spirit of academic pursuit in a very special way.

When Evergreen was conceived, we wanted to provide an interdisciplinary form of education which would expose the student to the entire spectrum of academia. We believed the other, more traditional approach, with its often un-related series of courses, was not appropriate for Evergreen. So, we developed our course work in a collaborative mode, with intensive student/faculty relationships, through multidisciplinary programs, tied together through a seminar/discussion approach to the exchange of ideas. We enhanced the learning experience and gave it a "real world" setting, in which the student could take what he or she learned to practical experiences off campus. We also included some of the most sophisticated and modern academic equipment available for use with lab and classroom work.

Yet while all these intentions are necessary, and worthwhile, they would not make Evergreen the college it is without its faculty and staff. Our professors are among the most knowledgeable in their disciplines and have chosen Evergreen to share their expertise because they believe individual excellence should be the result of the college effort. They perceive

the development of human potential as the **raison d'etre** of Evergreen's academic program.

And so do our students, we find, who bring a rich mix of heritages, interests, aspirations and geographic backgrounds to our truly diverse college community. The 2,500 Evergreeners who attend each quarter are almost evenly divided between men and women. They are mostly registered for full-time studies and are predominantly from Southwest Washington. All of them are enthusiastic participants in both on and off-campus activities, ranging from spontaneous social gatherings through the entire social, political and artistic fabric of the surrounding communities. And our campus now stretches to Vancouver in the south and Port Angeles, to our north, with rapidly developing outreach programs. In fact, through our study abroad programs, the limits of the Evergreen campus are only bound by the stretch of intellectual inquiry.

Evergreen, then, is all of these things. It is a place where people come together to prepare for living. It is thinking. It is sharing. It is growing.

Evergreen is in effect, you.



Freshman Admissions Requirements

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

General Educational Development Tests

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

International Student Admissions Requirements

International students who have met the minimum entrance requirements for college in their native countries and who can provide evidence of their proficiency in the English language as well as financial stability, will be considered for admission.

Transfer Admission Requirements

Transfer students will be considered for admission if their record indicates that they have left the previous college in good academic standing and/or have made satisfactory progress. If the applicant from another college or university has successfully completed 45 or more quarter hours of credit (or the equivalent), he or she need not submit high school transcripts or test scores. Those who have completed less than 45 quarter hours of college level work will submit high school transcripts in addition to college transcripts.

Conditional Admissions

Conditional admissions may be granted to a student at the discretion of the Director of Admissions when an evaluation of credentials shows that the student will benefit from Evergreen's academic programs but needs additional work in some specific area.

"Truth flourishes where the student's lamp has shown."

W. B. Yeats

Admissions Notification

Notification of Admissions' decisions will be made after a review of the completed application has been made. If, in receiving a completed application, Evergreen determines that a person's enrollment could present a physical danger or threat to members of the campus community, the college reserves the right to deny admission.

Upon notice of eligibility, the applicant is requested to send a tuition advance deposit of \$50. The \$50 will automatically be applied to the student's first quarter tuition. This tuition deposit is regulated by the tuition refund schedule and a student who does not enroll may forfeit this amount.

Advanced Placement and CLEP

A score of three or higher on the Advanced Placement Examination of the College Entrance Examination Board will be awarded credit. Credit will also be granted on the basis of the College Level Examination Program of the College Entrance Examination Board so long as scores are at the fiftieth percentile or above.

Statement of Records

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

Special Students and Auditors

If part-time students (Special Students) do not wish to have academic work immediately applied toward their degree, they do not have to complete the application process outlined under the Admissions Procedure section. Entry into part-time work for non-matriculant students is handled directly by the Registrar's office.

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

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

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

Study opportunities for Special Students and Auditors are announced several weeks prior to the beginning of each quarter.

Registration occurs the first week of each quarter.

Application Deadlines

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

Admission to The Evergreen State College is granted without regard to race, color, national origin, sex or handicap.

Admissions Procedures

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 State Uniform Application.
2. Official transcripts of all previous college work and, for those applying directly from high school or with less than 45 quarter hours of college work, a record of completed high school courses, including rank in graduating class.
3. Special Note: Students who have previously attended Evergreen need only submit the uniform application unless they have attended another college during the interim period. In such cases, official transcripts of work completed since leaving Evergreen must also be submitted.

"All International Students" must submit the "Pre-Application for Admission" form. If this application is approved, the student must comply with all of the above requirements and *in addition* submit:

1. Official copies of the student's scores on the Test of English as a Foreign Language (TOEFL).
2. Evidence of having at least \$5,500 (U.S.) at their disposal to pay all normal expenses for one year's enrollment at Evergreen, in addition to funds necessary to meet travel expenses.

For those applying *directly from high school*: Provisional acceptance can be granted on the basis of three years of high school work. Applicants accepted on this basis must submit a transcript showing the completed high school record and date of graduation before acceptance is final.

For those *transferring with previously completed college work*: Transfer students are required to present an official transcript from each college or university they attended. Students must be in good academic standing at the last institution attended. Failure to provide all transcripts to the Admissions office constitutes grounds for disenrollment. Action will be taken on a transfer application when all transcripts for previously completed work have been received. Students entering Fall Quar-

Registration

6 ter who are currently enrolled in another institution must have an official copy of that record sent to the Admissions office immediately following completion of the course(s).

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

Financial Aid

Students who expect difficulty in meeting the costs of college should apply for assistance through the Office of Financial Aid. Evergreen's goal is to provide every needful student with sufficient financial assistance to make attendance possible. Awards from the college's aid programs rest strictly on personal need and can only supplement the contribution of the student and his/her family. Most of the aid offered by the college is open only to full-time students and may take the form of grants, loans, employment, scholarships or a combination of these possibilities.

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

Applications for aid should be received by May 15. Students applying after that date will be aided if funds are available.

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

Emergency Loan Program

Emergency Loan funds are donated by businesses, service and professional organizations and individuals in the community, and Services and Activities Fees. This program is designed to aid all students who face temporary need by providing loans up to \$200 on a short-term basis. Borrowers may apply through a personal interview in the Financial Aid office.

Veterans Affairs

The Office of Veterans Affairs assists veterans and other eligible persons with all VA related applications and information to assure maximum use of benefits provided under law. The office also serves as a clearinghouse for information pertaining to veterans and actively recruits veterans within the college's service area.

The OVA provides counseling and referral assistance to veteran students and serves an advocacy role in supporting veterans' issues and concerns.

The on-campus VA representative processes veteran certifications and solves problems regarding veterans' educational assistance payments.



New and Continuing Student Enrollment Process

Continuing students should consult the registration brochure mailed with their registration forms. With individualized enrollment as our goal, two new services have been introduced to refine the entry process: the Check-in Center for New Students, and the Student-Faculty Advising Program.

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

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

If you are accepted before mid-May, you should select a Spring Quarter advising and registration date. Some programs require a faculty interview or audition for entry and all are filled on a first come basis. Registering early increases your chances of getting into the program of your choice.

Calendar for Fall, 1980, Registration

New Student Check In	Monday, May 19 & Tuesday, May 20	We recommend these days to new students for check-in and advising.
Spring Academic Fair	Wednesday, May 21, 9 a.m. to Noon	Be sure to attend to meet faculty and learn about Academic Programs.
Fall, 1980— Registration Opens	Wednesday, May 21, 1 p.m.	New students may register today and on selected days during the summer. Continuing students may register anytime until Friday, August 15.
Continuing Students	May 21 to August 15	
New Students	June 24, July 8, July 22, August 12, August 16	Faculty are generally not available in the summer, but the Academic Advising Office will be open. If you hope to enroll in a program requiring faculty approval for entry, phone in advance to the numbers listed above.
Advance Registration Closed	August 16	
Fall New Student Check In	Saturday, September 20 through Tuesday, September 23	Check in early, receive Academic Advising appointments with faculty, dorms are open, special orientation events.
Academic Advising	Monday, September 22, Tuesday, September 23, 9 a.m. to 4 p.m.	By appointment with the faculty.
Fall Academic Fair	Wednesday, September 24	Meet faculty and learn about Academic Programs.
Full-time Students	9 a.m.-Noon	
Part-time Students	5:30-7:30 p.m.	
Registration re-opens	Wednesday, September 24, Noon to 5 p.m.	These are optimum times to register.
New Students	5:30-7:30 p.m.	
Part-time Students	Wednesday, September 25 10 a.m. to 7 p.m.	
Continuing Students	Thursday, September 25, 10 a.m. to 7 p.m.	
Registration Continues	Friday, September 26, October 3	You can still register but many programs may be full and closed.
Classes Begin	Monday, September 29	Check bulletin boards for first class meetings.
Contract Fair	Tuesday, September 30, Noon to 1 p.m. and 4 to 5 p.m.	For those unable to enter an appropriate program or negotiate a contract.
Contracts Due	Friday, October 3	
Last Day of Registration (without late fee)	Friday, October 3, 9 a.m. to 4 p.m.	



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

Credit is expressed in quarter credit hours. Maximum full-time enrollment is 16 quarter credit hours (18 for those in the Teacher Certification Program). It is possible to accelerate your progress toward graduation by enrolling for Summer sessions.

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

Continuing Evergreen students should select their academic programs for the following year during advanced registration, conducted in mid-May on dates specified in the college calendar. Newly-admitted students will be provided information about registration at the time of their admission to the college.

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

Fees must be paid by the deadlines published by the Registrar. Only those "advance registered" are billed by mail. All others should pay at the time of enrollment, but no later than the deadline.

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

To Drop or Change a Program

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

Academic Credit

Students accumulate academic credit for work well done and levels of performance reached and surpassed. Only if a student fulfills academic obligations will full credit be entered on the permanent academic record. Otherwise, there will be either no entry or the recording of credit to represent what was actually accomplished.

Graduation Requirements

The *minimum* requirement for awarding either the Bachelor of Arts (BA) or the Bachelor of Science (BS) is 180 quarter credit hours. The BS degree requirement also includes 72 quarter credit hours in mathematics and natural science, of which 48 quarter credit hours must be in advanced subjects. Any work in excess of 200 quarter credit hours must be approved by an academic dean.

Transfer students must earn at least 45 of the 180 quarter credit hours as an enrolled student at Evergreen to be eligible for an Evergreen degree.

Those with a baccalaureate degree from a regionally accredited institution (including Evergreen) wishing to earn a second baccalaureate degree, must earn at least 45 additional quarter credit hours as an enrolled Evergreen student.

Transfer Credit Policy

General Policies

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

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

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

Credits earned at nonaccredited institutions, technical institutes, military, art and music institutes, foreign colleges and universities and proprietary schools (such as business colleges and correspondence schools) are evaluated on a case-by-case basis by the Registrar. The principle used is that the work performed should be equivalent to work for which a four-year college or university would normally give credit toward the B.A. degree.

Miscellaneous Policies

Evergreen accepts credits earned through the College Level Examination Program (CLEP) as long as scores are at the fiftieth percentile or above.

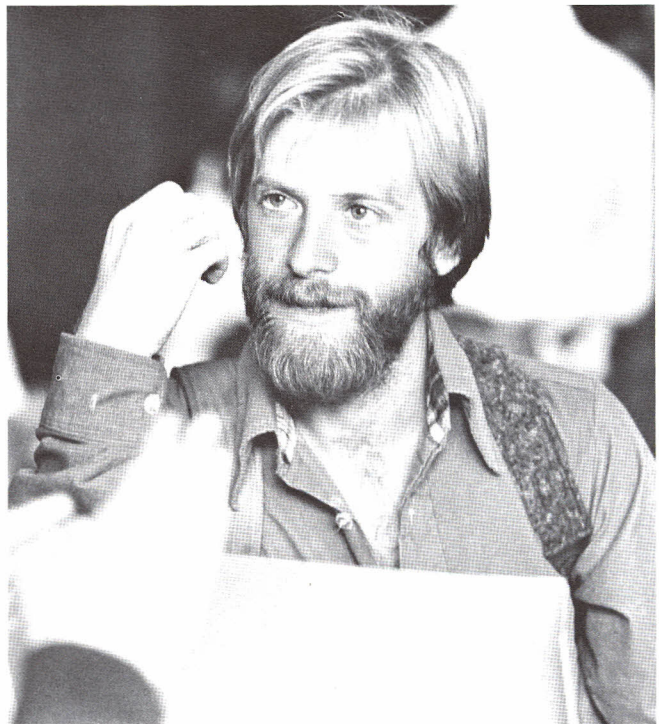
Evergreen will not accept credit twice for the same course work.

Evergreen grants credit for prior learning experience only through its External Credit program.

Academic Standing Full-time and Part-time Status

Evergreen counts those enrolled for 12 or more quarter credit hours as full-time students. Those who enroll for less than 12 quarter credit hours per quarter are considered part-time students.

Full-time students can be enrolled in only one credit-generating program of study at a time. Part-time students may enroll for up to 11 quarter credit hours.



Leaves of Absence

Students who have been regularly admitted and need to "drop out" for awhile are eligible to apply for a leave of absence of no longer than one year. Application for leave is initiated in the Office of the Registrar. Students who have not enrolled in a program/contract by the enrollment deadline are considered to be on leave.

Acceleration

Normal academic progress for a full-time student entails enrolling for no more than 16 quarter credit hours per quarter, or 48 quarter credit hours per regular academic year. Students may accelerate only by enrolling for a fourth quarter of study each calendar year, (i.e. Summer Quarter).

Any increase in the numbers of quarter credit hours for which a student is registered must be submitted to the Registrar no later than the fifth class day of any quarter.

“Mathematicians are like Frenchmen: whatever you say to them, they translate into their own language, and forthwith it is something entirely different.”

Goethe

10 Academic Standing

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

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

1. **Academic Warning**—A student who earns fewer than two-thirds the number of credits for which he or she is registered in three successive quarters will receive an academic warning from the Registrar, a copy of which will also go to the student's current or pre-registered coordinator or sponsor. Similarly, a student enrolled for more than half-time who receives no credit at all during two successive evaluation periods will receive academic warning. Such warning will urge the student to seek academic advice or personal counselling from a member of the faculty or from the appropriate offices in Student Enrollment Services. A student will be removed from Academic Warning status after three quarters of successful work in which more than two-thirds of the credits were earned.
2. **Required Leave of Absence**—A student who has received an academic warning and who, at the next evaluation period, receives either an Incomplete or fewer than two-thirds of the possible credits registered will be required to take a leave of absence, normally for one full year. A waiver of this action can be granted only by the Academic Deans upon presentation of evidence of extenuating circumstances by the student. To re-enter at the end of such leave, the student must supply to the Deans evidence of readiness to assume responsibilities.

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

Evaluation

Each Evergreen student works individually with the faculty member who leads his or her seminar in order to evaluate student progress and quality of work. From time to time students have advisory conferences with their seminar faculty to discuss personal progress. The program ends with a detailed nar-

ative evaluation, (a two-to-four page description of the exact nature of the student's work and learning). This written evaluation takes the place of a letter grade. It provides much more information about you as an individual, about your special strengths, about the areas where you need further work, and about what you seem ready to go on to. While this evaluation becomes part of your college record and will inform future employers about your work here, its main benefit is in helping you choose what to emphasize in your later work at the College or elsewhere. Evaluations are discussed in an individual conference with seminar leaders so you will have a chance to define the real high points of your program work.

Record Keeping

The Transcript and Portfolio are the two primary records of students work at Evergreen.

The Transcript, maintained by the Registrar's office, is a Record of Academic Achievement which includes all work done for credit, the official description of the program or contract, faculty evaluations, and students own evaluations of achievements. *The entire body of information is mailed when a transcript is requested.*

“Translations” of work performed at Evergreen are necessary. Seminar leaders and/or sponsors develop “course equivalencies” which describe the students work in terms comparable to other college's or university's systems.

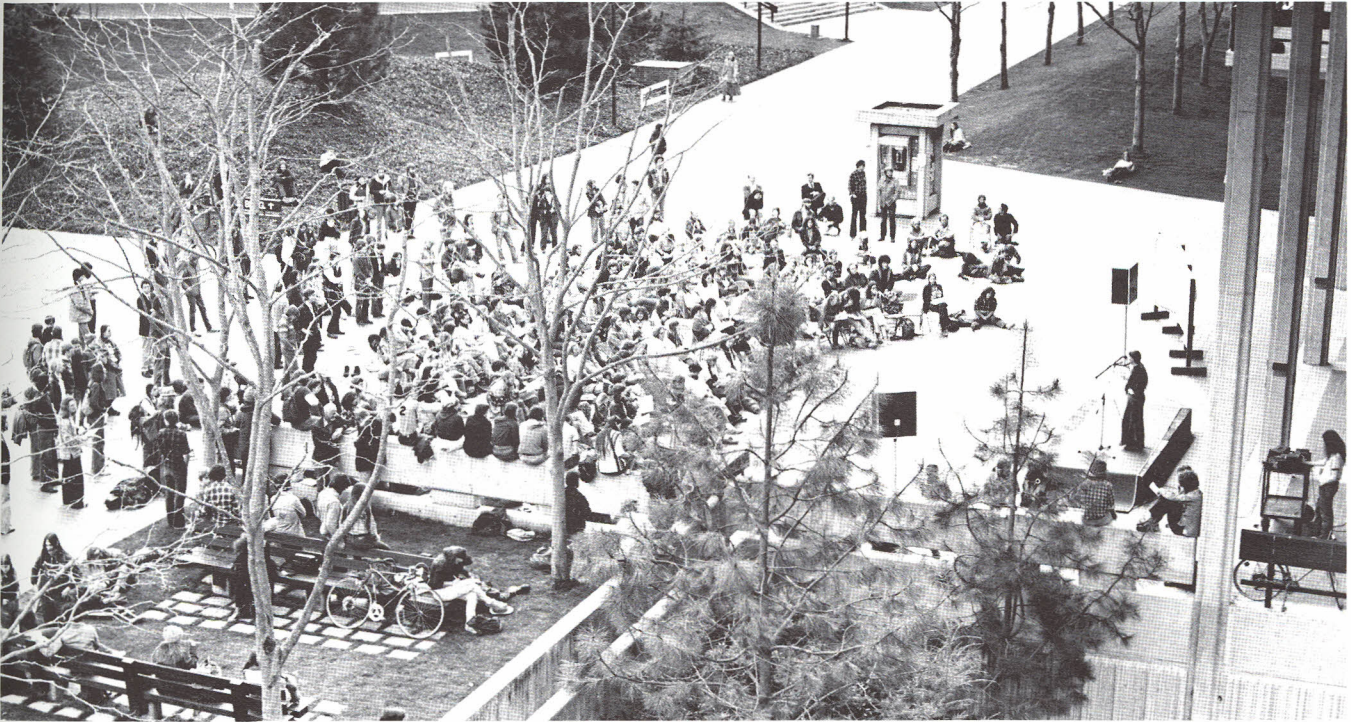
Credit and evaluations are reported only at the end of a program/contract, unless the student is on leave of absence, withdraws or changes programs.

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

The Portfolio is your academic biography, to be shared with faculty during your learning experience and with graduate school and prospective employers during interviews.

Confidentiality of Records

The federal Family Education Rights and Privacy Act of 1974 establishes fair information practices regarding student records at American Colleges and Universities. (see page 89 for text).



Resident and Non-Resident Status

The term "resident student" means one who has had a domicile for other than educational purposes in the State of Washington for the period of one year immediately prior to the first day of a quarter; a dependent son, daughter or spouse of a federal employee residing within the state; or a dependent son, daughter or spouse of a staff member of the college. All others are considered non-resident students. Applications to change residency status are available at the Registrar's office.

Enrollment Deposit

An enrollment deposit of \$50 is required from students admitted after notification of acceptance is received from the Office of Admissions. No enrollment deposit is required of Special Students and Auditors. Payment will reserve enrollment, on a first-come, first-served basis. The deposit will be forfeited if the student does not register for the quarter admitted. The enrollment deposit is applied toward payment of the first quarter's tuition.

Exit Interview

Withdrawals are never blocked but *must* be accomplished through the Exit Interview.

Tuition and Fees

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

Student Health Insurance

Insurance is available through private insurance carriers with major medical or full health coverages. Dependents may be covered according to eligibility requirements.

Parking

Parking decals for \$5 per month, \$10 per quarter or \$25 per year, must be displayed on vehicles, except for college housing residents who park in residence lots. (see page 83 for rules).

Student Identification Cards

Identification cards will be made available to all students without charge at the time of first enrollment. A replacement fee of \$5 is charged.

Financial Aid Disbursements

Financial Aid is distributed quarterly to coincide with tuition and fees payments by the Office of Financial Aid. All charges are deducted from the quarterly award with the balance paid to the student during the first week of instruction. The exceptions are Emergency loans, which are paid as needed, and the on-campus work-study program distributed through the payroll system.

Billing and Payment Procedures

The accounts receivable system assembles all financial information, both charges and credits, for each student and prepares a monthly statement of account. This makes it possible for each student to submit a single check for tuition and fees, housing, food services and other charges by mail or night depository. The Cashier's office is open from 8:30 a.m. to 4:30 p.m., Monday through Friday.

Tuition and fees are billed on a quarterly basis, and may be paid in full before the fifth class day of any given quarter without penalty. After that day, the student will be subject to a \$15 Late Payment Fee. No payment by the thirty-first calendar day will result in disenrollment and assessment of one-half of the original tuition and fee charge.

All checks must be made payable to The Evergreen State College and delivered to the college cashier.



“To know what is proper in order and natural in sequence is to approach the truth.”

Confucius

Objections to the application of any financial policy or charge may be presented to the Registrar.

Fees and Charges

Summary of Estimated Academic Year Expenses

These are the *projected* costs for the academic year, 1980-81 which are subject to change.

	Residents	Non-Residents
Tuition and Fees (Full-time)	\$ 618	\$1,983
Books and Supplies	250	250
Housing and Meals	1,850	1,850
Personal Needs	660	660
In-State Travel	400	400
TOTAL	\$3,778	\$5,143

Academic Advising

Students are responsible for planning their credit-generating work at Evergreen, however, advice in making curricular decisions is available through the Academic Advising Office. The Office will help familiarize students with curriculum, program and contract choices. Changes and additions to curriculum are kept current and readily available.

Student preference is considered when assigning student faculty advisors who remain with students as long as they are at Evergreen. Together, they develop an overall academic plan leading to graduation. Working in collaboration with Cooperative Education and Career Planning and Placement, internship possibilities and career and graduate school options are explored.

The Academic Advising Resource Guide is given to students as a personal resource guide, with the Office providing information of availability of faculty sponsors for individual contracts, enrollments in programs and opportunities for student generated curricular proposals. Faculty members and students frequently develop advisory/guidance relationships which help formulate academic plans.

Refunds/Appeals

Refunds of tuition and fees are allowed only for withdrawal under these conditions: death or serious accident or illness in the immediate family; military draft call or reserve call-up; other unavoidable or unforeseeable circumstances, after review.

Following proper withdrawal proceedings, student are refunded:

Fee or Charge Category	Refunds Applicable
Enrollment Deposit	<i>Applies to first quarter tuition and fees</i>
Tuition and Fees	<i>100 per cent to 5th class day of quarter; 50 percent to 30th calendar day, after that, no refund</i>
Insurance	<i>Refundable in total prior to the first class day; after that, no refund</i>
Housing Deposit	<i>100 per cent prior to first day of contract, after that, no refund; vacate prior to completion of contract, no refund; complete contract, \$20 refund</i>



Orientation Highlights

Mon. 9-24

8-noon-new stu-
dent check-in
9-4-faculty advi-
sing appts.
noon-3rd world
coal. openhouse

Tues. 9-25

7-15-8-15-pancake
breakfast
8-noon-new stu-
dent check-in
9-noon-faculty
advising
10-noon-campus
tours
1-4-academic
fair & regis.
5-30-7-30 p.m.
mini acad. fair &
pt. studies reg.

9-5-leisure ed.
registration

Thurs. 9-27

noon-2-new ever-
greener's pot-
luck lunch

Sat. 9-29

10-4-alumni arts
& crafts fair
noon-8-30-rec.
center open

Wed. 10-3

10-30-noon-mtg.
on student involve-
ment in curricul'm
1-3-a learning fes-
tival

Fri. 10-5

9-4-deadline for
registration

EVENTS
CENTER

WELCOME

events



Academics

Course Descriptions

15

Basic Programs

Annual Programs

Environmental Studies

European and American Studies

Expressive Arts

Health and Human Development

Marine Sciences and Craft

Management and the
Public Interest

Northwest Native American
Studies

Political Economy

Scientific Knowledge and Inquiry

Evergreen Vancouver

Teacher's Certification

16 The Structure of Study At Evergreen

The hallmark of The Evergreen State College is a commitment to collaborative teaching and research, a uniquely powerful approach to learning. Most faculty at Evergreen hold advanced degrees in traditional academic specialties, and value that training, but have come to recognize that there are serious limitations to parcelized specialization as an approach to the problems that face our society and our world. They have come to Evergreen not to abandon these specialties but to engage in full-time teaching and research with other specialists whom, in traditional settings, they would encounter only in extra-curricular contexts. Two factors make a collaboration of specialties into a whole greater than the sum of its parts; it expands the power of specialties beyond traditional boundaries; and, thus extended, specialties can interact in special and surprising ways.

Moving beyond the safe boundaries of one's official expertise can only be done by those with a genuine dedication to teaching and learning, those who are willing to take intellectual and emotional risks not often encountered in the traditional classroom. Such risks are also taken by students at Evergreen who are asked to study real problems rather than just traditional fields. Thus it becomes especially important to support student efforts to develop personal identity and professional direction, and the Evergreen community recognizes that need and provides that support.

There is another dimension to effective collaboration that is not a matter of crossing traditional academic specialties, but which involves moving beyond the cultural milieu within which those specialties usually fall. Effective collaboration therefore requires stepping outside the mainstream into those cultural tributaries that help make the mainstream what it is. Few problems can be rigorously formulated and few solutions fully tested without confronting the fact that the world is neither as small nor as compartmentalized as it is often represented.

A by-product of collaborative teaching and research is clearer appreciation of where individual and independent work is truly required for in-depth study of an issue or problem. Evergreen's primary commitment is to help students understand the complex problems facing our society and world and to seek solutions through whatever approach is most effective.

Of course, the real problems that confront us cannot be studied in a learning community that removes itself from its surrounding environment. The Evergreen community therefore consistently addresses projects and problems of particular interest to the residents of Southwest Washington and to governmental agencies at all levels. Furthermore, this community is committed to having the boundary between life on campus and life off-campus as permeable as practically possible. Evergreen is neither a haven from, nor merely a preparation for, life in the "real world." Education at Evergreen is an experience in the real world, experience that occurs both on campus and off.

Statement of Methods

The College reflects these values and commitments in a curriculum and a range of teaching methods that are unique to higher education and that have been proven effective in educating our students. *Much of the learning is centered on a problem or project of real, and not just academic, significance.* Students thus experience the complexity of the real world, have the opportunity for creative problem solving and have real motivation for developing intellectual tools and skills. *Students enroll in only one study at a time.* Their attention is focused on learning that study well; their studies are integrated and can be scheduled to suit the tasks at hand. *Classes are small and the interaction with faculty and fellow students is close and intense.* Students thus learn to communicate their ideas, clarify, defend and improve them and to work within a collaborating group in which they carry their share of the responsibility. *Evaluation of student work is frequent and personalized.* Because of the close interaction, faculty use written individual evaluations instead of grades. Students thus receive detailed assessment of accomplishments and progress.

These methods require that: *Teaching is the most important mission of the College.* Thus development of student skills and learning abilities receives close attention. And they imply that much of our teaching and learning be collaborative. Thus, *the College is committed to the importance of Interdisciplinary Study.* Only then can a student's work be integrated and not be just a collection of isolated fragments. Thus can students learn to work cooperatively as well as individually within a context of rich diversity.

The environment which supports this curriculum has two outstanding features: *Modern facilities and high quality equipment are available for student use, and not protected for faculty use only.* And *the College atmosphere is supportive and cooperative, and not competitive.* Collaboration requires cooperation, and with narrative evaluation, competitive learning is unnecessary. Furthermore, student support services include academic, career, and personal counseling and a center for the assessment and development of basic academic skills.

Statement of Expectations

What goals does such a community that uses such methods presuppose for its students? We ask of students who wish to join the Evergreen community that they make a serious commitment to both narrow and broad educational goals. They must develop the fundamental skills of clear thinking, and precise communications, through practice in writing and speaking and an ability to handle quantitative methods. They must develop the intellectual skills of analysis, criticism, and synthesis. They must develop the aesthetic skills of how to respond to and act with style and grace, and how to perceive the universal value of artifacts and documents foreign to their immediate cultural experience. They must learn the creative skills of how to move from an idea to a reality by way of an effective process of design.

“Three things are necessary for the salvation of man: to know what he ought to believe; to know what he ought to desire; and to know what he ought to do.”

St. Thomas Aquinas

The curriculum demands of students both that they increase their independent initiative, self-confidence and responsibility through learning to think and act for themselves and that they learn how to negotiate with and work cooperatively with others. Evergreen requires students to discover the value of cultural diversity by dealing with a wide range of situations, people and problems.

Students who make the best of their Evergreen experience will develop integrity and learn to accept responsibility for the consequences of choices already made, and they will learn how to make better choices. They will leave Evergreen with a strong sense of what will provide them a satisfying life.

What You Can Study

Evergreen's academic programs cover many different subjects but they are grouped in eleven areas. Nine of these areas constitute interdisciplinary *specialty areas*. These represent areas of particular strength for advanced work. Each area is interdisciplinary, drawing on several different disciplines. And all of these areas offer work at the beginning, intermediate and advanced levels. The nine interdisciplinary *specialty areas* are:

- Environmental Studies
- European and American Studies
- Expressive Arts
- Health and Human Development
- Management and the Public Interest
- Marine Sciences and Crafts
- Northwest Native American Studies
- Political Economy
- Scientific Knowledge and Inquiry

Annual Programs and *Basic Programs* constitute the other two important areas of the Evergreen curriculum.

Basic programs are designed for entering students. Basic programs are always broadly interdisciplinary although they represent different combinations of the various disciplines. Some, like Political Ecology, draw broadly from the natural sciences, the social sciences and the humanities. Basic programs are staffed by Evergreen's most experienced teachers who are particularly skilled at working with entering students. Basic programs are specifically designed so that students may further develop skills in reading, writing and seminar-ing, while at the same time acquiring subject area skills.

Annual programs represent the College's spontaneous, developing and experimental side. Annual programs change from year-to-year to respond to changing needs on the part of the College's students and faculty. Some of the most creative programs within the specialty area curriculum originated as Annual programs.

Modes of Study at Evergreen

Evergreen offers you several ways of approaching study in the arts, humanities, natural and social sciences. The first of these is *Coordinated Studies* programs, each composed of 60-100 students, and three to five faculty members (with different expertise), all of whom focus their efforts on a central theme. Recent examples include, "Origins of Life and Intelligence"; "The Character: A Psychological, Historical and Theatrical Inquiry"; "Environmental Design: Patterns of Living"; and, "The Arts in Social Perspective."

You may also choose from a wide range of *Group Contracts*, offered in specialized fields and involving 20-40 students and one or two faculty members in each contract offered. Like Coordinated Studies, Group Contracts are also interdisciplinary. These are usually intended for *Advanced* academic work. Evergreen has offered Group Contracts titled "Recording and Structuring Light and Sound"; "From Cell to Organism"; "The Politics of American Labor in World Perspective"; "Applied Environmental Studies: Alternative Energy Systems"; and, "The Etruscans."

For students who are prepared to pursue an individualized, self-designed program, Evergreen offers the *Individual Learning Contract*, which is negotiated by a student and a faculty member and defines specific material and activities to be completed by the student during an academic term. An Individual Learning Contract may, for example, call for combinations of research and writing, or require the student to conduct certain activities in a professional setting. Weekly conferences between student and faculty sponsor allow progress and problems that arise to be discussed at regular intervals.

As a special option to students in Coordinated Studies, Group Contracts, and Individual Learning Contracts, and to make part-time study possible for citizens in the local community, Evergreen also offers a number of *Courses* in specific subject areas. These courses carry 4 or fewer quarter hours of credit. Full-time students must have the permission of their faculty sponsors to take a course in collaboration with Coordinated Study, Group or Individual Contract studies.

Coordinated Studies and Group Contracts

What are coordinated studies and group contracts and how do they differ from more conventional courses taught elsewhere? What will it be like to be a member of a group engaged in an integrated program of study?

A *Typical Work Week* at Evergreen does not differ markedly from any other institution in its basic components. Evergreen also uses lectures, seminars, essays, research projects, field projects and similar educational formats. During a typical week in a coordinated study program you will probably attend a general lecture which is held for all 80 members of the program. But you might also spend six hours in small group seminars of ten to twenty persons each. It is

quite likely that you will spend a certain number of hours in the field or in laboratory sessions if you are in a science program. In many programs, there are also weekly individual sessions between the students and faculty. In all Evergreen programs there is a *large* amount of contact in small groups.

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

Each Coordinated Studies program has certain activities in which all members of the program take part. The most important of the shared activities is the *seminar*. Students may prepare for seminars by studying a book from the program's required reading list, by doing some writing, or a small library research project. Then they assemble in small groups of 10-20 students, under the guidance of a faculty member, to help each other understand the book or to work out its meaning and implications. For seminars to succeed each member must participate actively, analyzing the assigned materials, helping others form their thoughts, thinking aloud.

Students in Coordinated Studies also work extensively on their own individual skills and understanding, by writing short essays, critiques, and through notebooks, and journals. Evergreen asks students not merely to acquire information but also to learn how to communicate it in writing.

A Typical Week

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

Individual Contracts

Individual Contracts can provide uniquely flexible opportunities for learning. At the same time, they are difficult and challenging. A full-time Individual Contract should receive as much of your energy and attention as a Coordinated Studies program, a Group Contract, or full-time studies at another college. Contracts are best for imaginative, resourceful students who have well-defined goals and can pursue them with a minimum of supervision.

An Individual Contract is an individual study plan worked out between a student and faculty sponsor. A student agrees verbally and in writing to complete some specified activities—readings, field work, internship activities, artistic productions, writing papers—while the sponsor agrees to provide regular consultation and advice. To qualify for the opportunity of working on an Individual Contract you should be prepared to demonstrate to a prospective faculty sponsor that you have a strong project in mind and that you are capable of working, for the most part, on your own initiative.

In order to have a more structured contract, you may choose to devise a Resident Learning Contract, in which you would include at least one regularly scheduled class meeting each week, in addition to the weekly one-to-one conference between student and sponsor.

It is important for Veterans who may be negotiating contracts to know that Resident Learning Contracts will be eligible for full Veteran's Benefits; other Individual Contracts will qualify for tuition and fees only.

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

In filing a contract, one point remains firm: the two important signatures on the contract are yours and your sponsor's. Neither should give a signature easily. If you cannot, or are not willing to try to, live up to the contract, then do not sign it. If the faculty member advising you has doubts about your ability or motivation, he or she should not sign the contract. If your contract requires special facilities or equipment, additional signatures may be required.

Despite the difficulties, the successful contract can be a milestone in a student's college career by promoting learning very closely tailored to personal goals.

"Oh, this learning, what a thing it is!"

Shakespeare, *Taming of the Shrew*

Curriculum Planning Process

Evergreen's flexible academic programs enable the curriculum to be molded and changed over a period of years in order to meet new student needs and to utilize new information arising from scholarly research. Yet, there is also a considerable amount of continuity from year to year, allowing students to anticipate what will be available and to plan their selection of programs and contracts accordingly.

Although the Evergreen faculty takes the major role in and the final responsibility for curriculum planning, we strongly encourage students to participate as well. A number of our most successful programs have resulted from the active collaboration of students and faculty.

A few programs are approved each year, particularly in the area of Group Contracts, where the initial idea and a strong voice in the planning came from students. We encourage this sort of initiative, but new students need to know that each offering must have faculty sponsorship before it can be approved. Developing a new Coordinated Study or Group Contract requires a great deal of work. It takes determination and patience—plus the willingness to cooperate and compromise with faculty and fellow students—in order to get your idea off the drawing board and into action.



Operation of Programs

Once underway, a Coordinated Studies or Group Contract program is not subject to major replanning. Occasionally, portions of programs are open to student participation in detailed planning, but most programs are fully designed in advance. Faculty are held responsible by the Academic Deans to stay as close to the plan originally submitted as is possible. This guarantees that students get the program originally announced in that year's catalog, not a variation of it invented at a later date. Faculty are expected to be responsive to student needs as a program unfolds, but changing the structure or content of the program is to be undertaken only when it is clear that nothing else will suffice.

In Coordinated Studies programs, faculty sign a covenant among themselves regarding the way in which they will conduct the program. In many programs, a second agreement or covenant is prepared by the faculty, outlining student rights and responsibilities. Most Coordinated Studies run smoothly and efficiently, but should an occasional problem arise, the existence of a covenant affords vital guidance in bringing any dispute to a happy resolution.

In matters of program operation, faculty carry final responsibility in seeing that the curriculum plan is carried out. Faculty also bear final responsibility in all matters of academic credit.

Students have a right and responsibility to evaluate the work of their faculty sponsors and seminar leaders. These evaluations are used by the Academic Deans, along with other information, in assessing whether or not faculty are retained. Students should complete an evaluation of any faculty member with whom they work after the decision has been made on credit. This eliminates any suggestion that award of credit may have been influenced by the student's evaluation of faculty and allows students to give a frank critique.

Both students and faculty enjoy rights of academic freedom at Evergreen. This means that no student may be denied credit because of political, religious, or other beliefs. The student will often be required to prove that he or she understands positions other than his or her own, but no academic program may require or pre-suppose acceptance of a particular doctrine or position.

Graduate Study

Evergreen is in the process of seeking authorization to offer studies leading to the Master of Public Administration degree. If the authorization is granted, the college would begin offering programs for a limited number of students, (about 40), in Fall, 1980. Part-time study will be encouraged and classes will be scheduled in ways compatible with typical work schedules of students who are employed.

The graduate program will be based on Evergreen's experience with interdisciplinary undergraduate study. Preliminary plans are being drawn up on that basis. For further information write to the Office of Admissions.

A Concise View of Evergreen's Curriculum

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PROGRAM NAME

QUARTERS OFFERED

Basic Programs

Society and the Computer
Health: Individual and Community
Political Ecology
Outdoor Education
Re-Introduction to Education
Great Books of the Western World
Humanism and Science
Explorations in Perception

Fall

Winter

Spring

Annual Programs

The Human Condition: Our Neolithic Roots

Environmental Studies

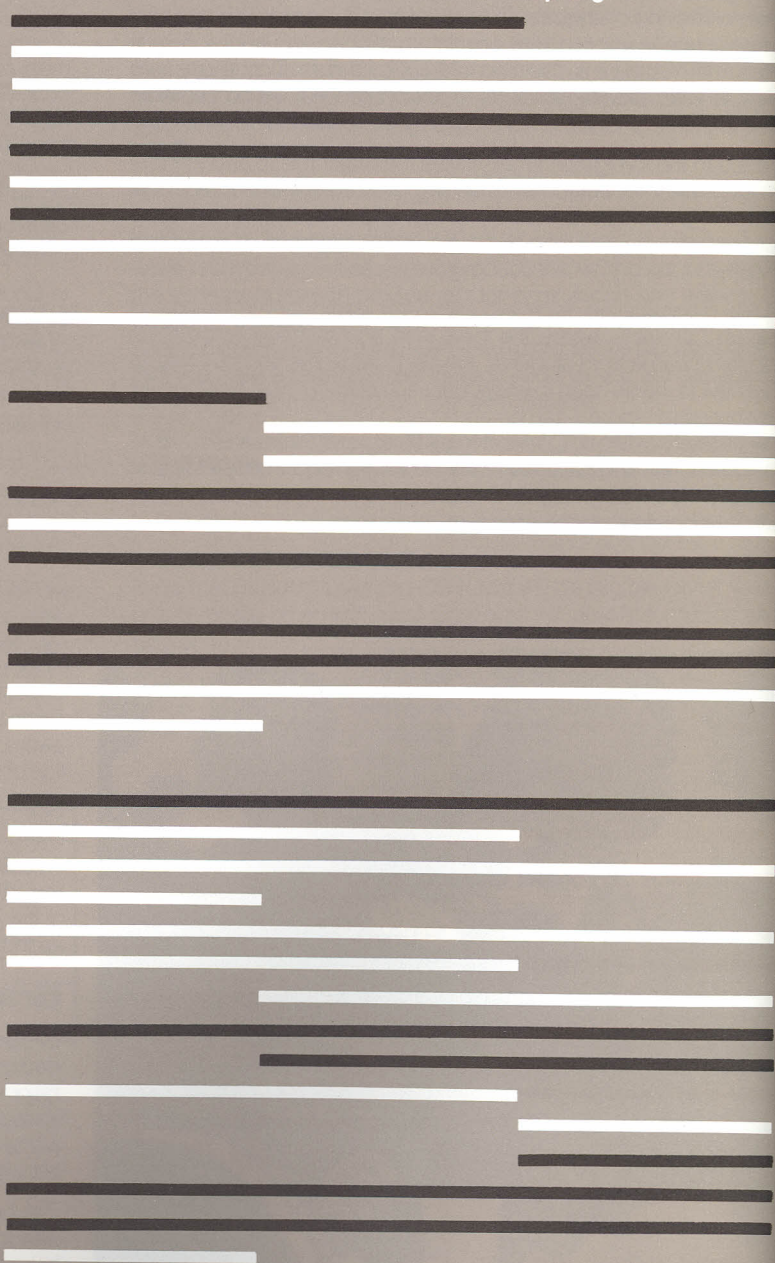
Introduction to Environmental Studies
Environmental Design
Evergreen Environment VII
Energy Systems
Small Scale Agriculture
Applied Environmental Studies

European and American Studies

Formation of Modern Society
Russia-USSR
Dialectics of American Culture
Writing Poetry

Expressive Arts

Foundations of Visual Art
Recording & Structuring Light & Sound
Foundations of Performing Arts
Camerawork
The Arts of Theatre
Take Two: Intermediate Filmmaking
Making Dances
The Creative Jazz, Pop, Rock Musician
Images
Vision and Expression
The Anthropology of Visual Communication
Looking at Television
Design in Music
Arts Management
Writing Poetry



Black — Part-Time Option

PROGRAM NAME

QUARTERS OFFERED

Health and Human Development

Human Health and Behavior

Origins of Sex Inequality

Sex Roles in Western Civilization

Issues in Human Survival

Psychological Counseling

Personality, Society and Culture

Nutrition

Marine Sciences and Crafts

Exploration

Salmon: Biology, Fisheries & Controversy

The Marine Environment

Marine Biology

Freshwater Ecology

Management and the Public Interest

Basic Studies in Administration

Management and the Public Interest

Advanced Studies in Public Administration

Northwest Native American Studies

Spirituality: The Eyes of the Unknown

The Clash of Culture

Political Economy

Introduction to Political Economy

Microeconomic Theory

Foundations of American Enterprise

Cuba and the United States

The Constitution, the Economy and
Democratic Principle

Scientific Knowledge and Inquiry

Introduction to Natural Science

Matter and Motion

Advanced Chemistry, Physics and Math

Computability

Biochemistry and Cell Biology

Molecular, Genetic & Developmental Biology

Nutrition

Anatomy and Physiology

Off-Campus Programs

Communication: Advanced Interdisciplinary
Studies - Vancouver

Decision-Making - Vancouver

Fall

Winter

Spring

PROGRAM NAME	Fall	Winter	Spring
Health and Human Development			
Human Health and Behavior	█	█	█
Origins of Sex Inequality	█		
Sex Roles in Western Civilization		█	
Issues in Human Survival	█		
Psychological Counseling	█	█	█
Personality, Society and Culture	█	█	█
Nutrition			█
Marine Sciences and Crafts			
Exploration	█	█	
Salmon: Biology, Fisheries & Controversy	█		
The Marine Environment		█	
Marine Biology			█
Freshwater Ecology			█
Management and the Public Interest			
Basic Studies in Administration	█	█	█
Management and the Public Interest	█	█	█
Advanced Studies in Public Administration	█	█	
Northwest Native American Studies			
Spirituality: The Eyes of the Unknown	█	█	█
The Clash of Culture	█	█	
Political Economy			
Introduction to Political Economy	█	█	
Microeconomic Theory		█	
Foundations of American Enterprise	█		
Cuba and the United States			█
The Constitution, the Economy and Democratic Principle		█	█
Scientific Knowledge and Inquiry			
Introduction to Natural Science	█	█	█
Matter and Motion	█	█	█
Advanced Chemistry, Physics and Math	█	█	█
Computability	█	█	
Biochemistry and Cell Biology	█	█	
Molecular, Genetic & Developmental Biology		█	█
Nutrition			█
Anatomy and Physiology			█
Off-Campus Programs			
Communication: Advanced Interdisciplinary Studies - Vancouver	█	█	█
Decision-Making - Vancouver	█	█	█

Basic Programs

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Basic Programs have been designed specifically to help students just beginning in college get off to a good, fast start. For most students this means learning how to write easily and well in various modes, how to read carefully, analyze and critique logical arguments, work cooperatively in small project or discussion groups, work with the ideas of several traditional disciplines, and begin to understand interdisciplinary study. Basic Programs also aim to help students connect their studies with their own intellectual and personal concerns and to make responsible decisions about their education.

As you can see from the descriptions below, we offer Basic Programs in a wide variety of subject areas—in the humanities, social sciences, arts, and natural sciences. Each is an integrated study program that combines a number of different activities (seminars, individual conferences, lectures, laboratories—whatever is appropriate) to help you learn a great deal about the program's theme or topic, and at the same time to learn about your own goals, about defining problems and dealing with them, about the college's people and facilities, about how to read critically and write easily and effectively.

Evergreen stands for interdisciplinary learning, which means studying situations as wholes, not as collections of unrelated fragments. Basic Programs are one place to discover the full breadth of the situations that concern you—the connection of artistic expression to social conditions, for example, or the relation of biological facts to individual psychology.

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

Explorations in Perception

Fall, Winter, Spring/Coordinated Study

Coordinator: Mary F. Nelson

Enrollment: 66.

Prerequisites: None

Special Expenses: \$25-30 art supplies; field trip transportation costs

Part-Time Options: No.

This program will provide a cross-cultural exploration of art and literature. Emphasis will be on the visual arts and design and on literature and poetry. We will study various theories, themes and symbols in literature, poetry, art, and art history. Readings will examine the movements in and attitudes of a variety of cultures in the United States as well as the development of various art styles in America.

The objectives and methods used in this program will bring the topics used into a sharper focus for the student and will develop skills, techniques, and understanding so that the student will be prepared for more advanced work in these areas. Participation and discussions via seminar will be held weekly on intensive readings in literature and poetry. Works of a variety of writers from at least two different cultures will be covered—the Native American and the American Black.

Books being considered for the program are Wright's **Native Son**, Welleck's **Theory of Literature**, Satin's **Reading Poetry**, Welch's **Winter in the Blood**, Water's **Man Who Killed The Deer**, Momoday's **On The Way To Rainy Mountain**, Petersen's **Women Artists**, Kesey's **One Flew Over The Cuckoo's Nest**, and other books about various artistic mediums and methods.

Included in the reading/seminars will be intensive writing and work in analyzing and writing expository prose. Emphasis will be on organizing and unifying the student's thinking, improving understanding and style, and practice in research. There will be weekly papers and a final paper. The final project can also be completed with a series of paintings, weavings, or other artistic materials or methodology. However, reading comprehension, writing, and understanding of the theory of literature and the principles of poetry will be a strong objective of this program.

Art explorations will be in the areas of drawing, drawing from nature, life drawing, basic techniques in oil and acrylic painting, and artistry in various mediums such as textiles, weaving, and jewelry. Studio work will be stressed, and those students who desire to do additional outside work will be encouraged. At the end of the quarters students must have pieces completed (matted or framed) for exhibition.

Planned equivalencies: 4 quarter hours Drawing; 4 quarter hours Painting; 4 quarter hours Introduction to Poetry; 4 quarter hours English Composition; 4 quarter hours Expository Writing; 8 quarter hours Introduction to Humanities; 8 quarter hours Introduction to American Literature; 4 quarter hours Cross Cultural Perspectives on the Arts and Humanities; 8 quarter hours Fine Arts Studio Component (weaving, painting, fine metals and others)

Program is preparatory for careers and/or future study in art, art history, literature, poetry, humanities.

Additional course allowed: Yes Internship possibilities: No

“What is most needed for learning is an humble mind.”

Confucius

Health: Individual and Community

Fall, Winter, Spring/Coordinated Study

Coordinator: Russ Fox

Enrollment: 88.

Prerequisites: None.

Special Expenses: \$25-30 for program retreat; chromosome kit

Part-Time Options: No.

The theme of this program is the question: As individuals and as members of a community, what is a healthy state of being? We will seek information and ideas from biologists, ecologists, psychologists, sociologists, philosophers, literary authors, health practitioners, and ourselves in pursuit of this question. Individually and in groups of varying sizes we will explore the interrelationships and the personal and societal applications of health. A strong emphasis on improving basic learning and communication skills, such as library, lab, and field research techniques, comprehension, analytical thought, seminar, and different types of writing will characterize and support the development of our knowledge and ideas.

Both fall and winter quarters, introductory material in the biological and social sciences will be presented through texts such as Sherman and Sherman, **Biology: A Human Approach**, Jacobs, **The Death and Life of Great American Cities**, and Ford, **Urban Health in America**, and four weeks of faculty and guest lectures, labs, and field trips. This basic information will then be applied to interdisciplinary health-related themes, such as stress, sexuality, and the ethics of health care, and to project and research-oriented modules, such as brain and behavior, epidemiology, and aging. Spring quarter, students will be able to design individual or small group projects or internships as a part of their studies.

Weekly seminars will provide the opportunity for discussion of literary and philosophical works (such as Camus, **The Plague**, Ibsen, **An Enemy of the People**, and Solzhenitsyn, **Cancer Ward**), synthesis of the information and ideas from lectures and other readings, sharing of reflective and expository writing, and the exploration of personal and societal application of the program material.

Health is of concern to everyone. In addition to acquiring knowledge and examining attitudes and values related to health issues, one goal of the program is that students be healthier, happier, and more health-aware individuals by the end of the year.

Planned equivalencies: 16 quarter hours Biology; 16 quarter hours Social Science; 16 quarter hours Literature and Composition.

Program is preparatory for careers and/or future study in environmental studies, biology, psychology, community planning, social work, medicine, recreation

Additional course allowed: No

Internship possibilities: Yes (spring only)

Great Books of the Western World

Fall, Winter, Spring/Coordinated Study

Coordinator: Nancy Taylor

Enrollment: 66.

Prerequisites: None

Special Expenses: None

Part-Time Options: No.

This program will be concerned with the relationships between men and women and their society. Our work will be divided between reading literature and studying the artistic creations of the past. We will concentrate on these centuries: fifth century B.C. Greece, sixteenth century Europe, and nineteenth century Europe.

Fall quarter the focus will be on political and social values, using documents from ancient Greece. We will begin with Homer's **Odyssey**, then move to the great Athenian playwrights Aeschylus, Sophocles, and Euripides and to selections from Plato and Aristotle. We will study the art and architecture of 5th Century Athens. We will be concerned with the roles of men and women and study the ways these roles are expressed in both literature and visual art.

Winter quarter we will move to the 16th Century to continue the study of political and social values and focus as well on religion and the arts. This means reading Machiavelli, Castiglione, More, Montaigne, Cellini and Shakespeare, Erasmus, Luther and Calvin, Leonardo and Galileo, and studying the works of Alberti, Raphael, Leonardo, Michelangelo, Titian, Tintoretto, Durer and Holbein.

In spring quarter we will leap ahead to the 19th Century. We will investigate such themes as the relationships of the individual to himself, to others, and to society; and we will look at what happens to those relationships as they react to the impact of industrialization, urbanization, and the new science. The reading list will include Dostoevsky, Melville, Marx, Nietzsche, and Ibsen; G. Eliot, Emerson, and Goethe; Darwin and Freud; Dickens and Flaubert. In the arts we will look at the Gothic revival, the arts and crafts movement, and the Impressionists.

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

Planned equivalencies: 12 quarter hours Writing; 12 quarter hours History: Greek, Renaissance and Nineteenth Century European; 12 quarter hours Art History; 12 quarter hours Literature.

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

Additional course allowed: Possibly spring quarter.

Internship possibilities: No

Humanism and Science: Two Cultures in Transition

Fall, Winter, Spring/Coordinated Study

Coordinator: Rudy Martin

Enrollment: 66

Prerequisites: None.

Special Expenses: Perhaps a small lab fee or field work.

Part-Time Options: Yes

This program will investigate the roots and evolution of science and the various reactions to it. The questions it will ask are: What is science? What are the humanities? What have been the reactions to both? Are those responses positive? Skeptical? Both? And other questions. The materials will include history, philosophy, literature, biology, mathematics, and composition.

The Western world from the 17th century onward has been characterized by a revolution in how humans "know." "Revealed truth" and "intuitive knowledge" have been discredited. Only "objective," "verifiable" data speak to us with authority about the nature of experience, the world, proper perception, and the place of human beings. Science is God; non-science is trivial. Since World War II, nuclear fission, and the development of other frightening technological capabilities, yet another major shift has occurred. There has been a powerful resurgence of interest in literature and art, philosophy and religion, and matters spiritual or emotional. Simultaneously, Western consciousness has been racked with a growing sense of futility that unless these two separate "cultures"—humanism and science, logic and creativity, et al—merge more fully, hopes for an improved quality of life seem unlikely.

In order to gain a meaningful understanding of science and the humanities, students will attend lectures, read significant books, and participate in workshops, lab sessions and field studies. In addition, each student will complete both a humanities and a science project. This program will place special emphasis upon developing basic writing and mathematical skills.

The Humanism and Science Program will provide a half-time (8 quarter credit) evening option comprised of (1) a weekly lecture and seminar, (2) a series of reading and writing assignments to be completed, and (3) either a science or humanities project. Two Saturday workshops will be offered to aid part-time students in completing their projects.

Planned equivalencies: 12 quarter hours History/Philosophy; 12 quarter hours Literature/composition; 12 quarter hours Mathematics; 12 quarter hours Biology and Physical Science.

This program is preparatory for careers and/or future study in Humanities, Natural Science, Teaching, research, field applications.

Additional course allowed: No

Internship possibilities: No

Outdoor Education

Fall, Winter, Spring/Coordinated Study

Coordinator: To be announced.

Enrollment: 88.

Prerequisites: None.

Special Expenses: Field trip travel and food costs. Outdoor equipment, purchase or rental. Medical insurance premium.

Part-time Options: Yes.

This program will use the natural environment as a medium in which to explore fundamental aspects of human life: social, psychological, ethical and artistic. The nature of learning will provide a unifying focus for the study of all these themes. Through both selected activities in the outdoors and reading, writing, and seminar discussions, we will integrate experiential and academic modes of learning. Examples of topics to be discussed include: the relationship of the individual to the social group, physical, psychological, and moral development, science as a humanistic endeavor, philosophy of education, and nature and culture as interacting systems.

This program is intended for beginning college students with a wide variety of interests and goals. A major emphasis will be on the development of skills for further work in college: abilities to read critically, write clearly and analytically, to participate in productive seminars, and collaborative group decision-making. Students will also acquire basic skills in outdoor activities such as mountain travel and safety, camping, ecology, first aid, map and compass, ski touring and will have opportunities to practice teaching some of their skills.

An attempt to determine how we learn, and how best to teach, will underlie all the activities of the program. We will work toward developing a reflective attitude towards all our experiences, both indoors and out, in order to see under what conditions experience may become an effective teacher. At the same time we will discuss diverse theories of education, drawn from such classical and modern thinkers as Socrates, Plato, Aristotle, Dewey, Rogers, and Piaget.

Planned equivalencies: 5 quarter hours Introduction to Literature; 5 quarter hours Social Psychology; 5 quarter hours Sociology; 5 quarter hours Philosophy; 5 quarter hours Introduction to Biological Science; 5 quarter hours Expository Writing; 5 quarter hours Theories of Education; 5 quarter hours Developmental Psychology; 5 quarter hours Humanities; 3 quarter hours Ethics.

Program is preparatory for careers and/or future study in education, environmental studies, human services.

Additional course allowed: Yes

Internship possibilities: No



Political Ecology

Fall, Winter, Spring/Coordinated Study

Coordinator: Bob Sluss

Enrollment: 88.

Prerequisites: None.

Special Expenses: Field Trips.

Part-Time Options: No.

The theme of Political Ecology is human beings' effects on their environment. This involves understanding what the environment is, how our values directly and indirectly lead to actions which influence it, and the nature of such influence. In order to investigate this theme it will be necessary to: (1) learn basic ecological concepts to understand the structure and function of ecosystems, (2) investigate the historical and philosophical inheritance of our culture which influence social and personal values, and (3) understand how these values led to actions which influence the quality of the environment.

The goals of this program for each student include: (1) examination and formation of personal environmental values and learning ways to act effectively and consistently with those values, (2) improvement of basic learning and communication skills, and (3) introduction to the humanities, natural and social sciences.

The program will present introductory material in the natural and social sciences through faculty lectures, guest speakers, films, seminars, labs, and field trips. This basic information will then be applied in field and classroom work to a natural and human community. Students will be given increasing responsibility to choose and plan their own studies as the year progresses. There will be a strong emphasis on improving basic skills such as reading, writing, and critical thinking.

Political Ecology is especially for those interested in environmental studies, environmental education, field biology, environmental design and community development, or for those interested in an introduction to the natural sciences or the social sciences or humanities.

Planned equivalencies: 12 quarter hours Biology; 8 quarter hours Environmental Design; 12 quarter hours Social Sciences; 8 quarter hours Literature; 8 quarter hours Writing.

Program is preparatory for careers and/or future study in the natural and social sciences, environmental studies, environmental education/community development and design related studies.

Additional course allowed: No

Internship possibilities: No

Re-Introduction To Education

Fall, Winter, Spring/Group Contract for 8 quarter hours

Sponsor: Nancy Allen

Enrollment: 44.

Prerequisites: None.

Special Expenses: None.

Part-Time Options: Program is part-time with option for 12-16 quarter hours.

This is a study group designed for women making the transition from home or work to school. The group will provide a place for women who join it to gain self-confidence, develop academic skills in an individualized way, meet new people, and think with those people about what to do next. Our study will focus on the individual and collective creativity of women. Women have always been creative beings, whether in the gardens they grow, the jokes they tell, the jobs they do, the novels they write, or in the supportive social forms they have evolved. We will read history, novels, and autobiography, which support this premise as well as studying women's creativity as captured on tape and film. A probable book list includes: Nancy Cott, **The Bonds of Womanhood**; Toni Morrison, **Sula**; Harriette Arnow, **The Dollmaker**; and **The Maimie Papers**. Autobiographical writing will be combined with workshops on essay writing and essay assignments to insure that every student learns to write a clear, well-organized college paper, saying something important to her in her own voice. Every week, students will read one book, write two to four pages, and spend six hours with the group. Class time will include two book seminars, a lecture and a writing workshop.

Planned equivalencies: 12 quarter hours Seminar on Women in Society; 6 quarter hours English Composition; 6 quarter hours History and Literature of American Women

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

Additional course allowed: Yes

Internship possibilities: No

Society and the Computer: A Study of Computer Technology and Social Values

Fall, Winter/Coordinated Study

Coordinator: George Dimitroff

Enrollment: 60-66.

Prerequisites: None.

Special Expenses: None

Part-Time Options: Yes

The computer industry is both a dynamic factor in the growth and structure of the economy and a potential threat to democracy, with regard to control of information and resources. Through their reading in the social sciences, students will learn how computers are rivaling the automobile industry for economic impact in the 1980's. At the same time, students will learn how computers make it possible for public and private organizations, through data banks, to gain access to private financial records or through systems of numerical control, to undermine workers' ability to control their own working conditions.

Students will learn how scientists and social scientists have tried to anticipate, project, and even avoid problems by modeling them on computers. The World III model of Limits to Growth and the model of the effect of fluoro-carbons on the ozone layer are two examples of computer simulations.

Students will learn about the technology of computers—what they are and how they work. Students will also learn the *Basic* programming language and write programs using the college's Hewlett-Packard 2000 time-sharing computer system. Particular programming techniques appropriate to students' individual interests—in the sciences, arts, or business—will be taught.

Planned equivalencies: 8 quarter hours History and Social Science; 8 quarter hours Individual Project; 8 quarter hours Mathematics and Modeling; 8 quarter hours Computer Science and Programming.

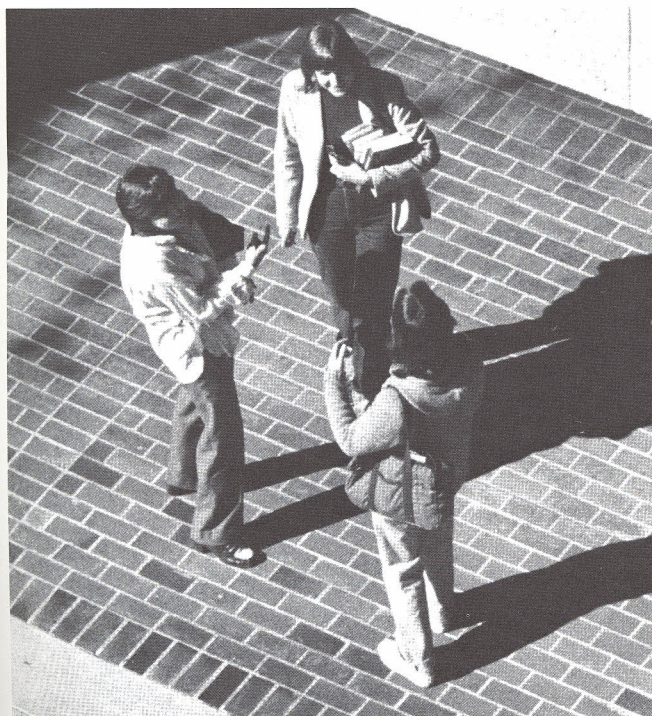
Program is preparatory for careers and/or future study in Accounting, Economics, Computer Science, Management, Natural and Social Sciences, Mathematics.

Additional course allowed: No

Internship possibilities: No

Annual Programs

Annual programs are created and offered afresh each year. They are our way of responding to current faculty interests, as well as to the need for more spontaneous and wide-ranging experimentation on the part of students than is sometimes possible in the more fixed specialty areas. (Student participation in program planning is, however, by no means limited to the Annuals area.) Annual programs are intended to be offered only for a single year. Because the Annual Programs arise out of more spontaneous demands, they are not planned at this point and listed in the Catalog. You will receive an update of the academic programs with a description of new Annuals later in the year.



The Human Condition: Our Neolithic Roots

Fall, Winter, Spring/Coordinated Study.

Coordinator: Beryl L. Crowe.

Enrollment: 44.

Prerequisites: Basic program.

Special Expenses: None.

Part-Time Options: No.

This program involves the humanities, the social and biological sciences, and the expressive arts in questions evolving from the following premises:

1. the nation-state is no longer a viable institution for performing essential functions in the human condition (protection from external threat, allocation of scarce resources, etc.) because it can no longer sustain the human commitments necessary for successful operation.
2. dilemmas in the psychic and existential life of modern man arise not from his biological nature, but rather from the repression of his biological nature developed in the process of his becoming the first domesticated animal.
3. because we are still the same biological creature as neolithic man, life in the post-nation-state may more closely resemble that in neolithic man's first affluent society than any which modern man, domesticated and caged into the nation-state, experiences.
4. thus, we may best glimpse our future by studying the social structure, artifacts, biological mandate, and cultural residues of neolithic man.

These premises lead us to examine man's artistic, intellectual, economic and social past from Peking Man through Homer and the opening of the Bronze Age. This study will expose us to a mind that could recognize and live with qualities, a mind to which a unified, logical field of vision was foreign. This study will be pursued through the examination of such materials as: FALL QUARTER: **When God and Sophia Jointly Reigned**—J. Jaynes, **The Origins of Consciousness in the Breakdown of the Bicameral Mind**; S. Giedion, **The Eternal Present: The Beginnings of Art**; WINTER QUARTER: **Life In the First Affluent Society**—M. Sahlain, **Stone Age Economics**; Ucko & Rosenfeld, **Palaeolithic Cave Art**; SPRING QUARTER: **Contemporary Echoes of the Bicameral Mino**—H. Arendt, **Between Past and Future**; P. Picasso, **Pablo Picasso**

Students will be expected to complete two year-long projects in the arts, as well as a final synthesizing project.

Planned equivalencies: 8 quarter hours Introduction to Anthropology; 8 quarter hours. Introduction to Physiology of the Brain; 8 quarter hours Prehistoric Economics; 8 quarter hours Prehistoric Ecology; 8 quarter hours Pre-literate Political Systems; 8 quarter hours The Evolutionary History of Man

Program is preparatory for careers and/or future study in anthropology, environmental studies, art, economics, psychology

Additional course allowed: (under advisement) Internship possibilities: No

Environmental Studies

28

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

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

Environmental Design and Planning: Work on the human presence in the natural environment by investigating patterns of settlement and assessing their impact on affected natural and human systems.

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

Focus on the Pacific Northwest will allow for a maximum of field work and for dealing with real-life issues.

The expectation is that students will enter the specialty area by taking Introduction to Environmental Studies fall quarter and then take either Evergreen Environment or Environmental Design winter and spring. Alternately, students can enter through Energy Systems or Small Scale Agriculture. Advanced work is available through Applied Environmental Studies and a variety of independent study opportunities.

Introduction To Environmental Studies

Fall/Coordinated Study

Coordinator: Al Wiedemann.

Enrollment: 66.

Prerequisites: Basic Program or equivalent.

Special expenses: Field trips.

Part-Time Options: Yes.

Introduction to Environmental Studies is a one-quarter survey of natural environments and human communities and the ways in which they interrelate and shape one another. It will be an investigation of organism classification, the basic principles of ecology, and the structure and function of human and natural systems. Of primary interest will be those cultural, economic, and political aspects that influence relationships between human beings and nature. The principles of both the social and natural sciences will be applied through field projects.

Planned equivalencies: 4 quarter hours survey of plant and animal kingdoms; 4 quarter hours fundamentals of human ecology; 4 quarter hours Introduction to Environmental Studies; 4 quarter hours outside approved course.

Program is preparatory in careers and/or future study in Environmental Design, Evergreen Environment, careers with environmental emphasis (e.g., ecology, natural history, planning).

Additional course allowed: Yes

Internship possibilities: No



“When we see land as a community to which we belong, we may continue to use it with love and respect.”

Aldo Leopold

Evergreen Environment VII: The Nature of Natural History

Winter, Spring/Group Contract

Coordinator: S.G. Herman.

Enrollment: 44.

Prerequisites: Introduction to Environmental Studies, or its equivalent and basic plant morphology.

Special expenses: Approximately \$150 for a field trip. Also, each student will be required to own good quality binoculars, a hand lens, dissecting kit and a set of plant and animal field guides.

Part-Time Options: None.

The objective of this program is to provide the student with the basic skills and understanding necessary to competently observe, interpret and record natural phenomena as they concern plants, animals and their environment. The theme of the program will be the nature of natural history, developed through field work and readings in the history of natural history, ecology, and the lives of prominent naturalists. Field work will involve the scientific description of landscapes, including the identification of plants and animals, using a rigorous record keeping system the field journal and species accounts, which will be the nucleus of student work and will be of great importance in the evaluation process. Instruction will emphasize the proper use of the field journal and species accounts, the improvement of organism identification skills, and the description, collection and preservation of biological specimens. Students will also be taught to use library references in the development of papers and presentations. The spring quarter will feature a two-week field trip through coastal Washington and Oregon to Malheur National Wildlife Refuge in southeastern Oregon.

Subjects emphasized: Zoology, Botany, Ecology, Natural History

Planned equivalencies: 5 quarter hours Natural History of the Pacific Northwest; 5 quarter hours History of Natural History; 5 quarter hours Field Records in Natural History; 5 quarter hours Ecosystem Ecology; 4 quarter hours Field Zoology; 4 quarter hours Field Botany; 4 quarter hours Ornithology

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

Additional course allowed: No

Internship possibilities: No

Environmental Design

Winter, Spring/Coordinated Study

Coordinator: Stan Klyn

Enrollment: 44.

Prerequisites: Any Basic Evergreen Program, Introduction to Political Economy, Introduction to Environmental Studies, or Energy Systems.

Special Expenses: Approximately \$30.00 for field trips and studio supplies.

Part-Time Options: None.

Environmental Design is a two-quarter program whose goal is to develop an understanding of the connections between cultural life patterns, natural environments, and the physical and social structures of human societies. We will analyze ways in which environments act upon us, so that we, in turn, may choose the ways in which we interact with our environment. We want to learn how to identify real design problems, to understand their implications, and to form practical and humane solutions.

Fundamental material in design methodology, community structure, planning, physical geography, three-dimensional design and graphic communication will be studied through faculty lectures, guest speakers, films, seminars, studio instruction, field trips, research projects and practical applications. Emphasis will be placed on improving visual literacy, developing a design vocabulary and recognizing patterns of social behavior.

Subjects emphasized: Planning, Design Theory, Graphic Communication, Three-Dimensional Design, Human Geography, Community Studies

Planned equivalencies: 8 quarter hours Design Theory; 4 quarter hours Graphic Communication; 4 quarter hours Three Dimensional Design; 8 quarter hours Human Geography; 8 quarter hours Community Studies.

Program is preparatory in careers and/or future study in design professions and environmental planning.

Additional course allowed: Yes

Internship possibilities: Yes

Energy Systems

Fall, Winter, Spring/Group Contract

Sponsor: Rob Knapp.

Enrollment: 33.

Prerequisites: Basic Evergreen Program or equivalent; Precalculus Math, Basic Physics INS or equivalent background

Special expenses: Annual meeting to another city. Also two or three field trips.

Part-Time Options: Yes.

The energy problem is a complex one. To obtain a balanced understanding of it, one is inextricably led to consider its economic, socio-political, and technological aspects. The goal of this year-long program is to provide the breadth needed to evaluate the overall nature of the problem and to develop depth of understanding in one of its principle aspects.

Fall quarter will focus on understanding energy—what it is—and how it is stored, produced, converted, distributed, and utilized by modern society. The program's emphasis during the winter quarter will be to acquire the depth of understanding needed to analyze an aspect of energy in detail preparatory to carrying out a research project.

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

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

Subjects emphasized are: applied sciences, economics, and ecology.

Planned equivalencies: 4 quarter hours Thermodynamics; 3 quarter hours Transport Processes; 8-12 quarter hours Calculus or Advanced Math; 4 quarter hours Solar Energy; 4 quarter hours Alternative Energy Systems; 6-9 quarter hours Energy Futures, Policy, etc.; 3-6 quarter hours Conventional Energy Systems; 4-8 quarter hours Research; 4 quarter hours Architectural Drawing; 4 quarter hours Electronics.

Program is preparatory for careers and/or future study in applied sciences, energy planning and management, advanced energy studies, engineering.

Additional course allowed: Yes. Consent of coordinator required.

Internship possibilities: yes

Small-Scale Agriculture: A Study of the Small Farm

Fall, Winter, Spring/Group Contract

Sponsor: to be determined.

Enrollment: 22.

Prerequisites: Basic college ability in writing, critical reading, discussion, basic background in natural or social sciences

Special expenses: None.

Part-Time Options: Not yet determined.

The subject of this three-quarter program is the small farm in contemporary society. We will be examining the survival of small scale farming in the face of contemporary and economic change, and survival on a small farm through study of the sciences and skills necessary for socially and ecologically sound agriculture.

If small farms are to survive, farmers must become aware of the social and political factors which impact agricultural lands and practices. Students will be introduced to approaches that can be used to preserve agriculture and the various political and legal factors that affect small farms.

If small farms are to play a part in our agricultural future, there will be a need for more practitioners; therefore, a portion of the program will be devoted to studies in practical agriculture and the agricultural sciences such as economic botany, horticulture, agronomy, soil science, entomology, plant pathology and agricultural economics.

Students will obtain "hands-on" experience through work in the garden at the College's Organic Farm. In addition students will keep a journal detailing farm activities and farming results, complete a series of reports relating farm observations to information developed in other aspects of the program, and complete substantial library and field research involving some aspect of small scale agriculture.

Subjects emphasized: Agricultural Science and the related social sciences.

Planned equivalencies: Agricultural Sciences and related social sciences.

Program is preparatory of careers and/or future study in small-scale agriculture, environmental studies, rural planning, and alternative food marketing.

Additional course allowed: No

Internship possibilities: to be determined

This program depends upon obtaining authorization for faculty hiring.

“The universe is not only queerer than we suppose; it is queerer than we can suppose.”

J. B. S. Haldane

Applied Environmental Studies: The Evergreen Master Plan

Fall, Winter, Spring/Coordinated Study

Coordinator: Richard Cellarius

Enrollment: 44.

Prerequisites: Earth Environments, or Environmental Design, or Matter and Motion or Introduction to Political Economy or equivalent (intermediate level work in ecology, environmental science, planning, or political economy).

Special Expenses: None other than clothing necessary for doing field work in the rain and cold.

Part-Time Options: Yes.

The goal of this advanced program is to prepare a revised land-use plan for The Evergreen State College campus. The major focus will be on forested areas and shoreline outside the campus core, with the objective of producing a plan that recognizes both the ecological constraints and the needs of the campus community.

Fall and winter quarters, we will discuss natural and social science research techniques, land-use planning, the environmental assessment process, ecology, forest and shoreline management, and public decision-making in lectures, seminars and workshops. Class meetings will be held late afternoons or evenings to accommodate part-time students, who would participate only in this part of the program.

Applied work fall quarter will first involve making a complete review of previous plans and studies, current uses and future commitments for the campus. Students will then design and initiate base studies, such as biological field work and community surveys, which will provide the physical, biological and social data that must be considered in developing the master land-use plan. Winter quarter we will complete the field studies and produce a draft plan and environmental impact assessment for community review and comment. Students with strong backgrounds in one area will be expected to work with students with strengths in other areas, so that all can learn and integrate the many disciplines necessary for environmental planning.

Spring quarter, we will revise the plan in response to the comments received and submit a final proposal to the Board of Trustees for its consideration. Lectures and seminars will continue on topics selected by students and faculty related to the basic theme of environmental planning.

Planned equivalencies: 16 quarter hours Land-use and Environmental Planning; 16 quarter hours Ecology, Forestry, and Environmental Management; 16 quarter hours field work and research in environmental problems.

Program is preparatory for careers and/or future study in Ecology, Forestry, Planning, Environmental Impact Assessment, Natural Resource Management, Wildlife Management, Community Development

Additional course allowed: Yes

Internship possibilities: No

Evergreen offers a unique opportunity for advanced work in Environmental Studies which include The Applied Environmental Studies Program using teams of students to solve local environmental problems (contact Richard Cellarius) and The Environmental Pollution Laboratory focusing on pesticide-wildlife research (contact Steven G. Herman), research aides for the Planning Association of Washington studying contemporary land use issues (contact Russell Fox), The Organic Farm focusing on small scale agriculture (contact Carolyn Dobbs), and internships and research projects sponsored by faculty within the specialty area (contact Kaye V. Ladd).

Other offerings closely related to Environmental Studies:

While each of the Basic Programs meets the entry expectations of Environmental Studies, those most closely related in specific content are Political Ecology; Outdoor Education, Health, Individual and Community; Humanism and Science; Two Cultures in Transition.

For intermediate or advanced students: The Clash of Cultures: Historical Perspectives on Washington State; Exploration; Salmon; The Marine Environment; Marine Biology; Freshwater Ecology; Issues in Human Survival: Choices and Consequences; Introduction to Natural Science; Advanced Chemistry; Physics and Mathematics; Matter and Motion; Introduction to Political Economy



European And American Studies

32

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

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

Students in European and American Studies may expect to develop concepts, techniques, and intuitive knowledge to which they will be introduced at the intermediate level. These crafts and skills will include: an historical sense, a more developed sense of language, advanced and refined writing skills (expository and creative), the comprehension and evaluation of ideas, symbolic analysis and interpretation, concept development, increased cultural awareness, and critical and precise close reading of texts, documents and artifacts.



Formation of Modern Society

Fall, Winter, Spring/Coordinated Study

Coordinator: Matt Smith.

Enrollment: 66.

Prerequisites: 1 year of college or basic coordinated studies program.

Special Expenses: None.

Part-Time Options: Yes.

This entry level program offers intensive training in the fundamental concepts which are essential to advanced work in literature, history, psychology, anthropology, art history, philosophy and social theory. Students should also acquire the general background they could expect from a survey course on the last three hundred years of Western civilization, but we are primarily interested in helping them develop the capacity to make their own careful judgments about books, pictures, and events. The emphasis will be on careful consideration of great works and a few critical historical developments. Papers and discussion in small groups will center on such major figures as Voltaire and Jane Austen, Marx and Dickens, Virginia Woolf and Picasso.

We will begin in the eighteenth century with the rise of mercantile nation states and new ideas about making progress by rationally reordering the social and natural world. Then we will study some of the historical developments which have severely tested these beliefs. In the fall quarter we will concentrate on the French Revolution's effort to reorder political life and reactions to it in art, literature, and social theory. Winter quarter will center on the benefits and costs of rationalizing human work during the Industrial Revolution. In the spring we will consider contemporary issues involving the limits of rationality and human control; possibilities include the character of modern war, problems in medical ethics, and proposals for responding to the environmental crisis.

Students should have the opportunity to think deeply about the development and value of some of the central forces and ideas in modern life. We will give important works of the past few centuries the attention they deserve. In addition to practice in library research and expository writing, students will get rigorous training in understanding hard texts and complicated situations which will be essential in advanced study and careers.

Planned equivalencies: 6 quarter hours Literary Interpretation; 4 quarter hours Art Historical Interpretation; 4 quarter hours Early Modern Political Theory; 4 quarter hours History of the French Revolution; 4 quarter hours Rise of the Novel; 4 quarter hours History of Industrialization; 2 quarter hours Interpretation in the Social Sciences; 10 quarter hours Western Civilization: 18th to 20th C; 4 quarter hours Modernism in Art and Literature; 4 quarter hours French Novel in Translation; 2 quarter hours Modern Painting.

Program is preparatory for careers and/or future study in humanities and social sciences, teaching, writing, human services.

Additional course allowed: No

Internship possibilities: No

"The lord whose oracle is at Delphi neither speaks nor conceals but gives signs."

Heraclitus

Dialectics of American Culture: Advanced Studies In American Literature And Thought, 1830-1960

Fall, Winter, Spring/Coordinated Study

Coordinator: David Marr.

Enrollment: 44.

Prerequisites: Entry level program in this area or its equivalent.

Special Expenses: None.

Part-Time Options: No.

The real America, George Santayana once declared, is not to be found in its literary masterpieces celebrating the individual's heroic struggle for freedom, in documents proclaiming the infinite beauty of the solitary soul, or in programs for moral uplift. The real America is to be found in football, jazzbands, and money-making. Santayana's thesis suggests the central problem to be investigated in this advanced program of study in the humanities.

The life of the mind in America has always been a precarious affair, its achievements in literature, social criticism, and philosophy either rooted in some sense of community, of place, or tied to the wish for genuine community. Writers and intellectuals from Emerson and Hawthorne to Marcuse and Mailer have alternately hated and loved the America of their day. And running through their work is the lingering suspicion that mainstream America is where the "real action" is.

This generalization (itself to be rigorously examined on its merits in the course of the year's work) will provide a framework for our critical analysis of several interrelated themes in American literature, life, and thought. "Build, therefore, your own world," Emerson advised, thus succinctly stating a first premise of American culture. Other themes include: the dialectic of freedom and equality; alienation and conformity; the possibility of autonomy in mass society; the integration of labor and culture; and the tension between idealism and opportunity. We will read, seminar, and regularly write about a small number of classic texts by authors such as Emerson, Tocqueville, Thoreau, Hawthorne, Melville, Whitman, Dewey, Dreiser, Masters, W. James, Adams, Marcuse, Kesey, Heller, Bellow, and Mailer.

The major project for the year will be a senior thesis, the research, writing and re-writing of which will be carried out under close faculty supervision.

Planned equivalencies: 16 quarter hours American Intellectual History: Society and Thought, 1830-1960; 16 quarter hours Major American Writers (to be specified); 8 quarter hours Independent Study in American Civilization (topic(s) specified to reflect student's main work for the year); 8 quarter hours Advanced Expository Writing Tutorial.

Program is preparatory for careers and/or future study in humanities, law, teaching.

Additional course allowed: No

Internship possibilities: No

Writing Poetry

Fall/Group Contract.

Sponsor: Craig Carlson.

Enrollment: 22.

Prerequisites: None.

Special Expenses: Field trips to Seattle and Port Townsend.

Part-Time Options: No.

This intermediate program concerns a fascination for what is difficult. Writing poetry can best be described as an impish attempt to paint the color of the wind.

Our objectives are ambitious—to elevate the quality of one's writing and understanding of poetry. Poems will be considered both as texts for publication and as scripts for performance.

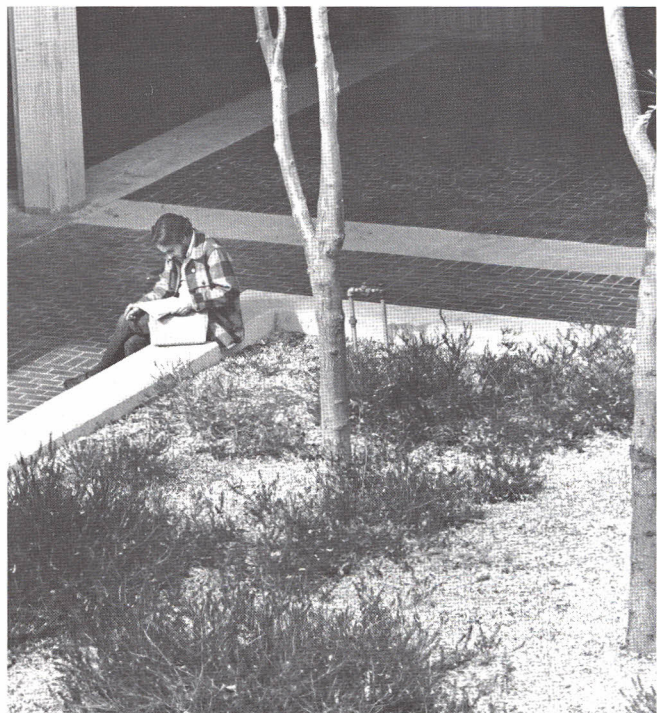
There will be an immense variety of weekly writing and a chapbook of poetry and major expository paper due at the end of the quarter. We will read Shakespeare, Donne, Dickinson, Merwin, and Shange and study their treatment of time.

Planned equivalencies: 4 quarter hours Art: Elements of Aesthetics; 4 quarter hours Creative Writing: Poetry; 4 quarter hours English Composition; 4 quarter hours Understanding Poetry (Literature).

Program is preparatory for careers and/or future study in art and/or humanities, writing and communications.

Additional course allowed: Yes

Internship possibilities: No



“Knowledge always desires increase: it is like fire, which must first be kindled by some external agent, but which will afterwards propagate itself.”

Samuel Johnson

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Russia-USSR

Summer, Fall, Spring, and (optionally) Summer, 1980-1981/Coordinated Study

Coordinator: Andrew M. Hanfman, Lib. 2106, Phone 866-6049

Enrollment: 44.

Prerequisites: Basic program at Evergreen or one year of college study emphasizing writing, critical reading and group discussion. Interview with faculty required for admission.

Special expenses will be required if study and travel in the USSR in summer, 1981 are desired—approx. \$2,500-2,700.

Part-Time Options: Yes.

The program is designed for students who want to obtain a comprehensive understanding of the Russian-Soviet civilization and society and learn the Russian language well enough to have a usable tool in their graduate studies or careers. The core subjects of the program are the political, economic and social history of the pre-revolutionary and post-revolutionary periods (with greater emphasis on the period 1905-to date), literature of the 19th and 20th centuries, history of Russian art in all its significant manifestations, Soviet economics, and Russian language. Special workshops on Soviet government and party structure, nationality and minority problems in the USSR, and women's role in the Soviet society will also be offered.

The program will offer two “tracks” which can be followed separately or jointly: language and area. The program will begin with intensive language training in summer 1980, which will last 10 weeks and teach students *contemporary* Russian. The language study will continue, though less intensively, throughout the entire program, culminating in 6-8 weeks of study and travel in the USSR. The summer language program is open to *all* students, including those who do not elect to sign up for the entire program. Students who do not wish to participate in the language study can join the program in fall quarter. All lectures, seminars and workshops will be conducted in English. Students who will not take the Russian language will be expected to take part in at least two program workshops each quarter. Obviously, the greatest benefit in terms of language proficiency and area expertise will accrue to students who participate in offerings of the program in all four/five quarters.

Part-time students can participate in the program by attending the weekly lectures, reading 4-5 books from the program reading list, and submitting a term paper at the end of the quarter. Four (4) quarter hours will be awarded for this work.

Planned equivalencies: Summer 1980—16 quarter hours Russian Language; Fall 1980—4 quarter hours Russian Language, 4 quarter hours Russian History, 4 quarter hours Russian Literature, 4 quarter hours Russian History-Literature-Art History—depending on workshop/research paper; Winter 1981—same as fall but substitute Soviet for Russian; Spring 1981—6 quarter hours Russian Language, 2 quarter hours Soviet Literature, rest same as winter; Summer 1981—16 quarter hours Russian Language.

Program is preparatory for careers and/or future study in European history, Slavic studies, government journalism, translations, research.

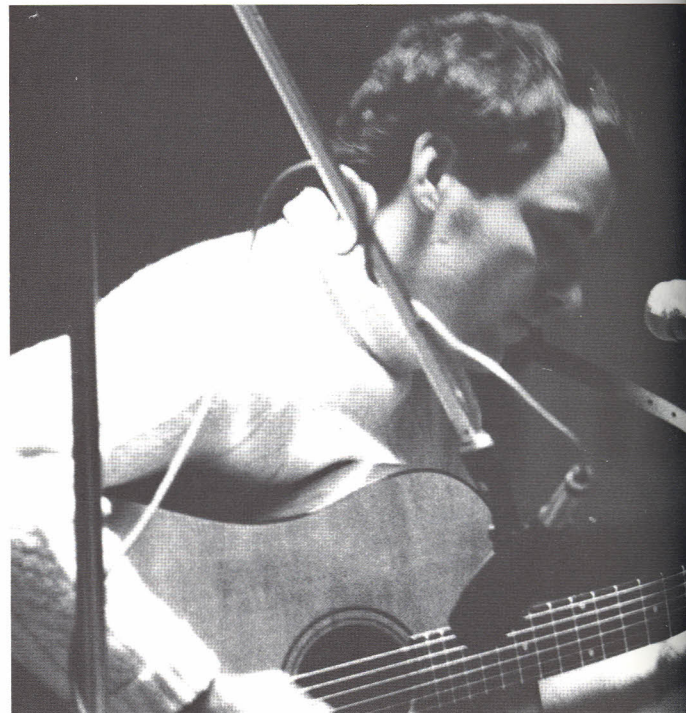
Additional course allowed: Yes

Internship possibilities: No

Other offerings closely related to European and American Studies:

While each of the Basic Programs meets the Entry expectations of European and American Studies, those most closely related in specific content are Humanism and Science: Two Cultures in Transition, Reintroduction to Education, Explorations in Perception, Outdoor Education, Great Works.

For intermediate or advanced students: Introduction to Political Economy, Microeconomic Theory, Foundations of American Enterprise, The Constitution, the Economy and Democratic Principle, Cuba and the United States: Studies in Social Transformation, Exploration, The Clash of Cultures: Historical Perspectives on Washington State, Looking at Television, The Anthropology of Visual Communication, The Art of Theatre: From Theory to Performance, Foundations of the Visual Arts, Foundations of the Performing Arts, Images.

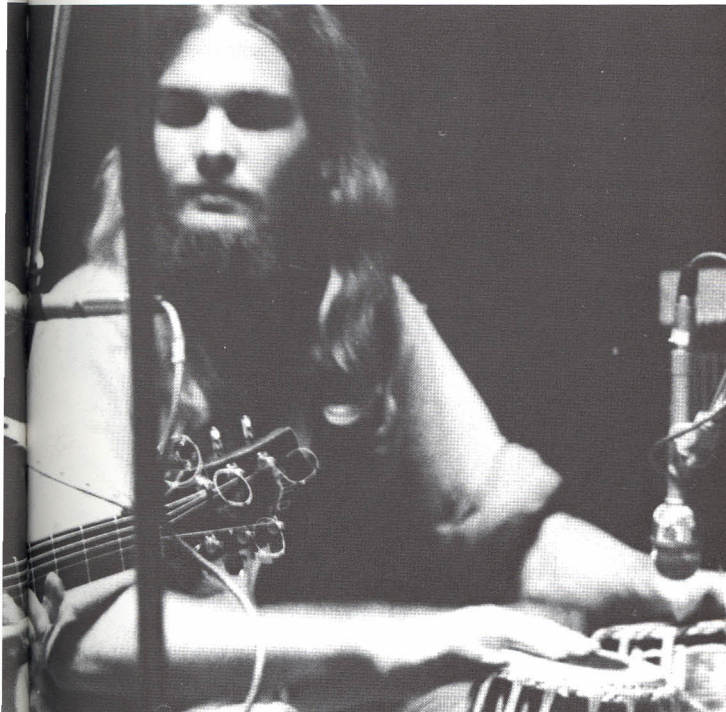


Expressive Arts

The study of the arts at Evergreen is holistic. Skill development, aesthetics, history and theory, being inextricably bound together, are taught so. All of the arts—music, dance, film, video, creative writing and the visual arts—are seen as fundamentally unified expressions of human experience. Thus, the arts curriculum at Evergreen emphasizes: 1) the progressive development of students' artistic skills and concepts, 2) the exploration of commonalities and differences among all the arts with specific attention to the study of artistic collaboration, and 3) the integration of the arts and other disciplines.

Curricular offerings in the Expressive Arts include: entry-level programs in visual arts, performing arts and media arts to insure basic skill development, intermediate and advanced programs which allow for continued skill development in a particular area, coordinated study programs which foster collaboration among the arts at the upper class level, and coordinated study programs which integrate the arts with other disciplines. In addition advanced students are encouraged to utilize the individual contract and internship for further specialization.

Students in the first year of college are urged to take one of the Basic Programs. A Basic Program or its equivalent is the prerequisite for enrollment in any of the entry-level programs in the Expressive Arts. Second year, entry-level programs include Foundations of the Visual Arts for visual art students, Foundations of Performing Arts for music, theatre and dance students and Recording and Structuring Light and Sound for media students.



“It is the collaborative spirit that instills us with all the reckless confidence we need to take the risks which welcome a new creativity.”

Sarah McGuire

Foundations of Performing Arts

Fall, Winter, Spring/Coordinated Study.

Coordinator: Ainara Wilder.

Enrollment: 44.

Prerequisites: One year of college level work in a basic program or its equivalent.

Special Expenses: Clothes, concerts, supplies, make-up kit.

Part-Time Options: No.

The primary goal of this program is to sharpen the skills needed to function as a performing artist. Through symposiums and studio work, the students will be exposed to history, methods, practice and performance. Weekly group meetings and smaller sections will include all aspects of dance, theater, and music with the emphasis on developing abilities for advanced studio and production work.

Fall and winter quarters will concentrate on history and specialized studio work. Spring semester will include complete productions of student works and advanced individualized projects.

The following choices for studio work are available to each student enrolled: choreography, dance history, movement for theater, music history, music composition, audio engineering, voice and diction, dramatic literature, stage make-up, costuming, props, stage crafting, stage manager, design, lighting, acting.

The following subjects are emphasized: History, practice, composition, technique, performance, aesthetics.

Planned equivalencies: 4 quarter hours Choreography; 4 quarter hours Dance History; 4 quarter hours Music History and Aesthetics; 4 quarter hours Movement for Theater; 4 quarter hours Music Composition; 4 quarter hours Audio Engineering; 4 quarter hours Rehearsal/Performance; 8 quarter hours Beginning Acting; 4 quarter hours Dramatic Literature, 4 quarter hours History of Theatre; 4 quarter hours Individual Study and Performance.

Program is preparatory for careers and/or future study in performing arts, theater, dance, music.

Additional course allowed: Yes

Internship possibilities: No

“First we see the hills in the painting, then we see the painting in the hills.”

Li Li-Weng

36 Foundations of Visual Art

Fall, Winter, Spring/Coordinated Study.

Coordinator: Dave Gallagher.

Enrollment: 40.

Prerequisites: One year of college level work involving the development of skills in reading, writing and basic research. No previous experience in the arts is necessary.

Special expenses: Personal studio supplies, books, fees. Lab fee \$10.00/quarter.

Part-Time Options: Yes.

FOVA is a program designed as an introduction to the Visual Arts at Evergreen. The program has as its goals:

- (1) development of skills in design, drawing, sculpture and painting;
 - (2) give students an introduction to aesthetics, criticism, and topics in art history;
 - (3) encourage students to consider the relationship between the arts and the larger world;
 - (4) acquaint students with the scope of the Visual Arts at Evergreen.
- Each week students can expect to work in studio 16 hours, attend critique seminars, a lecture, and a discussion group. In addition, each student will be expected to enroll in an outside course which may or may not be art related.

Planned equivalencies: 3-4 quarter hours 2-D Design Process; 3-4 quarter hours 3-D Design Process; 3-4 quarter hours painting; 3-4 quarter hours Sculpture; 3-4 quarter hours Drawing; 12 quarter hours Art History; 2-4 quarter hours Art Appreciation, 12 quarter hours studio course.

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

Additional course allowed: yes

Internship possibilities: No.

Recording and Structuring Light and Sound

Fall, Winter/Group Contract

Sponsor: Sally Cloninger.

Enrollment: 22.

Prerequisites: Sophomore Standing or Above.

Special Expenses: Lab fee: \$20/quarter plus approximately \$60 for raw stock and processing during the first quarter and probably two or three times that amount for their production during the second quarter.

Part-Time Options: No.

Recording and Structuring Light and Sound is the entry-level media arts program designed to provide the student with a basic yet comprehensive background in the technical, theoretical and aesthetic aspects of non-fiction imagemaking, with emphasis on film, video and audio production.

Students will spend fall quarter acquiring specific technical skills, exploring the design process as it applies to these media, executing various experiments in visual imagemaking, screening and evaluating extant films, and videotapes, attending lectures and design seminars, and preparing for the production of a complete film (S-8 or 16mm) or videotape during winter quarter.

In Technique Workshops students will be instructed in preproduction design, cinematography (including camera operation and location lighting), sound recording for film and video, editing, sound re-recording and mixing, graphic design for film and video and post-production techniques. Although technical skills will be stressed, the overall emphasis of this Group Contract will be on experimentation and the development of a critical viewpoint with regard to one's own imagemaking. In addition, students will be exposed to various other applications of nonfiction imagemaking, including documentary photography, the "new journalism" and the documentary novel.

Subjects Emphasized: Communications, design process, ethics, film, television, audio, visual art.

Planned equivalencies: 6 quarter hours Motion Picture Production I; 6 quarter hours Video Production I; 4 quarter hours Sound for Film and Television; 4 quarter hours Documentary Film History; 4 quarter hours Nonfiction Film Theory, Criticism, Aesthetics; 4 quarter hours writing and design for Film and Television; 4 quarter hours Independent Project in Film or Video.

Program is preparatory for careers and/or future study in Communications, Film, Video, and Visual Art.

Additional course allowed: No

Internship possibilities: No

Camerawork: Intermediate and Advanced Photography

Fall/Group Contract.

Sponsor: Kirk Thompson.

Enrollment: 20.

Prerequisites: Previous college-level study of photography, or equivalent experience. Admission by portfolio of previous photographic work.

Special Expenses: Photographic film and paper.

Part-Time Options: None.

An intensive experience in developing photographic vision through concentration of camerawork—on seeing through the lens of a camera. The emphasis will be on small-format, black-and-white photography, and on production of a portfolio of self-expressive images. The portfolio is to consist of work which gives symbolic expression to the photographer's own thoughts, feelings, sensations, intuitions, commitments, and uncertainties, and it is to be of fine technical quality.

The main activities will be photographing, principally in black-and-white; darkroom work, technical classes, field trips, and critiques.

Subjects emphasized: Visual art, communications, history of photography.

Planned equivalencies: 8 quarter hours Intermediate and/or advanced photography; 4 quarter hours History of photography; 4 quarter hours Aesthetics and criticism.

Program is preparatory for careers and/or future study in photography, two-dimensional visual art, communications, photojournalism.

Additional course allowed: No

Internship possibilities: No



Design in Music

Fall, Winter, Spring/Group Contract.

Sponsor: Bill Winden.

Enrollment: 22.

Prerequisites: First year music theory. Sponsor's signature required.

Special Expenses: Books and manuscript paper.

Part-Time Options: Yes.

Design in Music will provide the concentrated work in music necessary to prepare students for a variety of advanced study options. All students in the contract will study music theory of the late 19th and early 20th Centuries, the period during which traditional harmonic and formal practices disintegrated and contemporary ways of design music emerged. Debussy, Strauss, Mahler, and Ives will be representative figures in this study.

In addition, all students in the contract will learn to identify musical design in an historical context. Fall quarter, we will examine the ways in which Medieval and Renaissance music was composed and compare it to contemporary stylistic trends in the visual arts. Social and aesthetic influences upon creative work will be elements of this study. Winter quarter, the focus will be on Baroque and Classic period works; and spring quarter will provide an exploration of Romantic and Contemporary stylistic tendencies.

In addition to the shared core of program activities outlined above, students will be able to choose from a variety of performance, composing, and research options, some of which will be offered as regular courses and some of which may be arranged in consultation with the sponsor. Among these options will be Evergreen's performance ensembles, electronic music, instrumental and vocal composition, applied music studies, orchestration, collaborations with students experienced in other art forms, and research which unites music with such study areas as psychology, philosophy, and the science of acoustics.

Western music will be emphasized in this program. However, because contemporary Western music has been heavily influenced by Eastern traditions and because popular and "classical" musics are drawing ever closer together, creative eclecticism will be an important thematic focus of *Design in Music*.

Planned equivalencies: 12 quarter hours Music; 12 quarter hours Advanced Music Theory; 12 quarter hours Form and Analysis; 12 quarter hours Performance Option.

Program is preparatory for careers and/or future study in any aspect of music.

Additional course allowed: Yes

Internship possibilities: No

Arts Symposium

Organizer: Charles Teske

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Expressive Arts

This series of weekly lectures, interdisciplinary discussions, and other presentations will bring together the students and faculty members of the group contracts *Art of Theatre*; *Creative Jazz, Pop, Rock Musician*; *Making Dances*; and *Take Two: Intermediate Filmmaking*. We shall work on forms combining several arts, issues concerning contemporary artists, and the common aesthetic principles underlying the various artistic media. It will be a time for recognizing our similarities, understanding our differences and thinking about opportunities for collaboration in the future by examining successful collaborations of the past.

Making Dances

Winter, Spring/Group Contract.

Sponsor: Meg Hunt.

Enrollment: 22.

Prerequisites: A year of recent and intensive study of modern dance technique. A year of previous college work, which included mastery of basic college-level reading and writing skills.

Special Expenses: Leotards and tights, concert tickets.

Part-Time Options: No.

This group contact will be concerned with the making of dances: the "raw material" from which they are made, both internal and external, and the craft by which this material is made intelligible to the observer. This exploration will culminate in a public performance in the spring. (Other performances may occur).

The program will include a daily intermediate-level modern dance technique class as well as classes in composition/choreography, improvisation, and theory of dance. The group will gain an historical perspective on modern dance and other arts through readings and in the weekly meetings of the Arts Symposium. Books will probably include Nadel and Miller, **The Dance Experience**, Humphrey, **The Art of Making Dances**, and writings by Duncan, Herrigel, Cage, and others. Students will spend considerable time outside of class rehearsing. A course may be taken during winter quarter only, due to the spring performance.

To enroll, you *must* have had a year or more—recently—of modern dance technique, attended faithfully at least twice a week, a year of completed college work, and mastery of basic college level reading and writing skills. Exceptions by special permission only.

Planned equivalencies: 8 quarter hours modern dance technique; 8 quarter hours dance composition/choreography; 4 quarter hours dance performance; 4 quarter hours history of modern dance; 4 quarter hours aesthetics; 4 quarter hours dance improvisation.

Program is preparatory for careers and/or future study in choreography, and "performing."

Additional course allowed: Yes

Internship possibilities: No

Take Two: Intermediate Filmmaking

Fall, Winter/Group Contract

Sponsor: Visiting Faculty (contact Sally Cloninger).

Enrollment: 22.

Prerequisites: Junior Year standing or above and Recording and Structuring Light and Sound or its equivalent. Portfolio and interview.

Special Expenses: \$45 Lab fee for film stock and supplies; students will provide additional materials for individual production work.

Part-Time Options: None.

Students in this intermediate media arts program will have the opportunity to continue the development of their filmmaking skills. The activities of this group contract will include: weekly lectures and screenings on theatrical film history, intensive short-term workshops on cinematography, editing, lighting, and post-production practices (including a field trip to a film lab), instruction in film economics including legal practices, copyright law and obtaining music rights and an opportunity to work on one of several large group productions.

Students will develop the scripts for these films during fall quarter, cast the films, select the crew and then produce them during winter. Students will be encouraged to utilize portable video for tests but all winter quarter production work will be in 16mm film.

Readings may include: Bohn and Stromgren, **Light and Shadows**, Malkiewicz, **Cinematography**, Braudy and Dickstein, **Great Film Directors** and Balio, **American Film Industry**.

Planned equivalencies: 8 quarter hours Collaborative Filmmaking; 4 quarter hours Introduction to Theatrical Film History; 4 quarter hours Cinematography; 4 quarter hours Editing; 4 quarter hours Directing for Film; 4 quarter hours Film Theory II; 2 quarter hours Film Economics; 2 quarter hours Post-Production Techniques.

Program is preparatory for careers and/or future study in advanced independent work in filmmaking, graduate school in film.

Additional course allowed: Yes, in winter quarter

Internship possibilities: No

“The idea is to dislocate your vision for a while.”

Brian Eno

The Art of Theatre: From Theory To Performance

Fall, Winter, Spring/Group Contact

Sponsor: Andre Tsai.

Enrollment: 22.

Prerequisites: Foundations of Performing Arts or its equivalent.

Special Expenses: None.

Part-Time Options: No.

We all have had the experience of seeing a play taken out of moth balls and revived to the great satisfaction of modern audiences. Yet, a large number of revivals of the so-called classics have failed miserably each year. What is in operation here? Do great plays always provide great theatrical experiences for the spectators? (And, for that matter, what is a great play?) To what extent can the combined skills of the director, actors, and designers save a dull play from being a disastrous evening? Is it necessary to subscribe to a particular theory of drama in writing a play? What is the proper role of an interpretative artist such as a director or an actor? As a member of an audience, how do you react to a play?

This advanced theatre group contract is designed to explore the complications raised by some of the above questions. Further, it proposes to look closely at the multi-faceted relations between the playwright, the director, the actor, the designer and the audience.

To this end, we begin by examining some theories of drama and by studying the craft end of the theatre, i.e., playwriting, play analysis, acting, directing, and technical theatre. As a continuation of the preparatory class work, one laboratory theatre production is scheduled for fall quarter and two major stage productions involving the entire group are scheduled in the winter and spring quarter. Further, student written and/or directed works will be presented to the public in the spring quarter.

The modes of instruction include seminars, lectures, classes and individual projects. Group seminar reading list includes: Bentley, **Theatre of War**; Clurman, **The Fervent Years**; Guthrie, **In Various Directions**; Morison and Fliehr, **In Search of an Audience**; and Southern, **The Seven Ages of the Theatre**.

Planned equivalencies: 12 quarter hours Dramatic Theory and History; 12 quarter hours Play Production; 4 quarter hours Intermediate Acting; 4 quarter hours Advanced Acting; 4 quarter hours Play Analysis; 4 quarter hours Technical Theatre; 4 quarter hours Playwriting; 4 quarter hours Directing.

Program is preparatory for careers and/or future study in dramatic literature, acting, stage direction, playwriting.

The Creative Jazz, Pop, Rock Musician

Fall, Winter, Spring/Group Contract.

Sponsor: Donald Chan.

Enrollment: 25.

Prerequisites: Two years of theory preferred. Audition required

Special Expenses: Private lessons, cost of travel to concerts, or jazz festivals.

Part-Time Options: Yes.

A one year group contract exploring the performance, theory, and history of these musical idioms.

Students in this program will be expected to rehearse and perform a wide variety of literature composed and arranged for the contemporary musician. The literature will include music for large jazz ensemble as well as original student material for small group ensembles.

Theory sessions will be devoted to work on improvisation, scoring/arranging, and composition. Students deficient in theory will be expected to take courses in respective areas to make up these deficiencies.

The final part of this program will be devoted to films, research papers, and a reading list that discusses the evolution of the contemporary idiom. Also included will be sessions on career planning and placement.

This program (as well as the school) does not have facilities for private lessons. However, there are a number of extremely gifted teachers in the Puget Sound area from which students can take lessons and these will be considered as credit generating situations.

This is an intermediate/advanced program and is limited to 25 students admitted by audition only. Audition may be accomplished by personal contact or by submitting a tape. Students will be expected to have good instrumental playing facility and some theory background (two years of theory is preferred), as well as some improvisational skills.

Those interested in auditioning or seeking further information should contact Donald Chan (206) 866-6059 or write c/o The Evergreen State College, 332 Communications Lab Building, Olympia, Washington 98505.

Planned equivalencies: 4 quarter hours theory; 4 quarter hours music history; 4 quarter hours arranging composition/or research paper/module option; 2 quarter hours performance practices (ensemble); 2 quarter hours private lessons/option for each quarter.

Program is preparatory for careers and/or future study in music, graduate school in music.

Additional course allowed: Yes

Internship possibilities: No

**“In the beauty of poems are the truth and final
applause of science.”**

Walt Whitman

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Vision and Expression

Fall, Winter/Group Contract.

Sponsor: Paul J. Sparks.

Enrollment: 22.

Prerequisites: One year of FOVA or its equivalent and demonstrated readiness to do advanced or intermediate level work.

Special expenses: Personal materials, frequent speakers, and field trips.

Part-Time Options: No.

Vision and Expression is aimed at the individual who wants to do serious creative work. It is open to students from the full spectrum of the visual and media arts and is shaped along the lines of an intensive, graduate studio. The principal objective will be the development of personal language and imagery through the students' creative work. Students will define their own areas of concern and work in the media of their choice. Basic technical competency will be a precondition of participation. Exceptions may be made for those who have done advanced work in creative disciplines outside visual art (e.g., creative writing), who wish to extend their experience into another art area.

The program will emphasize the development of critical and perceptual skills, against a background of ongoing examination of the issues and personalities of contemporary art history. *Vision and Expression* is designed to be flexible, but demanding. Accordingly, the performance expectations of the program will be greater than normal, as will the rewards. Given the overall structure, this program should be particularly attractive to students seeking advanced individual contracts or senior project opportunities within a supportive group environment.

Planned equivalencies: 8 quarter hours Contemporary Art History; 6 quarter hours aesthetics; 18 quarter hours intermediate or advanced level credit for independent studio work in the area of the student's choice. Example, a painting, student might end up with 18 quarter hours of studio credit in painting or drawing.

Program is preparatory for careers and/or study in visual arts, drawing, painting, sculpture, crafts, photography, video, performance art, etc.

Additional course allowed: Yes

Images

Winter, Spring/Coordinated Study.

Coordinator: Mark Levensky.

Enrollment: 44.

Prerequisites: One year of FOVA or its equivalent and portfolio with interview.

Special Expenses: Expenses required to make images.

Part-Time Options: Yes.

"Images" is designed for people who are presently making images and who are technically good at making images in any of the following ways: drawing, painting, printmaking, photography, or writing. Its goal is to help people make their own images and understand their own work and the work of others better. The program is *not* designed to offer people technical assistance in how to draw, paint, print, photograph or write.

Program activities will include a weekly Intensive Journal Workshop, Book Seminar and Group Meeting. One purpose of the Intensive Journal Workshop is to help people find their own images. The Book Seminar will focus on the philosophical nature of human memory the first quarter, and the philosophical nature of human imagination the second quarter. Each student will be required to read, write, draw, speak and make at least ten images on a single theme each week. Once a week each student will have an individual conference with a faculty member to discuss the student's image making work.

All prospective students in the program will be interviewed by the faculty and will have the opportunity to show their present work to the faculty at that time.

Planned equivalencies: 12 quarter hours independent work in painting or printmaking or drawing or photography; 8 quarter hours Philosophy of Mind; 8 quarter hours Intensive Journal Writing; 4 quarter hours Poetry or Prose writing.

Program is preparatory for careers and/or future study in philosophy, visual arts, writing.

Additional course allowed: Yes

Internship possibilities: No

"Throughout history, the way to understanding, control and ecstasy has been a long, sinuous journey toward simplicity and unity."

George Leonard

The Anthropology of Visual Communication: Cultural Context of Image Making

Spring, Summer/Group Contract.

Coordinator: Lynn Patterson.

Enrollment: 22.

Prerequisites: One year of either anthropology or expressive arts at junior or senior level.

Special Expenses: One week retreat in spring. Two to three week field trip travel, food, etc., in summer.

Part-Time Options: No.

If the oral tradition is lost in this print society, the visual tradition is assuredly not. The ancient world was peopled with societies which, not unlike ours, transmitted histories, cosmologies, epistemologies, and values through painting, dance, costume and gesture. In this program, we will explore the origin, form, meaning and function of the visual communication of culture. Cave paintings of Lascaux, ritual performance such as *The Naven*, will be contrasted with contemporary counterparts; the role of the archaic shaman contrasted with that of the modern image maker.

The program includes lectures, seminars, films, field projects, and time to create your own culturally significant imagery.

Works by Mary Douglas, Claude Levi-Strauss, Margaret Mead, Gregory Bateson, Edmund Leach, Roland Barthes, Edward Hall, Ray Birdwhistell and Joseph Campbell will be read.

Students may continue this work in a five week summer research project in a to-be-announced field location. Students must budget travel and food for this component and a spring program retreat.

Planned (Spring) equivalencies: 4 quarter hours communication theory; 4 quarter hours symbolic anthropology; 4 quarter hours anthropology and art; 4 quarter hours field methods.

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

Additional course allowed: No

Internship possibilities: No

Looking At Television

Spring/Group Contract.

Sponsor: Lovern King.

Enrollment: 22.

Prerequisites: None.

Special Expenses: One videotape, field trips.

Part-Time Options: Yes.

Television has become an integral and important part of the lives of most Americans. The objective of this program will be to look at the historical background of television, its implications upon our life today and its possible uses and abuses in the future.

Faculty and students will critically analyze television programs and participate in field trips to centers of various types of television production.

Full-time students will be expected to assemble a videotape of television programming analysis. The evening component will allow part-time participation by other students and the community.

Planned equivalencies: 8 quarter hours Sociological Study of Television; 4 quarter hours Propaganda and Semantics; 4 quarter hours Cross-Cultural Communications.

Program is preparatory for careers and/or future study in teaching, advertising, public relations, cross-cultural communications.

Additional course allowed: Yes

Internship possibilities: No



“Art begins with resistance—at the point where resistance is overcome.”

André Gide

42 Arts Management

Through its emphasis on interdisciplinary concentrations and its well established Internship Program, Evergreen has had notable success in preparing some of its students for careers and avocations in arts management. In the past, these students have typically engaged either in the promotion of Visual and Performing Arts events within their academic programs or in internships entailing work with arts organizations (galleries, museums, production companies, state and civic arts agencies) beyond the campus, from the Pacific Northwest to the Kennedy Center in Washington, D.C. Normally, Arts Management internships are negotiated for advanced level students in their senior year.

On Campus Internships

During the past two years the college has initiated an intermediate option for small groups, based on campus, in two areas of arts management (Exhibition and Performance.) Members of these groups, while carrying out individual part-time internship duties, also meet in Arts Management seminars to consider common problems. When appropriate, the clusters join in larger meetings to hear visiting lectures or to discuss issues relevant to both of them. On-campus internships in Exhibition Design and Gallery Management are sponsored by Sid White, College Exhibits Coordinator. On campus internships in Performing Arts Management are sponsored by Richard Nesbitt, Arts Coordinator and Communications Building Manager.

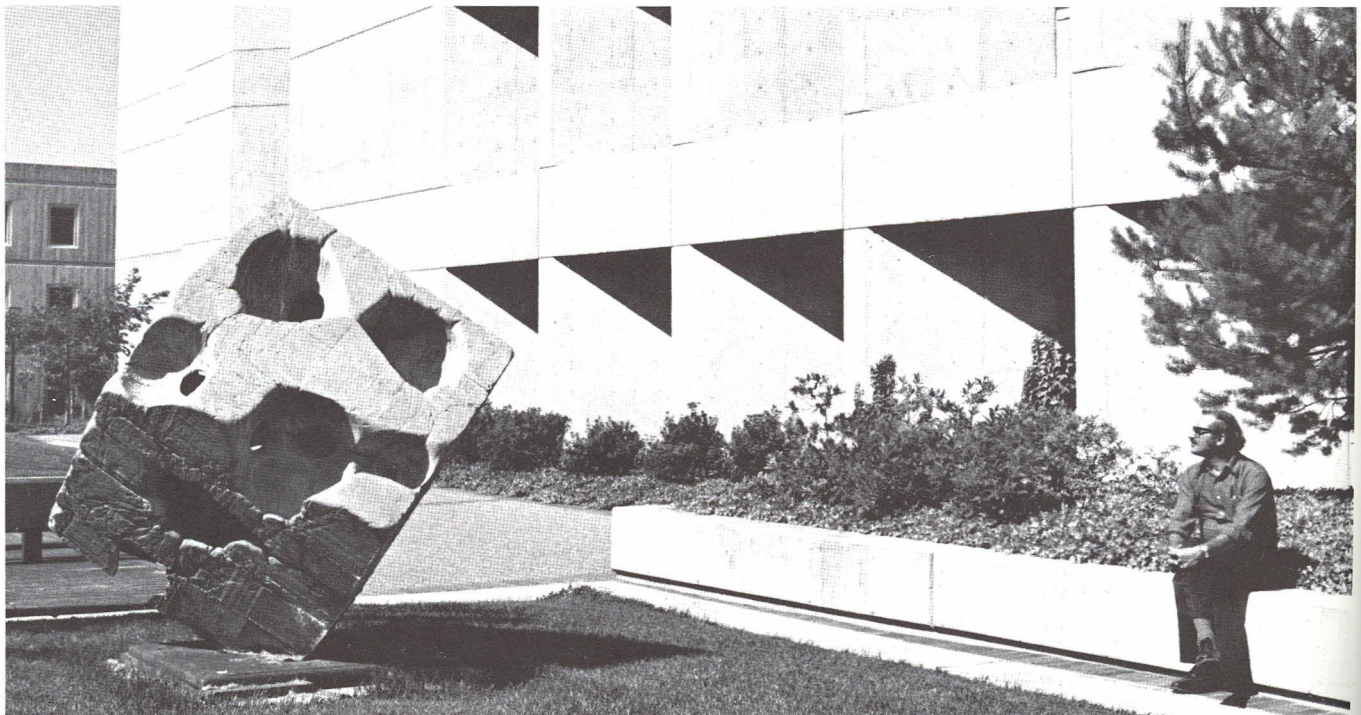
Off Campus Internships

The following individuals should be contacted for information regarding off campus internships in Arts Management: Sid White (Museum and Gallery Management) Richard Nesbitt (Management of Theaters and other Performing Arts facilities), or Joye Hardiman (Performing Arts Production and Promotion, including civic state agencies.)

Other offerings closely related to Expressive Arts:

While each of the Basic Programs meets the Entry expectations of Expressive Arts, those most closely related in specific content are Exploration in Perception, Great Works.

For intermediate or advanced students: The Human Condition: Its Neolithic Roots, Writing Poetry



Health and Human Development

As a student in Health and Human Development, you will have opportunities to study human beings holistically from a variety of perspectives. The specialty area prepares students for careers in health care and human services, both alternative and traditional, or for graduate study leading to professions in fields such as psychology and counseling, social work, education, health services, biology and social science.

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

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

"It is often necessary to make decisions on the basis of knowledge sufficient for action but insufficient to satisfy the intellect."

Kant

Human Health and Behavior: Birth to Death

Fall, Winter, Spring/Coordinated Study.

Coordinator: Betty Kutter.

Enrollment: 66.

Prerequisites: Basic program at Evergreen or one year of college study including writing, critical reading and group discussion; some biology and/or psychology desirable.

Special Expenses: Retreat; small lab fee possible.

Part-Time Options: Yes.

All aspects of human health and behavior are affected by genetics, prenatal environment, nutritional factors, hormonal interactions, internal and external stresses, environmental factors and personal expectations. Psychologists, community workers, physicians, etc. must be aware of all of these factors as well as specific treatments. They must be able to draw on the specific knowledge of a variety of other health professionals as well as communicate effectively with the layperson.

The biological component of this program will offer a solid foundation in human genetics, embryology, physiology and nutrition, with relationships to psychological and social functioning. The social science portions will integrate these with the psychology of development and cognition, abnormal psychology, family and community structure and health care analysis. In each area, remedial and advanced workshops will supplement lectures and seminars to help those with little prior background and to challenge the advanced student.

Human health care involves important questions of right and wrong which cannot wisely be separated from scientific facts and methods. Therefore, ethical, political and economic considerations will be explored deeply and seriously, particularly in the context of public policy issues such as genetic counseling, abortion, nutrition, new biomedical techniques, aging and dying.

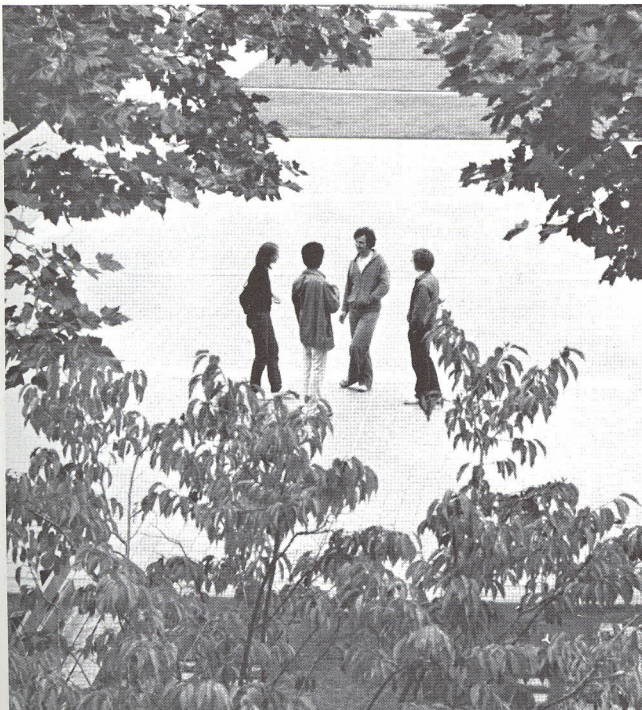
Students will be expected to develop critical ability in finding and reading relevant original research and in working in small groups on a research project.

Planned equivalencies: 5 quarter hours Human Genetics and Embryology; 4 quarter hours Human Physiology; 6 quarter hours Nutrition; 4 quarter hours Child Development; 8 quarter hours Social Science; 3 quarter hours Ethics; 4 quarter hours Normal and Abnormal Psychology; 6 quarter hours Individual Projects; 8 quarter hours Internship or Research Internship.

Program is preparatory for careers and/or future study in health sciences, helping services including psychology, social work, counseling and teaching.

Additional course allowed: No

Internship possibilities: Yes (1/2 time in spring only)



"Only a life lived for others is a life worthwhile."

Albert Einstein

44

The Origins of Sexual Inequality

Fall/Coordinated Study.

Coordinator: Peta Henderson.

Enrollment: 44.

Prerequisites: One year of college work.

Special Expenses: None.

Part-Time Options: No.

Starting from the assumption that behavioral differences between the sexes are not biologically determined, this program will explore the origins of the sexual division of labor and attempt to determine the factors which transformed this division of labor into unequal status between men and women. For this we will have to explore the origins of social stratification, the growing complexity of early agricultural societies, the rise of slavery and warfare, and the establishment of the ancient state.

Students will attend two lectures, two seminars and one writing workshop weekly. There will be weekly or biweekly papers on the reading.

Planned equivalencies: 3 quarter hours. Prehistory; 3 quarter hours Ancient History; 6 quarter hours Anthropology: Social Organization; 4 quarter hours Economic Anthropology.

Program is preparatory for careers and/or future study in anthropology, ancient history, sociology, social services, public planning, foreign service.

Additional course allowed: No

Internship possibilities: No

Sex Roles In Western Civilization

Winter/Group Contract.

Sponsor: Stephanie Coontz.

Enrollment: 22.

Prerequisites: One year of college work.

Special Expenses: None.

Part-Time Options: Yes.

This program explores the evolution of male and female roles and images in Western civilization. We will discuss the social and historical determinants of sex roles in ancient Greece, medieval Europe, and 17th century England and America, and the consequences of the Industrial Revolution for men and women in the developed and underdeveloped world.

Students will attend two lectures, two seminars, and one writing workshop weekly. There will be weekly papers on the reading and a major term paper. Students may take the class three-quarter time by completing all work but the paper.

Planned equivalencies: 6 quarter hours European History; 6 quarter hours Humanities (literature and philosophy); 4 quarter hours Sociology.

Program is preparatory for careers and/or future study in history, sociology or humanities, teaching, social sciences.

Additional course allowed: Yes

Internship possibilities: No.



Issues In Human Survival: Choices and Consequences

Fall/Coordinated Study for 8 quarter hours.

Coordinator: Lynn Patterson.

Enrollment: 44.

Prerequisites: Preference will be given to students 25 and older whose work or family commitments do not permit them to enroll in the regular daytime programs.

Special Expenses: Possible accommodations for over nights and meals.

Part-Time Options: Program is part-time.

This program is designed for adults over 25. Four weekend symposia will feature lectures, discussion of readings, workshops and presentation of student papers on topics of concern for individual and planetary futures such as **Human Habitation of the Earth** (energy, population, cultural evolution); **Creativity and Cultural Freefall** (family structures, roles, androgyny, personal myths); **The Symbolic Foundations of Culture** (consciousness, the brain, religion, philosophy, altered states); and **The Nature and Needs of Persons** (stress, play, nutrition, sexuality, aging, illness and wellness).

Readings include works by Gregory Bateson, Margaret Mead, Joseph Campbell, Bruno Betelheim, June Singer, Erich Fromm, E. F. Schumacher, Adrienne Rich, John Money, Elisabeth Kubler-Ross.

Planned equivalencies: 4 quarter hours Anthropology; 4 quarter hours Health Education.

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

Additional course allowed: Yes

Internship possibilities: Yes

Psychological Counseling: Theory, Method and Practice

Fall, Winter, Spring/Group Contract.

Sponsor: Richard Jones.

Enrollment: 22.

Prerequisites: Senior standing; prior approval necessary.

Special Expenses: None.

Part-Time Options: No.

This advanced group contract is designed to prepare students for para-professional work in a variety of human service areas, and for graduate work in psychological counseling, psychiatric social work or clinical psychology.

During fall quarter, we will study the works of the major personality theorists from which various counseling methods have been derived: Freud, Erikson, Jung, Angyal, Kaiser, Rogers and Maslow. Fall quarter will also engage students in a weekly one-day supervised internship in the Evergreen Counseling Center or in a local mental health agency.

During winter quarter, the supervised internship will occupy two days a week, and the emphasis of our academic studies will move from the theoretical to the practical. In addition to the methodological derivations of the above theories, we will acquaint ourselves with the clinical methods of Victor Frankl, Freida Fromm-Reichman, Medard Boss, Frederick Perls and Allen Wheelis.

Spring quarter will be devoted to beginning the process of developing your own theoretical synthesis and resulting counseling style. The internship commitment will be three days a week.

As the writing of regular reports is so essential a part of a professional counselor's effectiveness, we will concentrate throughout the year on learning how to write reports which are interesting as well as informative.

Planned equivalencies: 12 quarter hours Personality Theory; 12 quarter hours Theories and Methods of Psychological Counseling; 12 quarter hours Practicum in Psychological Counseling; 12 quarter hours Expository Writing.

The program is preparatory for careers and/or future study in counseling psychology, psychiatric social work, clinical psychology.

Additional course allowed: No

Internship possibilities: Yes

Personality, Society and Culture: A Program in the Human Services

Fall, Winter, Spring/Coordinated Study.

Coordinator: Lowell Kuehn.

Enrollment: 66.

Prerequisites: Junior standing.

Special Expenses: None.

Part-Time Options: Yes.

Because individual and social problems are so much a part of the twentieth century life, we have tried to design a program to prepare students to take an active hand in the understanding, resolution, and control of those problems. It is our belief, though, that in addition to intensive exposure to the theories and techniques of the social sciences, close integration with the humanities sensitizes the student to the humanistic, cultural, philosophical, and moral context of social and individual action.

Through a series of coordinated courses, seminars and individualized modes of learning (internships and individual contracts), the student pursues ideas that are relevant to careers in sociology, psychology, counseling, and casework. At each step the students' learning will be placed within a broader liberal arts context emphasizing literature, history, and philosophy. Depending upon student wishes, he or she may follow his/her interests in the humanities, humanistic psychology, and the arts. Our goals are to help students acquire the skills they need to achieve their career goals, and to encourage their understanding of themselves and the world around them.

The program attempts to provide a balanced coverage of skills and theory to allow students to build a strong foundation for careers or graduate work in applied psychology and sociology. Skill development will occur in the areas of counseling and interviewing techniques, group dynamics, evaluation research, and statistics. Theories of personality, deviant behavior, and social interaction will also be reviewed.

Most of the students involved should have junior standing and should expect to graduate in June, 1982, after two years full-time work. There will, however, be limited opportunities for students to enroll as half-time students. Seminars and courses will be offered in the late afternoon and evening to accommodate working students. Full-time students in this program can expect to meet one late afternoon and two evenings each week.

Planned equivalencies: 4 quarter hours Techniques of Interviewing and Counseling; 4 quarter hours Group Dynamics; 4 quarter hours Statistics and Research Methods; 4 quarter hours Abnormal Psychology and Deviant Behavior; 4 quarter hours Theories of Personality; 2 quarter hours Developmental Psychology; 2 quarter hours Social Psychology and Symbolic Interaction; 4 quarter hours Public Policy/Social Problems; 4 quarter hours Organization of Human Services; 4 quarter hours History; 4 quarter hours Literature; 4 quarter hours Writing; 2 quarter hours Philosophy; 2 quarter hours Biography.

Program is preparatory for careers and/or future study in social work, clinical psychology, sociology, psychology.

Additional course allowed: Yes Internship possibilities: Yes

Nutrition

Spring/Group Contract for 12 quarter hours.

Sponsor: Jeffrey J. Kelly.

Enrollment: 22.

Prerequisites: Organic and Biochemistry—some understanding of human physiology is encouraged.

Special Expenses: None.

Part-Time Options: Yes, half time.

This advanced group contract will provide students with a knowledge of the fundamental concepts of nutrition and the application of these concepts to advanced topics. Emphasis will be placed on reading original research articles and developing an understanding of the experimental evidence upon which current fads and practices in nutrition are based. The relationship between the current American diet and chronic degenerative diseases will be a major emphasis of the study. The program will be conducted as an advanced research seminar and each student will be expected to prepare several classroom presentations and written reports.

Planned equivalencies: 4 quarter hours General Nutrition; 8 quarter hours Advanced Topics in Nutrition.

Program is preparatory for careers and/or future study in health sciences, biology, medicine, chemistry, education, counseling, public policy.

Additional course allowed: Yes

Internship possibilities: No

Other offering closely related to Health and Human Development.

While each of the Basic Programs meets the Entry expectations of Health and Human Development, those most closely related in specific content are Health: Individual and Community, and Outdoor Education.

For intermediate or advanced students: Advanced Studies in Public Administration: Public Policy and Its Assessment, The Clash of Cultures: Historical Perspectives on Washington State, A Introduction to Natural Science, Advanced Chemistry, Physics and Mathematics, Matter and Motion, Anatomy and Physiology, Molecular, Genetic and Developmental Biology, Biochemistry and Cell Biology.

Management and the Public Interest

This Specialty Area offers a lower division, entry level Coordinated Studies program titled *Basic Studies in Administration* which offers all Evergreen students a basic introduction to business and public administration. Those students wanting to continue upper division work in this Specialty Area will acquire the necessary background skills such as principles of accounting, principles of economics, business math and elementary statistics. The B.S.A. program is offered on a full and half-time basis.

Upper division work in this Specialty Area consists of a Coordinated Studies program titled *Management and the Public Interest* for the first year and a changing series of advanced Group Contracts, Individual Contracts and Internships for the second year. The first year of the M.P.I. 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. In the second year the offerings enable the student to specialize in one or more areas of business or public administration. This program is designed for part-time students from off campus as well as full-time students.



“One must talk about everything according to its nature, how it comes to be and how it grows. Men have talked about the world without paying attention to the world or to their own minds, as if they were asleep or absent-minded.”

Heraclitus

Basic Studies in Administration

Fall, Winter, Spring/Coordinated Studies.

Coordinator: To be announced.

Enrollment: 66.

Prerequisites: None.

Special Expenses: None.

Part-Time Options: Yes.

This lower division Coordinated Studies program examines the political, social and economic context of the contemporary American management environment. This program is designed for the student who has completed less than two years of college. It is anticipated that many of those who enroll will be employed full time and will not have attended college for some time.

Particular emphasis is placed upon the development of communication, both written and oral, reading and critical thinking. These skills will be developed through lectures and book seminars that incorporate ideas from the humanities and the social sciences. In addition, the program will offer students an opportunity to obtain a background in accounting, economics and business math.

The focus during the year will shift among the three main sectors of the American economy: the governmental, business and personal sectors. The program will examine trends in state and local government employment and budgeting. Problems of governmental regulations on the private sector and competitive structure will be treated. Consideration will be given to the changing role of the consumer/worker in contemporary society. These and many more problems and issues will be considered in a systems framework which stresses the interdependence of the major sectors.

The material covered in this program will be useful for the student interested in advanced work in the Management and the Public Interest Specialty Area or for the student who is interested in developing specific administrative skills applicable to today's organizational environment. Students interested in a broad based start in their educational careers will also find this program valuable.

Planned equivalencies: 8 quarter hours Economics; 8 quarter hours Accounting; 8 quarter hours Introduction to Humanities; 8 quarter hours Introduction to Social Sciences; 8 quarter hours Business, Government and Society; 4 quarter hours Business Math; 4 quarter hours Statistics.

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

Additional course allowed: No

Internship possibilities: No

Management and the Public Interest

Fall, Winter, Spring/Coordinated Study.

Coordinator: Virginia Ingersoll.

Enrollment: 66.

Prerequisites: Basic Studies in Administration or business accounting, economics, business math, introduction to business/government.

Special Expenses: None.

Part-Time Options: Yes.

This program is designed to equip people with essential management concepts and skills and to address a growing concern about the possibility of the American business system meeting the public's needs. It serves as the first year of both the two-year business administration curriculum and the two-year public administration curriculum.

Critics of the American business system charge the modern corporation cannot be made responsible to the public; that by its nature, business will serve only its own interest. Business defenders, on the other hand, argue that the public good cannot be served without a strong business system and that business is doing a good job of meeting its social responsibilities. A third voice can be heard saying that the business system, as we know it, is an outdated artifact of another era; that neither business nor the public interest will be served much longer by our present set of institutional arrangements. It is one purpose of this program to come to grips with the issues raised in these debates. The program looks at the relationship between business and the rest of society, including government, the "external" dimension. To understand what it means for business to meet public needs, a person must also know what it takes to keep an organization going; that is, one also must have a grasp of the "internal" operations of a business. While this theme sets forth a conceptual agenda to which the program's discussion will return again and again, a substantial portion of the program is devoted to instruction in management concepts and skills.

This program is designed for students with a basic background in business and public administration. It covers managerial economics, organizational psychology, managerial accounting, financial management, management practices, business policy, and personnel.

Planned equivalencies: 12 quarter hours Organizational Practicum; 8 quarter hours Managerial Accounting; 8 quarter hours Managerial Economics; 4 quarter hours Organizational Psychology; 4 quarter hours Personnel Management; 4 quarter hours Financial Management; 4 quarter hours Statistics; 4 quarter hours Case Studies.

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

Additional course allowed: No

Internship possibilities: No

Advanced Studies in Public Administration: Public Policy and Its Assessment

Fall, Winter/Group Contract.

Sponsor: To be Announced.

Enrollment: 22.

Prerequisites: Management and the Public Interest, Intermediate Work in social sciences and/or equivalent agency experience.

Special Expenses: None.

Part-Time Options: Yes.

A discussion of conditions effecting the recognition of social problems and the formulation, adoption, implementation and evaluation of policies designed to cope with them. Special attention will be given to educational and criminal justice policy. Because the analysis of public policy brings together both questions of value and questions of fact, it serves as a valuable focus for many basic methodological and philosophical questions about the nature, scope and limits of social inquiry.

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

Planned equivalencies: 4 quarter hours Analysis of Public Policy; 3 quarter hours Issues in Educational Policy; 3 quarter hours Issues in Criminal Justice Policy; 6 quarter hours Evaluation Research; 4 quarter hours Statistics; 3 quarter hours Computer Data Analysis and Research Design for Social Science; 3 quarter hours Philosophy of Social Science; 3 quarter hours Social Philosophy; 3 quarter hours Independent Social Research in Evaluation.

Program is preparatory for careers and/or future study in human services, public administration.

Additional course allowed: Yes

Internship possibilities: Yes

Other offerings closely related to Management and the Public Interest.

While each of the Basic Programs meets the Entry expectations of Management and the Public Interest, those most closely related in specific content are Society and the Computer.

For intermediate or advanced students: Introduction to Political Economy, Microeconomic Theory, Foundations of American Enterprise, Environmental Design, Personality, Society and Culture.

Marine Sciences and Crafts

Students pursuing studies in the MSC specialty area will learn the facts and the analytical techniques which form the basis of modern knowledge of marine sciences, natural history, history and literature. In the larger perspective, students will also find an opportunity to examine the effects of their attitudes, assumptions, analytical tools and studies, both upon the marine environment and upon themselves. By the end of such study, we would wish to certify that a student has...

- 1) learned current factual and practical information in a number of areas, such as marine biology, water quality analysis, literature, marine resources and economics, oceanography, history and natural history, and field skills;
- 2) carried out an extensive scientific or other systematic investigation of a marine problem;
- 3) examined the limitations and strengths of attitudes, tools and approaches appropriate to, and used in, the marine area.



"I am in the habit of going to sea whenever I begin to grow hazy about the eyes, and to be overconscious of my lungs."

Melville

Exploration

Fall, Winter/Coordinated Study.

Coordinator: Pete Sinclair.

Enrollment: 66.

Prerequisites: None.

Special Expenses: Field glasses.

Part-Time Options: Yes.

Exploration is the introductory coordinated studies program to the Marine Sciences and Crafts specialty area. Students who specialize in the Marine Studies area do a lot of work in the field. Almost everything we do in this area either can be thought of as an exploration in the natural world (in which we include humans) or derives directly from earlier exploration.

The student in this program selects three of the following five courses of study: Classical to Modern Literature of the Sea, Concepts of Biology, The History of Natural History, Drawing from Nature and Oceanography. These courses of study are integrated by exercises in exploration and a core lecture-seminar series.

This program is prerequisite to further study in biology, natural history, environmental study, history and literature. It is also prerequisite to research and exploration on the 38' sailing-research vessel constructed by former Marine Sciences and Crafts students.

Planned equivalencies: 4 quarter hours fall and winter—Literature; 4 quarter hours fall and winter—Biology; 4 quarter hours fall—Drawing; 4 quarter hours winter—Naval History; 4 quarter hours fall—History of Science; 4 quarter hours fall and winter—Field Studies; 4 quarter hours fall and winter—Oceanography
Program is preparatory for careers and/or future study in literature, biology, drawing, naval history, history of science, oceanography.

Additional course allowed: No, students are provided some choices within program.

Internship possibilities: No

“Knowledge is not knowledge until someone else knows that one knows.”

Lucilius

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Salmon: Biology, Fisheries, and Controversy

Fall/Group Contract.

Sponsor: Peter Taylor.

Enrollment: 22.

Prerequisites: None.

Special Expenses: Field trip expenses.

Part-Time Options: No.

A principal theme of *Salmon* is that the condition of the returning runs of these remarkable fishes is a measure of the health of the Pacific Northwest—its physical environment and the social and political institutions of the people. The subject embraces the biology of the fish, the salmon fisheries and their management, and the social and political importance of this unique natural resource. Program activities will include lectures, invited speakers, films, reading, seminars, field trips, and some lab study. To focus the studies, participants will prepare for discussion and debate of selected issues of controversy about salmon fisheries and resource management.

Planned equivalencies: 5 quarter hours Salmon Biology; 5 quarter hours Salmon Fisheries Management; 6 quarter hours Social and Political Aspects of Salmon Fisheries.

Program is preparatory for careers and/or future study in aquatic ecology, fish biology, fisheries management, public affairs.

Additional course allowed: Yes

Internship possibilities: No

The Marine Environment

Winter/Group Contract.

Sponsor: Dave Milne.

Enrollment: 22.

Prerequisites: Laboratory skills in chemistry or biology.

Special Expenses: None.

Part-Time Options: No.

The central focus of this program is the relationship between marine organisms and the physical/chemical features of the sea. The program will deal with measurements and understanding of these phenomena—water salinity, temperature, dissolved oxygen, nitrate and phosphate—and their significance to marine life. Tides, currents and waves will also be studied. Field work (including small boat handling and safety) is emphasized. Distributions of local marine organisms will be studied, and efforts will be made to correlate their abundance with environmental properties.

Planned equivalencies: 4 quarter hours Chemical and Physical Properties of Estuaries; 3 quarter hours Marine Water Quality Analysis; 4 Independent Research; 3 Estuarine Ecology; 2 Technical Writing.

Program is preparatory for careers and/or future study in aquaculture, fisheries, environmental impact assessment, water pollution studies.

Additional course allowed: No

Internship possibilities: No

Marine Biology

Spring/Group Contract.

Sponsor: Peter Taylor.

Enrollment: 22.

Prerequisites: General biology (college-level).

Special Expenses: Field trip expenses.

Part-Time Options: No.

Marine Biology will survey the animals and plants of the open sea and marine coastal waters and their ecological relationships. Participants can expect to learn the principal characteristics of the plan and animal groups (emphasizing marine invertebrates), field and laboratory methods for their study, the main features of the marine environment as a biological habitat, and the adaptations of organisms to life in the sea. Tentatively, some time will be spent at one of the marine labs at Friday Harbor or Anacortes. Practical field and laboratory studies will be supported with lectures, reading, and seminars.

Planned equivalencies: 8 quarter hours Survey of Marine Organisms; 8 quarter hours Marine Ecology.

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

Additional course allowed: Yes

Internship possibilities: No

Freshwater Ecology

Spring/Group Contract.

Sponsor: Unassigned.

Enrollment: 44.

Prerequisites: General biology; some chemistry would be helpful.

Special Expenses: None.

Part-Time Options: Yes.

As the waters of the State of Washington, and elsewhere, continue to be “developed” to accommodate man’s need for irrigation, hydroelectric power, and domestic uses, there is an ever-increasing need for biologists trained in the fields of aquatic biology, ecology, limnology, and water quality.

Freshwater Biology offers an opportunity for intermediate and advanced students to study aquatic systems in terms of the biological, chemical, and physical parameters of standing and running waters. The program will consist of lectures, labs, seminars, field trips, and student reports on taxonomy, species diversity, limnology, and other aspects of freshwater systems.

Planned equivalencies: 8 quarter hours Aquatic Biology; 8 quarter hours Limnology.

Program is preparatory for careers and/or future study in water resources, fisheries, water quality.

Additional course allowed: Yes. **Internship possibilities:** No

Other offerings closely related to Marine Science and Crafts.

While each of the Basic Programs meets the Entry expectations of Marine Science and Crafts, those most closely related in specific content are Political Ecology and Outdoor Education.

For intermediate or advanced students: Introduction to Environmental Studies.

Northwest Native American Studies

This interdisciplinary specialty has the potential for serving two rather different student groups—Native American students who are interested in preserving and enhancing their unique cultural heritage and who are developing strategies for self-determination in the world today, and non-Native students interested in traditional Native American cultures and values, anthropology, ethnohistory, expressive arts, the dynamics of culture change and modern Native American cultures and values, anthropology, ethnohistory, expressive arts, the dynamics of culture change and modern Native American communities.

Spirituality: The Eyes of the Unknown

Fall, Winter, Spring/Coordinated Study

Coordinator: David Whitener

Enrollment: 110.

Prerequisites: Entry by faculty signature only

Special expenses: Audio tapes, availability of tape recorder

Part-time Options: Yes.

Spirituality is the 1980-81 offering of the Native American alternative school of thought. This student-centered program is designed to provide an open education opportunity for students to develop a critical appreciation of different ways to gather and apply knowledge in developing an understanding of **Self, Society and the Spirit**. The major program concepts will be relationships to the **Unknown, to Significant Others and to Universal Thought**. Some program features will be shared by all students such as attendance at group seminars, yet each student will develop an individualized learning plan.

Planned equivalencies: Native American Studies (24 quarter hours); Philosophy (12 quarter hours); Ethics (12 quarter hours)

Additional course allowed: Yes

Internship possibilities: Yes

This program will prepare students for further studies in Native American Studies, Human Growth and Development, Philosophy and Ethics.

“The Earth is the mother of all people, and all people should have equal rights upon it. You might as well expect the rivers to run backward as that any man who was born a free man should be contented penned up and denied liberty to go where he please....”

Chief Joseph

The Clash of Cultures: Historical Perspectives on Washington State

Fall/Winter Coordinated Study.

Coordinator: Margaret Gribskov.

Enrollment: 44.

Prerequisites: One year of college work.

Special Expenses: Research expenses.

Part-Time Options: Yes.

Throughout its written history, Washington has been the scene of frequent cultural confrontations and misunderstandings. The objective of this class will be to illuminate some of the significant cultural differences, and to study how and why such differences produced instances of cultural contradiction, institutional racism, and social indifference. At the same time, we will try to identify the influences of these varied cultures that have remained and those that have changed.

Faculty and students also will explore contemporary efforts to find constructive solutions (or compromises) to these continuing cultural clashes, especially but not solely in the field of education.

Each student will complete an independent historical research project.

NOTE: This is a full-time program, with an evening component for teachers.

Planned equivalencies: 8 quarter hours Washington State History; 8 quarter hours Sociology of Cultures; 8 quarter hours Cultural Anthropology; 8 quarter hours Cultural History of Washington State.

Program is preparatory for careers and/or future study in teacher education, state employees, any social interaction.

Additional course allowed: Yes

Internship possibilities: Yes

Other offerings closely related to Northwest Native American Studies:

While each of the Basic Programs meets the Entry expectations of Northwest Native American Studies, those most closely related in specific content are Explorations in Perception and Political Ecology.

For intermediate or advanced students: Looking at Television.

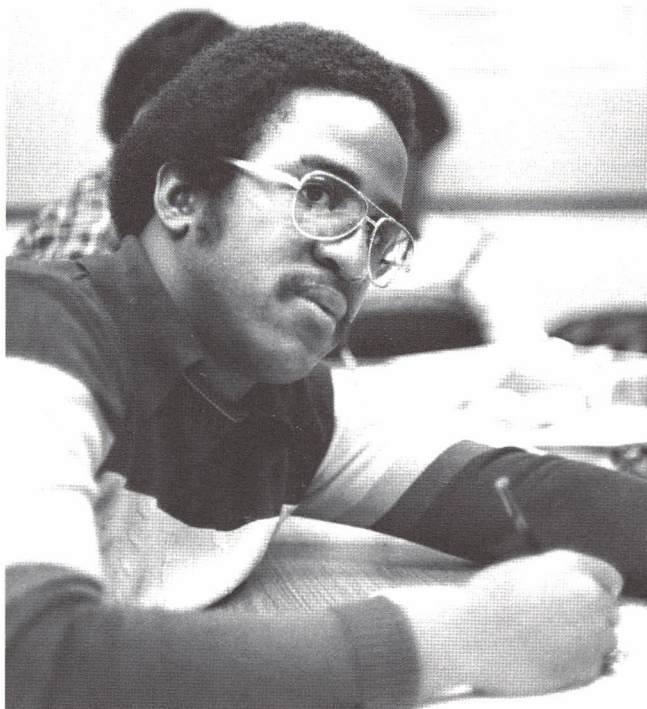
Political Economy

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In the real world we experience social, cultural, economic, and political phenomena as aspects of an organic whole. Political Economy recognizes the interrelationships of these phenomena. Topics of study include the historical development of the United States and other industrialized nations; the problems of underdeveloped societies in their relation with industrialized societies; the historical contexts in which theories of political economy are developed and applied; and the application of theory to contemporary problems. In most traditional institutions, the concepts and skills involved with these topics are treated as separate and discrete bodies of knowledge. In this speciality area, students acquire this knowledge, but do so through emphasis on the broad connective concepts, methods, and interpretations that serve to integrate them into ways of understanding total societies and their transformations.

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

Students in their first year of college are strongly urged to take one of the Basic Programs. Students just beginning in Political Economy should probably enroll in Introduction to Political Economy, which is a prerequisite for most other offerings in this area. Related offerings from other specialities are mentioned at the end of this section.



"I know no safe depository of the ultimate powers of society but the people themselves."

Thomas Jefferson, letter to W. C. Jarvis, 28 Sep. 1820

Introduction to Political Economy

Fall/Coordinated Study.

Coordinator: Pris Bowerman.

Enrollment: 66.

Prerequisites: Basic program at TESC or one year of college study emphasizing writing, critical reading and group discussion.

Special Expenses: None.

Part-Time Options: Yes.

We will try to understand how the major problems confronting the American economy (energy and the environment, inflation and unemployment, inequality of opportunity) have emerged historically. Within an historical framework we shall study two theories of how a capitalist economy functions:

1. *The Market Paradigm* of modern micro-macro economics (i) its conservative vision of limited government to preserve human freedom (ii) its liberal and Keynesian vision of government intervention to achieve social justice.

2. *The Marxist Historical Paradigm* an attempt to show that capitalism contains inherent contradictions that force it toward socialism.

We contend that only by studying these two theories simultaneously can they be intelligently compared, contrasted, criticized and evaluated. As our knowledge of theory and its assumptions, logic and limitations deepens, so should our understanding of the problems we face.

Planned equivalencies: 8 quarter hours Microeconomic and Macroeconomic Principles; 4 quarter hours American Political and Social Theory; 4 quarter hours History of Economic Thought.

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

Additional course allowed: No

Internship possibilities: No

“Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given and transmitted from the past”.

Karl Marx, *Eighteenth Brumaire*

Foundations of American Enterprise: Business and Labor History

Fall/Group Contract.

Sponsor: Susie Strasser.

Enrollment: 22.

Prerequisites: *Introduction to Political Economy*; or *Introduction Micro/Macro Economics and the Radical Critique*, and a U.S. history course.

Special Expenses: None.

Part-Time Options: No.

It is impossible to comprehend the development of American capitalism without studying both business and labor. We will investigate industrial development in the U.S. from Hamilton's 1791 **Report on Manufactures** through the early 20th century transition from entrepreneurial to corporate control. Concurrently—and interactively—we will study the development of an American working class and the organizations which have represented workers in their dealings with employers. We will emphasize the use of primary sources and recent historical writing, which in both fields have undergone substantial revision in the past 15 years. Reading and writing will be extensive in both business and labor history.

Planned equivalencies: 8 quarter hours U.S. Labor History; 8 quarter hours U.S. Economic History

Program is preparatory for careers and/or future study in history, economics, sociology, business administration.

Additional courses allowed: No

Internship possibilities: No

Microeconomic Theory

Winter/Group Contract.

Sponsor: Pris Bowerman.

Enrollment: 22.

Prerequisites: *Introduction to Political Economy* or equivalent study in micro and macro economic principles.

Special Expenses: No.

Part-Time Options: Yes.

This contract is designed for students wishing to continue their studies in microeconomics beyond the elementary level. Students can expect first to obtain technical mastery of microeconomics analysis and its proper application to contemporary issues through studying Mansfield's **Microeconomics** and completing problems in Lyall's **Microeconomic Issues of the 70's**. Secondly, students can expect to examine in detail the philosophical principles of justice, freedom, equality and authority upon which this theory is built and from which it has been criticized. To this end, students will read, discuss and write on texts such as Rawls' **A Theory of Justice**.

Planned equivalencies: 8 quarter hours Intermediate Microeconomic Theory and Applications; 8 quarter hours Social Philosophy.

Program is preparatory for careers and/or future study in economics, business, social and political theory.

Additional course allowed: No. Internship possibilities: No

The Constitution, The Economy, and Democratic Principle

Winter, Spring/Group Contract.

Sponsor: Jeanne Hahn.

Enrollment: 22.

Prerequisites: *Introduction to Political Economy*, or *Principles of Micro and Macro economics and the Radical Critique*, and *American History*.

Special Expenses: None.

Part-Time Options: No.

We will explore the relationships between the U.S. Constitution, the Supreme Court, economic development, and the theory and practice of democracy. This will be done within an historical framework from the founding to the present which focuses on the tension between capitalism as an economic system and democracy as a political system. We will look closely at the role played by the Constitution and the Court in confronting this historical tension, and attempt to determine how, under the “fixed” Constitution of 1787, the country moved from a mercantile period into and through *laissez faire* individualism to the corporate state without fundamental amendment of the basic law. We will probe the social, economic, and political dynamics at work that allowed for the fusion of political and economic power and the alteration of democratic theory and formal law of the Constitution. Through careful reading, seminar, research and writing we will attempt to determine how the Court, through the affirmative use of the law to furnish instruments and procedures and to impose patterns of behavior, has interpreted the commerce, the contract, and the due process clauses as well as those aspects of the Constitution pertaining to property rights, economic liberties, and fiscal power in a way that directly impacts economic activity and democratic expectations.

Planned equivalencies: 8 quarter hours The Constitution and Capitalism; 8 quarter hours American History and Democratic Theory; 6 quarter hours American Economic History; 6 quarter hours The American Constitution; 4 quarter hours Social Science Research and Writing.

Program is preparatory for careers and/or future study in political economy, political theory, history, economics, government, education, law.

Additional course allowed: No

Internship possibilities: No

Scientific Knowledge And Inquiry

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Cuba and the United States: Studies in Social Transformation

Spring/Group Contract.

Sponsor: Ron Woodbury.

Enrollment: 22.

Prerequisites: Introduction to Political Economy; or Principles of Micro and Macro Economics and the Radical Critique, and American History.

Special Expenses: None.

Part-Time Options: Yes.

This contract will explore Cuba and its mid-twentieth revolution as a case study of social transformation. It will employ advanced social science research techniques and challenging seminar readings.

The learning emphasis will be on three, three-hour discussion meetings per week—two for book seminar and one for a research workshop. At first, seminars will be highly structured with short writing sessions, small group discussions, and close analysis of the reading. At mid-quarter, students will draft a plan for conducting seminars the rest of the quarter. Seminar readings will concentrate on the revolutionary period since 1959.

The research workshop will focus on U.S. interests in Cuba prior to 1959. Individual research results will be fed into a computer from which students will draw information for final individual papers clarifying the role of the U.S. in the social transformation at Cuba. No prior knowledge of computers is necessary. Readings will include a general reader on revolutions, Smith, **The United States and Cuba**; Suchlicki, **Cuba from Columbus to Castro**; Silverman, **Man and Socialism in Cuba**; Wald, **Children of Che**; Radosh, **The New Cuba**.

Planned equivalencies: 6 quarter hours Social Science Research; 4 quarter hours Upper Division Latin American History; 2 quarter hours Political Science; 2 quarter hours Economics; 2 quarter hours Sociology.

Program is preparatory for careers and/or future study in government work, political science, history, sociology, economics.

Additional course allowed: No

Internship possibilities: No

Other offerings closely related to Political Economy:

While each of the Basic Programs meets the Entry expectations of Political Economy, those most closely related in specific content are Reintroduction to Education, Society and the Computer.

For intermediate or advanced students: Basic Studies in Administration, Management and the Public Interest, Advanced Studies in Public Administration, Personality, Society and Culture: A Program in the Human Services, Origins of Sexual Inequality, Russia-USSR, Dialectics of American Culture, Formation of Modern Society, Small Scale Agriculture, Environmental Design, Applied Environmental Studies.

Faculty and students in this specialty area examine certain analytical methods and ways of thinking—logical, philosophical, mathematical, and experimental. They study them both for their own sake, in fields such as mathematics, logic, computer science, and analytic philosophy, and as tools for the natural sciences. They study the traditional natural sciences themselves, particularly physics, chemistry, and biology, but they do so in a broad cultural framework which emphasizes the sciences in relationship to the rest of our culture. They undertake original research in these fields wherever possible.

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



“To know what is proper in order and natural in sequence is to approach the truth.”

Confucius

Introduction To Natural Science

Fall, Winter, Spring/Coordinated Study.

Coordinator: Hazel Jo Reed.

Enrollment: 66.

Prerequisites: Proficiency test will be used to evaluate mathematics preparation.

Special Expenses: A small lab fee may be necessary.

Part-Time Options: Yes.

This three-quarter sequence constitutes a foundation in the natural sciences for students who do not already have a strong background in science, particularly not in mathematics. The program will cover important basic material in biology, chemistry, mathematics and physics. Students who are mainly interested in the physical sciences and who are ready to start calculus should consider the companion program, Matter and Motion, described in this section.

The weekly schedule will consist of program lectures, problem sessions, seminar, and laboratory work. The problem sessions and labs will give students a chance to test and improve their understanding of the ideas and techniques being studied. At the same time, the historical development and philosophical implications of these ideas will be presented in the lectures and readings and discussed in the seminars. It is our view that science is not an isolated human endeavor and needs to be understood within a broader historical and cultural framework.

The fall quarter will focus on the development of the mathematical and chemical concepts and models that are used to describe and understand the nature of matter. Winter quarter will introduce organic chemistry, and at that time students will choose among options in physics, general biology, and calculus. In spring quarter students will be able to pursue more specialized areas of study by selecting two half-time options from at least four that will be offered by the faculty teams. These options will include a continuation of the general biology started in the winter quarter, plus some listed below under the Matter and Motion program, such as organic chemistry, modern physics and inorganic chemistry.

Planned equivalencies: 5 quarter hours Precalculus Mathematics; 5 quarter hours Calculus; 4 quarter hours General Physics; 4 quarter hours General Chemistry with Lab; 4 quarter hours General Biology with Lab; 4 quarter hours Organic Chemistry with Lab; 3 quarter hours Development of Scientific Thought; 3 quarter hours Science and Society.

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

Additional course allowed: No

Internship possibilities: No

Matter and Motion: Foundations of Physical Science

Fall, Winter, Spring/Coordinated Study.

Coordinator: G. Siegfried Kutter.

Enrollment: 44.

Prerequisites: At least 60 percent proficiency on exam covering algebra and trigonometry. Good precalculus math.

Special Expenses: Breakage fee \$15 maximum per quarter.

Part-Time Options: Yes.

Matter and Motion is a close parallel to Introduction to Natural Science, but is designed to take students with a good background in algebra, who are ready to begin calculus immediately, and provide them with a firm foundation in mathematics, chemistry and physics by treating the science with more mathematical sophistication. We will focus on the concepts, theories, structures and historical developments underlying our modern understanding of the universe. Through a book seminar, we will also examine the impact of science and society on one another, providing an important perspective on the quantitative core subjects. This program is recommended for those who want to pursue further study in chemistry, mathematics, physics, and experimental biology. It is an intensive, full-time program, providing in one year much of what is typically covered in the freshman and sophomore years at other colleges. Students who, because of other commitments, cannot devote 50-60 hours per week to the program are ill-advised to undertake it.

Fall and winter quarters will provide an introduction to differential and integral calculus and its application to mechanics, electricity and magnetism, and optics. General chemistry, including topics in atomic theory, chemical equilibrium and thermodynamics, will be followed by organic chemistry, atomic and molecular structure, and chemical kinetics. The laboratories will teach students about analytical, organic and physical chemistry, electronics, physics and computer programming.

During spring quarter, students will choose two half-time options from among those offered jointly with the Introduction to Natural Science faculty including *Advanced Inorganic Chemistry and Chemical Instrumentation*, *Organic Chemistry*, *Modern Physics*, *Linear Algebra and Differential Equations*.

Planned equivalencies: Fall quarter—4 quarter hours Introduction to Calculus; 4 quarter hours Introduction to General and Inorganic Chemistry; 4 quarter hours Introduction to University Physics; 2 quarter hours Chemistry Lab; 2 quarter hours Topics in Science and Society. Winter quarter—4 quarter hours Introduction to Calculus; 4 quarter hours Organic Chemistry; 4 quarter hours Physics/Physics-Chemistry; 2 quarter hours Chemistry Lab; 2 quarter hours Topics in Science and Society. Program is preparatory for careers and/or future study in chemistry, physics, mathematics; upper class courses in these topics require Matter and Motion. For careers in medicine and lab biology also.

Additional course allowed: Yes.

Internship possibilities: No.

56 Biochemistry and Cell Biology

Fall/Group Contract.

Sponsors: Jeffrey J. Kelly and Donald G. Humphrey.

Enrollment: 44.

Prerequisites: Matter and Motion or Introduction to Natural Science or equivalent, particularly organic chemistry.

Special Expenses: None.

Part-Time Options: Yes.

This program is for students who want serious work in modern biochemistry and cell biology, primarily as preparation for the health professions or for graduate school. The physical and chemical properties of biological molecules will be studied in the context of cellular function. The laboratory will introduce skills, tools and techniques utilized in modern biochemistry and laboratory biology research. Instrumentation, including centrifugation, electrophoresis, and light and scanning electron microscopy, will be part of the laboratory and provide excellent preparation for doing individual research projects in Molecular, Genetic and Developmental Biology winter quarter.

Planned equivalencies: 6 quarter hours Biochemistry; 4 quarter hours Cell Biology; 2-6 quarter hours Laboratory in Advanced Biology.

Program is preparatory for careers and/or future study in health sciences, biology, medicine, chemistry, biochemistry.

Additional course allowed: Yes

Internship possibilities: No



“It were not best that we should all think alike; it is difference of opinion that makes horse races.”

Mark Twain

Molecular, Genetic and Developmental Biology

Winter/Group Contract.

Sponsors: Jeffrey J. Kelly and Donald Humphrey.

Enrollment: 44.

Prerequisites: Biochemistry and Cell Biology Group Contract or equivalent.

Special Expenses: None.

Part-Time Options: Consult sponsors.

This group contract will integrate molecular and developmental biology with molecular, classical and population genetics. In addition, biochemical topics, including metabolism, biosynthesis, hormone action and immunology, will be treated in both lecture and laboratory.

Students will have the option of choosing special laboratory projects in cytogenetics and development or in biochemistry. Both options can be selected by those who do not want to take a course outside the program.

Students will be expected to prepare and give lectures using current research literature. They will develop good laboratory and research skills and problem solving abilities. Excellent opportunities exist for advanced projects in biochemistry and developmental biology.

Subjects emphasized: Molecular biology, genetics, biochemistry, developmental biology.

Planned equivalencies: 4-8 quarter hours Biochemistry; 4-8 quarter hours (depending upon lab and research options) Developmental Biology; 4 quarter hours Genetics; 4 quarter hours Molecular Biology.

Program is preparatory for careers and/or future study in life and health sciences, medicine, dentistry, pharmacy, research.

Additional courses allowed: Yes

Internship possibilities: No

Nutrition

Spring/Group Contract (12 quarter hours).

Sponsor: Jeffrey J. Kelly.

Enrollment: 22.

Prerequisites: Organic and biochemistry. Some understanding of human physiology is encouraged.

Special expenses: None.

Part-Time Options: Consult sponsor.

This advanced group contract will provide students with a knowledge of the fundamental concepts of nutrition and the application of these concepts to advanced topics. Emphasis will be placed on reading original research articles and developing an understanding of the experimental evidence upon which current fads and practices in nutrition are based. The relationship between the current American diet and chronic degenerative diseases will be a major emphasis of the study. The program will be conducted as an advanced research seminar and each student will be expected to prepare several classroom presentations and written reports.

Planned equivalencies: 12 quarter hours Advanced Topics in Nutrition.

Program is preparatory for careers and/or future study in health sciences, biology, medicine, chemistry, education, counseling, public policy.

Additional course allowed: Yes

Internship possibilities: No

Anatomy and Physiology

Spring/Group Contract.

Sponsor: Donald Humphrey.

Enrollment: 22.

Prerequisites: One year of college biology and introductory organic chemistry.

Special Expenses: None.

Part-Time Options: Consult sponsor.

The structure and function of whole organisms and organ systems will be studied from the comparative approach. The primary emphasis will be on vertebrates and humans, but examples will be drawn from plants and invertebrates where pertinent. Exceptional opportunities exist for research projects on biological structure using both scanning-electron and light microscopy, on the physiology of exercise using the exercise-testing laboratory, or for scientific photography. Students will be expected to demonstrate good laboratory skills and adequate knowledge of anatomical and physiological relationships in both plants and animals. In addition seminar reports and at least one research project will be required.

Subjects emphasized: Anatomy (both gross and microscopic), histology, plant and animal physiology.

Planned equivalencies: 4 quarter hours Comparative Vertebrate Anatomy; 4 quarter hours Vertebrate Physiology; 4 quarter hours Human Anatomy and Physiology; 4 quarter hours in each of the following options: Stress Physiology, Histology, or other research projects in lieu of outside course

Program is preparatory for careers and/or future study in life or health sciences, medicine, dentistry, pharmacy, graduate and research work in laboratory biology.

Additional course allowed: Yes

Internship possibilities: No

Advanced Chemistry, Physics and Mathematics

Fall, Winter, Spring/Group Contract.

Sponsor: Lee Anderson.

Enrollment: 22.

Prerequisites: Matter and Motion or equivalent; at least two quarters of calculus.

Special Expenses: None.

Part-Time Options: Yes.

This group contract allows students to study major advanced topics in mathematics and the physical sciences needed to complete an undergraduate curriculum. They may study all or part of these subjects in several ways. Students whose primary work is in this group contract will be organized into a seminar or colloquium. This group will serve as a forum where advanced students with a common interest in science can share and develop their ideas in a more sophisticated atmosphere than that of more basic programs.

Fall quarter: *Thermodynamics:* An advanced treatment stressing the coherence of the laws of thermodynamics and the calculation of reaction potentials.

Classical Mechanics: The traditional junior-level physics course.

Fall, Winter: *Mathematical Analysis I and II:* Infinite series, ordinary differential equations, calculus of several variables, partial differentiation, and vector calculus.

Winter quarter: *Quantum Mechanics:* An advanced treatment, using vector calculus and computer techniques to explore the structure and energy of atoms and molecules.

Spring quarter: *Organic Instrumental Analysis:* The operation of instruments for performing spectroscopic analysis, and interpretation of the spectra.

Statistical Mechanics (Alternate years; offered 1980-81): How the macroscopic properties of matter can be calculated using the microscopic or quantum properties.

Abstract Algebra: An introduction to the study of abstract algebraic structures, including groups, rings and fields.

Each option is given 4 quarter hours. Some are prerequisite to others; consult instructors for more information. Students in this contract may also elect to take some of the half-time (8 quarter hour) spring quarter options offered in Matter and Motion.

Planned equivalencies: Equivalencies will be 4 quarter hours of each of the options taken.

Program is preparatory for careers and/or future study in all sciences, especially mathematics, chemistry, physics, experimental biology, health and environmental sciences.

Additional course allowed: Yes.

Internship possibilities: No.

Computability: The Scope and Limitations of Formal Reasoning

Fall, Winter, Spring/Group Contract.

Sponsor: Al Leisenring.

Enrollment: 22.

Prerequisites: Interview, coordinator signature required.

Special Expenses: None.

Part-Time Options: Yes.

This group contract is designed for students with a strong interest in computer science, mathematics, or philosophy and who want to explore some of the interconnections among these three fields.

Students will study a number of topics in mathematics that are interesting in their own right but also have important applications in computer science. These will include: mathematical logic, graph theory, *boolean* algebra, combinatorics, abstract algebra, and the theory of formal languages. Both the theory and the application will be emphasized. The problem assignments will give students the opportunity to improve their skills in proving theorems and in devising efficient strategies for solving problems, either by hand or on a computer.

In addition to the above activities, in which the student is actually doing mathematics, considerable attention will be devoted to the philosophy of mathematics and computing. After formulating precise definitions of "mathematical proof" and "computable function" we will study one of the most profound and important mathematical results of the 20th century—Godel's discovery, made in the 1930's, that there are problems in arithmetic which are inherently unsolvable. As we shall see, this discovery and others like it reveal that there are basic inescapable limits to what a computer can do. We will investigate the extent to which the human mind is subject to the same limitations.

There are no formal prerequisites for this contract beyond high school algebra, although a knowledge of computer programming is desirable. However, it will be assumed that students have sufficient aptitude and motivation to be able to think logically and to be comfortable in dealing with symbolic languages and abstract concepts.

Planned equivalencies: 8 quarter hours math logic; 8 quarter hours theory of computability; 8 quarter hours philosophy of math; 4 quarter hours discrete math; 4 quarter hours abstract algebra; 4 quarter hours computer programming; 4 quarter hours data structures; 4 quarter hours problem solving techniques; 4 quarter hours theory of formal languages.

Program is preparatory for careers and/or future study in mathematics, computer science, philosophy.

Additional course allowed: Yes

Internship possibilities: No

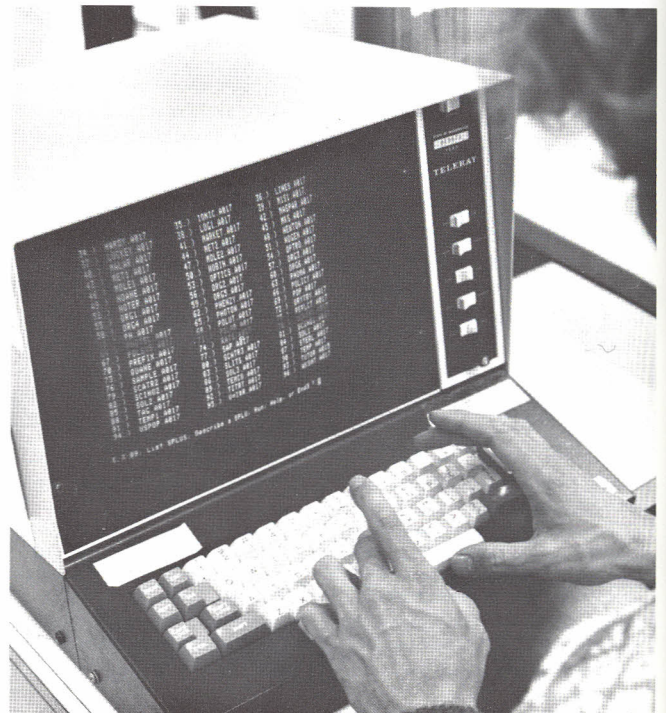
Evergreen offers introductory through advanced work in computer science. Among the programs regularly offered are Society and Computer (a basic program), the courses Introduction to Computers and BASIC and Data Structures, and programming practicums covering a wide range of applications and languages. Advanced topics such as artificial intelligence, computer graphics, computer-assisted instruction, and so forth are offered through individual contracts and programs like The Nature of Thought.

Students interested in pursuing computing careers or graduate studies in computer science are encouraged to study subjects in the Scientific Knowledge and Inquiry and Management and the Public Interest Specialty Areas, in addition to computer-related topics.

Other offerings closely related to Scientific Knowledge and Inquiry:

While each of the Basic Programs meets the Entry expectations of Scientific Knowledge and Inquiry, those most closely related in specific content are Society and the Computer, Humanism and Science: Two Cultures in Transition.

For intermediate or advanced students: Energy Systems, Applied Environmental Studies, Introduction to Environmental Studies, Human Health and Behavior: Birth to Death, Nutrition.



Evergreen-Vancouver

Founded in 1976, in cooperation with Clark College, TESC-Vancouver attempts to offer this same "intellectual engagement" and "authentic self-motivation" as is found on the Olympia campus to upper division students of the Clark County area. Two self-contained two year Coordinated Studies programs are available to students who already possess the AA degree or its equivalent.

Communication: Advanced Interdisciplinary Studies in the Humanities and Social Sciences

Fall, Winter, Spring/Coordinated Study (80-82) in Vancouver.

Coordinator: To be Announced.

Enrollment: 66.

Prerequisites: Junior standing.

Special Expenses: None.

Part-Time Options: Yes.

This upper division, two-year Coordinated Studies Program is designed for residents of Southwest Washington whose career and personal interests include the study of communication. The program will lead to a Bachelor of Arts degree and accommodates employed students. The program can be entered any quarter, with half-time and full-time enrollment available.

Our ability to symbolize, think, create and express inner beliefs, values, discoveries and dreams distinguishes us from other animals. The future of our world as well as individual survival will be affected by the communication systems we develop. This program is designed to focus on various communication mediums, and to prepare students for careers in which communication is a vital component. The 1980-81 Seminar will touch on themes humans have addressed throughout time. Readings from the humanities and social sciences will provide a rich background and better understanding of ourselves and our society. Some specific study areas to be included are Language and Symbolic Systems, Psychological Perspectives in the 20th Century, Technology and Cultural Change, Introduction to Mass Communication, The Art of Design, Ethics and Aesthetics.

The second year of the program will allow for specialization in the study of expressive, interpersonal, and public communication. Internships will provide an opportunity for working with experts in various communication modes. Classes will continue to deal with issues and develop specific communication skills and expertise.

Planned equivalencies: FALL—6 quarter hours Introduction to Mass Communication, 4 quarter hours Culture and Values, 3 quarter hours Reasoning and Logic; 3 quarter hours The Art of Design; WINTER—6 quarter hours Ethics and Aesthetics, 5 quarter hours Language and Symbolic Systems, 5 quarter hours Group Dynamics; SPRING—6 quarter hours Communication Bridges and Barriers, 5 quarter hours Psychological Perspectives of the 20th Century, 5 quarter hours Technology and Its Impact.

Program is preparatory for careers and/or future study in human services, public relations, the expressive arts, media specialties and interpersonal communication.

Additional Course Allowed: No. Internship Possibilities: Yes

Decision Making: Management and the Public Interest—Vancouver

Fall, Winter/Group Contract at Vancouver.

Sponsor: To be assigned.

Enrollment: 66.

Prerequisites: Senior class standing or approval of instructor. Principles of Economics, Principles of Accounting.

Special Expenses: None.

Part-Time Options: Program consists of required 8 credit core plus elective courses. Part-time students may take either the core (8 credits) or core plus one elective (2 credits). Enrollment by part-time students in single courses only will be approved by sponsor only.

Rational and humanistic processes for problem-solving and decision-making in business and public life will be explored, documented and tested in practical applications. Program evaluation techniques and computer-based analytic and decision systems as well as behaviorally-oriented decision-making are included. Students electing to take more than 8 quarter credits will also choose among the following four-credit courses: Government Regulation of Business, Negotiations, Economics for Managers, Governmental Accounting, The Northwest in the International Economy, Logic and Reasoning, Internship/Practicum.

Planned equivalencies (for core): 4 quarter hours Program Evaluation; 4 quarter hours Quantitative and Qualitative Decision-Making.

Program is preparatory for careers and/or future study in business and public administration, educational administration, non-profit corporations, consulting, and leadership in community services.

Additional course allowed: Yes

Internship possibilities: Yes

Teachers' Certification

60

In conjunction with the University of Puget Sound, The Evergreen State College offers a half-time four quarter curricula leading to the provisional certification for teaching at the elementary, junior high or senior high school level.

The program is designed as a half-time program (except for the final quarter of student teaching which is full time) so that students may pursue work on their subject area specialties at the same time. For this reason the program is most appropriate to students who are at the junior level in college.

Admission

Admission to the initial programs in the Teachers' Certification program requires prior admission to the College, junior class standing at the time of entering the program, and a grade point average (where ascertainable) of at least 2.50 (or C+ or better). Students wishing to apply for this program should fulfill all admission requirements—including filling out a special application form obtainable from the Admissions Office—prior to April 15, 1980. Students who are selected for admission to the program will be notified in writing prior to the Academic Fair and Registration Process in May. Full information may be obtained through the Admissions Office.



TESC-UPS Teacher Certification Program

Elementary School Preparation
(47 quarter hours)

Fall 1980

Introduction to Teaching
Ed. 301
5 quarter hours

Winter 1981

Instructional Strategies
Ed. 346
3 quarter hours

Educational Psychology
Ed. 302
5 quarter hours

Reading
Ed. 349

Language Arts
Ed. 348
5 quarter hours

Social Studies Methods
Ed. 345
2 quarter hours

Secondary School Preparation
(40 quarter hours)

Fall 1980

Introduction to Teaching
Ed. 301
5 quarter hours

Winter 1981

Instructional Strategies
Ed. 346
3 quarter hours

Educational Psychology
Ed. 302
5 quarter hours

Secondary Curriculum Development & Methods
Ed. 359
5 quarter hours

"It made me gladsome to be getting some education, it being like a big window opening."

Mary Webb

Spring 1981

Math. Methods
Ed. 350

Science Methods
Ed. 365
5 quarter hours

Art/Music Methods
Ed. 347
2 quarter hours

Context of
Education
Ed. 415
3 quarter hours

Spring 1981

Secondary Reading
Ed. 463
2 quarter hours

Context of
Education
Ed. 415
3 quarter hours

Fall 1981

Student Teaching
Ed. 401
15 quarter hours

Seminar
Ed. 416
2 quarter hours

Fall 1981

Student Teaching
Ed. 402
15 quarter hours

Seminar
Ed. 416
2 quarter hours

Schedule and Sequence of Curriculum

Except during the final quarter of student teaching, the Teacher's Certification classes are held in the afternoons. Students may fill in their programs with other Evergreen part-time studies, but they should plan to schedule those in the mornings or evenings.

The sequence of courses for the provisional certification in elementary and secondary education follows with course descriptions listed subsequently.

Course Descriptions

301 INTRODUCTION TO TEACHING

Field experience, to allow students to ascertain commitment to the educational profession. Provides direct work experience with teachers in school setting. Must plan a three hour block, either morning or afternoon, in a selected school district. Prerequisite to all other Education courses. Taken concurrently with Education 302.

302 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Major theoretical concepts related to human development, learning, teaching-learning process, development of effective teaching-learning strategies; application to immediate, future instructional tasks. Prerequisites: Education 301, cumulative grade point average of 2.25 or higher. Required for provisional certificates.

345 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

Teaching strategies; current research, practical aspects of teaching social studies. Laboratory experiences and micro-teaching. Prerequisites: Education 301; 302.

346 INSTRUCTIONAL STRATEGIES

Survey of general teaching methods applicable in various subjects.

347 ACTIVITIES IN THE ELEMENTARY SCHOOL

Introduces basic principles for teaching art, music, physical education in the elementary school. Instructors are specialists from the three departments. Strongly recommended for every elementary teacher.

348 NEW OFFERING

Language Arts and Writing. Focus on teaching language arts as communication.

349 READING IN THE ELEMENTARY SCHOOL

Language arts as interrelated communication processes; analysis of program objectives, methods, material; development of teaching-learning strategies in laboratory school settings. Prerequisites. Education 301, 302.

350 MATHEMATICS IN THE ELEMENTARY SCHOOL

Techniques of teaching elementary school mathematics; examination of texts. Reports from book consultants; films, class presentations, individual tutoring of elementary students. Prerequisites: Education 301, 302, or permission of instructor.

359 TEACHING STRATEGIES IN THE SECONDARY SCHOOL

Curricular, organization patterns in secondary schools, emphasis on teaching techniques (i.e., lecture, seminar, inquiry, questioning strategies, and use of community resources). Course intended for juniors.

365 SCIENCE FOR ELEMENTARY TEACHERS

Background in biological, physical sciences recommended. Development of skills in fusing a science program and materials into a learning experience for children. Prerequisites: Education 301, 302.

401 ELEMENTARY SCHOOL STUDENT TEACHING

Directed student teaching in student's preferred grade of public elementary schools, daily for a full term, seminar in advanced methods included. School of Education endorsement required. Required for the Provisional Elementary Certificate. To be taken concurrent with Education 416.

402 SECONDARY SCHOOL STUDENT TEACHING

Directed student teaching in the student's major and minor fields of concentration at the junior high and/or high school level for 4-6 class periods daily during a full term. Seminars will be arranged. School of Education and major department endorsement required. To be taken concurrent with Education 416.

415 CONTEXT OF TEACHING

Through an analysis and evaluation of selected socio-cultural forces which influence educational programs and institutions, each student should be able to define more precisely his/her values, assumptions and role as teachers in the schools of America.

416 TEACHING-ELEMENTS OF SUCCESS

Required course for all students seeking teacher certification. A seminar in which a variety of topics important to successful teaching will be discussed. Must be taken concurrently with student teaching.

463/563 TEACHING SECONDARY READING IN THE CONTENT FIELDS

Reading problems, programs, techniques of teaching reading for prospective, practicing secondary teachers, emphasis on developmental reading with a focus on how reading fits into a language curriculum.

Courses

Evergreen offers Courses in a variety of subjects, which cover specific subjects in a manner similar to courses taught by traditional colleges. Most are given in the late afternoon or evening to be accessible to students with full-time jobs and other daytime commitments. If you are in a fulltime program, you may be able to attend a Course as part of your Coordinated Study, Group Contract, or Individual Learning Contract program. Talk to your program coordinator or contract sponsor about making the arrangements, and do it before the quarter begins, if possible, so you don't lose any time. If you register for only one or two courses in a given quarter, you can enroll directly in a Course. Students may also audit a Course, but enrollment is limited, and those studying for credit will be admitted first. Requirements for both credit and audit students are regular attendance and completion of assignments.

The following subjects will definitely be offer in 1980-81:

Music Fundamentals	General Chemistry
Music Theory	Introductory Chemistry
Acting	Introduction to Computers and Programming
Dance	Spanish
Drawing and Painting	French
Photography	Accounting
Calculus	American History
American Government	Stagecraft
Basic Video Skills	Media for the Uninitiated

A substantial number of additional Courses, in social sciences, humanities, arts and natural sciences will be offered each quarter. In recent years Courses have covered such topics as economics, history, creative and expository writing, psychology, and music performance (vocal and orchestral). The final listing of Courses will be published about a month before the beginning of each quarter. It will contain descriptions of all courses, as well as of other opportunities for part-time students.



Internships

An internship is an opportunity to achieve one's immediate academic program or contract objectives and to progress toward long range educational goals through carefully planned and closely supervised activities in a "real world" learning environment.

Internships may be conducted through enrollment in a Coordinated Studies Program, a Group Contract, or an Individual Learning Contract. Students enrolling for a Coordinated Studies Program or Group Contract should plan to intern only if an internship has been included among its options or requirement. For those enrolling in an Individual Learning Contract, an internship may constitute either a substantial part or a minor part of the contracted activities.

Internships are conducted in a variety of field settings and in many geographical locations. While a majority of Evergreen interns are placed in the Southwest Washington area, many opportunities are available throughout Washington state, in other states and even in a number of other countries.

Each internship is sponsored by a member of the faculty or by a uniquely qualified staff member who has been approved by the deans for service as a contract sponsor. Activities in the internship setting are guided and supervised by a field supervisor selected on the basis of his or her qualifications, experience and willingness to serve as a mentor during the internship. Field supervisors are valuable learning resources to whom most students otherwise would not have access during their undergraduate years.

Each internship—and each quarter of an internship conducted for more than one quarter—is planned, arranged, conducted and evaluated in terms of one's academic objectives for that quarter. It is an integral part of the student's total academic program, growing out of his or her prior learning achievements and resulting in additional learning outcomes that are as documentable and as academically creditable as any others for which credit is awarded at Evergreen. Internship arrangements almost always include a strong, individually tailored academic component (related readings, report writing and the like).

The academic component is particularly important in the case of an employment-related internship, a type of opportunity the College provides for mature and exceptionally situated students to effect creative relationships between their programs of study and their positions of employment during a portion of their Evergreen careers.

In brief, an employment-related internship may be conducted when a student who is already employed—or who has obtained but not yet begun an ongoing position of employment—can make arrangements with his or her employer for learning

activities in the work environment which (1) are related to his or her academic objectives; (2) are decidedly different from those ordinarily done in meeting the responsibilities of his or her position; and (3) potentially will lead to documentable learning outcomes beyond the level of his or her previous academic achievement.

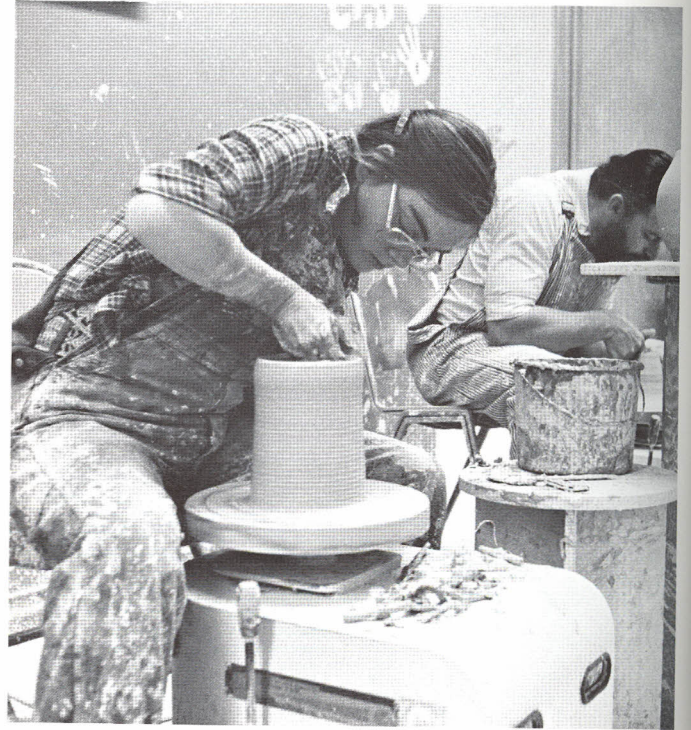
All matters pertaining to each quarter of an internship—including but not limited to learning objectives, internship activities, the academic component, evaluation procedures and the role responsibilities of student, faculty sponsor and field supervisor—are negotiated and agreed to before the internship begins. Agreements are formalized by completing an internship document which is signed by all parties.

Recent Evergreen students have interned in a variety of fields related to their academic programs and career interests. They include:

Accounting	Health Care Services
Agriculture	Health Education
Arts Management	Journalism
Banking and Finance	Law
Business Administration	Marine Biology
Communications	Marketing
Community Organization	Medical Technology
Computer Science	Movement Therapy
Corrections	Natural Resources Management
Counseling	Outdoor Education
Education	Personnel Management
Environmental Science	Political Science
Fine Arts	Public Administration
Graphic Arts	Rehabilitation

The internship program is coordinated by the Office of Cooperative Education. Arrangements for each internship must be cleared in advance with and approved by the Office. Students interested in conducting internships should contact the office at the earliest possible date to obtain a copy of the Internship Request form and to schedule a conference with a Co-op Counselor. Guided by the information supplied on the request form, your counselor will be able to tell you about known placement opportunities that seem to meet your needs, counsel you about the internship negotiation process, help arrange an interview with a prospective field supervisor and, if you don't already have one, assist you in locating a faculty sponsor. Further, if the type of internship you need is not already available, your counselor will work with you to develop one—provided you make your needs known far enough in advance.

For additional information about internships, write or telephone the Office of Cooperative Education, LAB I, The Evergreen State College, Olympia, WA 98505, (206) 866-6391.



“To travel hopefully is better than to have arrived.”

Robert Louis Stevenson

Other Options for Credit External Credit Program

Students returning to college who have work or independent study experience may be able to earn academic credit for these prior learning experiences.

Students who believe they may have credit-worthy prior learning experience which was gained outside college should contact the Coordinator, Office of Prior Learning Programs, for a brochure and more details during their first quarter of enrollment.

Upside-Down Degree Program

Those who hold vocational or technical degrees from accredited two-year colleges, such as an ATA (Associate of Technical Arts) or an AAS (Associate of Applied Science), may apply for the Upside-Down Degree Program, through the Admissions Office. Simply write “Upside-Down Degree Applicant” across the top of your Washington Uniform Application Form. You will receive further information and an application form. The Coordinator, Office of Prior Learning Programs, will evaluate for acceptance.

The candidate, with the assistance and approval of a faculty advisory committee, will design and implement a two-year plan of study. In general, the advisory committee will expect a good deal of work in liberal arts oriented Coordinated Studies and Group Contracts, in order to assure a level of general education comparable to other bachelor's degree recipients.

For further information contact the Coordinator, Office of Prior Learning Programs or the Admissions Office.

Center for the Development of Reading and Writing

The Center for the Development of Reading and Writing provides limited basic help for students who need skills development in those areas. Work is offered for academic credit, for the most part, through seminars, courses, and self-paced learning units of various types.

The program's primary goal is directed to serving students who need to develop their verbal abilities, not only for the purposes of doing better and more satisfying college work, but also to lay some groundwork for the broader purposes of enhancing their creative, societal and human potential through these two vital tools of communication.

Credit by Examination

Information regarding College Level Examination Program (CLEP) is available from the Office of the Registrar which will also assist students in determining eligibility for CLEP-generated credit.

Foreign Language Study

Students can study foreign languages in Coordinated Studies, Group Contracts, Individual Contracts and Courses.

Coordinated Studies offer the most integrated approach, as they combine language study with cultural studies. In recent years, programs in Japanese, Russian, French and Spanish were offered in four, three and two year cycles, respectively. The common component is total immersion in the language during Summer Quarter; continued language study combined with cultural studies during the academic year; and a foreign study component. Other cultural studies programs will be offered as interest and faculty resources permit.

Group Contracts will generally follow the foreign component of Coordinated Studies to enable students to do advanced work. Individual Contracts may be possible in certain cases when a particular area of study is conducive to individual work.

Study Abroad

A chance to study abroad is offered through some Coordinated Studies programs which first immerse students in the language, history and culture of a foreign land and then enable them to continue their studies in that land. Shorter study programs are offered, for briefer periods, in conjunction with programs developed at Evergreen or through Contracted Studies.

If Evergreen can't provide opportunities directly, we work with other institutions and agencies to assist students to complete projects essential to their education.

Registration for Study Abroad

To study abroad:

1. Pre-register on program selection card, with signatures of student and faculty advisor.
2. Process status changes: i.e., change of credits, withdrawal or leave during the course of the year, graduation, extension beyond 180 Evergreen quarter credit hours.
3. Make sure address on file at Registrar's Office is CORRECT. This is absolutely necessary for billing.
4. Secure necessary certification if V.A. or Social Security Benefits apply.
5. For students needing financial aid, give signatures on loans, file statement of intent, etc., in advance.

These details can be handled in advance, but the responsibility for initiating action rests with the student. Inquiries should begin at the Registrar's Office.

66 **Self-Paced Learning**

Evergreen recognized early that some subjects may be studied effectively by students working independently using materials that allow them to work at their own pace. Since the college opened it has been building a collection of slide-tapes, computer assisted instruction, videotapes, programmed texts, and other resources with which students develop a personalized approach to study of such diverse areas as science, management, music, mathematics, and languages.

Students may use two main facilities for self-paced studies for academic credit, either on their own or as part of a regular academic program. One is the Self-Paced Learning Unit (SPLU) Lab, which maintains an inventory of equipment primarily used in the sciences, such as calculators, microscopes, chemical and photographic laboratory equipment, and others. The other is the PLATO Learning Center.

PLATO is a computer-aided instruction system that offers thousands of hours of instruction in more than 100 different academic fields. Here students can register for a complete sequence of self-paced instruction in, for example, "Financial Management," or "Introduction to Computers and the BASIC Programming Language." Some of these programs satisfy requirements for academic programs. However, "browsing" is welcomed.

Teacher's Certification

In conjunction with the University of Puget Sound, Evergreen offers work leading to the provisional certification in secondary and/or elementary education. The program is open to students who have attained at least junior standing and who meet all other admission requirements.

Students who seek an education degree are urged to begin planning their coursework early, as the requirements of the program are quite specific.

The Library

Ideas, information, access to them and ways to communicate. That's what our Library is all about.

Evergreen's Library provides the best library tools available and a staff that responds to students' needs through their college experience.

An integral part of the teaching and learning process, the Library shelters a wide range of subject indexes through the most innovative media production equipment.

We have more than 140,000 books for your use and pleasure, with more than 10,000 new books acquired each year. Our print materials include more than 2,500 serials (journals, magazines, international documents, and newspapers), 36,000 government publications, and tens of thousands of pages of material on microfilm and microfiche.

We also have available more than 4,000 audio recordings, 15,000 slides, numerous art prints, maps, films, video tapes, transparency sets and items of realia.

Of special note is our reference collection, which consists of thousands of indexes, encyclopedias, dictionaries, bibliographies and handbooks, which function together as a complex information tool.

In addition to traditional information resources, the Library has portable audio-visual equipment, which may be checked out by anyone in the campus community.

The Mini-Media Production Center (MPC) provides a beginning-to-intermediate level media facility for use by Evergreen students, faculty and staff. It is fully equipped with work stations including a photography studio, a graphic arts workroom, audio and video recorders, listening carrels, multi-media program equipment and super 8 and 16 mm film editing benches.

For more advanced students, the Library is equipped with a color television studio and a highly sophisticated sound recording and mixing studio. The Library also offers media production services in graphic design, photography, and audio and video recordings.

In addition, Library staff maintains electronic media maintenance and repair services and the campus closed circuit electronic switching center. The Library provides operators for the Lecture Hall and Communications Building media equipment and systems.

More detailed information about the various areas of the Library may be obtained from the Library *Hands On* Book or from our staff.

The Computer

The role of the computer in today's society and its importance to citizens has grown until there is hardly an area into which the technology has not been adapted.

At Evergreen, all students have access to the computers. Each year an estimated 40 percent of our students find the computer "tool" a valuable problem-solving resource, one to which they have open access, and a "hand-on" approach to learning.



With two Hewlett-Packard minicomputer systems, up to 48 students can use the computer concurrently, utilizing their own programs or those drawn from the library of programs including simulations and data analysis packages. More than 40 terminals are located around the campus and terminals may be checked out from Media Loan for individual use.

A remote job entry terminal system can be used for "number crunching" or access to special software, with Data General NOVA Minicomputers, PLATO, an analog digital hybrid system, and an extensive collection of microprocessor systems rounding out the rich range of facilities available.

Students get a great deal of staff support as they use computer resources, operate equipment and write special programs. In addition, advanced students have facilities for applications in Computer Science such as computer graphics. Individual Contracts are also available with faculty and staff, as well as Internships with computer manufacturers, software houses, and major users including state government.

Graduates have produced commercial computer animated films, attended graduate schools in Computer Science at Stanford and the University of Edinburgh, Scotland, for example, or taken their knowledge into the work world as a powerful tool to complement their other pursuits.

In 1978, Evergreen was chosen by a National Science Foundation study as one of ten exemplary colleges and universities nationwide for its use of instructional computing.

Career Planning and Placement

Start your career and employment planning early.

Evergreen graduates can expect satisfactory employment or graduate school placement, if you define your interests, use the college's advising and academic resources, and plan ahead.

This service helps students identify career interests, gather information about them, identify potential employers or graduate programs, and plan job or graduate school investigation. We work with first through fourth-year students on an individual and group basis.

Visit the Career Library (L 1213) and stop by the office at the beginning of each quarter for your quarterly schedule of career information programs.

Faculty 1979-80

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Humanities-Arts

Richard W. Alexander:

English and Literature, 1970;

B.A., English, Emory University, 1956; M.A., English, Tulane University, 1961; Ph.D., English, University of Illinois, 1966.

Nancy Allen:

Literature and Languages, 1971;

B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

Susan M. Aurand:

Art, 1974;

B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

Gordon Beck:

Cinema Arts and Art History, 1972;

A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.

Craig B. Carlson:

Communications, 1973;

B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.

Donald W. Chan:

Music, 1971;

B.A., Music, San Jose State College, 1962; M.S., Music, Julliard School of Music, 1964.



Sally J. Cloninger:

Film-Television, 1978;
B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971;
Ph.D., Communications-Film, Ohio State University, 1974.

Thad B. Curtz:

Literature, 1972;
B.A., Philosophy-Literature, Yale University, 1965; M.A., Literature, University
of California at Santa Cruz, 1969; Ph.D., Literature, University of California at
Santa Cruz, 1977.

Leo Daugherty:

Literature and Linguistics, 1972;
Academic Dean, 1975-76;
A.B., English-Art, Western Kentucky University, 1961; M.A., English, University
of Arkansas, 1963; Ph.D., American Literature, East Texas State University,
1970.

Peter H. Elbow:

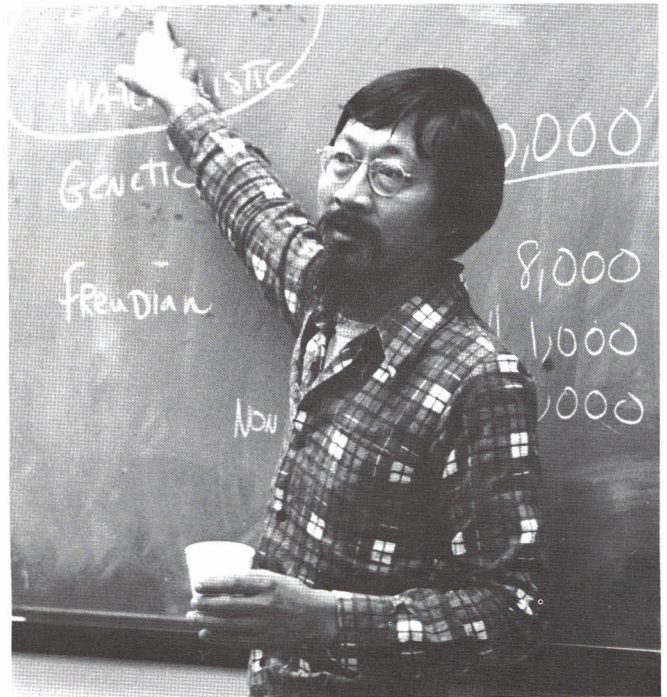
Literature, 1972;
B.A., Williams College, 1957; M.A., Exeter College, 1959; M.A., Oxford Uni-
versity, 1963; Ph.D., Literature, Brandeis University, 1969.

David Englert:

Music, 1979 (visiting)
B.Mus., Composition, Oberlin College Conservatory, 1973; M.Mus., Compo-
sition, Cleveland (Ohio) Institute of Music, 1976.

Susan R. Fiksdal:

Languages, 1973;
Diplome de Langue, Universite de Toulouse-Bordeaux a Pau, 1967; Diplome de
Langue et Lettres Francaises, Universite d' Aix Marseille, 1968; B.A., French,
Political Science, Western Washington University, 1969; M.A., French,
Middlebury College, Vermont, 1972.



Marilyn J. Frasca:

Art, 1972;
B.F.A., Fine Arts, San Francisco Art Institute, 1961; M.A., Art, Bennington
College, 1964.

David F. Gallagher:

Fine Arts, 1978;
B.A., Art, Central Washington State College, 1973; M.F.A., Fine Arts, Uni-
versity of Washington, 1975.

Robert S. Gottlieb:

Music, 1972;
B.A., Music, Yale University, 1948; M.A., Composition, University of California
at Berkeley, 1952; D.M.A., Music, University of Southern California, 1958.

Andrew M. Hanfman:

Language Studies; Russian-Soviet Area Studies, 1972;
Ph.D., Modern Languages-Comparative Literature, University of Turin, 1937.

W. Joye Hardiman:

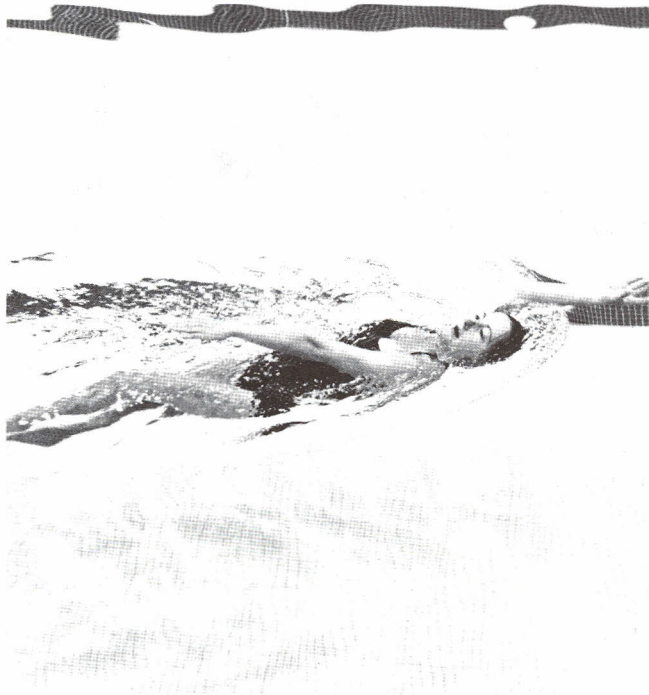
Theater-Communications, 1975;
B.A., Literature-Creative Writing, State University of New York at Buffalo, 1968;
M.A., Urban Folklore, State University of New York at Buffalo, 1975.

Willard Humphreys:

Philosophy, 1970;
Academic Dean, 1976-Present;
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.

Stan Klyn:

Arts-Engineering, 1972;

B.S., Engineering, California State University at San Jose, 1967; M.S., Mechanical Engineering, California State University at San Jose, 1968.

Jan Krawitz:

Media Arts, 1979 (visiting);

B.A., Photography and Film, Cornell University, 1975; M.F.A., Film, Temple University, 1979.

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.

Ronna Loewen:

Communications, 1978 (visiting)

A., Arts, Clark College, 1962; B.S., Speech Theatre/English, Portland State University, 1966.

“The true aim of every one who aspires to be a teacher should be, not to impart his own opinions, but to kindle minds.”

F. W. Robertson

Jean Mandeberg:

Fine Arts, 1978 (visiting)

B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.

David Marr:

Literature-American Studies, 1971;

B.A., English, University of Iowa, 1965; M.A., American Civilization, University of Iowa, 1967; Ph.D., American Studies, Washington State University, 1978.

S. Rudolph Martin:

English, 1970;

Academic Dean 1973-1976;

A.B., English, University of California at Berkeley, 1957; M.A., English, San Francisco State College, 1961; Ph.D., American Studies, Washington State University, 1974.

Patricia Matheny-White:

Librarianship, 1978;

B.A., Music, Macalester College, 1967; M.A., Library Science, University of Denver, 1968.

Charles J. McCann:

English, 1968;

President, 1968-77;

B.A., Naval Science, Yale University, 1946; M.S., Merchandising, New York University, 1948; M.A., English, Yale University, 1954; Ph.D., English, Yale University, 1956.

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.

Thomas Ott:

Media Arts, 1979 (visiting)

B.A. (equiv.), Cinematography, Academy of Music and Performing Arts, Vienna, Austria, 1974.

Charles N. Pailthorp:

Philosophy, 1971;

B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

David Paulson:

Philosophy, 1978 (visiting)

B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy of Science, Stanford University, 1971.

David L. Powell:

Literature, 1972;

B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.

Susan P. Smith:

Librarian, 1978;

B.A., History, Wake Forest University, 1963; M.S.L.S., University of North Carolina, 1966.



Sandra M. Simon:

English, 1973;
B.A., Psychology, University of California at Los Angeles, 1954; M.A., English, University of California at Los Angeles, 1963.

Leon R. 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.

Andre Tsai:

Theater Arts, 1974;
B.A., English Literature, National Taiwan University, 1957; M.A., Theater Arts, Ohio State University, 1961; Ph.D., Theater Arts, Ohio State University, 1964.

Sidney D. White:

Art, 1970;
B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.

Ainara D. Wilder:

Theater and Drama, 1972;
B.A., Dramatic Arts, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.

William C. Winden:

Music, 1972;
Assistant Academic Dean, 1976-78;
B.S., Music, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.

Natural Science

Lee R. Anderson:

Physical Science, 1971;
B.S., Physics, Stanford University, 1961; M.A., Physics, University of Oregon, 1965; M.S., General Science, Oregon State University, 1967; Ph.D., Physical Science, Oregon State University, 1969.

W. Robert Barnard:

Chemistry, 1970;
B.S., Education-Chemistry, Montana State College, 1961; M.S., Applied Sciences, Montana State College, 1965; Ph.D., Audio-Visual Communications, Ohio State University, 1969.

Michael W. Beug:

Chemistry, 1972;
B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.

**"Knowledge that puffs up a possessor's mind
is evermore of a pernicious kind."**

William Mather

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Richard B. Brian:

Mathematics, 1970;
B.S., Physics, Grove City College, 1953; M.A. Mathematics, University of Maryland, 1959; Ph.D., Mathematics Education, University of Maryland, 1966.

Richard A. Cellarius:

Biophysics and Plant Biology, 1972;
B.A., Physics, Reed College, 1958; Ph.D., Life Sciences, Rockefeller University, 1965.

Robert Cole:

Physics, 1979 (visiting)
A.B., Physics, University of California, Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State, 1972.

Sherburn S. Cook, Jr.:

Biology, 1977;
A.B., Zoology, University of California at Berkeley, 1953; M.S., Vertebrate Zoology, University of California at Berkeley, 1956; Ph.D., Entomology, University of California at Berkeley, 1961.

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;
B.S., Biology, Buena Vista College, 1961; M.S., Zoology-Ecology, State University of Iowa, 1964; Ph.D., Marine Biology-Ecological Physiology, Stanford University, 1969.

Betty R. Estes:

History of Science, 1971;
B.S., Mathematics, University of Oklahoma, 1957; M.A. Mathematics, University of Pennsylvania, 1960.

Robert W. Filmer:

Applied Science and Technology, 1972;
B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.

Burton S. Guttman:

Biology, 1972;
B.A., University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.

Steven G. Herman:

Biology, 1971;
B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.

Donald G. Humphrey:

Biology, 1970;
Academic Dean, Natural Sciences and Mathematics, 1970-73;
B.S., Physical Education, University of Iowa, 1949; M.S., Physical Education, University of Washington, 1950; Ph.D., Zoology, Oregon State University, 1956.

Linda B. Kahan:

Biology, 1971;
A.B., Zoology, University of California at Berkeley, 1963; M.A., Biology, Stanford University, 1965; Ph.D., Biology, Stanford University, 1967.

Jeffrey J. Kelly:

Chemistry and Biochemistry, 1972;
B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.



Robert H. Knapp, Jr.:

Physics, 1972;
Assistant Academic Dean, 1976-1979;
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. Seigfried 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.

Kaye V. Ladd:

Inorganic Chemistry, 1975;
B.A., Chemistry, Reed College, 1963; M.A., Physical Chemistry, Brandeis University, 1965; Ph.D., Inorganic Chemistry, Brandeis University, 1974.

Albert C. Leisenring:

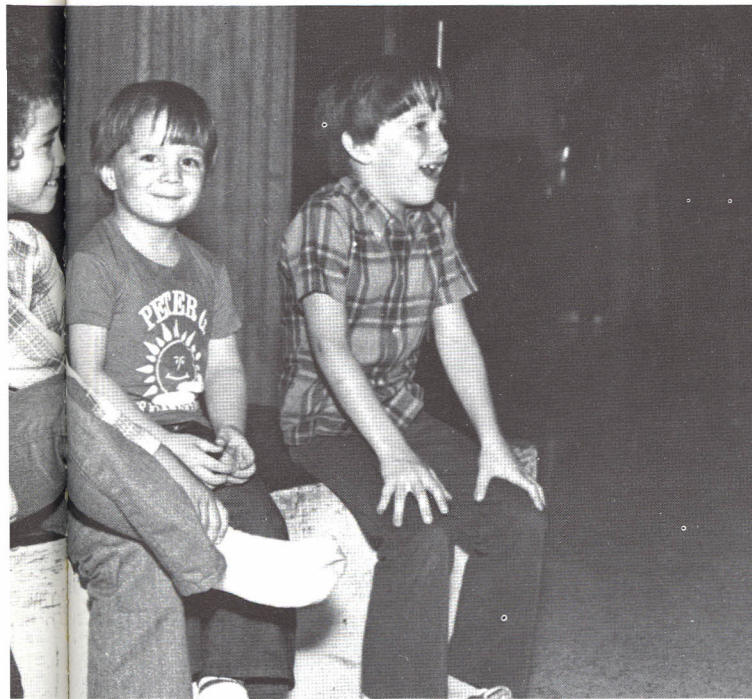
Mathematics, 1972;
B.A., Mathematics, Yale University, 1960; Ph.D., Mathematics, The University of London, 1967.

David H. Milne:

Biology, 1971;
B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.

"Wisdom is knowledge in action."

Louis Mumford



Willie L. Parson:

Microbiology, 1972;
Academic Dean, 1974-78;
B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.

Hazel J. Reed:

Mathematics, Spanish, 1977;
B.A., Mathematics, Reed College, 1960; M.S. and Ph.D., Mathematics, Carnegie Mellon University, 1968.

Jacob B. Romero:

Applied Science, 1972;
B.S., Chemical Engineering, University of New Mexico, 1954; M.S., Chemical Engineering, University of Washington, 1957; Ph.D., Chemical Engineering, University of Washington, 1959.

Niels A. Skov:

Oceanography, 1972;
B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Ph.D., Physical Oceanography, Oregon State University, 1968.

Robert R. Sluss:

Biology, 1970;
B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University, 1955; Ph.D., Entomology, University of California at Berkeley, 1966.

Oscar H. Soule:

Biology, 1971;
Associate Academic Dean, 1972-73;
B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.

Fred Stone:

Biogeography, 1978 (visiting)
B.S., Agriculture, Cornell University, 1962; M.S. Entomology, Cornell University, 1969; Ph.D., Biogeography, University of Hawaii, 1979.

James Stroh:

Geology, 1975;
B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.

Frederick D. Tabbutt:

Chemistry, 1970;
B.S., Chemistry, Haverford College, 1953; M.A., Chemistry, Harvard University, 1955; Ph.D., Physical Chemistry, Harvard University, 1958.

Peter B. Taylor:

Oceanography, 1971;
B.S., Biochemistry, Cornell University, 1955; M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.

John Warren:

Geology, 1979 (visiting)
B.A., Geology, Cornell University, 1960; M.S., (graduate classes toward), University of South Carolina at Chapel Hill; Ph.D. Stanford University, 1967.

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;
Acting Vice President and Provost, 1978-Present;
B.S., Physics, California Institute of Technology, 1948; Ph.D., Physics, University of California at Berkeley, 1953.

Social Sciences

Guy B. Adams:

Public Administration, 1978;
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.

Priscilla V. Bowerman:

Economics, 1973;
A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M.Phil., Yale University, 1971.

Jovana J. Brown:

Librarianship and Political Science, 1974;
Dean of Library Services, 1974-Present, A.B., Political Science, University of California, 1959; M.L.S., Librarianship, University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library Science, University of California at Berkeley, 1971.



“First we shall want the pupil to understand, speak, read, and write his mother tongue well.”

H. G. Wells

William H. Brown:

Geography, 1974;
B.A., Geography, Antioch College, 1959; M.A. and P.A., Geography, University of California, Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.

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 (visiting)
A.A. with honors, 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.

Elizabeth Diffendal:

Applied Social Science-Planning, 1975;
A.B., Social Anthropology, Ohio State University, 1965; M.A., Social Anthropology, University of California at Los Angeles, 1968.

Carolyn E. Dobbs:

Urban Planning, 1971;
B.A., History-Political Science, Memphis State University, 1963; M.A. Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.

Mark Farah:

Economics, 1979 (visiting)
B.A., Economics, University of Oregon, 1964; M.A. Economic Planning, University of Oregon, 1969.

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, Oregon College of Education, 1967; Ph.D., Education, Oregon State University, 1970.

Russell R. Fox:

Community Planning, 1972;
B.A., Mathematics, University of California at Santa Barbara, 1966; M. Urban Planning, University of Washington, 1971.

Theodore L. Gerstl:

Applied Behavioral Science, 1971;
B.A., Psychology, California State University at Northridge, 1965; Ph.D.,
Organizational Behavior, Case Western Reserve University, 1969.

Margaret H. Gribskov:

Journalism and Education, 1973;
Ph.D., Education, University of Oregon, 1973.

James Gulden:

Education, 1972;
B.A., Biology-Education, Central Washington State College, 1963; M.S.,
Counseling Psychology, California State College at Los Angeles, 1967.

Jeanne E. Hahn:

Political Science, 1972;
Assistant Academic Dean, 1978-Present, B.A., Political Science, University
of Oregon, 1962; M.A., Political Science, University of Chicago, 1964.

Philip R. Harding:

Architecture, 1971;
B., Architecture, University of Oregon, 1963; M., Architecture, University of
California at Berkeley, 1970.

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.

Mary Ellen Hillaire:

Sociology and Social Work, 1972;
B.A., Sociology, Western Washington State College, 1956; M.S.W., Social
Work, University of British Columbia, 1957; M.Ed., Education, Western Wash-
ington State College, 1967.

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.

Virginia Ingersoll:

Communications, 1975;
B.A., Journalism-Philosophy, Marquette University, 1964; Ph.D., Commun-
ications and Organizational Psychology, University of Illinois, 1971.

Winifred Ingram:

Psychology, 1972;
B.A., Sociology, University of Washington, 1937; M.A., Sociology, University
of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University,
1951.

Richard M. Jones:

Psychology, 1970;
A.B., Psychology, Stanford University, 1950; Ph.D., Clinical Psychology,
Harvard University, 1956.

Lovern C. King:

Native American Studies, 1977;
B.A., English, Seattle Pacific College, 1972; M.A., Communications, University
of Washington, 1976.

Lowell Kuehn:

Sociology, 1975;
B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of
Washington, 1969; Ph.D., Sociology, University of Washington, 1973.

Eric H. Larson:

Anthropology, 1971;
B.A., San Jose State College, 1956; M.S., San Jose State College, 1957; Ph.D.,
Anthropology, University of Oregon, 1966.

Russell Lidman:

Economics, 1974;
B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Economic
Development, Princeton University, 1968; M.A., Economics, University of
Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at
Madison, 1972.

Paul A. Marsh:

International Relations, 1971;
B.A., Political Science, Humboldt State University, 1963; M.A., Asian Studies,
University of Southern California, 1966.

Earle W. McNeil:

Sociology, 1971;
B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Wash-
ington State University, 1965.

Maxine L. Mimms:

Social Science, 1972;
Ph.D., Pedagogical and Curriculum Studies, Union Graduate School-West,
1977.

**Arthur Mulka:**

Public Administration, 1979 (visiting)
 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.

Charles T. Nisbet:

Economics, 1971;
 B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana Uni-
 versity, 1959; Ph.D., Economics, University of Oregon, 1967.

Mark L. Papworth:

Anthropology, 1972;
 B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michi-
 gan, 1958; Ph.D., Anthropology, University of Michigan, 1967.

Lynn D. Patterson:

Anthropology, 1971;
Academic Dean, 1973-1976;
 B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, Uni-
 versity of Washington, 1968.

Gregory Portnoff:

Psychology, 1971;
 B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psy-
 chology, Brooklyn College, 1964; Ph.D., Social Psychology, City University
 of New York, 1976.

Rita Pougiales:

Education, 1979 (visiting)
 B.A., Liberal Arts, The Evergreen State College, 1972; Secondary Teaching
 Certificate, University of Oregon, 1976; M.A., Education, University of Oregon,
 1977.

Thomas B. Rainey:

History and Russian Studies, 1972;
 A.B., History, University of Florida, 1962; M.A., History, University of Illinois,
 1964; Ph.D., History, University of Illinois, 1966.

Gary Ray:

Economics, 1978 (visiting)
 B.A., University of California, Santa Barbara, 1965; M.A., University of Cali-
 fornia, Santa Barbara, 1972; Ph.D., University of California, Santa Barbara,
 1972.

Gayle Rothrock-Boyle:

Public Administration, 1978 (visiting)
 B.A., Mills College, 1968; M.P.A., University of Washington, 1974.

Gilbert G. Salcedo:

History, 1972;
 B.A., U.S. History, San Jose College, 1970.

LeRoi M. Smith:

Psychology, 1971;
Director of Counseling, 1974-75;
 B.A., Psychology, Idaho State University, 1969; Ph.D., Psychology, Washington
 State College, 1977.

Matthew E. Smith:

Political Science, 1973;
 B.A., Political Science, Reed College, 1966; M.A.T., Social Sciences, Reed
 College, 1968.

"Throughout history, the way to understanding, control and ecstasy has been a long, sinuous journey toward simplicity and unity."

George Leonard



Barbara L. Smith:

Political Science, 1978;
Academic Dean, 1978-Present;
B.A., *Political Science*, Lawrence University, 1966; M.A., *Political Science*, University of Oregon, 1968; Ph.D., *Political Science*, University of Oregon, 1970.

Susan Strasser:

American History, 1975;
B.A., *History*, Reed College, 1969; M.A., *U.S. History*, State University of New York at Stony Brook, 1971; Ph.D., *History*, State University of New York at Stony Brook, 1977.

Nancy Taylor:

History-Education, 1971;
A.B., *History*, Stanford University, 1963; M.A., *Education*, Stanford University, 1964.

Kirk Thompson:

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.

David W. Whitener:

Native American Studies, 1978;
B. Ed., *English History*, Western Washington State College, 1962; M.Ed., *Public School Administration*, Western Washington State College, 1970.

York Wong:

Management and Computer Sciences, 1975;
Director of Computer Services, 1973-75;
Assistant Academic Dean, 1979-Present
B.S., *Electrical Engineering*, University of Arkansas, 1956; M.B.A., Columbia University, 1970.

Ronald G. Woodbury:

History, 1972;
B.A., *Economics*, Amherst College, 1965; M.A., *Latin American History*, Columbia University, 1967; Ph.D., *Latin American History*, Columbia University, 1971.

Irwin Zuckerman:

Economics, 1977;
A.B., *University of North Carolina*, 1941; M.A., *Economics*, Yale University, 1974.

Other Enriching Opportunities

78 Leisure Education Workshop

Because it's fun and enriches your life, students stimulate their creative juices with non-credit workshops through the Leisure Education program.

With a kaleidoscope of activities, the program ranges from arts to dance, to martial arts to cooking classes. In past years, the program has presented workshops in pottery, photography, jewelry making, woodworking, spinning and dyeing, weaving, and dance represented by ballet, jazz, disco and aerobic.

KungFu, Ki, and Aikido, Tai Chi and Karate were actively pursued, as were skiing, scuba, tennis, parachuting, hang gliding, and mountaineering. The performing arts were represented by community radio and theater.

All of these good times are also available to faculty, staff and the community-at-large.

Recreational Arts Center/Program

The Metal Arts and Ceramic Studios comprise the Recreational Arts Center, where artists real and would-be practice their craft.

Jewelry making, small metal sculpture, lapidary work, leather and stained glass facilities are found in the 211 Metal Arts Studio, with the "Fire Arts", raku, stoneware, porcelain and kiln fired glass nearby in 201 Ceramic Studio. There are both electric and kick wheels, three electric bisque kilns, 30 and 60 cubic foot gas kilns and temporary raku kilns for artists use.

More advanced students in fine metal and ceramic arts, as well as lapidary, photography, stained glass and leather, may register for open studio use by paying a fee.

A black and white photo darkroom is also available to students and community residents who either enroll in a Leisure Education workshop or pay a use fee.

Public Events

Evergreen is the hub of entertaining and educational programs for the community, all year long. Open to both campus and community, for the most part, the events are often free and always interesting.

The Tuesdays at Eight Lecture and Concert series brings outstanding musicians, lecturers and performers to the campus, with the funding help of Patrons of South Sound Cultural Arts (POSSCA), The Evergreen Foundation and the Evergreen College Community Organization.



Beginning this fall, Evergreen Expressions, a major performing arts series will begin offering fine public entertainment in dance, music and theatre.

On-going film series, include the Academic Film Series on Wednesday evenings and the Friday film series sponsored by Student Activities. In addition to these, the College frequently offers student and program related public performances which have included student directed one-act plays, faculty recitals, and evening previews of student produced films.

Student and professional art work is also regularly featured in both the Second Floor Library Gallery and the Fourth Floor Library Gallery. Admission to both exhibits, which change bi-weekly, is free.

The college also presents its own on-going groups, including the Jazz Ensemble, the Evergreen Singers and a talented cast of student dramatists and dancers.

Student Life/Services

Campus Communications

Evergreen's communications system includes the Information Center, *Newsletter*, *Happenings* and the campus newspaper, radio station and closed-circuit television network. Effectiveness of these media rests with the willingness of individuals at Evergreen to fully and actively use them to both send and receive information.

Information Center

Coordinated by the Office of College Relations, Evergreen's Information Center serves communications needs of the entire academic community as well as those of visitors to campus. The Center, housed in the main mall of the College Activities Building and operated by several part-time student employees, distributes the weekly *Happenings* calendar; maintains a college master calendar; maintains a number of special announcement bulletin boards; distributes a variety of college publications and documents; operates a telephone answering information system; and, most importantly, retains up-to-date information about activities relating to college governance and decision making.

Essentially, the Information Center provides general information for coordinated community action and helps locate individuals and/or groups "where the action is." The Information Center serves as a "publicizing" arm of the college, rather than as an instrument of investigation and instigation. Its function is one of letting all the left hands know what the right hands are doing at any given moment. The Center actively seeks and disseminates information about the broadest possible range of goings-on within the Evergreen community and, to a lesser extent, the outside world.

The Information Center's operating hours coincide with those of most college business offices, 8 a.m. to 5 p.m., Monday through Friday during Fall, Winter and Spring Quarters.

Newsletter/Happenings

Published weekly during Fall, Winter and Spring Quarters by the Office of College Relations, the *Newsletter* provides news and feature stories about Evergreen people, programs, events and problems. The *Newsletter* is distributed on Fridays from the Information Center. The copy deadline is noon on Wednesdays. A companion publication, *Happenings*, provides a detailed weekly calendar of various events occurring at Evergreen. *Happenings* is distributed on Fridays from the Information Center. Persons with items they wish included in this publication should submit them to the Information Center by noon on Wednesdays.

Newspaper, Radio, TV

A newspaper, FM radio station and closed-circuit television system operate in response to student interest, not only enhancing campus communications but also serving as learning and recreational resources.

The *Cooper Point Journal* is a student-operated newspaper sponsored by a Board of Publications appointed by the president and including student, faculty, and staff representatives. The Journal primarily carries news, features, and commentary concerned with Evergreen and higher education. Student editors are responsible for content.

Radio station KAOS (89.3 FM) airs a wide variety of shows created by the students and volunteer area residents who support and staff it.

Evergreen's closed-circuit cable system—coordinated by the Library—provides for distribution of television programming either through the pick-up of off-campus commercial stations or through the origination of programs on campus.

Third World Coalition

The Third World Coalition welcomes all persons of color and offers them the opportunity and assurance that they have complete access to equal educational opportunities at Evergreen.

The function of the Coalition is to act as an advocate through referral assistance, academic and social advising, educational/political and social advocacy. It also acts as an information center for students of color and provides a comfortable place for persons of color to meet.

The Third World Coalition also provides assistance to the Asian Coalition, NASA, MEChA, UJAMAA and Third World Women, in terms of advocacy and referral assistance, academic and social advising, leadership, technical assistance and sponsorship of cultural and educational activities.

Housing

Living on campus has many advantages with varying accommodations available through the Housing office. The choice is yours.

With living units ranging from one and two and five bedroom apartments, to single and double studios, students are close to classrooms and the main campus facilities with 24-hour security services.

Campus living has the additional advantages of mail delivery, study rooms, handicap residence units, bicycle and motorcycle shelters, storage lockers, TV-FM cable, color TV and lounges, pool and ping pong table, laundry facilities, bus service to and from the greater Olympia area, and recreational, social and cultural events (nearly every night).

Students can cook their own meals in most housing facilities in complete kitchens, or buy meals at various campus outlets.

There are 19 two-bedroom duplexes, three five-story and one ten-story buildings, which have a variety of one-to-five person apartments.

It is "first come, first served" basis, for both on-campus and off-campus accommodations, following completion of an application and receipt of deposit. A full refund is given to student not admitted to college; a cancelled application by the date on the contract or lease brings a partial refund.

Forms and more information are available from The Evergreen State College Housing Office, Building A, Room 322, Olympia, WA 98505, (206) 866-6132.

Mail Services

Student mail is delivered to the Residence Halls six days a week. Campus mail service personnel distribute deliveries to individual mail boxes.

U.S. Postal Mail drops are centrally located, with stamps, parcel mailing, and certification available from a self-service postal unit in the CAB.

Students should give complete address to correspondents, including residence halls, room number and The Evergreen State College, Olympia, WA 98505.

The college cannot accept financial responsibility for receiving and storage of personal belongings for students. Those arrangements should be made with local shipping agencies or at some other local address.

Food Services

Students have a choice of casual meal plans on a cash or script ticket basis, a complete snack bar and "deli" services. A full catering and banquet service is also available.

Festive meals are provided periodically during the year, a vegetarian entree line is available and special diets are prepared when medically required.

Health Services/Women's Clinic

A clinic for students, staffed with a paraprofessional medical team, is available at no cost to registered students during Fall, Winter and Spring quarters.

Limited laboratory work is performed at the clinic for a small fee, most medications are provided at cost, some are free, however, most laboratory tests and all xrays must be referred to off-campus facilities. Medical insurance plans are available at time of registration with claims processed by Health Services.

Treatment for injuries and illness, health counseling, allergy injections, emergency first aid and day bed facilities are available in the clinic. Referral service is maintained for after-hours and weekends. Emergency service is provided by St. Peter Hospital and Thurston County operates a Medic One Emergency Service. Evergreen's Medic Nine Fire Department Unit provides limited first aid on campus at all times.

Health Services sponsors workshops in Standard First Aid, Advanced First Aid, Cardio-Pulmonary Resuscitation, non-smoking, nutrition, stress and other health related concerns. Staff members will discuss all aspects of diagnosis and treatment with students.

The Women's Health Clinic provides physical examinations for women at a small service fee, including gynecological distress treatment and referral, venereal disease screening and treatment, cancer and DES screening, family planning services and RH (blood factor) testing. The staff is trained to deal with most questions that women and men have about sexual health.

Counseling Services

Evergreen's student and employee counseling service charges no fee to help persons acquire skills to solve their own problems and develop their human potential.

Once a problem has been identified, there are workshops, developmental seminars and other forms of group activity and counseling available.

"Only a life lived for others is a life worthwhile."

Albert Einstein

A coordinator/counselor, a counselor/consultant, two counselors, and student para-professionals operate within a developmental frame work, blending traditional and new concepts readily adaptable to individual and group counseling as well as occupational and educational information. Cooperation between campus and community further encourages preventive rather than remedial program development.

When funds are available, the college contracts for professional service, such as psychiatric care, and always, counseling relationships are confidential. No information is released without written request from the individual concerned.

Sports

Sports for fun, sports for recreation, sports for credit.

Besides gaining new and special skills for a lifetime of well-being and expertise, sports activities offer recreational variety to college life.

The Evergreen campus abounds in activities, including sports clubs for soccer, basketball, softball, volleyball, running, mountain climbing and sailing, most of which offer instruction.

Evergreen's Campus Recreation Center is one of the best equipped facilities in the Pacific Northwest with an eleven lane swimming pool, separate diving well, sun deck, two sauna baths, showering and locker rooms, a multipurpose room for dance, the martial arts and exercising, separate weight training rooms for men and women, five racquetball-handball courts and a rock climbing practice wall.

In addition to club sports and informal recreation the college is also embarking upon a program of intercollegiate athletics which begins with soccer and swimming during the 1979-1980 year, and gradually expands to 16 sports for men and women over the next seven years.

Recreation equipment, borrowed free in some cases, includes a wide range of articles from ice axes to cook sets, and for day use, volleyballs, nets and softballs. There are boating facilities with a direct aid climbing wall, two horseshoe pits, an archery cage, four lighted tennis courts, and a large playfield for field hockey, flag football, rugby, soccer and/or softball.

The college owns 3,300 feet of undeveloped beachfront on Eld Inlet of Puget Sound, and the majority of Evergreeners prefer to leave it in its natural state.



Day Care

The Driftwood Day Care Center provides child care for pre-school age children of student parents. The Center also provides field experiences for student staff interns. Driftwood has an open learning environment that recognizes each child's developmental needs. Day Care users pay on a sliding scale, averaging between \$2.00 and \$6.16 per six-hour day.

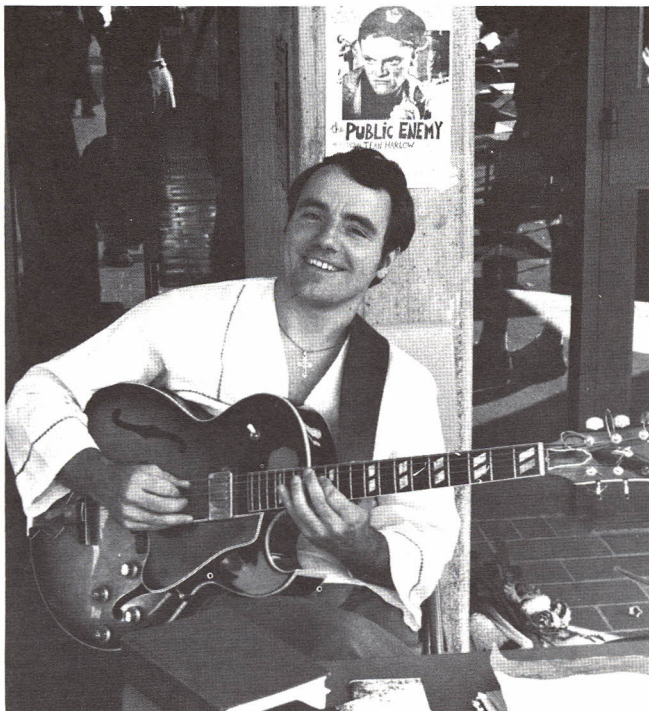
Organic Gardening

Students can raise crops at the Evergreen Organic Farm on campus, either through an academic program, on the group cooperative farms, or through individual request on community plots.

Various size plots are available and may be used at no cost. Requests for use of the farm or solar greenhouse may be directed to the resident caretaker at the Organic Farm.

Self-Help Legal Aid

Paraprofessional legal counselors, in cooperation with a local practicing attorney, assist students who are having legal problems. Call the Legal Aid Office in the Library, 866-6107, for assistance.



“...it is in their arts that the creative energies of a people are best displayed and can best be measured.”

Joseph Campbell

Bike Shop

Student bikers can use tools, get advice and service their bicycles at the Bike Shop in the basement of the CAB. A small fee is charged and Shop hours are posted in the Activities Office in the CAB.

Using College Premises

Evergreen's buildings and campus may be used for other than educationally related activities, provided that eligibility requirements are met, suitable space is available, and adequate preparations are made.

Arrangements for conferences and/or other group gatherings, by outside organizations, are made through Conference Coordinator, Evergreen Bookstore, College Activities Building, 866-6216.

TESC students, faculty and staff who want to schedule a special event or the appearance of an outside speaker must contact the Activities Coordinator, Activities Building Room 305, phone: 866-6220.

Reservations for space and/or facilities are made through the Office of Facilities, Reservation Section, LAB II, Room 1254, phone 866-6340.

Allocations of space are made first to Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of particular groups of students, faculty or staff members, and finally for alumni sponsored events. Last priority to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited, without written permission in advance, at on-campus events/meetings.

Facilities/Use Regulations

Because Evergreen is state-owned, there are responsibilities to the state and Thurston County that must be met while on campus. Here are some of them.

Alcoholic Beverages

No "hard" liquor is allowed on campus, or in campus facilities, unless a banquet permit has been issued by the State Liquor Control Board in accordance with state regulations.

Permits may be obtained through the Dean of Student and Enrollment Services office, Library 1200.

Rooms, in dwelling places in the residence halls and residential modular units, are homes, and drinking is legally permissible for 21 year old students.

Firearms

Weapons brought to campus, for hunting or sport, must be checked with Security Office for safekeeping. A special explanation for handguns must be filed.

Anyone in possession of an unchecked firearm is subject to immediate expulsion from Evergreen.

Pets

Pets are not allowed on campus unless under physical control by owner and at no time in buildings. Stray animals are held for one day in holding pens and turned over to the Humane Society.

Bicycles

Blocks, to which bicycles can be locked, are to be used for parking. Bicycles should not be placed in, or alongside, buildings.

Safety Smoking

Smoking is not allowed in "No Smoking" areas, and any other place when abstinence is requested by the person in charge.

Traffic Regulations

Maximum campus speed other than on the Parkway perimeter, is 25 miles per hour. Lower limits are indicated by signs where required. Drivers must obey all posted traffic signs on campus.

Emergency Services

First aid services are provided by the McLane Campus Fire Department 24 hours per day, seven days a week. Emergency ambulance transportation is available from the Thurston County Medic One unit. Campus Health Services also offers first aid during regular office hours.

Security

The Security Office staff is composed of officers and students trained to work with people to handle problems of human interaction, as well as those involving breaches of the college's Social Contract and regulations and state laws.

Personal Property

Although the college cannot assume responsibility for the loss of personal property from campus buildings, the Housing office provides personal property cards for listing of all personal items of value. The Security Office retains the card for reference in the case of loss or theft.

Parking

All motor vehicles must display valid parking permits, available at these prices:

	Autos	Motorcycles
Annually	\$25.00	\$12.50
Quarterly	10.00	5.00
Monthly	5.00	2.50
Daily	.25	.25

Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be impounded at the expense of the vehicle owner/driver. The college cannot assume responsibility for any vandalism or theft to vehicles while parked on campus.



Evergreen's Northwest

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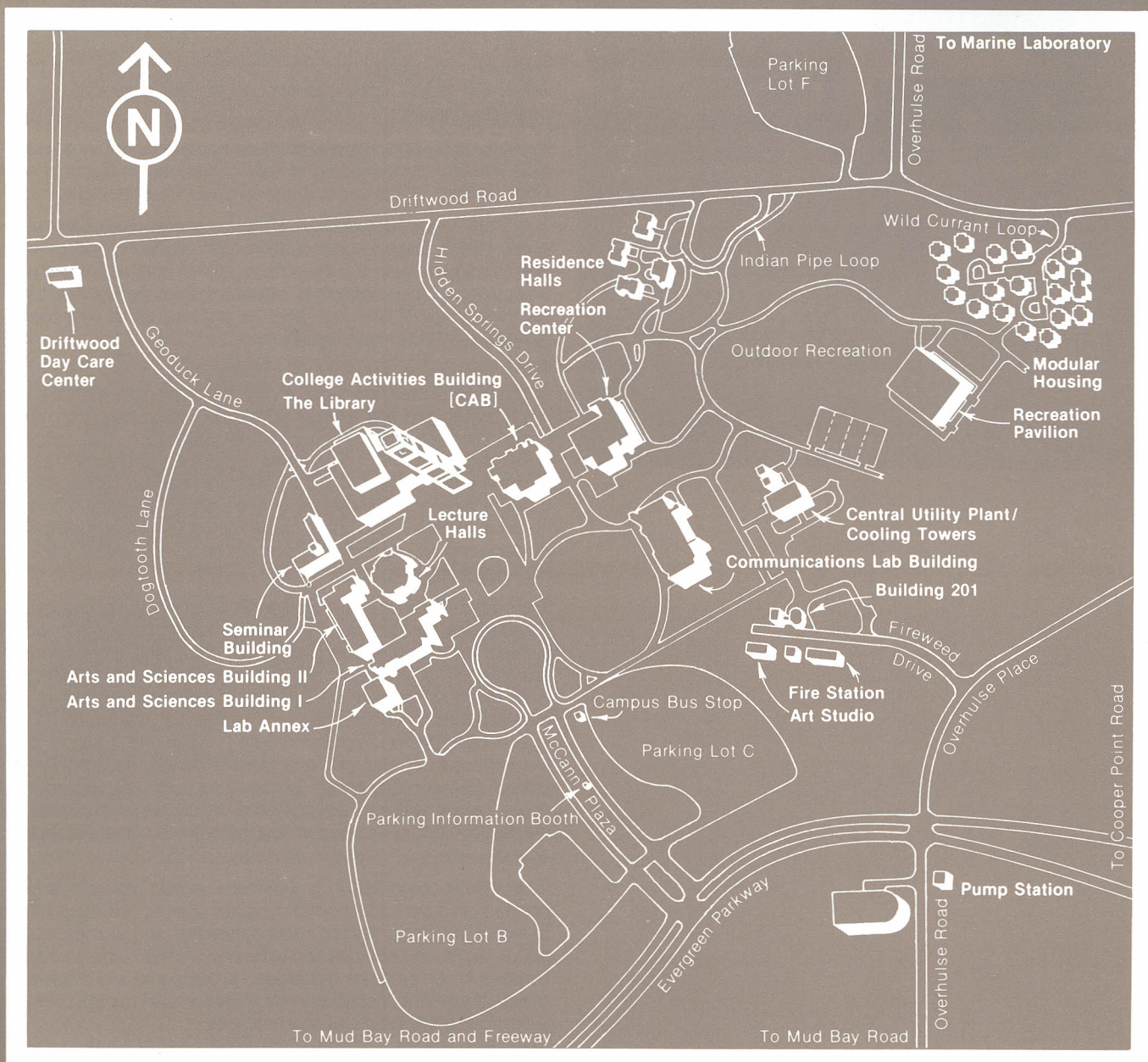


Fortunate Evergreeners live in an environment of land and sea/scapes typical of the Pacific Northwest. Mountains, trees and salt water surround the capital city of Olympia, and the nearby Evergreen campus to the west. Founded in the early 1800's, Olympia has become a major seaport, with some light industries, and businesses supporting the more than 100,000 residents of Thurston County, in which it is located.

In spite of its growth, both recent and projected, the community remains an appealing combination of natural life-styles and friendly, small-town features.

Only a few miles on Interstate 5 to the north, the cities of Tacoma and Seattle offer a kaleidoscope of cultural and sports activities. Mountain ski slopes are short driving distances from the campus, the Pacific Ocean beaches only 50 miles to the west, with hiking trails nearby in all directions.

Looming large over the region is 14,000 foot Mt. Rainier the snow capped sentinel of this truly remarkable part of Washington state.





Affirmative Action Policy

The college Board of Trustees has adopted a strong Equal Opportunity Policy in order to assure open membership and participation in the academic community for all students and employees.

The Affirmative Action Office is responsible for developing, implementing, and monitoring (including receipt of and action upon discrimination complaints) the Affirmative Action program. This office works with faculty, staff, students and student groups to achieve equal opportunity.

Evergreen's basic policy statement on equal opportunity and affirmative action, as codified in the State of Washington Administrative Code, follows:

The Equal Opportunity Policy of The Evergreen State College requires that its faculty, administration, staff, students, and persons who develop programs at the college; and all contractors, individuals and organizations who do business with the college; comply with the letter and spirit of all federal, state and local equal employment opportunity statutes and regulations.

The college expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, marital status or the presence of any sensory physical or mental handicap unless based upon a bona fide occupational qualification. This policy requires recruiting, hiring, training, and promoting persons in all job categories without regard to race, sex, age, religion, national origin, marital status or the presence of any sensory physical or mental handicap unless based upon a bona fide occupational qualification. All decisions on employment and promotion must utilize only valid job-related requirements.

The college requires that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, college sponsored training, education, tuition assistance, social and recreation programs, and that all student recruiting and admissions, student services (such as financial aid, placement, counseling, housing, student activities, physical recreation), except for assignment in college housing facilities consistent with Chapter 145, Laws of 1975, first Extraordinary Session, and facilities usage, be administered without discrimination based on race, sex, age, religion, national origin, marital status or the presence of any sensory physical or mental handicap unless based upon a bona fide occupational qualification.

Evergreen is committed to an Affirmative Action program—a goal-oriented program through which it makes specific additional efforts to recruit, hire, train, and promote non-whites and women; and to recruit, admit, and educate non-white and women students. The Affirmative Action program is designed to overcome and prevent the effects of systemic institutional discrimination and benign neutrality in employment and educational practices.

The college will take affirmative action to solicit bids on goods and services contracts from non-white and women vendors and contractors.

Governance

The Evergreen system of governance must rest on open and ready access to information by all members of the Evergreen community as well as on the effective keeping of necessary records. Decisions and methods to be used for their implementation must be handled at the level of responsibility and accountability closest to those affected by a particular decision. Decisions are to be made only after consultation and coordination with students, faculty and staff who are both affected by and interested in the issues, except on those occasions in which circumstances do not allow for formal consultation to occur between those affected.

The Evergreen Administrative Code names the Evergreen Council as the body responsible for discussing general and continuing issues affecting the college, and for advising the college on ways of addressing those issues. The Council consists of the president (or designee); representatives from exempt and classified administrative staff; faculty; and students—all selected by their respective constituencies. The Administrative Code also specifies that most specific problems or issues requiring attention shall be addressed by Disappearing (i.e., ad hoc) Task Forces, rather than standing committees and governing councils. Disappearing Task Forces are formed as needed and are charged with researching and gathering information on the issue before them, and for preparing recommendations, position papers and advice to the college. Meetings of the Council and task forces shall be public, with notice of meeting times and locations announced in advance.

The grievances and appeals system at Evergreen is designed to provide a campus adjudicatory apparatus, the authority and thoroughness of which should promote the resolution of disputes within the college. Students, faculty, and staff who come into conflict with one another should make a determined effort to resolve those problems among themselves before relying on informed mediation procedures. If third party mediation is unsuccessful, a disputant who wishes to pursue resolution of a dispute may choose to petition the president for a formal hearing.

Governance and Decision Making, part of the Evergreen Administrative Code is available at college Information Center and describes the ways in which this vital process works. New students are urged to obtain a copy of and review it for their own information and reference.



“Study the past, if you would divine the future.”

Confucius

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Social Contract

The Evergreen State College

WAC 174-124 General Conduct

WAC 174-124-020 Basic Purposes—Individual Responsibility of Members of the College Community.

(1) The Evergreen State College is an association of people who work together as learners and teachers. Such a community can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators and staff members may differ widely in their specific interests, in the degrees and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform, but all must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration. In its life as a community The Evergreen State College requires a social contract rather than a list of specific prohibitions and essentially negative rules.

(2) The individual members of the Evergreen community have the responsibility for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. At the same time, it also must guarantee the right of the members of the community to voice their opinions with respect to basic matters of policy and other issues.

(3) As a community, Evergreen, through its governance structures, has both the right and the obligation to establish reasonable standards of conduct for its members in order to safeguard the processes of learning, to provide for the safety of its members, to protect the investment of the people of the State of Washington in its properties and to insure a suitable respect for the very different tastes and sensibilities of its members. For these reasons, the law empowers the president or presidential designees to intercede whenever sound judgment points to a clear and present danger to these concerns.

(4) Each member of the community must protect: (a) The fundamental rights of others in the community as citizens, (b) the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources in people, materials, equipment and money, (c) the rights and obligations of Evergreen as an institution established by the State of Washington, and (d) individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

“Art and science have their meeting point in method.”

Edward George Bulwer-Lytton

WAC 174-124-030 Individual rights of members of the Evergreen Community.

(1) Members of the Evergreen community recognize that the college is part of the larger society as represented by the State of Washington, which funds it, and by the community of greater Olympia, in which it is located. From this state of affairs flow certain rights for the members of the Evergreen community, certain conditions of campus life, and certain obligations.

(2) Among the basic rights are freedom of speech, freedom of the press, freedom of peaceful assembly and association, freedom of belief, and freedom from *intimidation, violence and abuse*.

(3) There may be no discrimination at Evergreen with respect to race, sex, *sexual orientation*, religious or political belief, or national origin *in considering individuals'* admission, employment or promotion. *To this end the college has adopted an affirmative action policy (references Evergreen Administrative Code WAC 174-148, Equal Opportunity Policies and Procedures—Affirmative Action Program).*

(4) Because the Evergreen community is *part of* the larger society, the campus is not a sanctuary from the general law or invulnerable to general public *opinion*.

(5) The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions *on behalf* of the college.

(6) *All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.*

(7) *Evergreen does not stand in loco parentis for its members.*

(8) *The right to use the mediation and adjudication process is enjoyed by all members of the Evergreen community. (Reference: WAC 174-108-06001 Mediation and Adjudication of Disputes, Grievances and Appeals).*

WAC 174-124-040 Conditions of Learning—Freedom—Privacy—Honesty.

(1) *Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying full freedom to explore ideas and to discuss their explorations in both speech and print without let or hindrance. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, also violate the principle of free inquiry.*

(2) All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs, and housing. The same right of privacy extends to personal papers,

confidential records, and personal effects, whether maintained by the individual or by the institution. *Meetings of public significance cannot be properly held in secret.*

(3) All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities.

(4) Honesty is an essential condition of learning. Honesty includes the presentation of only one's own work in one's own name, the full consideration of evidence and logic, and the recognition of biases and prejudices in oneself.

(5) Another essential condition of learning is the full freedom and right on the part of individuals and groups to the expression of minority, unpopular, or controversial points of view.

(6) Related to this point is the way in which civility is a fundamental condition of learning. Only if minority and unpopular points of view are accorded respect, are listened to, and are given full opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

(7) All members of the Evergreen community *should strive* to prevent the financial, political, or other exploitation of the campus by any individual or group.

WAC 174-124-050 Institutional Rights and Obligations.

(1) As an institution, Evergreen has the obligation to provide an open forum for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the *larger* community.

(2) The college has the obligation to prohibit the use of its name, its finances, and its facilities for commercial purposes.

(3) Evergreen has the right to prohibit individuals and groups who are not members of its community from using its name, its financial or other resources, and its facilities for commercial, religious, or political activities.

(4) The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support, and its educational programs. At the same time, Evergreen has the obligation to support the right of its community's members to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

WAC 174-124-120 Procedural Review—Subsequent Modification of *The Social Contract*.

This document shall be reviewed with each review of the covenant on governance.

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Persons with inquiries about admissions should contact: Director of Admissions, The Evergreen State College, Olympia, WA 98505, (206) 866-6170.

General information may be obtained through the Office of College Relations 866-6128.

Direct all correspondence to the appropriate office, The Evergreen State College, Olympia, WA 98505.

Other important offices and their phone numbers include:

Academic Advising	866-6312
Academic Deans	866-6310
Academic Vice President	866-6400
Administrative Vice President	866-6500
Bookstore	866-6216
Business Office	866-6450
Career Planning and Placement	866-6193
Cooperative Education	866-6391
Development Office	866-6565
Directory Assistance	866-6000
Facilities	866-6120
Financial Aid	866-6205
Food Services	866-6281
Housing	866-6132
Information Center	866-6300
Library	866-6250
President's Office	866-6100
Prior Learning Program	866-6072
Recreation Center	866-6530
Registrar	866-6180
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