



**Archives**  
The Evergreen State College  
Olympia, Washington 98503

# Evergreen



1993

1994





Evergreen—Academically Ahead of its Time

Contents

A Message from the President  
 Education with a Difference  
   How It Works  
 Major Modes of Study  
 Other Evergreen Differences  
 Selecting Your Program  
 Frequently Asked Questions  
 Admission  
 Financial Aid  
 Tuition and Fees  
 Academic Regulations  
 Student Support Services

6  
 8  
 10  
 12  
 14  
 15  
 16  
 21  
 22  
 24  
 28

Academic Offerings

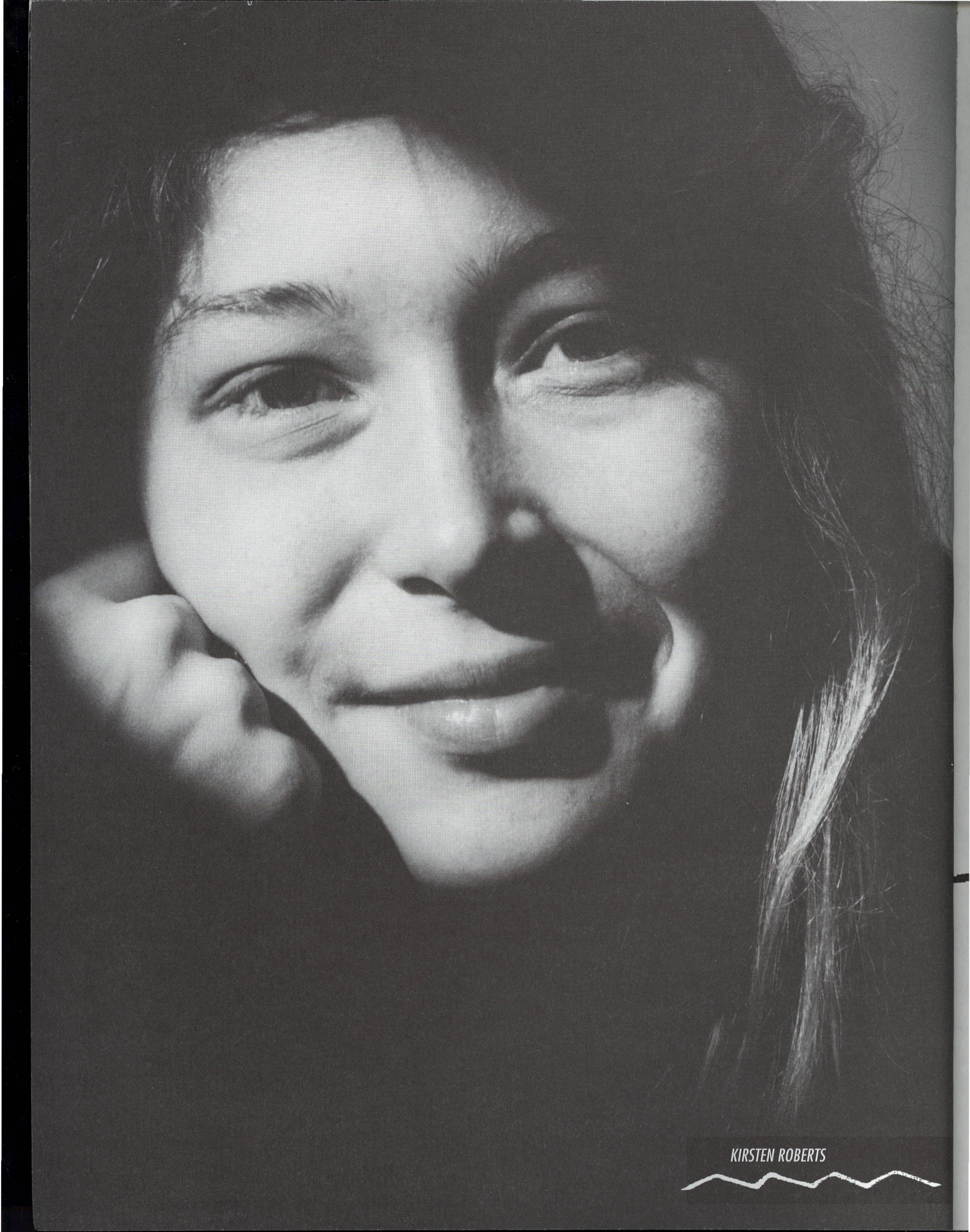
The Condensed Curriculum  
 Special Features of the Curriculum  
 Core Programs  
 Environmental Studies  
 Expressive Arts  
 Knowledge and the Human Condition  
 Language and Culture Center  
 Management and the Public Interest  
 Native American Studies  
 Political Economy and Social Change  
 Center for the Study of  
   Science and Human Values  
   Science, Technology and Health  
 Evergreen—Tacoma  
 Graduate Study at Evergreen  
 Special Forms of Study  
   and Academic Resources  
 Administration and Faculty

32  
 35  
 37  
 41  
 47  
 54  
 61  
 64  
 65  
 68  
 70  
 73  
 81  
 82  
 85  
 89

Campus Life

The Evergreen Album  
 and Greener Glossary  
 Campus Services  
 Academic Index  
 General Index  
 Campus Map  
 Campus Profile  
 Contacting Evergreen  
 Academic Calendar

96  
 106  
 108  
 110  
 111  
 112  
 112  
 113



KIRSTEN ROBERTS



"When I heard about  
Evergreen, I knew it was  
where I wanted to be.

**I was ready for a new type of learning - not the regurgitation of facts  
but some actual thinking for a change.**

If you're thinking about  
attending Evergreen,  
COME VISIT. This school  
is definitely not for  
everyone. Come on  
campus, take a  
tour and go to class  
with someone. I don't  
think you can really get  
the feel for what  
Evergreen is about  
without being first-hand  
in the classroom."

---

*A fourth-year student from Washington state, Kirsten Roberts plans to stay at Evergreen for a Master's in Teaching degree. As a four-year team captain of Evergreen's soccer team, Kirsten participated in the school's first-ever playoff appearance. She eventually wants to teach history and contemporary world issues at the high school level.*

"Because Evergreen is really a small community, there is a sense of friendliness, but, like small communities, there's a lot of internal conflict. However, this should not scare anyone away, but rather give them a challenge in helping the community grow.

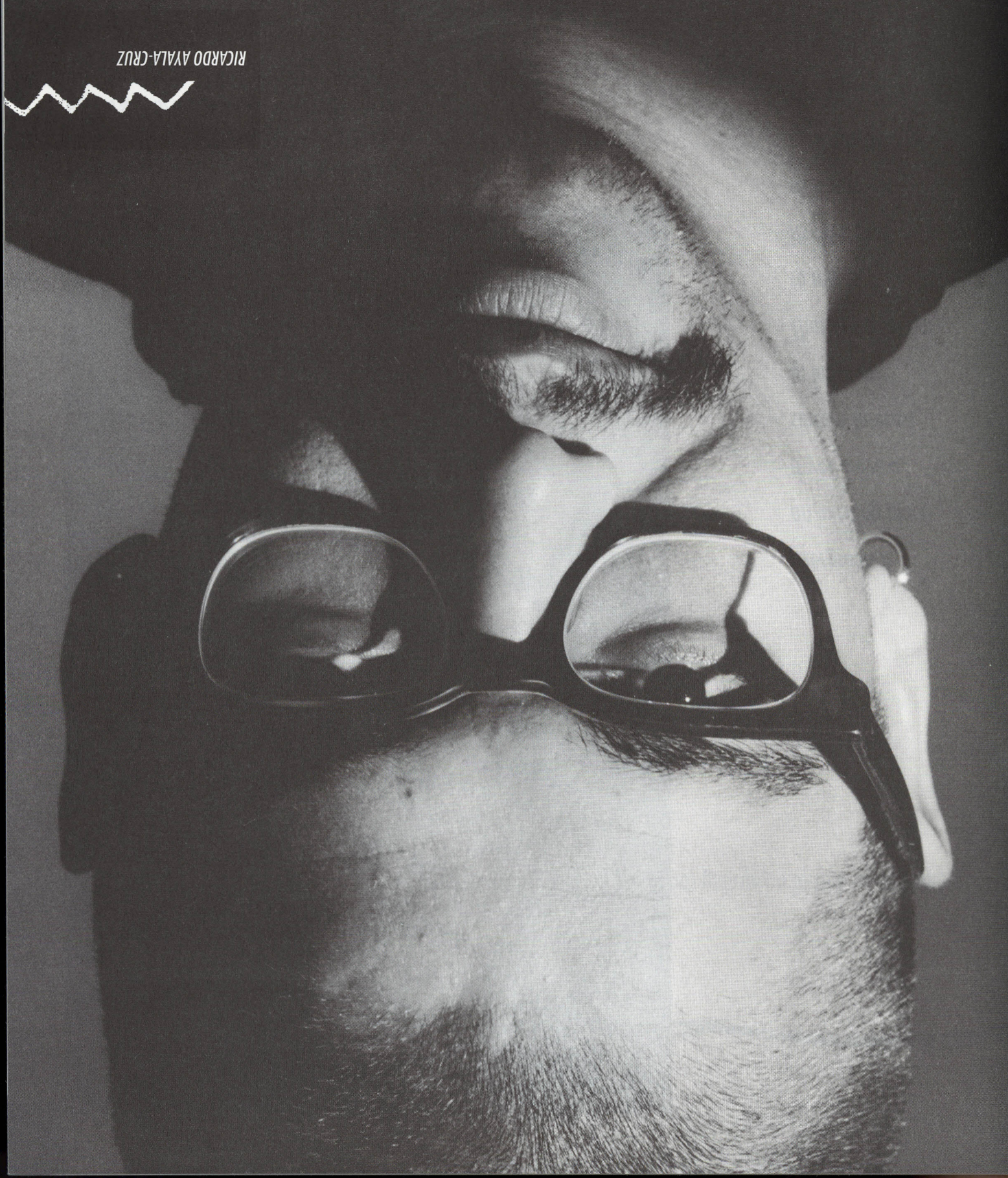
Because Evergreen has taken one step forward does not mean that it has done its job and should stop moving. Now Evergreen must continue to step, whether forward or backward, and not let its philosophy be static."

"Faculty are people too, just like the students. Sometimes, students forget that. Because **the relationship between students and faculty is different here than at most colleges,** students see that faculty are also learning new things themselves."



*Ricardo Ayala-Cruz is the eleventh offspring of Puerto Rican parents and the first to graduate from college. He has been studying film throughout his college career, particularly anthropological, ethnographic and documentary genres.*

RICARDO AYALA-CRUZ





*Evergreen is  
an exciting place  
if you have a  
sincere interest  
in learning.  
That's as relevant  
to me as  
its President  
as it is to you  
as a prospective  
student.*



## Message from the President

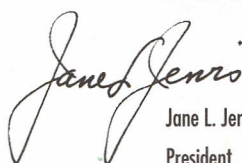
You and I may have much in common.  
**I wanted to be part of a learning community that makes an effective difference in people's lives.**

I looked for a college that provided challenge and opportunity for its students, for an academic community that valued change and recognized the need to continually evolve, for an environment that would seek diversity and appreciate differing points of view.

I found Evergreen. And now you have the opportunity to find Evergreen, too. It's no Utopia. But it *is* something much better. Evergreen, like all the rest of the world, has much to learn. We *don't* have all the answers. We *do* try to allow and

encourage all questions. We *do* try to foster an environment in which it is safe to honestly and earnestly explore real issues and problems. We *do* try to value individual expression, to safeguard this community for learners who seek to explore, to grow, to interact and find meaningful connections in today's world. We *are* student-centered—to ensure that our students and the quality of their experience remain our focus and highest priority.

The scientists, teachers, soldiers, doctors, administrators, artists, lawyers, journalists, homemakers, merchants, entrepreneurs, care providers and other individuals who are Evergreen's alumni share an important bond: a way of thinking and learning about the world in a creatively critical, interactive way. We invite you to join them...and to join us...on an exciting educational journey at one of the best public liberal arts and sciences colleges in the country.



Jane L. Jervis  
President

# Education With a Difference—How It Works

In the typical American college, students move from entry-level to advanced work by fulfilling general education courses first and then completing a major, wherein they pursue one area of study in depth.

Charted out, such a curriculum looks like this:

## Typical 4-Year College Academic Pathway

### Freshman Year

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

### Sophomore Year

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

### Junior Year

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

### Senior Year

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

## An Example of One Evergreen Academic Pathway

### Freshman Year

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

### Sophomore Year

Take an entry-level program in an area of major interest, such as "Introduction to the Performing Arts," "The Marine Environment" or "Matter and Motion."

### Junior Year

Enroll in a more advanced program, such as "Molecule to Organism," "Word, Sound and Image: Advanced Inter-Arts" or continue to broaden your education by taking a program in any area.

### Senior Year

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

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

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

Most first-year students begin with a **Core Program**. These programs are broadly interdisciplinary and taught by a faculty team whose expertise spans several academic fields. Generally a year long, Core Programs provide opportunities for you to strengthen skills you'll need at Evergreen and throughout your life: college-level reading, writing, research and discussion skills. Check page 37 for complete details on Core Programs.

**A Coordinated Study Program** is interdisciplinary education at its finest. You will explore a range of subjects in detail, all focused on a central problem or theme. The program will be taught by a team of faculty representing different disciplines; they will coordinate your academic workload from week to week, so you never have conflicting assignments. You, the faculty team and 40 to 100 other students become intensely involved in reading and discussing the same books, attending lectures, going on field trips and participating in other activities. In frequent and regularly scheduled seminars, you'll have the opportunity to clarify questions and ideas. With this unified approach, you'll improve your ability to analyze problems, communicate findings and broaden your perspectives.

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

**Individual Learning Contracts and Internships** allow upper-division students to study independently using the perspectives and skills they acquire in Coordinated Studies or Group Contracts. An Individual Learning Contract is an agreement to study and conduct research on a particular subject or issue with the guidance of a faculty sponsor. Internships, on the other hand, are opportunities to apply what you've learned in a work situation with the guidance of a faculty sponsor and an on-the-job field supervisor.

Through these different modes, you will gradually progress from a multi-disciplinary perspective to a specialized focus. You will also move from beginning to advanced study, from collaborative projects to independent work, and from theories to practical applications.

For one example of how Evergreen works, suppose you're generally interested in environmental studies. If you are a first-year student, most of the Core Programs would make a good beginning. If you signed up for "Mirrors of Language," you'd investigate that theme from the perspective of several disciplines, as well as work on the skills you'd need for further study.

If you're already at an intermediate level, you might choose to take "Introduction to Environmental Studies" in the Environmental Studies Specialty Area.

The next year, you could enroll in "Rainforests," or to broaden your perspectives, a course such as "Biogeography."

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

You have the option, of course, to follow another progression. There's plenty of room for flexibility and creativity as you plan because the curriculum is not pre-structured by departmental requirements.

# Major Modes of Study

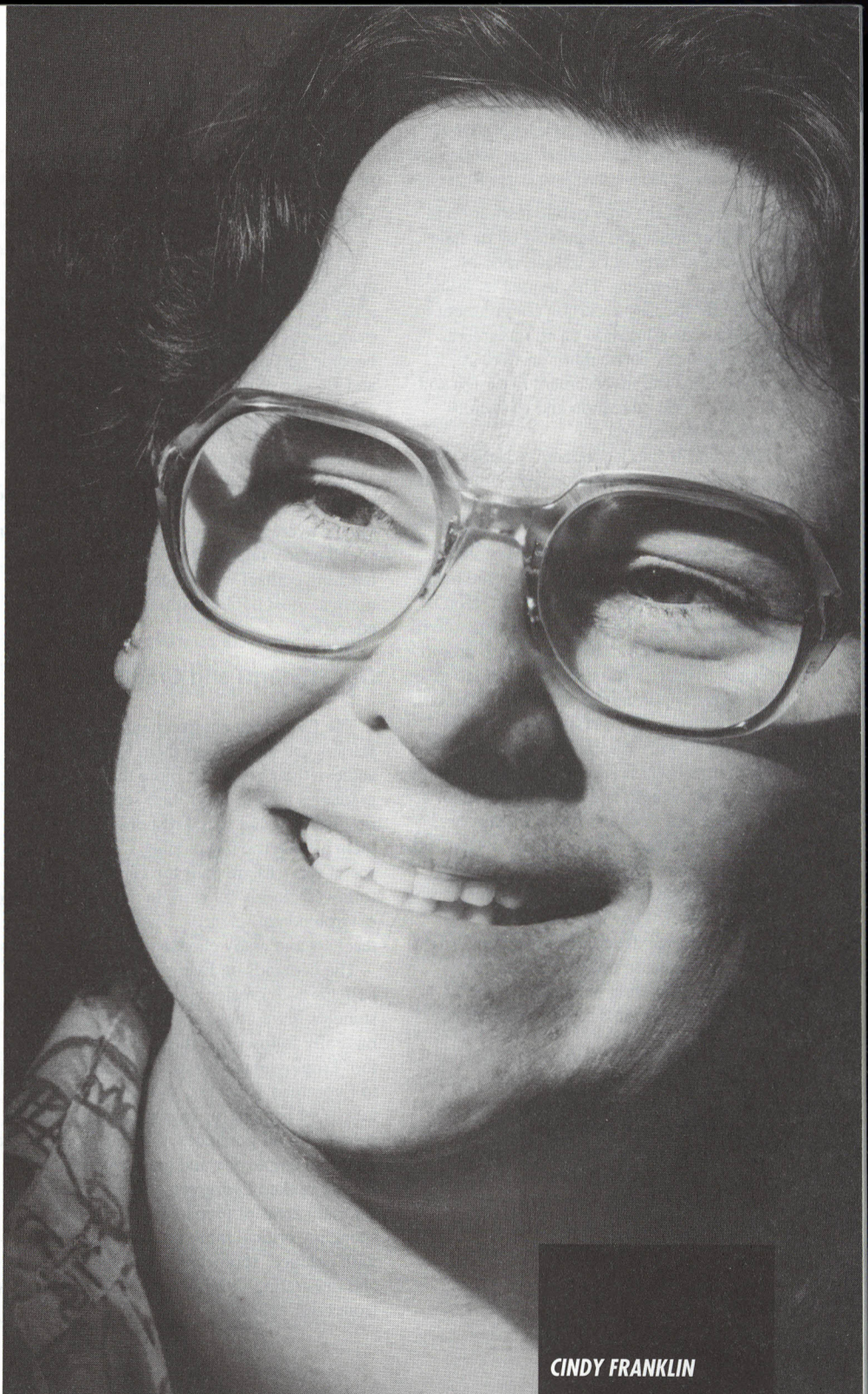
	Coordinated Study Program*	Group Contract	Individual Learning Contract	Internship	Part-time Study
Levels of study	Beginning, Intermediate, Advanced	Mostly Intermediate, Advanced	Mostly Advanced	Intermediate, Advanced—Seniors	Beginning, Intermediate, Advanced
Typical credits per quarter	12-16	12-16	8-16	8-16	4-11
Nature of Study	Two to five faculty, 40 to 100 students. Students work with several faculty, primarily with their seminar leader. Central theme studied through different disciplines. Integrates seminars, lectures, workshops, field trips, etc. Broadly interdisciplinary.	One to two faculty, 20-40 students. Integrates seminars, lectures, etc., similar to Coordinated Study. Narrower, more disciplinary focus than Coordinated Study.	Study plan agreed on by student and faculty sponsor. Sponsor provides consultation/advice. Contract includes activities such as readings, research papers, field studies. Can be combined with self-paced learning, work in programs, courses and internships.	Learning on the job in business and public agencies with guidance of field supervisor. Supported by academic activities with faculty sponsor. Emphasis on practical experience. Can be combined with programs, courses and Individual Learning Contracts.	Usually taught on one subject or focus by one faculty. Similar to traditional college course. Also part-time options in full-time programs. Also half-time programs on Saturdays and evenings.
Examples	Any Core Program "The Context of Discovery" "Mirrors of Language" "Great Stories" "Environment, Land and People" and many others throughout speciality areas.	"The Marine Environment," "Mediaworks," "Studio Project"	A study of shorebird habitat, A study of the writings of Mark Twain, A study of passive solar walls, A study of the ethics of warfare	Assistant gallery manager, Advertising account management, Psychological counseling, Legislative liaison assistant, Wildlife biology	"Options For Agriculture," "Theater and the Changing USSR," "Principles of Biology"
For more information	Read Core Descriptions, pages 37-40 Read Specialty Area offerings, pages 41-81	Read Specialty Area offerings	See APEL for list of faculty contract sponsors	See Internships, page 85	See <i>The Evergreen Times</i> , published quarterly

\*First-year students are encouraged to begin their studies in a Core Program since they are specifically designed for them. Transfer students are encouraged to look at Coordinated Studies and Group Contracts, if appropriate, as the best places for them to begin their studies at Evergreen.

*A third-year, thirty-something student from Seattle, Cindy is also a writer, mother of two and "human being who has no off-switch on her radar dishes." While raising her children, she hopes to continue writing. After graduation, Cindy would like to work in the business world, eventually as a travel writer.*

"In my 'Cutting Edge of Neural Cognition' seminar, I heard questions and discussions from students on neural networks and artificial intelligence that made me think they'd been studying these things for many years. It didn't intimidate me as much as it fascinated me. And when I spoke in class, those students were interested in what I was saying.

But don't believe that Evergreen is a utopia.



CINDY FRANKLIN

Think of it more as a microculture of what is really happening out there. Only here, you will find the tools to deal with that world."

# Other Evergreen Differences

Evergreen is the only public institution in U.S. higher education mandated by its state legislature to carry out a unique style of teaching and learning. This unique learning community focuses its strong commitment to undergraduate education on an integrated interdisciplinary curriculum, on student responsibility and involvement in design and delivery of their education and on faculty dedication to teaching.

Here, you'll find a cooperative rather than competitive learning environment, education devoted to "real life," and a diverse, multicultural emphasis. Most of all, you'll find a college that's truly "student centered."

What, exactly, does student centered mean to you? It means that our primary mission is teaching and learning and that the structure of the college is specifically designed to promote effective learning. It means students are given meaningful opportunities for making choices, developing their own perspectives and becoming socially responsible citizens.

Our philosophy is simple: Education should enhance the breadth and depth of a student's knowledge and skill and foster a sense of personal empowerment and social responsibility. Students are taught to synthesize ideas, concepts and problems in a unified, interdisciplinary manner. They are continually challenged to see the connections between various elements, to integrate ideas, to experience competing perspectives and to work together as teams to solve problems.

## Our Faculty

At Evergreen, you'll find faculty members are accessible to students, receptive to their ideas and open to their concerns. Student evaluations of faculty members' teaching become part of their professional portfolios and are one of the main measures of their effectiveness when they undergo periodic evaluation by Evergreen's academic deans.

Faculty are hired and evaluated primarily on the quality of their teaching, not on the basis of their research or publishing success. On the average, faculty members at Evergreen spend nearly one-third more hours in direct teaching contact with students than is the norm at most public institutions of higher education.

## Our Students and Graduates

The Evergreen environment attracts self-starters and encourages them to work hard to achieve their goals. Its more than 12,000 graduates tend to carry their sense of involvement and social responsibility with them after earning diplomas. Counseling and social services are their top career choices, followed closely by work in the biological and environmental sciences. Many become teachers and many choose to be entrepreneurs.

The demands on Evergreen students are perhaps both greater and different than on students in traditional college settings, and it naturally follows that the results are greater, too. Employment statistics are solid testament to Evergreen's success, showing a placement rate of 94 percent for recent graduates and 88 percent for all graduates. A 1990 survey found that both employers and graduate school faculty ranked Evergreen graduates higher in six main areas of preparedness (writing, speaking, critical thinking, blending theory with practice, appreciating cultural differences and integrating information) than counterparts from other schools.

## Pathways to Learning

The college is organized into a small number of interdisciplinary "specialty areas," each providing multiple pathways to a degree. These specialty areas and pathways replace traditional academic departments and majors, just as faculty teams replace individual instructors. These teams work with small groups of students in seminar and laboratory sessions to explore course material. Faculty/student ratios are kept at about 20-to-one at all levels of study. Students are taught to engage ideas, concepts and problems in a unified, interdisciplinary manner. Academic progress and quality of work is described by narrative evaluation rather than a letter or numerical grade. These written evaluations become students' permanent records.

## Seminars

At the heart of most Evergreen interdisciplinary programs is the seminar, where one faculty member and an average of 20 students meet regularly for extended exploration of a crucial topic or reading. Although up to 100 students and a five-member faculty team may be involved in a Coordinated Study Program, much of a student's time is spent in these small group discussions.

The faculty leader and students prepare themselves for seminars, which meet once or twice a week, by reading the same materials, writing and preparing brief reports. Then they gather to share their understandings and sort out differences. Through this close collaboration with faculty and fellow students, you will learn to research your ideas, to express yourself clearly and to work cooperatively — abilities Evergreen graduates have found essential in their lives and careers.

## Narrative Evaluations

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

The faculty evaluation of student work also lists a set of course equivalencies, dividing the program or contract into its constituent parts to aid other schools or future employers in translating the credit earned into approximations of traditional courses. Sometimes these translations are easy to make, i.e., "4 credits—Introductory Psychology, 3 credits—Theoretical Physics," but sometimes the program work resists simple translation.

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

Criteria for awarding credit are spelled out in program covenants and should also be specified in each individual contract.

Although the faculty member and students may negotiate to some extent on particular matters, the program covenant, or contract, always sets the limits. You can and should discuss all this thoroughly with your faculty members.

## Self Evaluations

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

## Student Evaluations of Faculty

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

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

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

## Evaluation Conferences

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

Faculty members' practices may vary slightly because of personal styles, but there are some uniformities. Students in programs and contracts should have individual conferences with their faculty to discuss evaluations. Your self-evaluation, your evaluation of the faculty member and the faculty member's evaluation of your work are all part of conference discussions.

## Transcripts

Student transcripts consist of both faculty evaluations and student self-evaluations, as well as detailed program descriptions or actual Individual Contracts. Transcripts also contain a cover sheet listing the course equivalencies of your work for readers who want a quick overview.

When your transcript is provided to another school or future employer, it consists of a detailed history and evaluation of your work here, not just a set of course titles and letter grades. This transcript is hefty, but when written carefully, it can be a highly useful document, lending substantial evidence to support your letters of reference.

## Evergreen, A Leader in Higher Education

Evergreen is nationally acclaimed as one of the best public liberal arts and sciences colleges in the country. Many of the principles now viewed as much-needed innovations in higher education are principles that have been practiced at Evergreen for more than 20 years.

Describing Evergreen as "academically... way ahead of its time," Edward Fiske, former education editor for *The New York Times* and editor of *The Selective Guide to Colleges*, states that many colleges are picking up on bits and pieces of the nontraditional, decidedly alternative methods of education that Evergreen was born to provide. The college was most recently ranked third among liberal arts colleges in the western U.S. by *U.S. News and World Report* and has been featured or ranked in the top five every year since the ranking began. And in *The Little Public Ivys*, Richard Moll describes Evergreen as a college offering "excellent faculty, small classes, an intellectual ambiance, a stimulating student body and an emphasis on liberal arts."

Accolades aside, the real Evergreen difference starts with you—when you make it your choice, when you make it your own academic adventure, when you make it work for your life and your future.

# Eight Easy Steps to Picking Your Program

1

## **Consider what you want to study.**

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

2

## **Read the catalog** to find the appropriate programs for you.

► *If you are a freshman,*

your choice should be one of the *Core Programs*. Core Programs are described on pages 37-40. Almost any Core Program can lead into any area of specialization.

► *If you are a transfer student,*

look up the subjects that interest you in the *Academic Index*, beginning on page 108. This lists all the programs which cover your subjects. Sometimes a Core Program will look just right, especially if you are transferring as a first- or second-year student. For some transfers, an intermediate or advanced program in a specialty area may be the right choice. If a specialty area is listed under your subject in the index, read over all the offerings in that area.

3

## **Other things to look for in the catalog:**

► Look at the *Academic Pathways*

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

► Examine the *planned equivalencies*

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

► Browse over a number of *possibilities*

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

4

## **Discuss your choices and goals**

with your faculty, or with the faculty and staff in the *Academic Planning and Experiential Learning (APEL) Office*. APEL keeps program descriptions that will have been expanded and updated from what you read in this catalog. Often, programs which appear only vaguely appropriate in the catalog reveal themselves as exactly appropriate when you read the latest details. APEL staff can also give you information about new or revised programs.

5

## **Attend the Academic Fair**

described on page 97. The faculty will be assembled there, all in one place at one time, sitting at tables marked with their program titles. You can discuss program content, style and requirements directly with program faculty.

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

6

## **Choose your program.**

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

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

7

## **Register.**

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

8

## **Pay your tuition by the deadline,**

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



# Answers To Some Frequently Asked Questions

## ANSWERS

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

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

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

Advisors in the Academic Planning and Experiential Learning (APEL) Office, the faculty members in your current program or faculty in other areas that interest you—all are excellent sources of information. Conversations with these individuals and careful reading of the catalog can help you make curriculum decisions. The Academic Fair is another great source of information (see page 97).

Are all 1993-94 programs listed in this catalog, or are others added later?

One of the greatest strengths of Evergreen's academic program is the fact that programs change from year to year - ensuring fresh new approaches and up-to-date information on issues relevant to today's world. Most full-time programs listed in this catalog were planned more than a year before the 1993-94 academic year. While every effort is made to present accurate information, it's inevitable that some programs and faculty will be revised, revamped, added or deleted. Information about changes is available at Academic Planning and Experiential Learning (APEL).

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

Most academic programs are planned for full-time enrollment, but other options do exist for part-time attendance. Part-time offerings are planned shortly before the quarter they are offered. They are publicized in a publication distributed quarterly on campus, *The Evergreen Times*.

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

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

What degrees does Evergreen offer?

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

What opportunities does Evergreen have for advanced or upper division study?

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

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

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

Where can I learn more about programs, individual and group contracts, internships and all the opportunities available at Evergreen?

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

## QUESTIONS

# Admissions

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

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

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

## Criteria for First Year Students

Students entering directly from high school and high school graduates who have accumulated fewer than 40 transferable quarter credits by the application deadline will be considered for admission on the following basis (students entering directly from high school will be reviewed as first year students regardless of college credit earned while in high school—this includes individuals participating in Washington's Running Start Program):

1. High school grade point average (GPA),
2. Test scores in the SAT, ACT or WPC (if WPC was taken prior to 6/1/89) from all individuals younger than 25,
3. Class rank (normally in the upper half of the graduating class),
4. Good standing of college work completed **after** high school graduation.

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

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

- English  
4 years
- Social Studies  
3 years
- Foreign Language  
2 years
- Mathematics  
3 years
- Science (at least 1 laboratory science)  
2 years
- Fine, Visual and Performing Arts; or  
College Prep Elective from one of the  
above areas  
1 year

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

**Mathematics:** Three years of mathematics are required, at the level of algebra, geometry, and advanced (second year) algebra. More advanced mathematics courses are recommended, such as trigonometry, mathematical analysis, elementary functions, calculus. Arithmetic, pre-algebra, and business mathematics courses will not meet the requirement. An algebra course taken in the eighth grade may satisfy one year of the requirement if second-year algebra is completed in high school.

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

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

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

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

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

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

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

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

## Criteria for Transfer Students

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

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

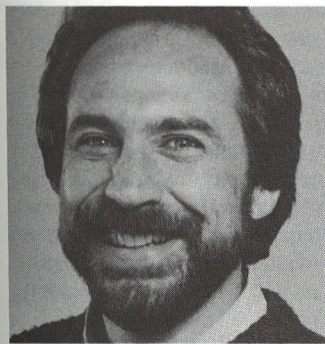
Course work should include classes in the Humanities, Social Sciences, Natural Sciences and Art.

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

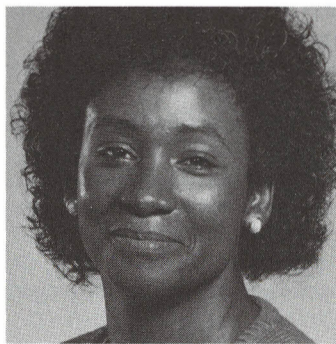
Applicants from other institutions who have completed 40 quarter credits of transferable work need not submit high school transcripts. Transfer students must submit official transcripts from each and every college or university attended. Currently enrolled students should ensure that the most recent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

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

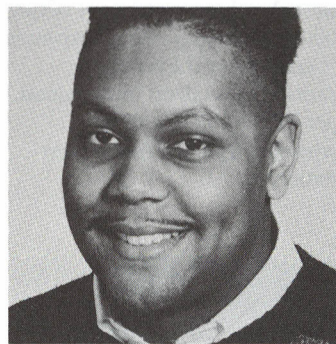
**Note:** Evergreen encourages all transfer students to complete a variety of academic courses in the arts, the humanities, mathematics, the sciences and the social sciences which will give the student a solid foundation for intermediate and advanced-level work. We strongly encourage all transfer students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



Bob Cillo  
Admissions Counselor  
Coordinator of High School Relations



Wanda Curtis  
Admissions Counselor  
Coordinator of Community  
College Relations



Jay Joseph  
Admissions Counselor  
First Peoples' Recruitment

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

## Other Criteria

### 1. GED

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

### 2. Returning Students

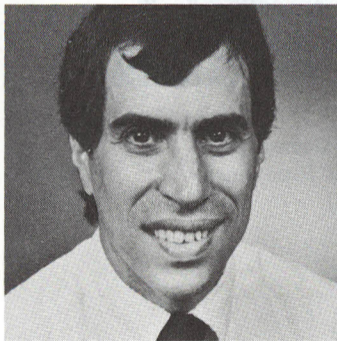
Former students planning to return to Evergreen after withdrawing or taking a leave of absence of more than four quarters must complete the regular application process and submit transcripts from all institutions attended since leaving Evergreen.

### 3. Freshmen 25 years of age or older

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

### 4. International Students

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



Doug Scrima  
Assistant to the Dean - Admissions

## To Apply for Admission

All applicants who wish to be considered for acceptance as matriculated students must submit **ALL** the following items to the Admissions Office by the stated deadline:

1. The Washington Uniform Undergraduate Application;

2. \$35 non-refundable Application Fee (cash, check or money order **only**); AND—

**First year students entering directly from high school must supply an official high school transcript and official pre-college test scores from the SAT or ACT or WPC (if the WPC was taken prior to 6/1/89).**

**First year students who have taken the GED must submit an official set of GED test scores along with official pre-college test scores from the SAT or ACT or WPC (if WPC was taken prior to 6/1/89).**

**First year students who have accumulated fewer than 40 transferable quarter credits must submit an official high school transcript, official pre-college test scores from the SAT or ACT or WPC (if WPC was taken prior to 6/1/89) and official transcripts from each and every college or vocational institute attended after high school regardless of credit earned or nature of the program.**

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

**Transfer students who have accumulated 40 or more transferable quarter credits by the application deadline must supply official transcripts from each and every college or vocational institute attended regardless of credit earned or nature of the program.**

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

sent directly by the institution to the Admissions Office; OR

enclosed in a sealed envelope from the issuing institution and delivered by the applicant to the Admissions Office. If the envelope is opened prior to receipt in the Admissions Office, the transcript is no longer official.

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

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

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

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

## Eligibility for Admission

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

## Transfer of Credit

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

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

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

## Community College Transfer

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

### Upside-Down Program

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

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

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

### Application Deadlines

**Fall 1993:** Applications will be accepted from September 1, 1992 to March 1, 1993. All application materials must be received in the Admissions Office by 5 p.m. on March 1, 1993. (Postmarks cannot be accepted.) **Note: First year students are admitted only for Fall Quarter.**

**Winter 1994:** Applications (transfer students only) will be accepted from April 1, 1993 to October 1, 1993. All application materials must be received in the Admissions office by 5 p.m. on October 1, 1993. (Postmarks cannot be accepted.)

**Spring 1994:** Applications (transfer students only) will be accepted from June 1, 1993 to December 1, 1993. All application materials must be received in the Admissions Office by 5 p.m. on December 1, 1993. (Postmarks cannot be accepted.)

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

Late applications will be accepted only if openings remain.

### Notification and Deposit

Target dates for notification of admission are April 1, 1993 for Fall Quarter 1993; November 1, 1993 for Winter Quarter 1994 and January 1, 1994 for Spring Quarter 1994. Upon notice of eligibility you will be asked to send a non-refundable deposit of \$50 by a stated deadline in order to assure your space at the college for the quarter of admission. However, admission and deposit do not guarantee your enrollment in a particular program, contract or course. Offers of admission cannot be deferred or transferred from one quarter to another. Applicants should contact the Admissions Office for more information.

### Attention: Housing and Scholarship Applicants

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

Scholarship information is available from the Dean of Enrollment Services after January 1, 1993. Application deadline for these scholarships is March 1, 1993.

You are encouraged to prepare your scholarship application(s) concurrently with your application for admission. Completed scholarship application packet(s) will be reviewed if the applicant has been offered admission.

### Retention of Records

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

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

### Special Students and Auditors

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

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

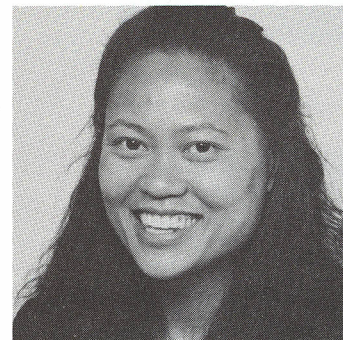
Special Students receive credit and narrative evaluation. They may later apply for admission as described in the "To Apply for Admission" section. Upon acceptance, their previous work is credited toward a degree.

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

### Summer Quarter

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

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



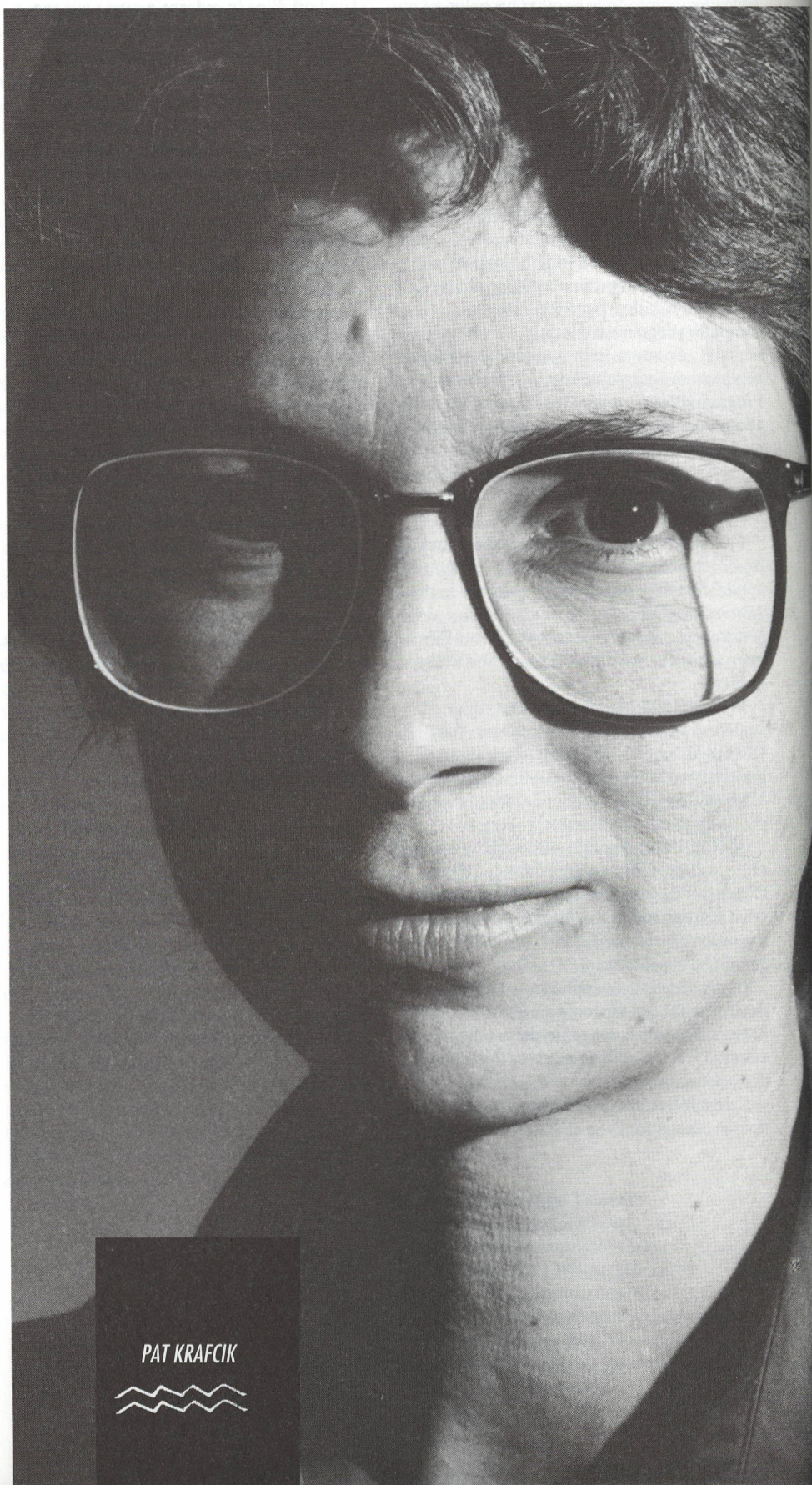
Diane Kahaumia  
Coordinator of  
First Peoples' Recruitment

**"My students are individuals of diverse personal backgrounds, gifted with wide-ranging interests and natural abilities. I find myself learning from them.**

The most exciting moments are when students discover points of contact between their personal lives and the material we are studying. The material comes alive for them, and, at the same time, they see their own lives from a new perspective. Then they understand what they are capable of accomplishing within the Evergreen community and within the national and global community."

*A Russian literature specialist, Pat Krafcik earned a B.A. at Indiana University and an M.A. and Ph.D. at Columbia University. Her areas of academic interest are Russian language, literature and culture, Slavic folklore, Eastern Orthodox Christianity and her own Carpatho-Rusyn heritage.*

PAT KRAFCIK



## Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial Aid application packets are generally available by mid-January. Because funds are limited, it is recommended you submit your 1993-94 Financial Aid Form (FAF) to the College Scholarship Service by February 15, 1993 to receive full consideration for all available campus-based financial aid. The 1993-94 FAF covers Summer 1993, Fall 1993, Winter 1994 and Spring 1994. For more information, pick up a brochure on Student Financial Aid which outlines the application process, deadlines and other details.

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

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

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

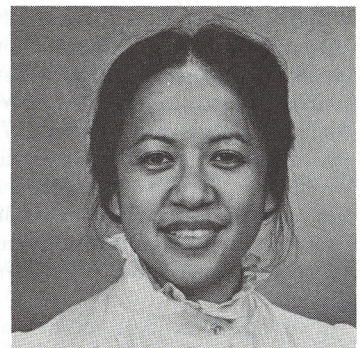
### Emergency Loan Program

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

### Scholarships

A variety of scholarships funded by the College's Foundation and private donors is available. Most of these scholarships are awarded on the basis of merit, e.g., high academic achievement, community service, artistic or musical talent, etc. For more information about these scholarships, please write or call the Office of the Dean of Enrollment Services (206) 866-6000, ext. 6310. Information is available after January 1. Application deadline is usually March 1.

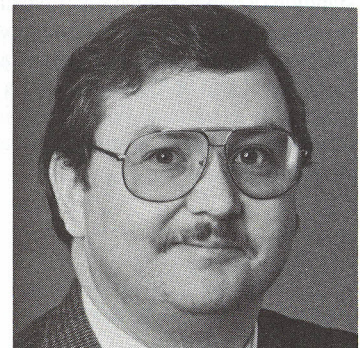
You are encouraged to prepare your scholarship application(s) **concurrently** with your application for admission, since you **will not** have enough time between the time you receive notification of admission and the scholarship application deadline to prepare your scholarship packet.



Georgette Chun  
Director of Financial Aid



Karan Wade James  
Financial Aid Counselor



Charles Wilson  
Financial Aid Counselor



Carol N. Klacik  
Financial Aid Counselor

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

# Tuition and Fees

## Residency Status for Tuition and Fees

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

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

Applications to change residency status must be made no earlier than 4-6 weeks prior to the quarter in which you may become eligible, and no later than the 30th calendar day of the quarter in which you may become eligible. Applications are available at the Office of Registration and Records.

## Washington/Oregon, Washington/British Columbia Reciprocity

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

## Billing and Payment Procedures

Student Accounts assembles all student financial information, both charges and credits, and prepares a periodic statement. This allows registered students to submit a single check for tuition, fees, housing and other charges by mail or night depository. The Cashier's Office is open 10 a.m.-4 p.m., Monday-Friday.

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

If you are unable to make full payment of tuition by the second day of the quarter, you may receive a hardship deferment for one-half tuition. This is automatically granted if you pay at least one-half tuition by the deadline. The remaining balance then becomes due four weeks later.

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

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

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

## Estimated Expenses

These estimates are for a single student who lives on- or off-campus during the nine-month academic year. They are the rates for the 1992-93 year. Tuition rates for 1993-94 will be set by the Legislature during winter or spring of 1993.

	Residents	Nonresidents
<b>Tuition and Fees</b>		
(Full-time undergraduate)	\$1785	\$6297
Books & Supplies	594	594
Housing & Meals	3954	3954
Personal Needs	1272	1272
In-State Travel	840	840
<b>Total</b>	<b>\$8445</b>	<b>\$12,957</b>

## Refunds/Appeals

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

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

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

For more information about **Tuition and Fees**, call (206) 866-6000, ext. 6447



## Tuition and Fees

These were the projected tuition and fee rates for the 1992-93 academic year. Tuition rates for 1993-94 will be set by the Legislature in winter or spring of 1993 and were not available at the time of publication.

Enrollment Status	Quarter Credit Hours	Washington Resident Tuition	Nonresident Tuition
Full-time undergraduate students	10-16	\$595 per quarter	\$2099 per quarter
Part-time undergraduate students	9 credits or less	\$59.50 per credit; 2 credits minimum	\$209.90 per credit; 2 credits minimum
Southeast Asian Veteran undergraduate students**		\$119 for 2 credits \$153 for 3-16 credits; 2 credits minimum	Does not apply
Full-time graduate students	10-12	\$948 per quarter	\$2880 per quarter
Part-time graduate students	9 credits or less	\$94.80 per credit; 2 credits minimum	\$288 per credit; 2 credits minimum
Southeast Asian Veteran graduate students**		\$153 for 2 credits or more; 2 credits minimum	Does not apply

A \$93.50 fee for student Services and Activities is included in tuition. For other fees, see the "Miscellaneous Fees" chart on this page.

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

\*\* If registered before May, 1992

## Miscellaneous Fees

Mandatory health fee (quarterly) <sup>§</sup>	\$ 30
WashPIRG (quarterly, waivable) <sup>†</sup>	3.50
Housing deposit/administrative fee	
<i>Rental contract</i>	60
<i>Unit lease</i>	100
Transcript	10
<i>Extra transcripts ordered at same time</i>	5
ID card replacement	5
Returned check	15
Application fee (non-refundable)	35
Admission deposit (non-refundable)	50
Late registration fee	15
Reinstatement/late registration fee	50
Graduation fee	25
Lab fee (varies)	10-25
Leisure Education (varies)	5-100

Parking*	Per Day	Quarter	Year
<i>Automobiles</i>	.75	\$22	\$54
<i>Motorcycles</i>	.75	11	27

§

Students may also purchase health insurance for themselves and dependents. Information about the plans is available from Student Accounts. All payments and questions regarding specifics of the plans may be directed to the insurance agent, Robert Beatty, at (206) 943-4500.

†

WashPIRG, or the Washington Public Interest Research Group, is a consumer and environmental organization directed by students. Students who do not pay the \$3.50 special fee are not blocked from enrollment. If you do not wish to support WashPIRG, you may waive the fee.

\*

At the time of this publication's printing, proposed increases to these rates were being reviewed.

# Academic Regulations



Judy Huntley  
Assistant to the Dean  
– Registration and Records

## Registration

### New and Continuing Student Enrollment Process

If you are a continuing student, you should consult registration information that is mailed out each quarter. You should select your academic programs for the following year during advance registration in mid-May. If you are a new student, you will be asked to participate in an orientation and an academic advising session before you register. The Admissions Office will inform you about the dates.

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

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

Throughout the year, important information will be mailed to you from a variety of sources, therefore *you are required to keep a current address*—even one of short duration—on file with the Office of Registration and Records throughout your stay at the college. (See also Billing and Payment Procedures, page 22.)

### To Drop Or Change A Program

If you want to reduce credit, or drop or change a program, you must do so by the 30th calendar day of the quarter. Use a Change of Registration Form from the Office of Registration and Records, and also check to see if faculty signatures are required for the particular programs involved. It is essential to complete these in advance. See Refunds/ Appeals on page 22.

### Withdrawal

You may withdraw any time up to the 30th calendar day of the quarter, but please inform the Office of Registration and Records. See the tuition and fee refund schedule on page 22.

### Enrollment Status

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

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

### Leave of Absence

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

## Academic Credit

### General Policies

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

### Partial Credit Options

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

### Credit Limit

Students may register for a *maximum* of 16 credits during any given quarter. If the student is concurrently pursuing coursework at another college, he/she may register for a *combined maximum* of 16 credits. Credits earned beyond this limit will not be accepted.

### Evaluation

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

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, two evaluations are written about your academic accomplishments, one by your faculty member and one by yourself. For more about this unique way of grading, see pages 12 and 13.

## Appeals of Evaluation Wording and Credit

The faculty member has the right to make the final determination of credit and evaluation wording. However, students have a right to an appeal for mediation and procedural review.

Typically, when the student is a member of a program, the first appeal should be made to the program team. If a satisfactory resolution is not reached, a further appeal may be made to the team's academic dean.

Note: Appeals must be made within 60 days of the end of the appropriate quarter.

### Academic Honesty

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



Arnaldo Rodriguez  
Dean of Enrollment Services

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

## Record Keeping

### Transcript and Portfolio

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

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

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

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

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

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

### Confidentiality of Records

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

### Academic Standing Policy

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

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

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

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

### Graduation Requirements

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

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

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

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

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

An application, exit interview and payment of a \$25 fee are necessary for graduation. Contact the Office of Registration and Records at least one quarter in advance of the anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MIT programs, please refer to the appropriate Graduate Catalog.



KITTY PARKER

Evergreen's director of Academic Planning and Experiential Learning knows the advising and planning needs of students because she once was one herself. Kitty Parker graduated from Evergreen in 1976, received her teaching certificate in 1982 and was a high school art teacher before permanently joining the Student Affairs staff in 1986.

"I love what I do here and the people I work with because we share a belief that what we're doing really does make a difference. The things that make Evergreen unique also make it a true alternative educational experience. But it's an alternative that works well for all kinds of students.

**Our role in Academic Advising is to make sure students have the information they need to make good, thoughtful decisions.**

We never *tell* students what to do, but we do help them think about it and explore all the options."

# Student Support Services

Evergreen's learning environment is profoundly engaging and challenging. The education you receive here ideally will bridge the gaps between academic disciplines and enable you to view concepts, problems and solutions in a unified, interdisciplinary manner. It's an experience designed purposely to empower you for your entire life, not just to prepare you for a job.

You will find the experience most valuable if you look carefully at the many decisions you'll be making about your education, if you take responsibility for your own learning and keep your eyes wide open for the rich and varied opportunities Evergreen offers.

Evergreen's commitment to you means more than just making all this available. It also means we're committed to helping you succeed and make the most of your academic career. Sound advice, genuine support and good information are invaluable tools for students entering and making their way through the Evergreen community of learners. The following student services are designed to provide the help and support you need.

Kitty Parker



## **Academic Planning and Experiential Learning (APEL)**

LIB-1400, ext. 6312

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

Linda Murphy  
Coordinator

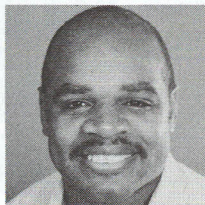


## **Access Services for Students with Disabilities**

LIB-1610, ext. 6348

Access Services supports and assists students with disabilities by providing access to Evergreen's programs and facilities. In addition to acting as an institutional liaison for students with disabilities, Access Services offers interpretive services for the hearing impaired and books on tape for visually and sensory challenged students. Information is available on resources for testing, study skills development, tutoring and reader services.

Ron Cheatham  
Director

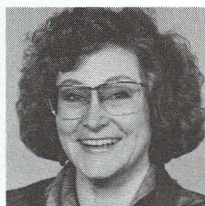


## **Campus Recreation Center (CRC)**

CRC Office, ext. 6530

Evergreen has one of the finest recreation and fitness centers in the area. The facility offers swimming and diving pools, a gymnasium, a rock climbing wall, weight rooms, Wellness Lab, racquetball courts and more. Nearly 100 Leisure Education courses are offered throughout the year in a variety of fun and useful pursuits, including skiing, sailing, printmaking and storytelling.

Wendy Freeman  
Director



## **Career Development Center**

LIB-1407, ext. 6193

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

David Schoen  
Director

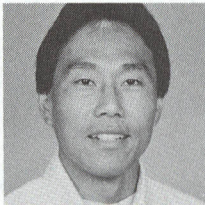
## **Counseling and Health Center**

Counseling: SEM-2109, ext. 6800, Health: SEM-2110, ext. 6200

Services in the Health Center are available to all full-time students who have paid the mandatory \$30 health fee. Part-time students may pay the fee for the entire quarter or use the Health Center for a fee of \$10 per visit. The Health Center offers treatment of injuries and illnesses, workshops on issues ranging from safe sex to stress management, HIV counseling and anonymous HIV testing.

Counseling services are available at no charge and include one-on-one appointments as well as directed support groups on such issues as alcohol and drug addiction, self esteem awareness, eating disorders and aid to victims of sexual assault. Programs for chemical dependency recovery are sponsored through the Counseling Center by the substance prevention coordinator.

Eugene Fujimoto  
Director



**First Peoples' Advising Services**

LIB-1415, ext. 6467

Mentoring, peer support, advocacy and counseling are offered to students of color in a spirit of hospitality and respect at First Peoples' Advising Services. The staff are committed to providing students of color with a welcoming environment. First Peoples' also provides referrals to community resources and a library/lounge/meeting room for individual or group use.

Jeannie Chandler  
Director

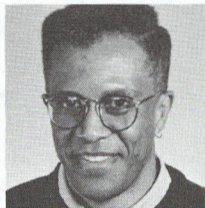


**Housing**

Housing Office, ext. 6132

Campus Housing offers excellent accommodations ranging from single and double studios to six-bedroom apartments and duplexes. In addition to free recreational activities for residents, Housing offers workshops on self-defense, roommate relationships, drug awareness and other relevant topics.

Eddy Brown  
Director

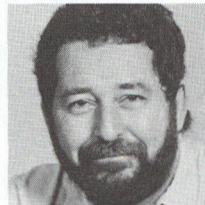


**KEY Student Support Services**

LIB-1407, ext. 6464

KEY (Keep Enhancing Yourself) is a federally funded student support program. If neither of your parents graduated from a four-year college and you meet federal guidelines for low-income status, or if you are physically disabled or have a documented learning disability, you are eligible for KEY Student Services. KEY staff will work with you individually or in groups to help you with needs assessment, financial aid and scholarship information, personal counseling, free tutoring, academic and study skills development, cultural enrichment, career guidance and advocacy for your concerns.

Tom Maddox  
Director

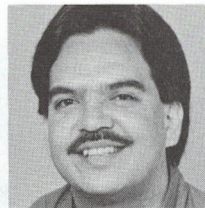


**Learning Resource Center**

LIB-2122, ext. 6420

The Learning Resource Center offers assistance in writing, reading and study skills at basic or advanced levels, and help in math skills at basic levels through calculus and statistics. Diagnostic testing and individual conferences are offered to help determine your academic needs. The Center's professional staff and student tutors can help you in individual or small group work in self-paced programs. Students receive assistance on a first-come, first-served, drop-in basis or can call for an appointment.

Tom Mercado  
Director



**Student Activities**

CAB-320, ext. 6220

A variety of student organizations offer active participation in cultural, educational, recreational and spiritual activities. Their offices are located on the third floor of the CAB, where you will also find the office of the Director of Student Activities. A complete list of S&A student organizations and affiliated organizations appears on page 107 in the Campus Services section. Your participation is welcome!

Shannon Ellis  
Dean

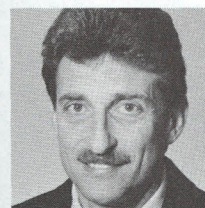


**Student and Academic Support Services**

LIB-1414, ext. 6034

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

Art Costantino  
Vice President



**Student Affairs Office**

LIB-3236, ext. 6296

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



TOM WOMELDORFF



## Academic Offerings

**"I enjoy taking a useful discipline and translating it for people. In making concepts click, there is a lot of empowerment.**

I gravitate toward math and concepts that certain people find intimidating. I don't convince them they can do it, it's that they are going through the learning process and convincing themselves.

Find a faculty member with the right ideas, perspectives and objectives who will influence you in a positive way. You should be looking for mentors. The more you see teachers as mentors and the less you see them as people running the show, the better off you are."

*A 1981 Evergreen alum and faculty member since 1989, Tom Womeldorff views himself first and foremost as a teacher. With a Ph.D. in economics from American University, Washington, D.C., his areas of academic interest center around the environment, particularly in Latin America.*

# Curriculum 1993-94

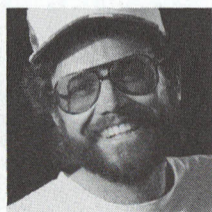
## Special Features of the Curriculum , page 35

Interdivisional Offerings
Learning Resource Center
International Studies and Opportunities to Study Abroad
Mathematics at Evergreen
Part-time Studies

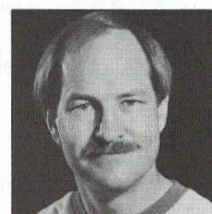
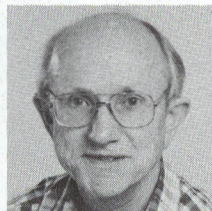
Core Programs, pages 37-40	Credits	F	W	S*
The Context of Discovery	48	F	W	S
Mirrors of Language	48	F	W	S
Environment, Land and People	48	F	W	S
Great Stories	48	F	W	S
Classical and Modern:				
Constructions of Human Experience	48	F	W	S
The American West as Image and Reality	48	F	W	S
Conquest and Revolution:				
Mexican, Irish and Peruvian Cultures	48	F	W	S

## Environmental Studies, pages 41-46

Nisqually Landscapes:				
The Mountain to The Sound	48	F	W	S
Introduction to Environmental Studies	32	F	W	
Ecological Agriculture	48	F	W	S
Geography and Environment:				
Systems in Conflict	32	F	W	
Landscape Processes	32	F	W	
Mammalogy	16	F		
Temperate Rainforests	16	F		
Tropical Rainforests	16		W	
The Marine Environment	32		W	S
Biogeography	16			S
Natural History of the American Southwest	16			S
Ornithology	16			S
The Practice of Sustainable Agriculture (Spring '94/8c, Summer '94/16c, Fall '94/8c)*	*	-	-	S
Tribal: Community Based/ Community Determined	48	F	W	S
Related Offering:				
Learning from the Past:				
History, Evolution, Tradition	48	F	W	S



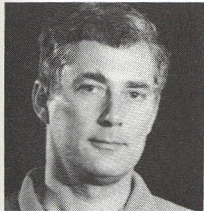
Paul Butler  
Pete Taylor  
Conveners



Bob Haft  
Convener

## Expressive Arts, pages 47-53

<b>Performing Arts</b>				
Introduction to the Performing Arts	48	F	W	S
At the Crossroads: Performance and Culture	48	F	W	S
Music Cultures of the World	32	F	W	
Moving Image Theatre:				
Production and Performance	12			S
<b>Film/Video</b>				
Mediaworks	48	F	W	S
<b>Visual Arts</b>				
Studio Project	32	F	W	
Studio Project: Three-Dimensional Form	16			S
Sculpture in Time and Place	24	F	W	
Fiber Arts	16		W	
Seeing the Light	16			S
<b>Cross Area</b>				
Toward the 21st Century: American Identities, Communities and Globalism	48	F	W	S
The "Artist" in Technoculture:				
Representational Politics	32	F	W	
Pacific Northwest Art: Changing Perspectives of the Landscape and the People	16			S
Word, Sound and Image: Advanced Inter-Arts	48	F	W	S
<b>Related Offerings:</b>				
Miracles: Literature and Community Work	48	F	W	S
Creative Writing: Poetry	16	F		
Writers' Workshop	16			S



Don Finkel  
Secretary

**Knowledge and the Human Condition, pages 54-60**

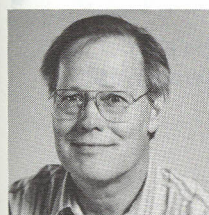
Auto/biography	48	F	W	S
Heroes, House Spirits and Fairies: Celtic and Slavic Folk Traditions in Song and Tale	32	F	W	
Ethnography and Culture: Practicing the Craft	32	F	W	
Advanced Studies in Ethnography and Culture	16			S
Happy Talk, Graven Images: Mass Media in America	48	F	W	S
The Mythic Image	48	F	W	S
Evergreen's First Years: An Oral History Project	32	F	W	
Creative Writing: Poetry	16	F		
Student Originated Studies in Humanities	16	F		
The English Romantics: Poetry and Fiction, Wordsworth to Scott	16		W	
Writers' Workshop	16			S
Banned in Boston: The Hidden History of the Struggle for Community and Equality in the U.S.	16			S
<b>Related Offerings:</b>				
Toward the 21st Century: American Identities, Communities and Globalism	48	F	W	S
Celebration: Myth, Ritual, Language and Culture	48	F	W	S
Science of Mind	48	F	W	S
Word, Sound and Image: Advanced Inter-Arts	48	F	W	S
Learning from the Past: History, Evolution, Tradition	48	F	W	S
Post-Modern Bodies	32	F	W	
Pacific Northwest Art: Changing Perspectives of the Landscape and the People	16			S
Music Cultures of the World	32	F	W	

**Language and Culture Center, pages 61-63**

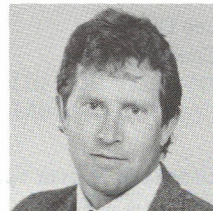
The Classical World: The Greek Tradition	48	F	W	S
Celebration: Myth, Ritual, Language and Culture	48	F	W	S
Hispanic Forms in Life and Art	48	F	W	S
<b>Related Offerings:</b>				
Heroes, House Spirits and Fairies: Celtic and Slavic Folk Traditions in Song and Tale	32	F	W	
Music Cultures of the World	32	F	W	

**Management and the Public Interest, page 64**

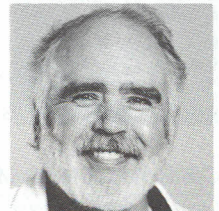
Management and the Public Interest	48	F	W	S
<b>Related Offering:</b>				
America in the 1990s: Our Social and Economic Legacy	48	F	W	S



Dean Olson  
Convener



Craig Carlson  
David Whitener  
Conveners



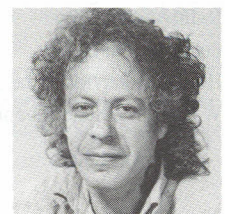
**Native American Studies, pages 65-67**

Cultural Re-entry: Dimensions of Existence	48	F	W	S
Human Behavior in the Social Environment	48	F	W	S
Washington State Juvenile Delinquency	48	F	W	S
Miracles: Literature and Community Work	48	F	W	S
<b>Related Offerings:</b>				
Brazil: Slavery, Sugar and Samba	16	F		
Tribal: Community Based Community Determined	48	F	W	S

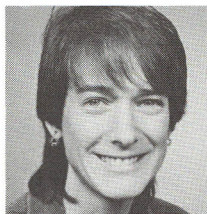
**Political Economy and Social Change, pages 68-69**

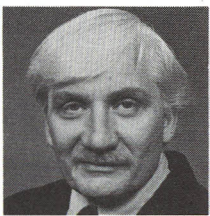
Political Economy and Social Change: Race, Class and Gender	32	F	W	
America in the 1990s: Our Social and Economic Legacy	48	F	W	S
Toward the 21st Century: American Identities, Communities and Globalism	48	F	W	S
Brazil: Slavery, Sugar and Samba	16	F		

Peter Bohmer  
Convener



Susan Fiksdal  
Convener





Leo Daugherty  
Convener

**Center for the Study of Science and Human Values, pages 70-71**

Learning from the Past:

History, Evolution, Tradition	48	F	W	S
Post-Modern Bodies	32	F	W	

**Related Offering:**

Nisqually Landscapes:

The Mountain to The Sound	48	F	W	S
---------------------------	----	---	---	---

**Science, Technology and Health, pages 73-80**

Foundations of Natural Science	48	F	W	S
Matter and Motion	48	F	W	S
Energy Systems	48	F	W	S
Mathematical Systems	48	F	W	S
Data to Information	48	F	W	S
Science of Mind	48	F	W	S
Student Originated Software	48	F	W	S
Molecule to Organism	48	F	W	S

In the Master's House: Disenfranchised Populations and Psychological Counseling

	48	F	W	S
--	----	---	---	---

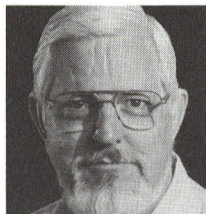
Social and Organizational Change for the 21st Century

	32	F	W	
--	----	---	---	--

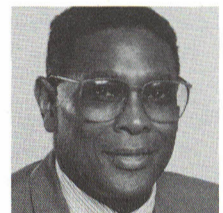
Models of Health Care and Reform	16			S
----------------------------------	----	--	--	---

**Related Offerings:**

Post-Modern Bodies	32	F	W	
Human Behavior in the Social Environment	48	F	W	S
Washington State Juvenile Delinquency	48	F	W	S



John Marvin  
Convener



Willie L. Parson  
Acting Director

**Tacoma Program, page 81**

Global Citizenship, Community Collaborations	48	F	W	S
--	----	---	---	---

**Graduate Study at Evergreen, pages 82-84**

Master of Environmental Studies (MES)

Master of Public Administration (MPA)

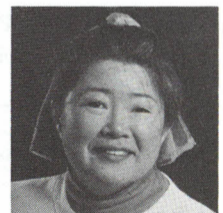
Master in Teaching (MIT)



Ralph Murphy  
Director, MES



Lucia Harrison  
Director, MPA



Jan Kido  
Director, MIT

**\*Key**

F—Fall Quarter

W—Winter Quarter

S—Spring Quarter

# Special Features of the Curriculum

## Interdivisional Offerings

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

Toward the 21st Century: American Identities, Communities and Globalism, page 52

Pacific Northwest Art: Changing Perspectives of the Landscape and the People, page 53

Celebration: Myth, Ritual and Culture, page 55

Post-Modern Bodies, page 71

Science of Mind, page 78

## Learning Resource Center Library 2122/2126, Ext. 6420

The LRC is open to all students who desire individual help in either writing or math. Priority is given to assisting students within their academic programs. Diagnostic testing and individual conferences are available to help determine needs. Students can work in self-paced programs, in small groups or with individual help from the professional staff and student tutors on a first-come, first-served basis.

Writing tutors are available to students who would like help with writing, reading or study skills, at basic or advanced levels, by appointment or on a drop-in basis.

Also, any student can receive help in basic math through calculus and statistics. Additionally, any student can register at the beginning of the quarter in a self-paced program in either intermediate algebra or pre-calculus. Students in these courses can receive help from math tutors and will work under the supervision of the math coordinator. However, students are encouraged to register in regular courses when such are being offered.

## International Studies and Opportunities to Study Abroad

Evergreen offers a variety of ways to study different cultures both in Olympia and abroad. The curriculum offers a variety of programs with an international and/or multicultural theme; they are offered within the various specialty areas and in the core curriculum. In some programs opportunities are available for part-time language study.

Evergreen students may also pursue options to study abroad. The *Language and Culture Center*, in particular, usually offers one or more programs each year that travel abroad for a quarter. Students may also study abroad through individual learning contracts, group contracts or programs offered by other U.S. universities. For further information regarding these options, contact the Student Advising Center preferably a year before you seek to study abroad. 1993-94 programs with a strong international focus include:

Tropical Rainforests (Costa Rica), page 44

(Core) Conquest and Revolution: Mexican, Irish and Peruvian Cultures, page 40

Introduction to Performing Arts, page 48

At the Crossroads:  
Performance and Culture, page 48

Music Cultures of the World, page 48

Heroes, House Spirits and Fairies: Celtic and Slavic Traditions in Song and Tale, page 55

Celebration: Myth, Ritual and Culture, page 62

Hispanic Forms in Life and Art, page 63

Brazil: Slavery, Sugar and Samba, page 69

Political Economy and Social Change:  
Race, Class and Gender, page 68

## Do You Want to Study Mathematics at Evergreen?

If you like math and want to learn about how it relates to art, philosophy and, of course, science, Evergreen is the ideal place for you to go to school. If, on the other hand, you have had unpleasant experiences in your previous mathematical education, the learning environment at Evergreen probably will enable you to rid yourself of any math anxiety that you might have—we think you could learn to enjoy math.

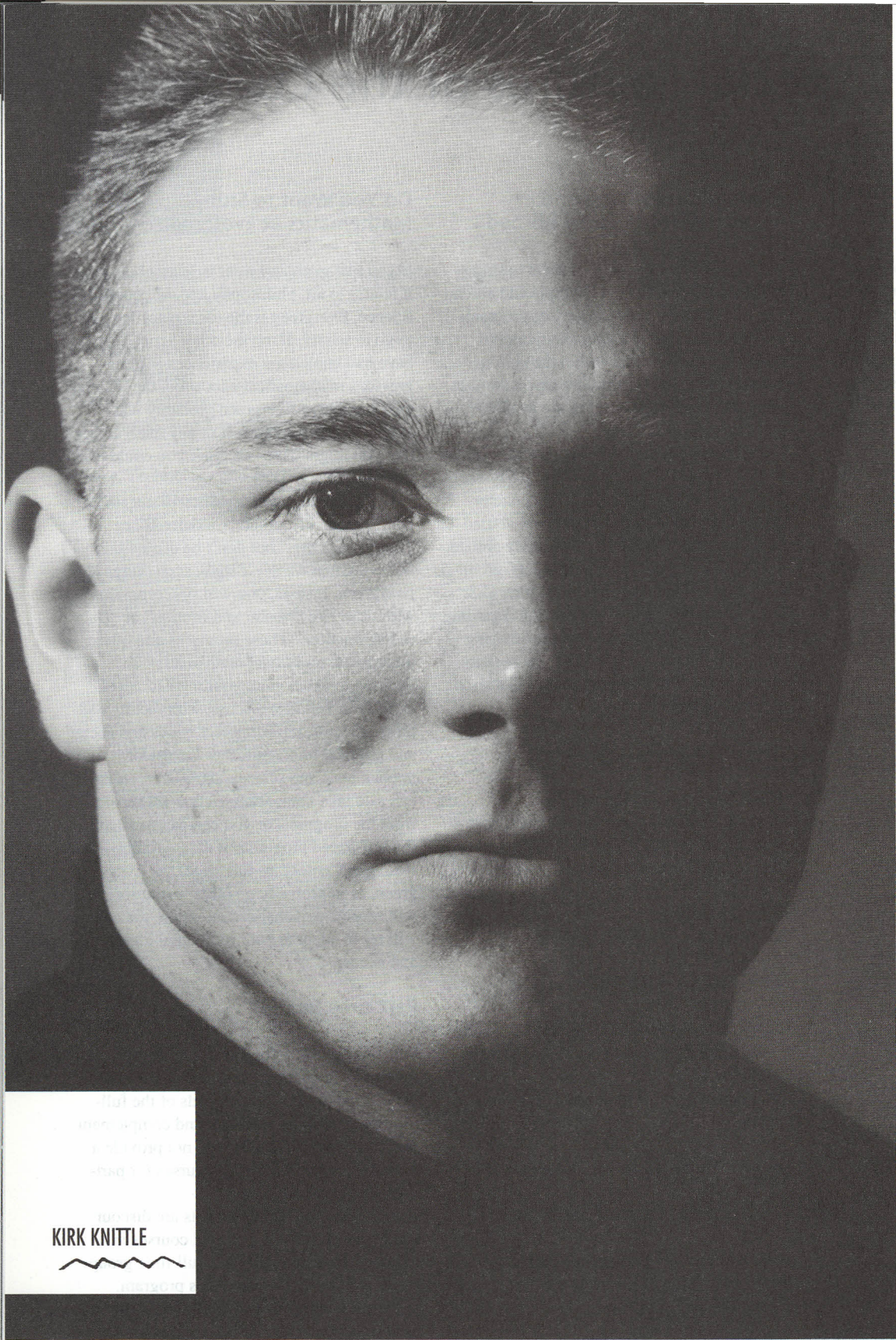
In our catalog, you usually will not find a course explicitly called "Calculus II" or "Linear Algebra," but don't be misled into believing that we don't study such things at Evergreen. Instead, you will find programs with titles like "Matter and Motion" or "Data to Information." These programs and others incorporate traditional mathematics. In addition to developing your mathematical skills, you will also discuss, with faculty and other students, philosophical issues and social and political implications of the use of mathematics and science. At Evergreen you can also take math modules that are separate from the programs or you can participate in the self-paced programs at the Learning Resource Center (see this page). At Evergreen, as in probably no other institution, you will receive personalized attention; the college will try to adapt to your individual interests and needs.

## Part-time Studies

Part-time courses (for 4 or 8 credits) are offered each quarter. Most of these courses are offered to fill specific needs of the full-time curriculum or to enrich and complement that curriculum. Thus they do not provide a wide and coherent array of courses for part-time students.

In general, full-time students are discouraged from substituting several courses in a quarter for participation in a full-time group contract or coordinated studies program.

People wishing to enroll in studies part-time should speak with the Admissions Office and the Student Advising Office to better understand the courses available to them. Up-to-date descriptions of part-time offerings are published quarterly in *The Evergreen Times*.



KIRK KNITTLE

*Third-year student Kirk Knittle was a member of the Tumwater, Washington, High School state championship football team. College has helped transform him from "jock" to scholar. Kirk plans eventually to earn a Ph.D. in economics and teach at the college level.*

"I was never interested in current or world events. I was into body building and football. I didn't know how to read analytically and I don't think I'd read a whole book in my life. I'd never thought of going to Evergreen because of the stereotypes of it being a '60s-type school. I didn't know how I would be accepted because I'm kind of

conservative. But **it's been a great learning experience. I get more enjoyment from studying, reading** and going to school than I ever did playing sports. My motivation and desire to learn is something I'm really proud of."

## Core Programs

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

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

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

### The Context of Discovery

Fall, Winter, Spring/Coordinated Study  
Coordinator: Cheryl Simrell King  
Enrollment: 100 Faculty: 5  
Prerequisites: None  
Special Expenses: Program retreat, field trips  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

Rachel Carson, Charles Darwin, Albert Einstein, George Elliot, Escher, Sigmund Freud, Galileo, Margaret Mead, Mozart, Alice Walker. What is the common thread in this list? All of these people have significantly influenced Western thought through discovery or creation.

What is discovery? What is creation? Are creation and discovery the same or different? What is the context in which discovery is possible? What creates this context? These questions form the basic structure of this program, which looks at some of the key discoveries and creations in the sciences, social sciences, humanities and arts in order to understand why and how discovery and creation happen.

In studying discovery and creation, we will read and learn about the whole process that led to that discovery, not just the discovery itself. We will examine the basic elements or conditions of that discovery or creation, including the cultural, political, social, personal, historical, physical and intellectual circumstances. We will also study implications of the discovery and its impact on life in the 20th and 21st centuries.

We will pay special attention to those conditions that inhibit discovery, elements that keep it from being recognized by the greater community or keep it at the margin of the discipline. Although these elements can take many forms, the program will focus on inhibitors related to race, gender and class.

Through learning how others discover and create, we learn about ourselves. We will explore our cultures and examine the values that we carry and the symbols and rituals that allow us to translate those values into thought and action. Through field trips, experiments, creative writing, music and art, we will learn about our own capacity for discovery and creation and the elements that influence or inhibit us. We will learn how to discover the things within ourselves that can, and should, be shared with the world.

We will focus extensively on writing, critical thinking and analytical skills, also integrating quantitative skills to the extent possible and the level appropriate for our studies.

Credit will be awarded in natural history, the physical and biological sciences, music, the social sciences, philosophy, mathematics/statistics, cultural studies, feminist theory, writing and research.

Total: 48 credits

Every Core Program prepares students for entry programs in all specialty areas.

## Mirrors of Language

Fall, Winter, Spring/Coordinated Study  
Coordinators: Susan Fiksdal, Doranne Crable  
Enrollment: 44 Faculty: 2  
Prerequisites: None  
Special Expenses: Project materials, workshop fees, tickets to performances, lectures/presentations off-campus  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: Yes, required, see description

In this program, we will consider language in its broadest sense—as a means of communication. Through our study of the languages of film, text, drama, visual and performing arts and conversation (among others), we will study conceptions of intent, both conscious and unconscious. How does a writer's intent shape a reader's understanding of a text or a spectator's understanding of a play? In what ways do speakers convey their intent in conversation? What effect do artists' conceptions and perceptions have on cultural communication? How can these languages be understood in an intercultural context? Are there universal languages? The power of sounds—intonation, rhythm, words—will be one aspect of our study. Another, which is equally important, will be the power of silence, of gesture, of movement.

We will examine theories of language origins and changes and the use of language to persuade, deceive, express cultural and personal identity. Debates on bilingualism, linguistic imperialism and censorship will be presented. Students will keep a series of notebooks and create several projects based on audio-visual, print, performance and visual art sources in order to explore a number of languages and their reflections. There will be opportunities to write research papers, present analyses of particular types of discourse and to do creative work based on students' understanding of languages.

Because our major metaphor is mirrors, we will look closely at representation of and by language. Class meetings will be our laboratory as well as our place for inquiry and synthesis. We invite students with backgrounds in linguistic diversity as well as those who would like to enter that world to read, write, experience, create and share conceptions about languages from a multicultural perspective.

Students must take a module in a second or third language, mathematics, drawing, music or another form of cultural expression.

Credit will be awarded in linguistics, expository and creative writing, verbal and non-verbal communications, introduction to performance theory, literary text analysis and critical thinking.

Total: 48 credits, including one module per quarter

Every Core Program prepares students for entry programs in all specialty areas.

## Environment, Land and People

Fall, Winter, Spring/Coordinated Study  
Coordinators: Oscar Soule, Barlow/Kelly, Yvonne Peterson  
Enrollment: 66-88 Faculty: 3-4  
Prerequisites: None  
Special Expenses: \$50 per quarter field trip expenses  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

Using coastal and southwest Washington as a laboratory to study interactions between people and their biological and physical environments, this program will consider how the land got here, how plant and animal communities developed, how Native American and more recent inhabitants arrived and lived on the land, how people utilize biological and physical resources of the area and what the future may hold for this region of Washington State. We expect to focus attention on the past, present and future of the regionally important industries of cranberry production, forestry and fishing.

We will study the past through geology and fossils, evolution and ecological succession, and history of the peoples of the region. We will study the present through environmental analysis, sociology of the peoples and economics of the industries. We will study the future through examining state and local governments, land use and community planning. Through all of this we will pay particular attention to interactions between people and their environment—the decisions they make and the land and its resources, the technology they use in their industries and its impact on the land.

We will alternate between periods of intense course work and focused periods of application and extensive field work in both the biological and social sciences. We will learn background in mathematics and the natural and social sciences as they apply to the overall program studies. For example, we will study physics to understand technology involved in cranberry harvest, economics to examine the roles of corporations in the region, chemistry to understand environmental monitoring; sociology to better understand human communities.

The program will involve extensive research, writing and presenting as we attempt to document and form an understanding of the region. Portions of the study will involve videotaping as a means of visualizing the arts, crafts and industries of the people. Although instruction will continue throughout the year, students will devote a significant portion of Spring Quarter to group projects designed to aid local communities in planning and to help us more fully understand the region. Community planning, park development, habitat surveys, resource management and environmental or pollution monitoring are likely topics for this project.

By the end of the program students should understand how many areas of the liberal arts curriculum apply to the study of land and people and have a good sense of the multidisciplinary education needed to undertake careers in communications and natural and social sciences.

Credit will be awarded in biology, ecology, economics, ethnography, geology, history, humanities, land-use planning, mathematics, physical science and sociology.

Total: 48 credits

Every Core Program prepares students for entry programs in all specialty areas.



## Great Stories

Fall, Winter Spring/Coordinated Study  
Coordinator: Tom Grissom  
Enrollment: 110 Faculty: 5  
Prerequisites: None  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: Consult faculty

People have always told stories to try to make sense of the world. These stories have taken various forms, such as oral-traditional myths and epic poetry, drama, novels, religious texts and scientific treatises. In this program we will examine some of the important stories that have shaped our world view and those of other cultures, particularly Japanese. In doing so, we will explore the impact that the development of written language, scientific notational systems, the printing press, the computer and audio-visual recording have had on the way we think, organize our knowledge and make sense of the world.

We will ask the following kinds of questions. How do the notational systems we use influence the kinds of questions we ask and the kinds of stories we tell? How does a society's concept of "law" change when that society acquires a written language? Does the emphasis on mathematics in modern science predispose the scientist to ignore factors that are not easily measurable? How has the metaphor of the computer affected the way in which we think about our own thinking ability? How does the medium in which a story is told (or shown) affect its significance? Does the old story of King Lear change when it is shaped into a drama by Shakespeare? Does the drama's significance alter when its performance moves from the stage to the film? What happens to the English drama when Japanese film director Kurosawa transforms it into the film *Ran*?

We will deal with these kinds of questions historically. Fall Quarter we will study the transition from an oral to a literate culture in early Greece. Starting with the oral poetry of Homer, we will read selections from Greek drama, philosophy, mathematics and science. Winter Quarter will be devoted to texts of the 16th, 17th and 18th centuries. Planned readings include the King James version of the Bible and selected works of Shakespeare, Newton and other literary, scientific and philosophical writers. Spring Quarter will deal with 20th century models of the world developed within both the arts and the sciences. Throughout all three quarters we will compare and contrast European/American procedures with those of other cultures.

There will be twice-weekly seminars and weekly lectures on the readings. Other meetings of the whole group will be devoted to presentations, including audio-visual works. Regular writing workshops will help students improve the papers they will submit each week. There will also be workshops in mathematics, logic, and the workings of oral tradition.

Credit will be awarded in literature, philosophy, history, mathematics, history of science, English composition and critical reasoning.

Total: 48 credits

Every Core Program prepares students for entry programs in all specialty areas.

## Classical and Modern: Constructions of Human Experience

Fall, Winter, Spring/Coordinated Study  
Coordinator: David Marr  
Enrollment: 66 Faculty: 3  
Prerequisites: None  
Special Expenses: Field trips to Seattle  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: Faculty signature required

"Classical and Modern" will study human experience through literature, art history and the social sciences. The program is built around a series of exercises in interpretation and authorship and stresses careful reading and much writing. We will learn to read and interpret texts, films, artworks and musical performances. Because of the faculty team's expertise, we will draw our materials primarily from Euro-American and Japanese traditions, ranging from classical works (Plato, Shakespeare) to modern films (Godard, Kurosawa). Our main goal is to read and communicate well.

In "Classical and Modern" we assume that cultural objects like books, paintings and films are constructions and compositions of human experience. Human experience itself, we assume, is constructed and composed, not given by nature. Values and beliefs, too, are constructions and therefore open to question and subject to change. Daily media reports of a traumatized earth make us all question the values by which we live. We will interpret classical constructions of experience and value while expanding our own.

Among modern texts we will include our own acts of communication as objects of study. For example, as members of a seminar, all Evergreen students are expected to engage in dialogue. What is the potential and what are the limitations of dialogue as a way of composing experience? In addition to writing short papers weekly, students will keep journals recording their responses to the books and other materials encountered in the program and will write one paper each quarter about the most important themes they have observed.

Credit will be awarded in humanities, social sciences and English composition.

Total: 48 credits

Every Core Program prepares students for entry programs in all specialty areas.

## The American West as Image and Reality

Fall, Winter, Spring/Coordinated Study  
Coordinator: Brian Price  
Enrollment: 66 Faculty: 3  
Prerequisites: None  
Special Expenses: For possible field trips  
Part-Time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

When we think of the American West, our images are often of individualistic pioneers carving free lives out of a wild, beneficent nature, or of the epic national manifest destiny to dominate and civilize the wilderness. Land of freedom or land of opportunity, what makes the United States distinctive is inextricably bound up with the idea of the West.

Yet the West, its cultures and ecology, have been transformed again and again. For thousands of years the West has been understood as a place of vast distances and almost unimaginable space and as home to hundreds of diverse Native American peoples. Immigrants from England, France, Spain, Russia and elsewhere have explored and occupied territory only in the last 200 or so years. They have done so in such numbers that 100 years ago Frederick Jackson Turner declared the American Frontier closed. The 1990 census revealed that the West is now the most urban of American spaces.

All of the immigrants to the West have brought changes to the land, transforming it from a natural wilderness into an urban civilization, perhaps epitomized by the polluted, smog-shrouded, strife-torn media capital, Los Angeles. Yet when modern Americans imagine the West, their images are more often of Yosemite than of Watts, of the Grand Canyon than of the Space Needle, of rugged pioneers than of the urban poor, of John Wayne than of Frederick Weyerhauser.

In this program our project is to investigate the historically changing dominant images of the environment and peoples of the American West, looking at how these images—in written and visual texts—square with the documentary evidence we have about the experiences of exploration, conquest and settlement of the West, and about the transformations of its cultures and ecology. We will investigate the past as a guide to understanding the present, and will ask how both past and present can guide our pathway to the future.

As we do so, we will pay consistent attention to skill development, focusing on analytical reading and writing, critical reasoning and film analysis.

Credit will be awarded in American literature, history, political economy, and cultural studies, as well as in environmental studies.

Total: 48 credits

Every Core Program prepares students for entry programs in all specialty areas.

## Conquest and Revolution: Mexican, Irish and Peruvian Cultures

Fall, Winter, Spring/Coordinated Study  
Faculty: Patrick Hill, Eric Larson, Raul Nakasone, Gil Salcedo  
Enrollment: 66 Faculty: 3  
Prerequisites: None  
Special Expenses: \$20 for films  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

The conquest of cultures and revolutionary resistance occupy a central stage in human history. The consequences of these events are both negative and positive. From the standpoint of the indigenous cultures, there is death, enslavement, destruction of languages and cultural mimicry. In the perspective of centuries, however, there is also the emergence of vital hybrid cultures, peoples and languages, new technologies and new visions of independence and social justice. This program will examine the dynamics of conquest and revolution in Mexico, Ireland and Peru, three separate and essentially unconnected countries, sharing only the misfortune of having their land and resources coveted by more powerful countries.

We will seek to learn about the dynamics of culture and power in these three examples. We will read theories of cultural interaction and of the relationship of the indigenous cultures of the past to the present in such authors as Friere, Fuentes, Vasconcellos, Anzaldúa, Yeats and Connolly. We will critically examine successes and failures of revolutions in restoring or creating vital cultures and just societies.

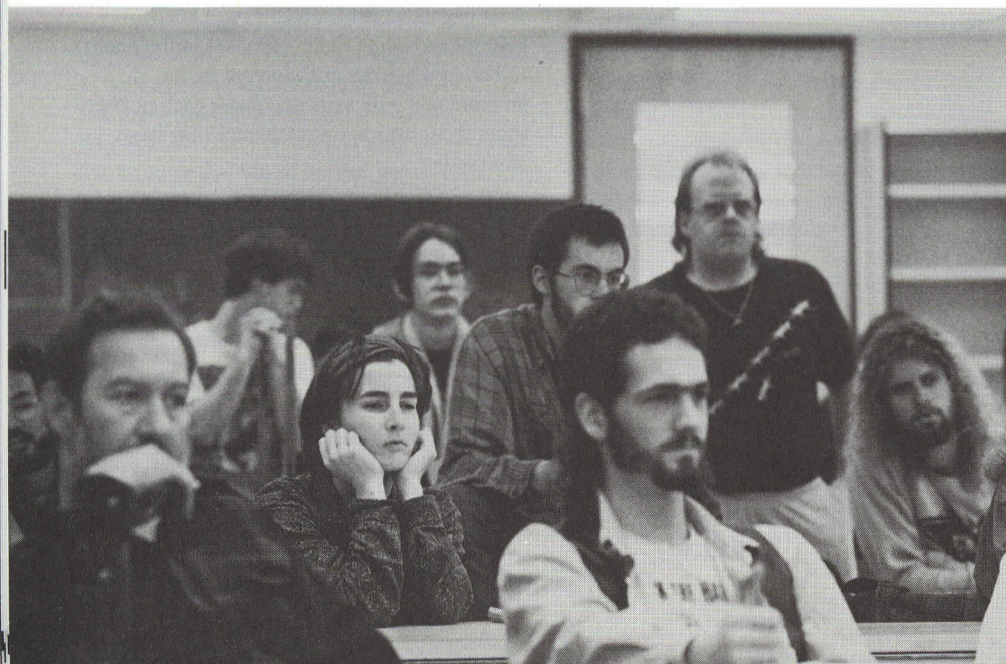
We will divide our study into four basic units of Mexican, Irish and Peruvian history: the native culture prior to the conquest, the process of conquest, the revolution and efforts to dignify important aspects of the original culture, and the state of present-day Mexico, Ireland and Peru.

Four credits of introductory and/or intermediate Spanish are an integral part of the program for all students except native speakers. Program activities will include lectures, book seminars, films and music.

Credit will be awarded in Irish and Mexican and Peruvian history, cultural studies, anthropology, philosophy, history and political economy.

Total: 48 credits

Every Core Program prepares students for entry programs in all specialty areas.



# Environmental Studies

Conveners: Pete Taylor/Paul Butler

Affiliated Faculty: Michael Beug, Paul Butler, Jovana Brown, William Brown, Richard Cellarius, Larry Eickstaedt, Russ Fox, Steven G. Herman, Pat Labine, Kaye V. Ladd, John Longino, David Milne, Carol Minugh, Ralph Murphy, Nalini Nadkarni, Tom Rainey, John Perkins, Oscar Soule, Jim Stroh, Pete Taylor and Al Wiedemann

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

Specifically, the goals of Environmental Studies are:

- to understand the nature, development and interactions of terrestrial and marine ecosystems and human societies;
- to learn the richness and limits of environmental and social resources available to sustain both human environments and natural systems;
- to study the cultural values and philosophies that shape environmental behaviors; and
- through applied work, to develop the skills necessary to handle our resources wisely.

**Environmental Studies** blends material from many disciplines drawn from natural and social sciences, arts and humanities. Furthermore, it strives to break down boundaries between disciplines in order to realize the integration necessary to achieve the goals stated above.

## Curricular Pathways in Environmental Studies

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

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

*First Year:*  
Any Core Program.

*Second or Third Years:*  
"Introduction to Environmental Studies"  
"Nisqually Landscapes"  
"Geography and Environment"  
"Ecological Agriculture"  
"Marine Environments"

*Third or Fourth Years:*  
"Landscape Processes"  
"Natural History of the American Southwest"  
"Temperate Rainforests"  
"Tropical Rainforests"  
"Mammalogy"  
"Ornithology"  
"Biogeography"

## Nisqually Landscapes: The Mountain to The Sound

Fall, Winter, Spring/Coordinated Study  
Coordinator: Mark Levensky  
Enrollment: 44 Faculty: 2  
Prerequisites: Core Program or equivalent  
Special Expenses: \$30 per quarter for field trips and guest speakers; each student must provide own raingear, boots, camping gear, binoculars  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

"Nisqually Landscapes: The Mountain to The Sound" is a one year, focused study of the Nisqually River and its small communities and natural surroundings from the Nisqually Glacier on Mt. Rainier to the Nisqually Delta where the river joins Puget Sound. Program themes will include concepts of nature, natural history, principles of ecology, small communities and environmental ethics. Prior study of any of these themes will not be necessary for enrollment. Students whose primary interest is in the arts, humanities or social sciences, but who wish to gain solid exposure to environmental studies will be most welcome in this program.

Each member of the program will participate in all program meetings, book seminars, writing workshops, field workshops, weekly all-weather field trips, labs and group project meetings. Spring Quarter each student will work with a small group of fellow students to design, research and complete a substantial research project on a program theme. The group will then present some results of its work to the program and to a part of the larger Nisqually River community.

Through conscientious attention to the work of the program, comprehension of the structure and function of natural and human communities and a substantial introduction to contemporary environmental ethics, the overall goal of the program is to increase each person's understanding of and respect for nature.

Credit will be awarded in expository writing, environmental ethics, natural history, principles of ecology, community studies and group project in environmental studies.

Total: 48 credits

Program is preparatory for advanced-level work in environmental studies or for pursuing studies in any of the other specialty areas of the college.

## Introduction to Environmental Studies

Fall, Winter/Coordinated Study  
Coordinator: TBA  
Enrollment: 72 Faculty: 3  
Prerequisites: Core Program or equivalent  
Special Expenses: Field-trip costs estimated at \$30 per quarter  
Part-time Options: 12 units, concurrently with Chemistry or Principles of Biology, with permission of the program coordinator  
Internship Possibilities: No  
Additional Course Allowed: Yes, see Part-time Options

While specific content will depend on faculty staffing, the program generally will examine natural systems and human affairs which interact to affect local and global environments. Areas of ecological science, social science and humanities which apply toward understanding environmental issues will be covered by assigned readings, lectures, written assignments, seminars, labs and field studies. Probable themes are biodiversity and its conservation, intensifying urbanization, declining rural environments and others. Primary examples will be from the Pacific Northwest, with likely emphasis on forest ecosystems and urban and rural environments. It is also likely that tropical Latin America will be featured.

Credit will be awarded in areas of natural science (ecology), social science (probably political economy, geography, sociology and/or anthropology), and humanities (environmental philosophy).

Total: 32 credits

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

## Ecological Agriculture

Fall, Winter, Spring/Coordinated Study  
Coordinator: Pat Labine  
Enrollment: 48 Faculty: 2  
Prerequisites: Core Program or equivalent, some college work in chemistry and political economy recommended  
Special Expenses: Approximately \$75 in field trip fees  
Part-time Options: By arrangement with faculty  
Internship Possibilities: Spring Quarter  
Additional Course Allowed: By arrangement with faculty

The Ecological Agriculture program provides a broad, interdisciplinary study of agriculture from a critical perspective concerned with social and ecological sustainability. Fall Quarter will examine the history and present predicaments of American agriculture. Winter Quarter will consider alternatives and possible futures. Spring Quarter will focus on the role of agriculture in Third World development. Critical reading and expository writing will be emphasized. In addition to seminar work, there will be substantial study in natural and social sciences (ecology, soil science, entomology, community studies, land use planning). Students will also have the opportunity for practical experience in food production at the Organic Farm. Students wanting more extensive training in agricultural production may begin the program "The Practice of Sustainable Agriculture" Spring Quarter as part of their work in Ecological Agriculture. Other student projects and internships will also be Spring Quarter options.

Credit will be offered in ecology, soil science, entomology, political economy of American agriculture, community studies, agriculture and development in the Third World, expository writing, library research and farm practicum.

Total: 48 credits

Program is preparatory for careers and future studies in environmental studies and agriculture.

## Geography and Environment: Systems in Conflict

Fall, Winter/Group Contract  
Sponsor: William Brown  
Enrollment: 24 Faculty: 1  
Prerequisites: Core Program or equivalent  
Special Expenses: No  
Part-time Options: Consult faculty  
Internship Possibilities: No  
Additional Course Allowed: Consult faculty

This contract will examine the historical relationship that has developed between natural environments and those human systems that have been imposed upon it. We will be broadly concerned with the sustainability of the earth's natural environments in the face of increasing population growth and resource use. We will address distribution, access to and use of earth's diminishing resources as they conflict with the ideology of growth and development. We will begin with a study of physical geography and climate, the basis of all natural systems. Our studies will focus on two major problems that have been imposed on the environment—urbanization and agriculture. We will also take a look at our traditional preoccupation with political maps and examine the artificial nature of political territorialization that has resulted not only in the present global division between the "haves" and "have nots," but in the new promise of an environmentally conscious "fourth world" of emerging cultures.

Credit will be awarded in geography (according to individual student emphasis, (e.g., political, physical, cultural, urban), environmental studies and regional studies.

Total: 32 credits

Program is preparatory for careers or future study in geography, global studies, environmental studies, and economic development.

## Landscape Processes

Fall, Winter/Group Contract

Sponsor: James M. Stroh

Enrollment: 22 Faculty: 1

Prerequisites: Junior standing, geology or physical geography, college algebra; statistics and chemistry desirable; faculty signature required

Special Expenses: \$20 lab fee and \$70 field trips

Part-time options: Yes, faculty consent required

Internship possibilities: No

Additional course allowed: Yes, faculty consent required

This program is about the surface and near subsurface of the earth, the processes that shape it and environmental problems. We will pursue the study of geomorphology, hydrology and physical geography with particular emphasis on the western United States and western Washington. Modes of study will include texts, scientific articles, lectures, laboratory and field exercises, seminars (including "landscape literature") and special workshops. Individual and group research will be required. The class will focus on use of a computer-based Geographic Information System in modern analysis of landscape-linked environmental studies and environmental problem solving.

Credit will be awarded in geology, geography and environmental studies. Some credit may be upper-division science.

Total: 32 credits

Program is preparatory for careers in earth science, environmental science and geography.

## Mammalogy

Fall/Group Contract

Sponsor: Steven G. Herman

Enrollment: 24

Prerequisites: Introduction to biology; general understanding of natural history and interest in field work

Special Expenses: \$100 for transportation and related expenses

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Possibly

"Mammalogy" is an advanced program designed to familiarize students with the class **Mammalia**, emphasizing Washington mammals through lectures as well as lab and field work. Students will be required to prepare scientific study skins and research one species of mammal in both the library and the field. At least two overnight field trips are planned, one west of the Cascade Mountains, one east. Most other field work will be local, emphasizing live trapping. Students will maintain field records using a rigorous technique pioneered by Joseph Grinnell. Required materials will include a curatorial kit, standard field guides, *Mammalogy* by T. Vaughn and shorter texts as needed.

Credit will be awarded in mammalogy and another course or area of emphasis on mammals.

Total: 16 credits

Students who do well in "Mammalogy" will have an excellent background in the natural history and physiology of mammals and a thorough working knowledge of the natural history of Washington mammals, including selected marine species. These studies are applicable to career preparation in natural resource work and will be especially helpful for graduate studies in vertebrate zoology.

## Temperate Rainforests

Fall/Coordinated Study

Coordinator: Paul R. Butler

Enrollment: 44 Faculty: 2

Prerequisites: Advanced standing in Environmental Studies; interview and faculty signature required. Students must apply early Spring Quarter 1993. Contact faculty for announcement describing application process which includes a letter of application.

Selection based on appropriateness of the student's background as well as quality of student's work.

Special Expenses: \$150 for field trips

Part-time Options: Yes, faculty consent required

Internship Possibilities: No

Additional Course Allowed: Consult faculty

The world's rainforests are under tremendous pressure. This program will focus on the temperate forests of the Olympic Peninsula. Through extensive field work, both directed and student-originated seminars and lectures, students will develop an understanding of this unique ecosystem. With this background, we can then compare and contrast the region with other temperate and tropical rainforests, both in a natural history sense and as it relates to human activities.

Credit will be awarded in ecology, biology, geology and environmental studies.

Total: 16 credits

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

## Tropical Rainforests

Winter/Coordinated Study  
Coordinator: John Longino  
Enrollment: 24 Faculty: 2  
Prerequisites: "Temperate Rainforests" or equivalent; faculty signature required, some Spanish language preferred  
Special Expenses: \$3,000 for field studies in Costa Rica  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

Students and faculty will conduct field studies at the Monteverde field station in Costa Rica for the entire quarter. Also included is a trip around the country to introduce students to the various habitats found in this diverse Central American nation. Emphasis is on learning the natural history of tropical ecosystems.

Credit will be awarded in ecology, biology, geology and environmental studies.

Total: 16 credits

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

## The Marine Environment

Winter, Spring/ Group Contract  
Sponsor: Kaye V. Ladd  
Enrollment: 48 Faculty: 2  
Prerequisites: 2 quarters of college chemistry with laboratory and a quantitative background; junior or senior standing preferred  
Special Expenses: \$25 lab fee  
Part-time Options: Consent of faculty  
Internship Possibilities: No  
Additional Course Allowed: No

The "Marine Environment" program focuses on the sea as a habitat for marine life and the relationships between marine organisms and properties of the sea. Material will be developed through study of oceanography, marine ecology, statistics, lab and field work and research projects. Topics covered include marine geology, physical oceanography, chemical oceanography, biological oceanography and the ecology of specific habitats such as the deep sea, the Antarctic Ocean and the Pacific coastal regions. Lab and field work will focus on understanding the measurements necessary to understand the physical, chemical and biological properties of marine systems. Students will learn how to determine vertical profiles for salinity, temperature and relative light intensity and to associate these profiles with phytoplankton distributions and mixing patterns. Methods for determining suspended solids, chlorophyll, soluble phosphates, nitrogen-containing species, dissolved oxygen and primary productivity will be developed. Statistics will be developed within the context of understanding measurement and quantification of the marine environment.

Credit will be awarded in marine ecology, oceanography, statistics and research/laboratory/field work in marine science.

Total: 32 credits

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

## Biogeography

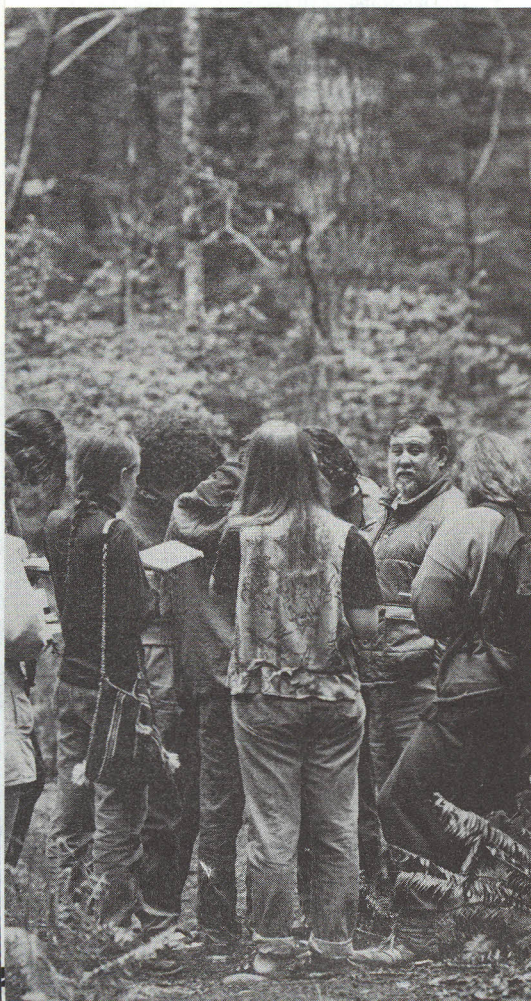
Spring/Group Contract  
Sponsor: Pete Taylor  
Enrollment: 24 Faculty: 1  
Prerequisites: College-level biology, ecology or evolutionary biology or equivalent.  
Special Expenses: Field-trip costs estimated to \$60  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This program is about "biogeography," a scientific field which seeks to describe and explain distributions of organisms based on historical and modern causes. Biogeography integrates knowledge from several areas of environmental science, including ecology, evolutionary biology and geology. The program will also explore aspects of "conservation biology," an emerging field that applies concepts of biogeography, ecology and evolutionary biology to protecting biodiversity, now recognized as declining globally at an unprecedented rate due to human causes. These subjects will be covered by lectures, readings, seminars, field studies and projects featuring global and local perspectives. Local examples may include the Olympic Peninsula and Mount Saint Helens, forests, salmon and numerous other possible organisms, places and issues.

Credit will be awarded in biogeography and conservation biology.

Total: 16 credits

Program is preparatory for further studies and careers in natural sciences and related environmental fields.



## Natural History of the American Southwest

Spring/Group Contract

Sponsor: Paul R. Butler

Enrollment: 22 Faculty: 1

Prerequisites: Junior or senior standing; previous academic work in natural history; faculty interview and signature. Students must apply early Fall Quarter 1993. Contact faculty for announcement describing application process which includes a letter of application. Selection based on appropriateness of the student's background as well as quality of student's work.

Special Expenses: Field trip expenses for approximately four weeks, including two-week river trip through the Grand Canyon, \$2,000

Part-time Options: Consent of the faculty

Internship Possibilities: No

Additional Course Allowed: No

Prior to departure on the field trip, students will study the natural history of the region through lectures, seminars and individually tailored reading assignments. The first two weeks in the field will be spent in the Death Valley region, where students will learn field techniques like vegetation sampling and geologic field mapping. The second two weeks will be spent on the Colorado River studying the natural history of the Grand Canyon. Upon return to Evergreen, students will write up the results of their field studies and make presentations to the class.

Credit will be awarded in upper-division science—geology, botany and ecology.

Total: 16 credits

Program is preparatory for careers and future study in environmental studies, ecology and geology.

## Ornithology

Spring/Group Contract

Sponsor: Steven G. Herman

Enrollment: 24 Faculty: 1

Prerequisites: Basic understanding of natural history, basic understanding of bird identification and record-keeping techniques

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

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

"Ornithology" is an advanced program designed to provide students with a comprehensive background in avian biology with an emphasis on field studies. Required materials include standard field guides (**Ornithology, The Naturalist's Field Journal, Bird Study**), field journal materials and high quality binoculars.

Credit will be awarded in bird ecology, ornithology, bird behavior and bird structure.

Total: 16 credits

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

## The Practice of Sustainable Agriculture

Spring, Summer, Fall/Group Contract

Coordinator: Pat Moore

Enrollment: 12 Faculty: 1

Prerequisites: "Ecological Agriculture" or equivalent college-level work in natural sciences and political economy. Faculty signature required. A personal interview will be required to assess the student's aptitude, experience and interest in practical agriculture.

Special Expenses: \$30, field trips and materials

Part-time Options: This is a part-time offering

Internship Possibilities: Yes

Additional Course Allowed: Yes

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

Credit will be awarded in sustainable agriculture.

Total: Spring Quarter-8 credits

Summer Quarter- 8 to 16 credits

Fall Quarter-8 credits

Program is preparatory for careers and future study in agriculture.

## Tribal: Community Based- Community Determined

Fall, Winter, Spring/Coordinated Study  
Coordinator: Carol J. Minugh  
Enrollment: 48 Faculty: 2  
Prerequisites: Consult coordinator; faculty signature required  
Special Expenses: No  
Part-time Options: Yes  
Internship Possibilities: Yes  
Additional Course Allowed: Yes

This community based program emphasizes community building within Native American communities where the classes are held. The curriculum for the program is a direct result of students themselves determining "What do educated members of an Indian nation, who want to contribute to their community, need to know?" The interdisciplinary approach provides opportunity for students to participate in seminars while also studying in their individual academic interest areas.

Development of the curriculum for the academic year begins with community involvement the previous spring. Current and potential students work to identify educational goals and curriculum topics for the program. A primary function of this process is that the student is able to be effective in or outside the native community. After the students make decisions, the faculty and students identify texts, methods and resources to assist the learning process. Students play a major part in making the learning appropriate to them in their community.

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

For program information, contact: Dr. Carol Minugh, Program Director, The Evergreen State College, Olympia WA 98505, (206) 866-6000, ext. 6025, or The Evergreen Indian Center, (206) 866-6000, ext. 6105.

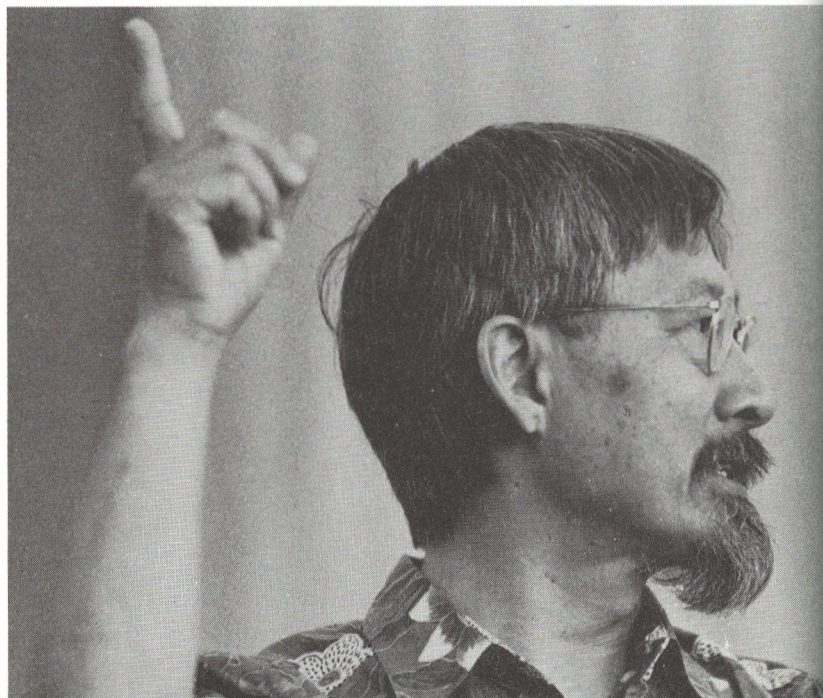
Credit distribution relates to specific curricular foci and topics adopted in the program.

Total: 48 credits

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

## Learning from the Past: History, Evolution, Tradition

Western concern with the study of human history as a specialized discipline is relatively recent, having emerged around the middle of the 19th century. At the same time, historical sciences such as geology and evolution were established. Why did so many Europeans and Americans become fascinated by the past at this time? How did their attempts to learn from the past differ from emphases in non-Western cultures? What has happened to their efforts to reconstruct "objective" records of human and natural history? Is "objectivity" a realistic goal in thinking about the past? Such questions will be the focus of this year-long, upper-division group contract. For a complete description, turn to page 70 of the Center for the Study of Science and Human Values.





## Expressive Arts

Convener: Bob Haft

Affiliated Faculty  
and area of Graduate Advising:

Susan Aurand—Visual Art  
Andrew Buchman—Music  
Sally Cloninger—Film/Video  
Doranne Crable—Performance Studies,  
Literature  
Joe Fedderson—Visual Art  
Anne Fischel—Film/Video  
Bob Haft—Visual Art, Photography  
Meg Hunt—Dance  
Rose Jang—Theater  
Bud Johansen—Dance  
Jean Mandeberg—Visual Arts/Sculpture  
Laurie Meeker—Film/Video  
Sandie Nisbet—Theater  
Ratna Roy—Dance, African-American  
Studies, South Asian Studies  
Terry Setter—Music  
Paul Sparks—Visual Art, Photography  
Gail Tremblay—Fiber Arts, Creative Writing  
Ainara Wilder—Theater  
Sean Williams—World Music  
Bill Winden—Music, Visual Art

The **Expressive Arts** Specialty Area is primarily concerned with helping students gain skills and experience in the arts. In many programs students have the opportunity to work in more than one art form simultaneously, and collaboration and cross-disciplinary approaches to learning are stressed throughout the specialty area. Program themes are drawn from issues of current and historic interest to the faculty and vary widely from year to year, ensuring that the faculty and curriculum remain vital and relevant. Students should be aware that sequential skills training is not available in most of the arts.

The Expressive Arts faculty are committed to the importance of creative work as a central element in liberal arts education. The skills acquired in Expressive Arts programs will contribute to the work students undertake in future academic programs. However, it is important for students primarily interested in the Expressive Arts to have a broad range of other academic experiences. Students should not expect to do all their undergraduate work within the Expressive Arts. They are encouraged to move into and out of the area, taking advantage of study opportunities in other specialty areas. While in the Expressive Arts, students are encouraged to work in more than one of the arts areas and to consider undertaking multimedia, collaborative projects with other students. The faculty believe that a wide range of experience in the arts and other disciplines is necessary to broadly develop students' creativity and perspective.

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

Offerings in the Expressive Arts include annual sophomore-level coordinated study programs which provide an introduction and theoretical foundation for work in the arts. Also generally included are junior/senior-level programs where students apply and refine art skills.

Individual contracts and senior thesis projects allow students to do work to suit their own particular needs and abilities. For both these options eligibility requirements include a minimum of three quarters of prior experience in the Expressive Arts.

Independent contracts in film/video are available on a limited basis to students who are ready for advanced work in film/video production, history and theory. Independent contract projects might involve production of a film, video or mixed media piece, writing a script or screenplay or conducting research on media history or theory. In order to do an independent contract, students must be at the junior or senior level and must demonstrate that they have gained a solid theoretical and technical background in film and video production, history and theory. This background should be developed through work in programs, courses and modules equivalent to a concentration. Students must have at least three quarters of prior experience in the expressive arts or expect to have taken and successfully completed an entry-level film and video program, such as "Recording and Structuring Light and Sound." Transfer students who have spent a year in coordinated studies may also plan independent contracts if they have at least one year of intensive coursework in media production and theory from their former institution. Students may not use independent contracts to learn basic production skills that are taught in full-time programs, courses or modules.

Students wishing to do either contracted individual study or a senior thesis in the arts should check with Expressive Arts faculty members about these requirements prior to submitting proposals. Students may also enroll in skill development modules designed to supplement work in programs and group contracts. Finally, there are internship possibilities for pre-professional work experience.

## Introduction to Performing Arts

Fall, Winter, Spring/Coordinated Study  
Coordinator: Ratna Roy  
Enrollment: 72 Faculty: 3 Ratna Roy, dance;  
Andrew Buchman, music; Ainara Wilder,  
theater  
Prerequisites: Core Program or equivalent  
Special Expenses: Performance tickets,  
movement/dance clothes, audio tape  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: Yes, with faculty  
permission

This program is designed to build basic skills in music, theater and dance and to explore the interacting of these art forms in performance. We will look at art forms of several different cultures, including South Asia, Eastern Europe and North America. While students will choose a "specialty" among the three art forms, everyone will be expected to learn something of all of them. We will concentrate on oral cultures and the art of storytelling (story acting, musical dance, drama), resulting in a collage of intercultural presentations and interactions (specifics will depend on the composition of the students in the class).

Credit will be awarded in music theory and composition, dance technique and choreography, acting and dramatic literature, mime theater, oral traditions, history and aesthetics of the performing arts, performing arts in cultural context and expository writing.

Total: 48 credits

Program is preparatory for careers and future study in Western music and world music, Western and Asian dance, Western and Eastern theater and performance art.

## At the Crossroads: Performance and Culture

Fall, Winter, Spring/Coordinated Study  
Coordinator: Bud Johansen  
Enrollment: 48 Faculty: 2  
Prerequisites: Junior/senior standing.  
"Introduction to Performing Arts" or  
equivalent. Faculty signature required.  
Interview and audition with faculty. Selection  
based on quality of presentation and perfor-  
mance.  
Special Expenses: Performance wear, travel  
and ticket expense  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: Yes

This program is designed to study theater, dance and music as well as their mutual and interlocked relationships in many performing art forms. We will analyze a wide spectrum of performance styles from various cultures. From Western tradition we will focus on modern and contemporary style such as music drama, Brechtian epic theater, modern dance and musicals. From Eastern tradition we will look at both traditional theater, such as Chinese opera and Japanese Kabuki, and contemporary invention such as Japanese Butoh. We will study each individual art form and explore its unique combinations of dance, theater and music independently, while also conducting careful comparative study between different cultural performances and investigating their mutual influences.

Fall Quarter will introduce students to all these various performance styles through weekly study of theory and practicum. Winter Quarter will concentrate on faculty-facilitated performance projects in reflection of particular efforts and considerations at the crossroads of culture and performance genres. These projects will follow a unified theme decided and directed by the faculty, performed by the students and presented to the public at the quarter's end. Spring Quarter will again focus on performance, but this time projects will be student-initiated, collaborative projects reflecting on what students have learned through the year. The performance will also be open to the public at the end of the quarter.

Credit will be awarded in performing arts and multicultural perspectives in the arts.

Total: 48 credits

Program is preparatory for careers and future studies in the performing arts.

## Music Cultures of the World

Fall, Winter/Group Contract  
Sponsor: Sean Williams  
Enrollment: 24 Faculty: 1  
Prerequisites: Junior/senior standing. Faculty  
signature required: Interview and compatibil-  
ity between the student's interests and the  
content of the program required.  
Special Expenses: \$100 per quarter for books,  
concerts, lessons  
Part-time Options: Yes, with faculty permis-  
sion  
Internship Possibilities: No  
Additional Course Allowed: Language study

Ethnomusicology is the study of music in its cultural context. The three broad areas of musical sound, concepts and behavior will be explored cross-culturally as we try to make sense of the many different musical cultures we encounter in the world. All the music we listen to will come directly from traditional and popular artists in the area under discussion, with the aim of understanding local terminology and theory rather than forcing Western music theory onto non-Western music. We will examine several major musical areas each quarter including parts of Asia, Africa, the Middle East and the Americas through listening, reading and writing. Our theoretical perspectives on music in relation to politics, economy, colonialism, ritual, dance, spirituality, acculturation, language and gender perspectives will help to guide us across cultural and national boundaries throughout the year.

Program activities will include lectures, seminars, critical listening, films, research, writing and workshops with guest artists. We will also frequently refer to specific texts which incorporate a variety of scholarly and cultural perspectives, such as "The Study of Ethnomusicology," "Music of Many Cultures," "Women and Music in Cross-Cultural Perspective" and "Popular Music of the Non-Western World." At the end of the second quarter, students will have a deep understanding of the world's music and the sociopolitical and cultural forces which lead to its creation and evolution.

Credit will be awarded in ethnomusicology, area studies and expository writing.

Total: 32 credits

Program is preparatory for careers and future study in ethnomusicology, anthropology, folklore and specific area studies.

## Moving Image Theatre: Production and Performance

### Spring/Group Contract

Sponsor: Doranne Crable or other performance faculty

Enrollment: 20 Faculty: 1

Prerequisites: One academic year of coordinated studies or group contract work in Expressive Arts; junior/senior standing; audition/interview Fall 1993; faculty signature required, faculty announced through the Academic Advising Office, Fall 1993.

Special Expenses: Yes, TBA

Part-time Options: Yes, in technical theatre modules for technical students

Internship Possibilities: No

Additional Course Allowed: Yes

Auditors: No

"Moving Image Theatre" will focus on creating and producing a public performance in week nine. The work will be self-contained, i.e., we will work as an ensemble, designing and implementing all aspects of production/performance (lighting, sets, sound, costumes, make-up, masks, publicity). All technical positions must be held by students who have been trained and have proficiency in their area of interest and/or are willing to take technical modules Fall, Winter and Spring Quarters. If available, the modules are: Fall, Lighting Design and Implementation; Winter, Set Design and Construction; Spring, Publicity and Promotions.

Faculty will interview students Fall Quarter. Those interested in performing will audition through movement, voice, instrumentation and/or acting. Those interested in technical theater, arts management, composing, stage-managing and assistant directing will audition through personal interview and portfolio, with faculty- and self-evaluations included. After auditions and selections, the ensemble will begin preparation for the actual credit-generating work, meeting no more than once a week during Winter Quarter.

Collaboration before and during the spring work is the most important aspect of the program. Students and faculty will plan the spring production by reading and discussing sources selected by faculty as possibilities for themes; deconstructing, interpreting, adapting or creating alternative performance text; designing first-draft lighting plot, sets, costumes, and publicity strategies and beginning to learn techniques of image production and performance. These techniques include Laban Movement and Movement Analysis; movement and voice for the performer; "scripting" (developing performance text from existing or alternative sources); interpreting and using archetypes in performance and design.

Faculty will present possible sources to the ensemble after auditions and selections in Fall Quarter. Winter Quarter meetings will be informal and required for all people involved in the spring production. Students will earn credit primarily through their area of interest for the program. Sources—whatever they might be—will include influences, references or actual concentrations in comparative mythologies, depth-psychology and personal cultural stories. The Fall auditions/interviews are important for entry into the program. Likewise, full commitment to Winter Quarter meetings is important for faculty and students alike.

Credit will be awarded in areas relevant to individual and group work, e.g., text analysis, performance theory, technical design and composition; production and performance skills.

Total: 12 credits

Program is preparatory for careers and future study in technical theater, performance theory, performing arts skills and teaching, arts promotion and management, and writing for performance.

## Mediaworks

Fall, Winter, Spring/Group Contract

Sponsor: Anne Fischel

Enrollment: 24 Faculty: 1

Prerequisites: Junior/senior standing; one year of college-level work emphasizing either art-making or critical reading and writing. Faculty signature required. To apply, schedule interview with faculty and submit copy of evaluation from a recently completed program. Selection will be based on quality of previous work.

Special Expenses: \$250 materials; \$40 per quarter screening fee

Part-time Options: No

Internship Possibilities: Yes, Spring Quarter

Additional Course Allowed: 4-credit course Winter and Spring Quarters, if necessary for program work

"Mediaworks" is the entry-level moving image program. It is designed to provide students with basic skills in nonfiction film, video and audio production, as well as with a background in nonfiction film and video history and theory. All moving image programs emphasize the linkage of media theory and practice. For this reason, emphasis will be on the development of critical perspectives on image-making, with special reference to gender, race, class and sexual diversity.

"Mediaworks" is designed as a flexible program that responds to current aesthetic and theoretical concerns. Themes for 1993-94 may include: documentary film/video, modernist and post-modern film/video, feminist film theory and practice, media activism and Third Cinema.

During Fall and Winter Quarters, students will acquire basic technical skills in film and video, and will execute design projects in a variety of media. We will also explore critical and theoretical frameworks for addressing aesthetic, political and ethical issues of film and video-making. Students will be expected to do independent research and present it orally and in written form. Students will also prepare a detailed proposal for a Spring Quarter project. During Spring Quarter students will produce an independent project in the medium of their choice.

Students should expect to work collaboratively, in groups, and to design projects consistent with the stated themes of the program. Technical instruction may include: pre-production design, cinematography, film and video lighting techniques, film and video editing, basic sound recording and post-production strategies. Considerable attention will be given to the process, as well as the product, of media production, with frequent screenings of work in progress and emphasis on group discussion and critique.

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

Total: 48 credits

Program is preparatory for careers and future study in media production.

## Studio Project

Fall, Winter/Group Contract  
Sponsor: Bob Haft, Hiro Kawasaki  
Enrollment: 48 Faculty: 2  
Prerequisites: Core Program or equivalent.  
Faculty signature required. Schedule interview with faculty.  
Special Expenses: Art supplies and lab fee  
Part-time options: No  
Internship possibilities: No  
Additional Courses allowed: No

"Studio Project" is an entry-level program for sophomores, juniors and seniors wishing to study two- and three-dimensional visual arts. Fall and Winter Quarters will be devoted to the study of drawing and photography, with students rotating from one medium to the other during the course of the two quarters. In the drawing section we will be working with still life and live models. Fall students will also work with collage as a part of their study of design. Students will learn basic and intermediate drafting skills as well as introduction to color theory and painting. In the photography section, students will learn the basics of black and white photography, from use of the camera to enlarging and presenting final prints. Also included is a study of the history of world art.

Credit will be awarded in drawing, design, aesthetics, photography and art history.

Total: 32 credits

Program is preparatory for careers and future study in art and art education.

## Studio Project: Three-Dimensional Form

Spring/Group Contract  
Sponsor: Phil Harding  
Enrollment: 24 Faculty: 1  
Prerequisites: "Studio Project," Fall and Winter, or faculty signature required. Students must present academic and art portfolio and schedule interview with the faculty. Selection is based on compatibility of student's interests and abilities with the content of the program.  
Special Expenses: \$50 for photography and materials  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: Yes

The aim of this group contract will be to cultivate three-dimensional "literacy," to be able to experience, "see" and discuss three-dimensional works.

There will be a series of seven assigned exercises followed by two individually selected works. The assigned exercises will vary in their focus and will include responses to sites, themes and materials. Each project will be formally presented and critiqued.

Course equivalencies will reflect specific work done, but all will be under the general category of art.

Total: 16 credits

Program is preparatory for careers and future study in art and art education.

## Sculpture in Time and Place

Fall, Winter/Group Contract  
Sponsor: Jean Mandeborg  
Enrollment: 24 Faculty: 1  
Prerequisites: Full year of "Studio Project" or equivalent art experience. Faculty signature required. Review of student's art portfolio which might include slides, photographs or examples of previous work. Selection based on quality of student work in preparation for the program.  
Special Expenses: Art materials and lab fees for use of metal and wood shops  
Part-time Options: Program is for 12 credits only  
Internship Possibilities: No  
Additional Course Allowed: Yes

This intermediate/advanced visual art program will be an intensive study of three dimensional art that addresses issues of site, function and community interests. Whether the site is the human body for jewelry-making, an architectural setting for temporary sculpture, or a domestic setting for functional objects, we will be studying artwork created in response to particular places or needs. This study will include skill-building, historical background and design process.

Our study of design will be enriched by joining with the "Energy Systems" program for selected seminars, lectures and workshops. Field trips will include visits to public art in the Northwest, talking to artists who have designed artwork for non-traditional spaces such as jails, power stations and city streets.

Over two quarters, students will work individually on sculptural forms in the materials of their choice and in small groups as design teams on collaborative projects. Weekly class meetings will include studio work, critique, technical demonstrations and seminars.

Credit will be awarded in sculpture, design theory and practice, and contemporary art seminar: public art.

Total: 24 credits

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



## Fiber Arts

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

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

Credit will be awarded in weaving, felting, textile design and drafting, and color design.

Total: 16 credits

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

## Seeing the Light

Spring/Group contract  
Sponsor: Bob Haft  
Enrollment: 24 Faculty: 2  
Prerequisites: Core Program or equivalent.  
Faculty signature required. Schedule interview, present photography portfolio.  
Special Expenses: Materials and lab fee  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This is a one-quarter course designed for intermediate and advanced-level photography students. Students will work with large format as well as 35mm cameras, non-silver as well as traditional processes and in color as well as black and white. Students will look at the work of historical and contemporary photographers and will read texts on the history and critical analysis of the medium. In addition to classroom work, field trips will be taken to galleries to view exhibits of photographic work and to sites of special interest for on-location work. Emphasis will be placed on using photography as a means of personal expression.

Credit will be awarded in intermediate and advanced photography, aesthetics and criticism and the history of photography.

Total: 16 credits

Program is preparatory for careers and future study in photography and photo-related arts.

## The "Artist" in Technoculture: Representational Politics

Fall, Winter/Group Contract  
Sponsor: Joe Feddersen  
Enrollment: 18 Faculty: 1  
Prerequisites: Core Program or equivalent; some studio experience; faculty portfolio review, interview and signature  
Special Expenses: \$20 plus own art supplies  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

To an ever greater degree, the work of art reproduced becomes the work of art designed for reproducibility. From a photographic negative, for example, one can make any number of prints; to ask for the "authentic" print makes no sense. But the instant the criterion of authenticity ceases to be applicable to artistic production, the total function of art is reversed. Instead of being based on ritual, it begins to be based on another practice—politics.

—Walter Benjamin

How is technology changing what we see and how we see it? Who creates, controls and evaluates this information? Technology is rapidly changing image making and information processing, opening up whole new ways to explore and consider our world. This program is a two-quarter exploration into ideas and forms of visual communication utilizing and/or addressing electronic and mechanical reproduction. The direction of student work, and the program as a whole, will be influenced by current theories and criticisms surrounding the aesthetics and politics of contemporary image production. Our seminars will be based on lectures, books and essays. We will spend Fall Quarter acquiring and refining specific skills in areas such as photography, electronic imaging, desktop publishing and printmaking. During Winter Quarter, working in an arena emphasizing alternative and experimental approaches to artistic problem solving, we will collaborate on, plan and pursue a project culminating in a public exhibition.

Total: 32 credits

## Toward the 21st Century: American Identities, Communities and Globalism

Fall, Winter, Spring/Coordinated Study  
Coordinator: Sally Cloninger, Jeanne Hahn,  
Laurie Meeker, Rita Pougiales  
Enrollment: 96 Faculty: 4  
Prerequisites: Sophomore standing or above;  
Core Program or equivalent  
Special Expenses: \$25 per quarter screening  
fee  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

In this program we will consider conditions of life in America today and our prospects as we approach the threshold of the 21st century.

Focusing on American identities and communities, we will consider how people think about their lives and how they act collectively. We will attempt to understand the processes by which modern Americans transform their political and economic actions. Key to understanding these processes will be a study of the construction and use of media and the ideologies and practices of social institutions.

In particular, we will try to understand the relationship of our communities and our country to the changing global system. For example, we have to understand the new north-south relationship (being reconstructed out of the collapse of the old east-west ideological axis), how the U.S. figures in this New World Order and why the U.S. response is reactionary, backward looking, and increasingly hostile (and, we predict, militaristic) as it loses economic and moral leadership. How is all this related to the "new culture of disintegrity" now rampant in the U.S.? What happens in our particular communities is also related to the larger world. An obvious case is when General Motors or Liz Claiborne, on a moment's notice, moves its assembly plant to Mexico or Sri Lanka. What happens to the U.S. community it leaves behind? To the individu-

als, the social structure, the "vitality" of the abandoned community? How are the identities and communities of the Sri Lankans and Mexicans who get "our" jobs transformed? Why does this happen?

All this has a great deal to do with our own individual identities as we live in fortress America, as we struggle to understand and interpret it through the media, popular culture and politics or ignore it through withdrawal, hopelessness or excessive individualism and consumerism. The 21st century may look bleak. Can we develop analytical frameworks for understanding the relationships among all these developments? In this program we will draw upon a range of strategies—field and library research, the production of public access radio and television, the experience of community service and college governance—to understand and respond to the problems we study. Students will be asked to develop individual and team research projects and to identify themes and other material to be included in the program.

Credit will be awarded in cultural studies, political economy, media and popular culture, American history and feminist theory.

Total: 48 credits

Program is preparatory for careers and future studies in social science, media studies and political economy.

## Pacific Northwest Art: Changing Perspectives of the Landscape and the People

Spring/Coordinated Study  
Coordinator: Pat Matheny-White  
Enrollment: 72 Faculty: 3  
Prerequisites: Core Program or equivalent;  
faculty signature; and, likely, interview to  
review research writing, printmaking skills;  
writing sample may be requested  
Special Expenses: Art supplies, lab fees, field  
trips  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This program will present rich historical and artistic perspectives for students to use for their own observation and documentation of the Pacific Northwest. Emphasis will be placed on problems and issues related to visual documentation throughout the history of this region. Our study will begin with the art of Native Americans. We will then study approaches to documentation by early marine artists who, in the 18th century, participated in exploration of the Pacific Northwest. We will survey changes in the way artists perceive the regional landscape and the increasing diverse population, as documented in 19th and early 20th century paintings, prints and photographs. As we complete this survey we will devote attention to social, political and economic development of the region. We will examine the ways artists working in the Pacific Northwest explore differing perspectives of the contemporary environment. As we progress through history we will use these varying points of view as a stimulus for our own observation and documentation. Students may work in various media, initially with drawing, sketching or photographing and will then be required to produce a portfolio of work for final presentation. Some students may want to do historical research and use writing as the primary focus for their final presentation. Workshops and/or studio time will be provided in drawing, photography, printmaking, painting or in historical research and writing.

Weekly lectures, reading and seminars will provide the historical content for the program. Workshops, labs, field trips and visual critique seminars will provide the basis for doing individual creative work produced within a broad regional, historical context.

Credit will be awarded in Pacific Northwest history, art history, studio art (drawing, photography, painting), Pacific Northwest historical research.

Total: 16 credits

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

### Word, Sound and Image: Advanced Inter-Arts

Fall, Winter, Spring/Coordinated Study  
Coordinator: Susan Aurand  
Enrollment: 80 Faculty: 4  
Prerequisites: Junior/senior standing recommended; interview and faculty signature required; visual art and creative writing students must submit portfolio of work; theater students must present short audition piece.  
Special Expenses: Art supplies  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: With permission of the faculty

"Word, Sound and Image" is a year-long, advanced inter-arts program. The focus of the program is on creating work that closely examines thematic issues in our lives and culture. In the process, we will study the relationship between form and meaning in visual art, writing and theater. In all aspects of the program we will stress the integration of theory and practice and examine the influence of historical sources on contemporary work.

To focus our work over the year, we will begin by exploring the autobiographical sources of our creative work; we will then look at how the arts can help us see and understand contemporary values and issues; last, we will explore the possibility of shaping our individual and collective futures through creative work.

Students will spend the first 14 weeks of the year concentrating in the area of their expertise. In the last 14 weeks, students will work both in a new medium and collaboratively with students in other media. Students entering the program should make a commitment to complete the full year.

All students in the program will participate in weekly lecture/presentations, seminars, skill workshops, journal workshops and critiques. The program will offer skill development in visual art, writing and theater.

Credit will be awarded in visual art, writing, theater, humanities, literature and art history.

Total: 48 credits

Program is preparatory for careers and future study in art, theater, creative writing and humanities.

### Miracles: Literature and Community Work

We will search for miracles in art, stories, poems and songs from a multicultural perspective in work by people like William Blake, Fadwa Tuqan, Izumi Shikibu and John Lee Hooker. We will study contemporary social theory, models from natural science, history (European and non-traditional), and indigenous wisdom in works by thinkers like Renato Rosaldo, John Seed, Helen Schucman and Zala Chandler. We will conduct field research in places like El Centro de la Raza, Little Skookum Inlet and the Makah Nation at Neah Bay. Students will complete a major project in art or other media on themes relating to miracles and community work. Also, students will complete a volunteer service project in the community. For a complete description turn to page 67 in the Native American Studies Specialty Area.

### Creative Writing: Poetry

Students will write and rewrite poetry. They will be expected to produce at least 20 pages of finished, well-crafted original work. This work will be part of the text for class and students will be expected to read one another's work carefully in preparation for workshop discussions. In addition, we will read and discuss one book on prosody and works by important poets like Theodore Roethke, Richard Hugo, Janice Mirikitani, Alan Chong Lau, Colleen McElroy, Lucille Clifton, Lorna D. Cervantes, James Santiago Baca, Joy Harjo, Sherman Alexie, Elizabeth Bishop and Dylan Thomas. From these works, we will gain an understanding of what these writers have to say and how they use images, form and figurative language to make their poems "technically tick." For a complete description, turn to page 57 in the Knowledge and Human Condition Specialty Area.

### Writers' Workshop

Writers! Here's your chance to hone your creative writing skills within a workshop setting for credit. The primary emphasis of this course will be on the practical side: writing, critiquing and more writing. Students will share their work in round-robin fashion during scheduled workshops, rewriting and revising manuscripts per criticism received in the workshop and from the instructor. We will also explore hallmark works of contemporary fiction and poetry, as well as essays by writers on writing during book seminars. Becoming familiar with the formal properties of fiction and poetry will also be stressed through workshop, seminar and lecture activities. Each student will be responsible for one tutorial presentation of an author of his/her choice. For a complete description, turn to page 58 in the Knowledge and Human Condition Specialty Area.

# Knowledge and the Human Condition

Secretary: Don Finkel

Affiliated Faculty: Nancy Allen, Bill Arney, Susan Aurand, Gordon Beck, Thad Curtz, Argentina Daley, Virginia Darney, Betty Ruth Estes, Susan Fiksdal, Don Finkel, Tom Foote, Marilyn Frasca, Tom Grissom, Bob Haft, Dave Hitchens, Ginny Ingersoll, Hiro Kawasaki, Rob Knapp, Al Leisenring, David Marr, Rudy Martin, Harumi Moruzzi, Frank Motley, Janet Ott, Chuck Pailthorp, David Paulsen, Sarah Pedersen, Tom Rainey, Gil Salcedo, Sam Schrager, Zahid Shariff, Pete Sinclair, Nancy Taylor, Kirk Thompson.

The end of the 20th century finds Americans and American universities more and more dubious about the certainties of what we know. This curricular grouping focuses on current questions about knowledge and frames those questions in the political and cultural context. We examine knowledge from the perspectives of culture, gender, history, language and power. We want to look at the ways knowledge develops, is codified, described and used in particular human settings. We explore these questions with content and strategies from the Humanities, the Social Sciences, the Arts and the Natural Sciences. This is not a traditional specialty area with entry points and career pathways, but rather a way to effect a greater mixing of disciplines in the conceiving and planning of the curriculum.

## Auto/biography

Fall, Winter, Spring/Group Contract  
Coordinator: Virginia Darney  
Enrollment: 72 Faculty: 3  
Prerequisites: Core Program or equivalent  
Special Expenses: None  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: Yes, with approval

At the end of the 20th century, when ideas of a single truth seem to be lacking, we turn more and more to stories, and particularly to those stories told by the participants. The presentation of self is one of the most interesting questions of our time: how do people present their lives? How do they represent themselves? In this program we will explore literary theory, autobiography and biography and the presentation of self.

This program will consider the **ways** people tell their stories and the stories they tell. We will read contemporary autobiographies as well as "classic" ones; American lives and lives from other cultures; lives of marginalized people and those in elite social positions. We will read theories of autobiography as a way to learn the varieties of literary theory. We will write autobiographical prose, and use the texts and theory to inform the writing.

With faculty approval, students may take an additional course. Their evaluations will reflect credit for that course, but the course cannot substitute for work in the program.

Credit will be awarded in American autobiography, multicultural literature, literary theory and exposition.

Total: 48 credits

The program is preparatory for careers and future study in humanities, social science and education.

## Ethnography and Culture: Practicing the Craft

Fall, Winter/Coordinated Study  
Coordinator: Sam Schrager/Peta Henderson  
Enrollment: 48 Faculty: 2  
Prerequisites: Two years of college or equivalent  
Special Expenses: \$30 for field trips or research expense  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: Possibly

This program explores the ethnographic approach to documenting human experience. Students will examine the participant-observation research tradition; learn about emerging trends in anthropology, sociology and folklore; and engage in fieldwork, becoming practicing ethnographers themselves. What is involved? How can it be done accurately and responsibly? Can ethnography encourage conversation across lines of ethnicity, gender, race, religion and class?

Starting with writings by key figures of the early 20th century (e.g., Malinowski, Benedict, Evans-Pritchard), we will study how scholars established the scientific authority of the ethnographic enterprise. Then we will study the disintegration of that authority with the beginnings of world decolonization and take up newer interpretive strategies (symbolic, feminist, Marxist, ecological and reflexive) which now animate the field. We will read current work that views culture as a process of human interaction through which meaning is constructed and power enacted. We will examine ethnography as a literary form and compare it to other genres (the novel, autobiography, literary journalism) which also document human life.

Faculty will teach fieldwork methods, research design, ethical considerations, interpretive approaches and writing techniques. Students will develop a repertoire of skills and undertake a substantive field-based study of some group, community or social setting. We will also use ethnography as a tool to analyze some aspects of mass-mediated culture, in particular popular films and popular taste.

Credit will be awarded in anthropology, folklore, international and intercultural studies, history and media criticism.

Total: 32

Program is preparatory for careers or further study in teaching, research, foreign service, social services, community issues and critical media.



## Heroes, House Spirits and Fairies: Celtic and Slavic Folk Traditions in Song and Tale

Fall, Winter/Coordinated Study  
Coordinator: Patricia Krafcik  
Enrollment: 48 Faculty: 2  
Prerequisites: Core Program or equivalent;  
one full year of college  
Special Expenses: Special project fees and  
possible field trips  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This program will explore the folklore of the Celtic and Slavic peoples from epic times to the present in a cross-cultural study of two of Europe's and Eurasia's oldest ethnic groups. Both groups are dispersed among several nations today: the Celts in Scotland, Ireland, Wales, Brittany, Cornwall and the Isle of Mann; and the Slavs in Russia, the Ukraine, Poland, Czechoslovakia, Yugoslavia and Bulgaria. Altogether Celtic and Slavic civilizations span Europe and Eurasia from the British Isles to the Pacific Far East. Both are renowned for their abundant folklore traditions, which have deep roots in a remote past and have served as a valuable source of inspiration for writers, composers and dramatists from the 19th century to today. What characteristics and influences do both traditions share? What can we deduce from these similarities? What distinguishes the two cultural traditions as unique, inimitable? These are some of the questions we will examine.

Fall Quarter, we will explore the heroic epic traditions of the Celts and Slavs, traditions which reflect a response to outside oppressors—Danes, English, Tatars and Turks. In conjunction with the epic traditions with their varied motifs and formulas, we will also examine the larger pagan world of the Celts and Slavs. What were the art, music, customs, rituals and beliefs of these ancient societies? Have vestiges of these customs and beliefs survived in modern times? In what ways did Christianity coexist with or absorb pagan rituals and beliefs? What might this suggest about the persistence of human culture?

Winter Quarter, we will look at how formal literature, art, music and dance among the Celtic and Slavic peoples have appropriated elements of folklore—legend, song, beliefs. We will read and listen to works significant in their use of folklore by the great Russian and east European poets and composers and Irish writers and playwrights. How have elements of folklore been employed in the formal arts? What are the functions of folklore in art, literature and music? How have the folk traditions themselves evolved or been preserved? We will explore these questions through a variety of academic and creative approaches.

Credit will be awarded in folklore, literature and humanities.

Total: 32 credits

Program is preparatory for careers and future study in humanities, literature, expressive arts, cross-cultural studies and education.

## Advanced Studies in Ethnography and Culture

Spring/Group Contract  
Sponsor: Sam Schrage  
Enrollment: 24 Faculty: 1  
Prerequisites: Previous ethnographic field  
work  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: Yes  
Additional Course Allowed: Possibly

This program is for students who already have done ethnographic work and want to develop their skill in this kind of research. Students will conduct fieldwork, preferably in a community already familiar to them, and write a study in which they tell the story of their experience. Readings will consist of innovative works by ethnographers and literary journalists.

The program continues the course of study begun in the "Ethnography and Culture" program Fall and Winter Quarters. Prerequisites can be met by completing that program or some equivalent.

Credit will be awarded in cultural studies and related subjects.

Total: 16 credits

Program is preparatory for careers and future study in teaching, research, foreign service, social services, community issues and critical media.



## Happy Talk, Graven Images: Mass Media in America

Fall, Winter, Spring/Group Contract  
Sponsor: Ginny Ingersoll  
Enrollment: 24 Faculty: 1  
Prerequisites: Junior/senior standing  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: Yes, Spring Quarter  
Additional Course Allowed: No

People become attached to the verbal patter and visual images that spill from the mass media. Those sights and sounds amuse, comfort and inform us. They also function as powerful instruments of persuasion and propaganda, sometimes intentionally, sometimes unwittingly. In this program we will study media offerings as propaganda, devoting particular attention to the ways in which visual imagery and language help people form tacit assumptions about what the world is, how it ought to be and how people are called to act in it. We will analyze media offerings systematically to identify some of the most commonly presented images and messages. We will also study how dominant images and language are generated in an industrialized, high technology context. There will be workshops in journalism (Fall Quarter) and media production (Winter Quarter) so that students can appreciate ways in which technical constraints shape media offerings. These activities are **not** central to this program, however. Spring Quarter will be devoted to internships in media organizations and at related sites, where students can learn first-hand how persuasive offerings are assembled in the workaday world. Authors under consideration include Jean Baudrillard, Herbert Schiller, Ernst Cassirer, Stuart Ewen, Harold Innis, George Lakoff and Jacques Ellul.

Credit will be awarded in mass communication, journalism, persuasion and propaganda, communication theory and applied psychology.

Total: 48 credits

Program is preparatory for careers and future studies in mass communication, marketing, journalism and applied psychology.

## The Mythic Image

Fall, Winter, Spring/Group Contract  
Sponsor: Gordon Beck  
Enrollment: 24 Faculty: 1  
Prerequisites: Junior or senior standing;  
faculty signature: demonstrated ability to write, discuss and do advanced research.  
Special Expenses: Field trip each quarter,  
Spring Quarter program retreat  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

Myth, as a history of the soul, is still a history, and each stage of the evolution of consciousness generates its appropriate story. As the spiral of history turns, one archetypal story becomes the recapitulation of the old, the performance of the new, and the overture to what is to come.

—William Irwin Thompson  
*The Time Falling Bodies Take to Light.*

This program is a study of myths, images and religions of societies from prehistoric to modern times. It includes mythology, comparative religion, art, artifacts, images, literature, folk tales and social customs.

It is a program of exploration and discovery. We search for answers to these questions: What value is myth, image or religion to society? What are the connections between myth, ritual and image? How do myth, image and religion change to suit the needs of society? Do societies make myths or do myths make societies?

**Fall:** the mythology of the prehistoric, primitive and ancient world.

**Winter:** the world of divided religions and the mythology of East and West.

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

Program books include Joseph Campbell's *Hero with a Thousand Faces*, *The Masks of God*, and *The Mythic Image*, Mircea Eliade's *History of Religious Ideas*, Robert Graves' *The White Goddess* and *The Greek Myths*, Jean Seznec's *Survival of the Pagan Gods*, Mary Barnard's *The Mythmakers* and *Time and the White Tigress*, Heinrich Zimmer's *Myths and Symbols in Indian Art and Civilization*, William Irwin Thompson's *The Time Falling Bodies Take to Light*, and Carl Jung's *Man and His Symbols*. Documents include the *World Bible*, *The Koran*, and *Papers From the Eranos Yearbooks*. Images include the "Venus" of Laussel, the Lascaux caves, Botticelli's "Primavera" and Picasso's "Guernica."

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

Credit will be awarded in comparative religion, comparative literature and mythology, art history, and world history (ancient to modern).

Total: 48 credits

Program is preparatory for careers and future studies in humanities, arts and social sciences.

## Evergreen's First Years: An Oral History Project

Fall, Winter/Group Contract  
Sponsor: Nancy Taylor  
Enrollment: 20 Faculty: 1  
Prerequisites: Upper division; faculty interview and signature; strong writing skills and a commitment to this group effort required.  
Special Expenses: Cost of audio and video tapes for oral history project  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

As this program begins, The Evergreen State College will be starting its twenty-second year of teaching. It will be time to look at our history and capture stories about its early days, before those stories are lost. Students in this program will do just that, by engaging in a major oral history project aimed at producing a professional set of documents (audio, video and written) about people who were associated with the college—their hopes and dreams, their achievements and their failures. We will not attempt to write the college's history; rather we will collect stories from faculty, staff, students, community members, state officials and professional educators—all of whom have personal stories to tell which should provide an important perspective on Evergreen's history.

The program work divides itself into three segments: (1) studying U.S. history and the alternative traditions and issues in higher education which influenced Evergreen's founding; (2) learning the techniques of doing formal oral history, including designing a project, locating appropriate people to interview, conducting background research, audio and video taping, transcribing, editing and oral history research and writing; and (3) learning how to do archival research in Evergreen's archives and the archives of the State Library.

Students completing this program will gain an understanding of the history and philosophy of higher education in America, the skills necessary to do oral history research and an appreciation for and critique of Evergreen's early years. The reading list will include works by Dewey, Meiklejohn, Duberman, Tussman and Jones, Evergreen documents and sample works and books laying out conventional oral history techniques of oral historians.

Students should have strong reading and writing skills, be willing to work cooperatively with other people and be passionately interested in learning about Evergreen's past. While skills in media are not required, familiarity with audio and video taping would be helpful.

Credit will be awarded in philosophy of education, history of higher education, oral history and American studies.

Total: 32 credits

Program is preparatory for careers and future studies in education, humanities and social sciences.

## Creative Writing: Poetry

Fall/Group Contract  
Sponsor: Gail Tremblay  
Enrollment: 24 Faculty: 1  
Prerequisites: One year of college work, faculty review of student work and writing, faculty signature  
Special Expenses: Weekly photocopying of work for class  
Part-time Options: With faculty approval only  
Internship Possibilities: No  
Additional Course Allowed: With faculty approval only

Students will write and rewrite poetry and will be expected to produce at least 20 pages of finished, well-crafted original work. This work will be part of the text for class and students will be expected to read one another's work carefully in preparation for workshop discussions. We will read and discuss one book on prosody and works by important poets like Theodore Roethke, Richard Hugo, Janice Mirikitani, Alan Chong Lau, Colleen McElroy, Lucille Clifton, Lorna D. Cervantes, James Santiago Baca, Joy Harjo, Sherman Alexie, Elizabeth Bishop and Dylan Thomas. From these works, we will gain an understanding of what these writers have to say and how they use images, form and figurative language to make their poems "technically tick."

Credit will be awarded in creative writing and 20th century poetry.

Total: 16 credits

Program is preparatory for careers and future study in creative writing, editing poetry, literature and humanities.

## Student Originated Studies in Humanities

### Fall/Cluster Contract

Sponsor: Leo Daugherty

Enrollment: 2 to 10 per cluster

Prerequisites: Two quarters of successful work at Evergreen. Faculty signature required.

Written academic proposal. A recent writing sample must accompany creative writing proposals. Selection based on quality of student's preparation for the work proposed.

Special Expenses: No

Part-time Options: No

Internship Possibilities: Unlikely, but not impossible

Additional Course Allowed: Yes, but only one, not to exceed 4 quarter hours

"Student-Originated Studies in the Humanities" is conceived as a convenience for advanced-level students who wish to do small cluster contracts of their own design on subjects of their own choosing during Fall 1993. (Cluster registration will be via identical Individual Contracts.) Some examples of recent humanities clusters include *Shakespeare and Writing*; *American Studies*; *Carl Jung's Psychology*; *Renaissance and Reformation Studies*; *Literary Theory*; and *Ecological Writing*.

Interested groups should send written proposals to faculty member Leo Daugherty at Library 2102. Proposals should be carefully written and as specific as possible. Tentative booklists will be especially helpful. Suggested length: one single-spaced typed page (in addition to booklist).

Applicants for cluster contracts should work out their own unresolved differences before submitting their group proposal, and the collaborative writing of the proposal should in fact serve as an early way for them to do so.

"S.O.S. in the Humanities" is appropriate for students interested in creative writing and advanced-level expository writing and research; however, a sizeable sample of recent work must accompany such proposals.

Credit will be awarded in the humanities subject areas of the various student-generated clusters.

Total: 16 credits

Program is preparatory for careers and future study in the various humanities disciplines, as well as such professional areas as law, theology and museum studies.

## The English Romantics: Poetry and Fiction, Wordsworth to Scott

### Winter/Group Contract

Sponsor: Charles McCann

Enrollment: 24 Faculty: 1

Prerequisites: Junior or senior standing, faculty signature

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Seminars on poetry, 6-7 hours per week.

Seminars on novels, 2-3 hours per week.

Students will make one 10-minute oral presentation per week on the poetry and undertake a quarter-long, independent study of a major figure, group of minor figures, critical or cultural movement, etc. Some aspects of the independent study will be the subject of a paper submitted at quarter's end.

Common Readings: The poetry of William Wordsworth, Samuel T. Coleridge, John Keats, Percy B. Shelley and Sir Walter Scott. Novels by Maria Edgeworth, Jane Austen (3), Sir Walter Scott (2), and Mary Shelley.

Credit will be awarded in poetry, fiction and the subject of independent study.

Total: 16 credits

Program is preparatory for careers and future study in the various humanities disciplines, including literature and expressive writing.

## Writers' Workshop

### Spring/Group Contract

Sponsor: Argentina Daley

Enrollment: 24 Faculty: 1

Prerequisites: Core Program or equivalent.

Preference given to juniors/seniors. Faculty signature required. Students must submit academic portfolio and writing samples for review and schedule an interview with the faculty. Selection is based on commitment to hard work and compatibility between the student's writing interests and the content of the program.

Special Expenses: Students must provide own duplication copies for workshop discussion

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

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

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

Total: 16 credits

Program is preparatory for careers and future study in literature, editing and expressive writing.

### **Banned in Boston: Hidden History of the Struggle for Community and Equality in the U.S.**

Spring/Group Contract

Sponsor: Angela Gilliam and Patrick Hill

Enrollment: 40 Faculty: 2

Prerequisites: At least one year of undergraduate study of the humanities and social sciences

Special Expenses: \$20 for films

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

Most of us have become aware that the story of our nation's past, as told by the "official" history books, is just one story, a story socially constructed to serve certain purposes. It is more and more obvious that the official story is too narrow to comprehend or to serve the democratic aspirations of our increasingly diverse and complex nation. This program is designed to provide an overview of the dynamics of the original unification of the nation and to highlight several stories about the resistance of our diverse peoples to that imposed identity.

The program will focus on three historical periods: (1) the so-called "founding era," with attention to such topics as the cultures of African, Native American, and European (especially the Irish) peoples, patterns of settlement in the colonies, the controversies over the framing of the Constitution, Shay's rebellion, the Salem witch hunts and the struggle for the definition of spiritual legitimacy; (2) the afterbirth of the nation, with attention to such topics as the Civil War, re-construction and re-segregation in the North and South and the immense waves of immigration; and (3) the post-World War II era, in which the American "community" is consolidated, with attention to such topics as the class struggle in popular cultures, the transformation of Euro-ethnics (especially the Irish), political movements and educational controversies (like bilingualism and multiculturalism).

Program activities will include lectures, book seminars and films. Student work will focus on the contrasting patterns in official and hidden history, on current approaches to the teaching of history in our schools and on the in-depth researching of one topic.

Credit will be awarded in American history, cultural studies, Irish studies, African-American studies, political economy and philosophies of community.

Total: 16 credits

Program is preparatory for careers and future study in American history, political economy, Irish studies, African-American studies and cultural studies.

### **Toward the 21st Century: American Identities, Communities and Globalism**

We will consider conditions of life in America today and our prospects as we approach the threshold of the 21st century. Focusing on American identities and communities, we will consider how people think about their lives and how they act collectively. We will attempt to understand the processes by which modern Americans transform their political and economic actions. Key to understanding these processes will be a study of the construction and use of media and the ideologies and practices of social institutions. In particular, we will try to understand the relationship of our communities and our country to the changing global system. For a complete description, turn to page 69 in the Political Economy and Social Change Specialty Area or page 52 in Expressive Arts.

### **Celebration: Myth, Ritual, Language and Culture**

This program will draw from the disciplines of literature, music, film and folklore, as well as comparative mythology, religion, psychology and French language studies. We will explore the roles of myth and ritual in the creation and survival of cultures. In folklore, in the music, tales and celebrations of a people, we believe the essential underlying structures of culture can be found. Myth, we believe, can reveal not only a culture's primordial moments, its origins and ancestors, but also a culture's desired future, its projected ideal. We will study the importance of performance. In performance the separation of actor and spectator, past and present, is transcended. The telling and retelling of folktales reinforces cultural continuity and demands individual virtuosity. For a complete description, turn to page 62 in the Language and Culture Center.

### **Science of Mind**

Philosophers, psychologists, neurobiologists, computer scientists, linguists and anthropologists have raised questions about the human mind. What is the structure of mind? What is the relationship of mind and brain? Does the brain work like a computer? If so, what kind of computer? How do culture and biology affect the development of mind? To what extent is the mind rational? "Science of Mind" will explore the nature of this revolution. It will consider theories from contemporary cognitive psychology and neurobiology, issues in philosophy of science, mind and language, as well as computer models of mental activity.

Emphasis will be on theories about the nature of memory and reasoning as well as current developments in the use of neural nets for computer simulation. For a complete description turn to page 78 in the Science Technology and Health Specialty Area.

### Word, Sound and Image: Advanced Inter-Arts

The focus of this year-long, advanced inter-arts program is on creating work that closely examines thematic issues in our lives and culture. In the process, we will study the relationship between form and meaning in visual art, writing and theater. We will begin by exploring the autobiographical sources of our creative work; we will then look at how the arts can help us to see and understand contemporary values and issues; last, we will explore the possibility of shaping our individual and collective futures through creative work. In all aspects of the program we will stress the integration of theory and practice and examine the influence of historical sources on contemporary work. For a complete description, turn to page 53 in the Expressive Arts Specialty Area.

### Learning from the Past: History, Evolution, Tradition

Western concern with the study of human history as a specialized discipline is relatively recent, having emerged around the middle of the 19th century. At the same time, historical sciences such as geology and evolution were established. Why did so many Europeans and Americans become fascinated by the past at this time? How did their attempts to learn from the past differ from emphases in non-Western cultures? What has happened to their efforts to reconstruct "objective" records of human and natural history? Is "objectivity" a realistic goal in thinking about the past? Such questions will be the focus of this year-long, upper-division group contract. For a complete description, turn to page 70 of the Center for the Study of Science and Human Values.

### Post Modern Bodies

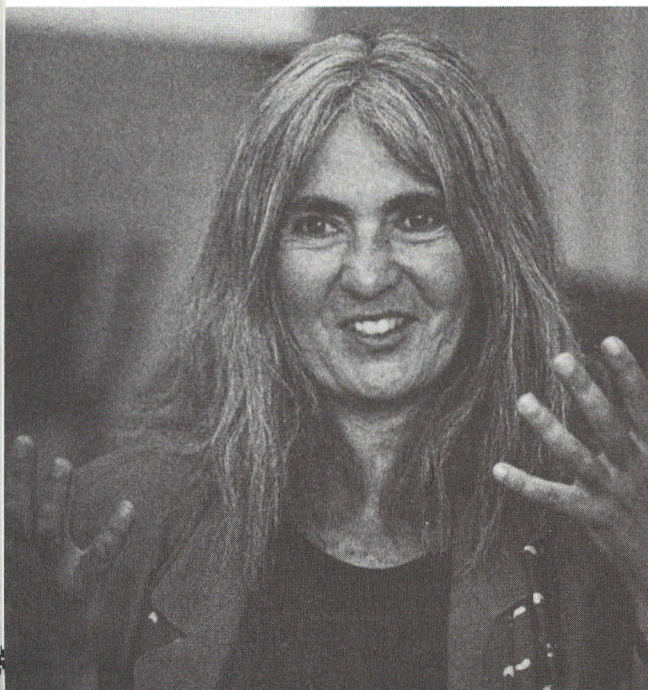
Our world has always been in a health care crisis. Recently, however, this crisis has come to America—both in fact and in heightened realization of the situation. This program is, in part, a response to that crisis and our plight. The ultimate goal will be to understand the political, cultural and social contexts within which health care institutions, people and technologies operate—to discover the ways in which experts and expertise are formed and controlled by power systems which are themselves but dimly understood to date. Our focus will be the aesthetics, ethics and science of medical representation; however, the program will seek to provide a broad education which includes history, literature, language and art. For a complete description turn to page 71 in the Center for the Study of Science and Human Values.

### Pacific Northwest Art: Changing Perspectives of the Landscape and the People

This program will present rich historical and artistic perspectives for students to use for their own observation and documentation of the Pacific Northwest. Emphasis will be placed on problems and issues related to visual documentation throughout the history of the region. Students may work in various media, initially with drawing, sketching or photographing and will then be required to produce a portfolio of work for final presentation. Some students may want to do historical research and use writing as the primary focus for their final presentation. For a complete description, turn to page 53 in the Expressive Arts Specialty Area.

### Music Cultures of the World

Ethnomusicology is the study of music in its cultural context. All of the music will come directly from traditional and popular artists in the area under discussion, with the aim of understanding local terminology and theory rather than forcing Western music theory onto non-Western music. We will examine several major musical areas each quarter through listening, reading and writing, including parts of Asia, Africa, the Middle East and the Americas. Our theoretical perspectives on music in relation to politics, economy, colonialism, ritual, dance, spirituality, acculturation, language and gender perspectives will help to guide us across cultural and national boundaries throughout the year. For a complete description, turn to page 48 in the Expressive Arts Specialty Area.



# Language and Culture Center

Director: Susan Fiksdal

The **Language and Culture Center** plans and coordinates year-long interdisciplinary programs which integrate the study of language and culture. These programs are offered, for the most part, on two-year cycles. Most of these programs offer study abroad options, and faculty affiliated with the Center advise students who have an interest in studying abroad. The Center's director, Dr. Susan Fiksdal, specializes in linguistics, E.S.L. methodology, and French Culture. The Student Advising Center also provides information and academic advice for study abroad.

Three year-long language and culture programs are being offered in 1992-93 under the auspices of the Center: "Japan Today: Language, Customs and International Relations," "Paris-Dakar-Fort de France: Voices of Revolution," and "Russia/USSR."

For students interested only in language studies, Evergreen offers a series of part-time courses at first- and second-year levels. Most of these courses are offered during evening hours. Language components of area programs may also be taken as separate courses, space permitting, and most of these are conducted during the day. Students interested in careers in law, business, journalism, education, anthropology and human services may want to consider such language study. In the 1993-94 academic year, we expect to offer courses in first- and second-year French, German and Spanish as well as second-year Japanese and Russian.

The academic programs planned in this area through 1995 are as follows:

## 1993-1994

"Classical World"  
"Celebration: Myth, Ritual, Language and Culture"  
"Hispanic Forms in Life and Art"

## 1994-1995 (tentative)

"Paris-Dakar-Fort de France: Voices of Revolution and Tradition"  
"Japan Today"  
"Russia at the Crossroads"  
"Environment, Development and Culture: Latin America" (tentative title)

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

Evergreen students of junior and senior standing who have met the necessary prerequisites may be eligible to spend up to a full year studying language, area studies, economics or international trade and affairs as special students in the University of Washington's Jackson School of International Studies. The School of International Studies has been a pioneer in offering programs in non-Western languages and cultural studies. Students may concentrate their study on a major world area within the context of humanities and the social sciences, specialize in topical studies or pursue a more general course of study within the program. Major areas normally available through this program include: Canadian studies, Chinese studies, Japanese studies, Korean studies, Middle Eastern studies, Russian and East European studies, South Asian studies, Southeast Asian studies, comparative religion and Jewish studies.

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

## Student Exchanges with Japanese Universities

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

Interested and qualified students may obtain further particulars from the director of the **Language and Culture Center**. The students who plan to apply for this exchange program must have a sufficient proficiency in Japanese as most of the teaching at both universities is in lecture format in Japanese. Applications should be submitted in the form of a letter of interest accompanied by portfolios to Dean José Gómez no later than March 1. The applications will be screened by a selection committee.

## The Classical World: The Greek Tradition

Fall, Winter, Spring/Group Contract  
Sponsor: Art Mulka  
Enrollment: 24 Faculty: 1  
Prerequisites: Completion of one year of college  
Special Expenses: No  
Part-time Options: Yes, for students who do not take Greek language  
Internship Possibilities: No  
Additional Course Allowed: Yes

The "Classical World" program will focus its attention on the Greek World. The Roman Republic and Empire will not be considered in this program with the exception of the epic tradition of Vergil's *Aeneid*.

In the Fall Quarter, the students will study the epic tradition of Homer and Vergil. The *Odyssey*, *Iliad*, and the *Aeneid* will be read. The Homeric question, the idea of oral tradition, and the transition to writing will be investigated. The study of the Greek and Roman epic will include such issues as the heroic tradition of Greece and Rome; the meaning of life, death and afterlife; and the place of war in the Greco-Roman epic. The Minoan and Mycenaean cultures will be explored for their contribution to the Homeric tradition.

The focus Winter Quarter will be on the tragic and comedic tradition of Greece. The plays of Aeschylus, Sophocles, Euripides and Aristophanes will be read. These will include the *Oresteia* of Aeschylus; the *Oedipus* cycle of Sophocles; and the *Medea*, *Andromache*, and *Trojan Women* of Euripides. Aristophanes' *The Frogs* will exemplify the comedic tradition. The origins and development of Greek tragedy and comedy will be traced. Films depicting Greek tragedy will be viewed and discussed. The link to Greek myth and religion will be made.

Finally, in Spring Quarter, students will explore the philosophic tradition of Greece: the Pre-Socratics, Plato and Aristotle. The fragmentary tradition of the Pre-Socratics, the *Republic* of Plato and the appropriate philosophic dialogues will be read. The philosophy of Aristotle and his contribution to the Christian tradition will be investigated.

The study of Classical Greek language will be an option for students in this program. Four quarter hours of credit may be earned each quarter for the study of Greek. This portion of the program will be open to outside students as well. Those wishing to take four quarter hours outside the program may do so providing this does not conflict with the core offering of twelve quarter hours.

Credit will be offered in Classical Greek, Greek philosophy, classical Greek tragedy and comedy, and Greek and Roman epics.

Total: 48 credits

Program is preparatory for careers and future study in history, classics, Greek, humanities and philosophy.

## Celebration: Myth, Ritual, Language and Culture

Fall, Winter, Spring/Coordinated Studies  
Coordinators: Marianne Bailey, Tom Foote  
Enrollment: 48 Faculty: 2  
Prerequisites: Core Program or equivalent  
Special Expenses: \$25 per quarter lab-film fee, travel and field research costs  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This program will draw from the disciplines of literature, music, film and folklore, as well as comparative mythology, religion, psychology and French language studies.

We will explore the roles of myth and ritual in the creation and survival of cultures. In folklore, in the music, tales and celebrations of a people, we believe the essential underlying structures of culture can be found. Myth can reveal not only a culture's primordial moments, its origins and ancestors, but also its desired future and projected ideal.

We will study the importance of performance. In performance the separation of actor and spectator, past and present, is transcended. The telling and retelling of folktales reinforces cultural continuity and demands individual virtuosity.

Our study centers on three culture groups: the French-Canadians of Quebec and northern New England, the Cajuns of Louisiana and the Haitians of the Caribbean basin. These cultures are unified through their experience of French Colonialism and its impact on their language and cultural identities. Students will practice image and textual analysis, using such models as R. Barthes, C. Levi-Straus and M. Eliade. We will study the Acadian exodus to New England and Louisiana, life in Quebec and the Caribbean, etc., paying particular attention to music, the stories and folklore that both unite and separate us. All these cultures are rich accretions, cultures that celebrate the diversity of their origin. They provide us with living, vital examples of the process of syncretism, the mixing of disparate elements and emergence of a vital new entity. The integrating of the French cultural experience of rural southwest Louisiana with the structural form of southern hillbilly music yields the curious cultural phenomenon of Cajun music. In Haiti, the worshipping of African gods under the camouflage of Catholicism resulted in voodoo, a rich and intricate new religion.

The practical component of our work will concern learning folkloric field observation technique and ethnography in preparation for field study. Spring Quarter, students will plan and carry out a major personal ethnographic research project. Research opportunities will exist for students in the Francophone cultures which our program highlights, or, of course, in the Olympia area.

Integrated into this program will be four hours each quarter of French language study to prepare students for possible fieldwork in French speaking cultures and to help them grasp the complex relationships between language and culture and language and identity.

Credit will be awarded in ethnography, folklore, field methodology, literature, music, comparative mythology and French.

Total: 48 credits

Program is preparatory for careers and future study in folklore, anthropology, literature and language.



## Hispanic Forms in Life and Art

Fall, Winter, Spring/Coordinated Study  
Coordinator: Nancy Allen  
Enrollment: 48 Faculty: 2  
Prerequisites: Core Program or equivalent,  
some work in history or literature  
Special Expenses: Approximately \$3000 for  
Spring Quarter trip to Spain or Latin America  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

1993 offers an opportunity to synthesize the various issues and controversies which emerge from a year's international attention on the 500th anniversary of Columbus' voyage from Spain to America. This program will explore the inextricable cultural, historical and linguistic links between Spain and Latin America. In Fall and Winter Quarters students will be involved in intensive Spanish language classes and a history/culture seminar conducted in English. Spring Quarter, all program work will be done in Spanish. The program will also provide students the option of travelling and studying in Spain or Latin America in Spring Quarter.

Fall Quarter we will concentrate on the right cultural interactions among Christians, Muslims and Jews in medieval Spain, and the militant Christian ethic which grew out of the "Reconquest" and promoted the Inquisition as well as the conquest of America. Through the study of literature and history, we will attempt to understand the actions of the Spaniards who went to America and the response of the indigenous people they encountered. Student groups will research such topics as Islamic contributions to Spanish life and the comparative roles of women in Islamic, Christian and Aztec groups.

Winter Quarter we will read Spanish and Latin American literary masterpieces, including the works of three women writers: Saint Teresa de Avila, Maria de Zayas and Sor Juana Ines de la Cruz. Students will develop skills in literary analysis and an understanding of Spanish and Latin American culture.

Spring Quarter will be devoted to the 20th century, studying such literary movements as Spain's "Generation of '98" and Latin America's indigenismo and "magic" realism. We will also study the cultural and social impact of the Spanish Civil War, post-Franco reform, and Latin American struggles for self-study in Spain or Latin America. In Spain, students will be able to explore various questions related to that country's present-day view of America and its own colonial-imperialist past. In Latin America, students will be able to explore these and others issues from the point of view of the mestizo and indigenous survivors of that past.

Credit will be awarded in medieval Spanish literature in translation, history of medieval Spain and the conquest, and Spanish language (Fall); golden age Spanish literature in translation, history of 16th and 17th century Spain, Spanish American colonial literature, history of colonial Latin America, and Spanish language (Winter); Spanish language and additional equivalencies depending on country of travel and student project (Spring).

Total: 48 credits

Program is preparatory for careers and future study in languages, teaching, history, literature and international studies.

## Heroes, House Spirits and Fairies: Celtic and Slavic Folk Traditions in Song and Tale

This program will explore the folklore of the Celtic and Slavic peoples from epic times to the present in a cross-cultural study of two of Europe's and Eurasia's oldest ethnic groups. Both groups are renowned for their abundant folklore traditions that have deep roots in a remote past and have served as a valuable source of inspiration for writers, composers and dramatists from the 19th century to today. What characteristics and influences do both traditions share? What can we deduce from these similarities? What distinguishes the two cultural traditions as unique, inimitable? These are some of the questions we will examine. For a complete description, turn to page 55 in the Knowledge and Human Condition Specialty Area.

## Music Cultures of the World

Ethnomusicology is the study of music in its cultural context. All of the music will come directly from traditional and popular artists in the area under discussion, with the aim of understanding local terminology and theory rather than forcing Western music theory onto non-Western music. We will examine several major musical areas each quarter through listening, reading and writing, including parts of Asia, Africa, the Middle East and the Americas. Our theoretical perspectives on music in relation to politics, economy, colonialism, ritual, dance, spirituality, acculturation, language and gender perspectives will help to guide us across cultural and national boundaries throughout the year. For a complete description, turn to page 48 in the Expressive Arts Specialty Area.

# Management and the Public Interest

Convener: John Filmer

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

Upper-division work in this specialty area consists of a Coordinated Study Program titled "Management and the Public Interest" for the first year and a changing series of advanced Group Contracts, Individual Contracts and Internships for the second year. Students may take one or two years of work in this area. During the first year, the MPI program provides students with the opportunity to acquire essential managerial skills and concepts. The program will also address broader issues, such as the ability of the private and/or public sector to meet the public's needs.

## Management and the Public Interest

Fall, Winter, Spring/Coordinated Study

Coordinator: John Filmer

Enrollment: 72 Faculty: 3

Prerequisites: Junior/senior standing; microeconomics and principles of accounting are prerequisites or can be taken concurrently in Fall Quarter

Special Expenses: No

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

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

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

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

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

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

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

Credit will be awarded in accounting, economics, management, managerial economics, managerial finance, organizational behavior, international business, marketing, statistics and case studies in business and public administration.

Total: 48 credits

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

## America in the 1990s: Our Social and Economic Legacy

America faces a wide range of challenges and opportunities as we move through the last decade of the 20th century. Among these are social and economic issues that seem out of control and beyond our capacity. These issues are often described in cataclysmic terms: the crisis in education, the health insurance crisis, the environmental crisis, our critical shortage of infrastructure, the crisis of teenage mothers, the alarming rise in children's poverty, the federal deficit crisis and on and on. This program will look at the public issues facing the United States and the world and apply the analytical framework of social science to shed light on the nature of these problems. For a complete description, turn to page 68 in the Political Economy and Social Change Specialty Area.

# Native American Studies

Conveners: Craig Carlson  
and David Whitener

Affiliated Faculty: Craig Carlson, Rainer Hasenstab, Lovern Root King, Mary Nelson, Yvonne Peterson, David Rutledge and David Whitener

Associated Faculty: Betsy Diffendal, Betty Kutter, Earle McNeil, Carol Minugh, Gail Tremblay

The major goal of **Native American Studies** is to provide an open alternative education opportunity through experiencing a Native American philosophy of education which promotes self-determination, individual research, goal setting, internal motivation and self-reliance.

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

Native American Studies, in keeping with student self-determined education, includes programs to complement various cognitive styles. Additionally, the area and programs within the area collaborate with other specialty areas and programs to offer interdisciplinary opportunities in education. Examples of such collaboration include history, science, environmental studies, health and the expressive arts.

## Career Pathways in Native American Studies

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

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

Students are often asked to answer four important education questions: (1) What do I plan to do? (2) How do I plan to do it? (3) What do I plan to learn? (4) What difference will it make?

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

## Cultural Re-entry: Dimensions of Existence

Fall, Winter, Spring/Coordinated Study  
Coordinator: Dave Whitener

Enrollment: 72 Faculty: 3

Prerequisites: Faculty signature required. A diagnostic interview and review of preliminary proposal of projected study to determine the nature and quality of the proposed study project required.

Special Expenses: Field trips, tapes

Part-time Options: Yes

Internship Possibilities: Yes

Additional Course Allowed: Yes

"Cultural Re-Entry" is a student-centered program, institutionally designed to incorporate community interaction in the education process. The student, community and institution will mutually share authority in developing a valuable education within a constantly changing pluralistic society.

The program provides an academic framework for students to clarify and validate their educational experience in a genuine community with a spirit of hospitality and reciprocal respect.

"Cultural Re-Entry" will encourage students to assume responsibility for their choices. Faculty will facilitate the internalization of student motivation.

Four major questions frame the education process for the program: (1) What do I want to do? (2) How do I want to do it? (3) What do I plan to learn? (4) What difference will it make? Serious consideration of the questions provides a reliable structure for educational pursuit.

"Cultural Re-Entry" is an open, alternative education opportunity intended to include student-designed projects in a Coordinated Studies theme of recognition and respect.

Credit will be awarded in Native American historical perspectives, cultural studies, perspectives of a pluralistic society, philosophy, human resource development, individual project work and cross-cultural communication.

Total: 48 credits

Program is preparatory for careers and future study in education, archaeology, art, anthropology, multicultural studies, tribal government and Native American studies.

## Human Behavior in the Social Environment

Fall, Winter, Spring/Group Contract

Sponsor: Justino Balderrama

Enrollment: 24 Faculty: 1

Prerequisites: Core Program or equivalent,  
interest in social work and human services

Special Expenses: No

Part-time Options: No

Internship Possibilities: Yes

Additional Course Allowed: No

This group contract is an introduction to social work and human services in postmodern 21st century multicultural environments. Our challenge is to understand contemporary human service practice. Thus, we explore innovative approaches that respect differences in cultural values and fundamental civil rights. We begin with the genealogy of Western thought on helping and caring for populations in need. Our focus is on diverse-lived human experience, policy formulation and implementation, institutionalized service delivery systems, human service organizations and alternative human service possibilities derived from traditional indigenous world views, womanist/feminist thought and Eastern thought systems. It is a multicultural/postmodern frame(s) of study.

Our studies will be guided by appreciating three distinct human populations: children and youth (Fall Quarter), the physically challenged (Winter Quarter), and the population more than 65 years of age (Spring Quarter). In all our studies we will be aware of differences in gender, class, race, ethnicity and sexual orientation. Our goal is to learn how to provide human services in a culturally diverse workplace and world.

Each quarter, students are required to commit to at least 10 hours per week of community service with a human service agency.

Credit will be awarded in social work and human services, social psychology, health studies, social policy, child development, adolescent behavior, aging studies, ethics of intervention and treatment, methods in multicultural practice, counseling the culturally different, human service organizations, civil rights and social justice, critical thinking, quantitative reasoning, expository and creative writing and community service practicum.

Total: 48 credits

Program is preparatory for careers and future study in Native American studies, social science, social work, health and human services, mental health counseling, multicultural counseling, social gerontology, clinical studies and other helping professions.

## Washington State Juvenile Delinquency

Fall, Winter, Spring/Group Contract

Sponsor: Mary F. Nelson

Enrollment: 48 Faculty: 2

Prerequisites: Students should have background in counseling, psychology and multicultural studies. Faculty signature required. Must present writing samples for review and schedule interview with faculty.

Special Expenses: Field trips within the state

Part-time Options: No

Internship Possibilities: Yes, Spring Quarter, all students in this program will be in internships

Additional Course Allowed: Only if they apply to the program; with faculty permission

Washington State Juvenile Delinquency is designed for students seeking practical experience, knowledge and preparation in the field of juvenile justice. Books, films, videos, history of juvenile delinquency, etc., will address youthful offenders, runaways and delinquent juvenile courts, juvenile penal institutions, mental health services, recidivism, treatment and treatment centers, incarceration, and psychology of youthful offenders—with special investigations of youthful violent offenders and psychopaths.

We will be visited by people working in the juvenile justice system: juvenile courts, probation, penal institutions, rehabilitation and health services. Field trips will be taken to juvenile court centers and youth institutions. Special emphasis will be put on the minority youthful offender since 50% of incarcerated youth in the U.S. are people of color. Some of the reading and study will involve minority youth.

Through readings and workshops a psychological study will investigate family dynamics, group dynamics, violent youthful offenders and psychopaths, counseling theory and practices.

The program will also include a look at the way different postmodern critiques view the discipline of psychology, and how they inform our present understanding of the contemporary human being. These critiques include multicultural studies, poststructuralism, deconstructionism, critical theory and feminism. The authors we hope to examine in this context include Foucault, bell hooks, Lacan, West, Fulani and Haraway.

We will also do self-help investigations with workshops on listening skills, group dynamics, burn-out and working with difficult people.

Spring Quarter, students will intern in juvenile courts, treatment centers, group homes, youth penal institutions and other related agencies.

Booklist: *Counseling the Culturally Different*, *Group Dynamics*, *Children of Ishmael*, *Controlling Stress and Tension*, *Winter in the Blood*, *No, No Boy*, *Bless Me Ultima*, *High Risk: Children Who Kill*, *Serial Murders*, *Ethnicity and Family Therapy*, *Power in the Helping Professions*, *Counseling American Minorities*, *Theories of Personality*, *Psychotherapy and Culture*, and others.

Credit will be awarded in youth psychology, ethnocultural studies, juvenile law/diagnostic orientation, sociology, writing and research, cross-cultural perspectives in counseling, literature/minority, applied counseling/internship and postmodern analysis.

Total: 48 credits

Program is preparatory for careers and future study in counseling, psychology and minority studies.

## Miracles: Literature and Community Work

Fall, Winter, Spring/Group Contract  
Sponsor: Craig Carlson  
Enrollment: 24 Faculty: 1  
Prerequisites: Junior/senior standing;  
grounded sense of self and willingness to  
work in and with the community  
Special Expenses: Field trips  
Part-time Options: No  
Internship Possibilities: Yes  
Additional Course Allowed: No

Hope is better than fear. So we search for miracles and ways of learning and working that move us toward light and love. A miracle is a shift of thinking—a willingness to keep the heart open no matter what is going on around us. But spiritual seeking without action is self-indulgent. It takes discipline and training to unlearn the thought system of fear, to come to understand the hope that when the insects take over the world they will remember with gratitude how we took them along on all our picnics.

We will search for miracles in art, stories, poems and songs from a multicultural perspective in work by people like William Blake, Fadwa Tuqan, Izumi Shikibu and John Lee Hooker. We will study contemporary social theory, models from natural science, history (European and non-traditional), and indigenous wisdom in works by thinkers like Renato Rosaldo, John Seed, Helen Schucman and Zala Chandler. Also, we will conduct field research in places like El Centro de la Raza, Little Skookum Inlet and the Makah Nation in Neah Bay.

Each quarter students will complete a major project in art or media on themes relating to miracles and community work and a volunteer service project in the community. Supporting these efforts will be an art/media critique workshop, a book seminar, a writing workshop and weekly lectures, films and presentations.

Credit will be awarded in multicultural and world literature, research, creative writing, contemporary social theory, history, expressive art, media, cultural studies, gender studies and community work.

Total: 48 credits

Program is preparatory for careers and future studies in literature, writing, the helping professions, deep ecology, cultural studies, teaching, media and the arts.

## Brazil: Slavery, Sugar and Samba

Brazilian history is rooted in slavery: indigenous people hid in the rainforest to escape that institution; African peoples partly built the modern, nation-state with their unpaid, forced labor; and many European settlers derived benefit from a colonial-plantation system. Brazil became the first country in the Americas to be built from the production of sugar. Its labor-intensive production created social relations that are simultaneously reflected, yet unacknowledged, in Brazilian popular culture. Students will study the consequences of this history, challenging and assessing both the notion of Brazilian racial democracy as well as the “edenic” discourse which engulfs Amazonia. For a complete description, turn to page 69 in the Political Economy and Social Change Specialty Area.

## Tribal: Community Based- Community Determined

This community based program seeks students who work/live on a reservation, are tribal members or are Indian. The program emphasizes community building within Native American communities where the classes are held. The curriculum for the program is a direct result of a process of students determining “What does an educated member of an Indian nation, who wants to contribute to the community, need to know?” The interdisciplinary approach provides opportunity for students to participate in seminar as well as to study in their individual academic interest areas. For a complete description, turn to page 46 in the Environmental Studies Specialty Area.



# Political Economy and Social Change

Convener: Peter Bohmer

Affiliated Faculty: Peter Bohmer, Priscilla Bowerman, Ken Dolbeare, Fred Dube, Angela Gilliam, Jeanne Hahn, Peta Henderson, Larry Mosqueda, Matt Smith and Tom Womeldorff

**Political Economy and Social Change** integrates anthropology, economics, history, law, political science, philosophy and sociology as a way of understanding the modern world and as a set of tools for analyzing contemporary public problems. We focus on issues related to class, race and sex—globally, nationally and locally. We are interested in how such problems interweave and overlap, how they evolved, how they are understood, how and why certain decisions are made about them, and what difference all this makes for the quality of human life. We also analyze strategies for social change, historically and in the present.

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

## Political Economy and Social Change: Race, Class and Gender

Fall, Winter/ Coordinated Study  
Coordinator: Peter Bohmer  
Enrollment: 72 Faculty: 3  
Prerequisites: Sophomore standing  
Special Expenses: \$10 per quarter  
Part-time Options: No  
Internship Possibilities: No  
Additional Courses Allowed: No

This program will examine the nature and concrete working of modern capitalism with the U.S. experience as a focus. A central concern will be how race, gender and class relations have shaped the past and present development of U.S. society. We will analyze political and economic relations between the U.S. and the rest of the world and the meaning and implications of a global economy. Other recurring themes will be the relation between oppression and resistance nationally and internationally and how historically and today we understand the interrelation of democracy and capitalism.

Social problems examined will include the nature of work, poverty and the distribution of income, wealth and power, the quality of life, popular participation, popular culture, racism, sexism, intervention in other countries, and economic development and underdevelopment. We will develop an analysis of these problems by studying institutions such as the economy, the state, the community and the family and theories that shape our understanding of them. These theories will include liberalism, conservatism and more critical social and political theories such as Marxism; and economics, both neoclassical and political. Feminist theories and theories of racism will be analyzed. We will analyze and study the social and historical context for the development of feminist and racism theories and their roles in shaping ideology.

Our goal is to understand how and why race, gender and class have shaped the U.S. social order and what kinds of political economic changes are desirable and necessary for social justice and human rights. Social movements and strategies for achieving desirable social change will also be examined.

Credit will be awarded in political economy, history of economic thought, history, feminist studies, theory of racism, international political economy and other social sciences.

Total: 32 credits

Program is preparatory for careers and future study in economics, political economy, political science, history, Third World and ethnic studies, anthropology, history, women's studies, development studies, labor studies, organizing, teaching and law.

## America in the 1990s: Our Social and Economic Legacy

Fall, Winter, Spring/Group Contract  
Coordinator: Greg Weeks  
Enrollment: 48 Faculty: 2  
Prerequisites: Sophomore standing  
Special Expenses: Up to \$50 for student versions of statistical computer software  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

America faces a wide range of challenges and opportunities as we move through the last decade of the 20th century. Among these are social and economic issues often described in cataclysmic terms: the crisis in education, the health insurance crisis, the environmental crisis, our critical shortage of infrastructure, the crisis of teenage mothers, the alarming rise in children's poverty, the federal deficit crisis and on and on. This program will look at public issues facing the United States and the world and apply the analytical framework of social science to shed light on the nature of these problems. In this program, students will begin to inform their opinions on social issues such as these with sophisticated empirical analysis.

In the past 30 years we have experienced wide variation in public policy ranging from the interventionist "Keynesian" 1960s to the laissez-faire 1980s. The 1970s are best left uncharacterized. Each of these shifts in public policy has left a legacy which we carry into the next century. The thematic notion underlying this program is that the state of our current social and economic institutions and relationships are derivative of past policy choices. Students will develop the tools to explore this relationship between the past and the present in this rigorous interdisciplinary program incorporating economics, sociology and statistics.

Credit will be awarded in principles of micro-economics, introduction to statistics, principles of macro-economics, using computers in social and economic research, intermediate micro-economics, introduction to econometrics, social science research and seminar.

Total: 48 credits

Program is preparatory for careers and future study in the social sciences, law, public and private management and public policy.

## Toward the 21st Century: American Identities, Communities and Globalism

Fall, Winter, Spring/Coordinated Study  
Faculty: Sally Cloninger, Jeanne Hahn, Laurie Meeker, Rita Pougiales  
Enrollment: 96 Faculty: 4  
Prerequisites: Sophomore standing or above;  
Core Program or equivalent  
Special Expenses: \$25 per quarter screening fee  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

In this program we will consider conditions of life in America today and our prospects as we approach the threshold of the 21st century.

Focusing on American identities and communities, we will consider how people think about their lives and how they act collectively. We will attempt to understand the processes by which modern Americans transform their political and economic actions. Key to understanding these processes will be a study of the construction and use of media and the ideologies and practices of social institutions.

In particular, we will try to understand the relationship of our communities and our country to the changing global system. For example, we have to understand the new north-south relationship (being reconstructed out of the collapse of the old east-west ideological axis), how the U.S. figures in this New World Order, and why the U.S. response is reactionary, backward looking, and increasingly hostile (and, we predict, militaristic) as it loses economic and moral leadership. How is all this related to the "new culture of disintegrity" now rampant in the U.S.? What happens in particular communities is also related to the larger world. An obvious case is when General Motors or Liz Claiborne, on a moment's notice, moves its assembly plant to Mexico or Sri Lanka. What happens to the U.S. community it leaves behind? To the individuals, the social structure, the "vitality" of the abandoned community? How are the identities and communities of the Sri Lankans and Mexicans who get "our" jobs transformed? Why does this happen?

All this has a great deal to do with our individual identities as we live in fortress America, as we struggle to understand and interpret it through the media, popular culture and popular politics or ignore it through withdrawal, hopelessness or excessive individualism and consumerism. The 21st century may look bleak. Can we develop analytical frameworks for understanding the relationships among all these developments? In this program we will draw upon a range of strategies—field and library research, the production of public access radio and television, the experience of community service and college governance—to understand and respond to the problems we study. Students will be asked to develop individual and team research projects and to identify themes and other material to be included in the program.

Credit will be awarded in cultural studies, political economy, media and popular culture, American history and feminist theory.

Total: 48 credits

Program is preparatory for careers and future studies in social science, media studies and political economy.

## Brazil: Slavery, Sugar and Samba

Fall/Group Contract  
Sponsor: Angela Gilliam  
Enrollment: 24 Faculty: 1  
Prerequisites: "Political Economy and Social Change" (microeconomics)  
Special Expenses: \$25 film fee  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

Brazilian history is rooted in slavery: indigenous people hid in the rainforest to escape that institution; African peoples partly built the modern, nation-state with their unpaid, forced labor; and many European settlers—particularly Portuguese—derived benefit from a colonial-plantation system that ultimately underdeveloped Portugal itself. Brazil became the first country in the Americas to be built from the production of sugar. Its labor-intensive production created social relations that are reflected, yet unacknowledged, in Brazilian popular culture.

Students will study the consequences of this history, challenging and assessing both the notion of Brazilian racial democracy as well as the "edenic" discourse which engulfs Amazonia. The learning experience will include cultural anthropology, literature, economic analysis, cinema and popular music.

Credit will be awarded in Brazilian history, cultural anthropology and visual anthropology.

Total: 16 credits

Program is preparatory for careers and future studies in Latin American studies, Africa in the Americas, music as cultural resistance, political economy, Amazonia and indigenist discourse.



# Center for the Study of Science and Human Values

Convener: Leo Daugherty

Affiliated Faculty: Beryl Crowe (Emeritus), Leo Daugherty, Carolyn Dobbs, Betty Ruth Estes, Alan Nasser, Hazel Jo Reed, Sandra Simon and York Wong

The aim of the **Center for the Study of Science and Human Values** is to provide a bridge between science and the humanities.

The Center is founded upon three assumptions:

- That the purpose of knowledge is to improve the human condition by alleviating suffering and providing ways to live in harmony within our species and within the natural environment;
- That the traditional questions asked by the humanities are relevant, and that, when informed by current knowledge in natural, physical, and social sciences, the humanities can help ensure our survival as a species and promote an optimal civilization;
- That citizenship in such a future civilization (as well as responsible and successful professionalism) will require a moral vocabulary, drawn from the humanist tradition, which can generate reasoned responses to contemporary problems in the human condition.

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

## Learning from the Past: History, Evolution, Tradition

Fall, Winter, Spring/Group Contract  
Sponsor: Betty R. Estes  
Enrollment: 24 Faculty: 1  
Prerequisites: Junior or senior standing  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

Western concern with the study of human history as a specialized discipline is relatively recent, having emerged around the middle of the 19th century. At the same time, historical sciences such as geology and evolution were established. Why did so many Europeans and Americans become fascinated by the past at this time? How did their attempts to learn from the past differ from emphases in non-Western cultures? What has happened to their efforts to reconstruct "objective" records of human and natural history? Is "objectivity" a realistic goal in thinking about the past? Such questions will be the focus of this year-long, upper-division group contract.

During Fall Quarter, this contract will examine the 19th century concern with the past. We will focus on an intensive study of England, where the interest in human history, geology and evolution was especially strong, while at the same time industrialization was contributing to rapid change in English life. Winter Quarter, we will study current critiques of those 19th century perspectives. We will look closely at social constructionist views on the writing of history and the nature of science. We will consider feminist critiques of historical and evolutionary writings. We will also carefully examine critiques written from non-Western perspectives, by and about people for whom history does not play the same role it has played for Euro-Americans. Spring Quarter will be devoted to individual and small-group student research. Throughout the year students will be expected to do extensive reading, writing and library research.

Credit will be awarded in European history, historiography, history and philosophy of science.

Total: 48 credits

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



## Post Modern Bodies

Fall, Winter/Coordinated Study  
Coordinator: Sara Rideout  
Enrollment: 72 Faculty: 3  
Prerequisites: Core Program or equivalent  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

Our world has always been in a health care crisis. Recently, however, this crisis has come to America—both in fact and in heightened realization of the situation. This program is, in part, a response to that crisis and our plight.

Our investigation will begin with the presumption that all of us have, in the course of our lives, experienced significant interactions with medical institutions, health care practitioners and medical technologies. The ultimate goal will be to understand the political, cultural and social contexts within which these institutions, people and technologies operate—to discover the ways in which experts and expertise are formed and controlled by power systems which are only dimly understood. Our focus will be the aesthetics, ethics and science of medical representation; however, the program will seek to provide a broad education that includes history, literature, language and art.

A major emphasis will be on the development of medicine, centering on the changing definition of the human body as a territory divided between medical specializations. We will examine the social construction of diseases such as AIDS and tuberculosis. In creating this historical perspective, we will begin by looking at literary representations of medicine, including the brooding, meditative works of Sir Thomas Browne and Robert Burton in the 17th century, extending to the 20th century poems, essays and mysteries of such writers as William Carlos Williams, Oliver Sacks and Burton Roueche. The highly specialized scientific writing of biomedical researchers will be a central concern in our study of language and rhetoric.

We will then bring our knowledge of rhetorical theory to an examination of medical photography and abstract images and representations produced by medical instruments. Students will learn to interpret images of the human body and its various parts.

We will visit hospitals and other medical facilities to observe state-of-the-art equipment and talk to practitioners engaged in research, diagnosis and treatment.

Finally, we will look at ethics and education—at the systems that train doctors and nurses. Western medical practices will be contrasted to other beliefs about health and medicine.

We want each student to leave the program as a strong interpreter of medical language and images and as a thoroughly competent researcher in biomedical literature. Each student will produce a medical narrative—including images—created out of family history, personal experience and imagination. Each student will learn how to use information to tell a story that has personal meaning and social significance.

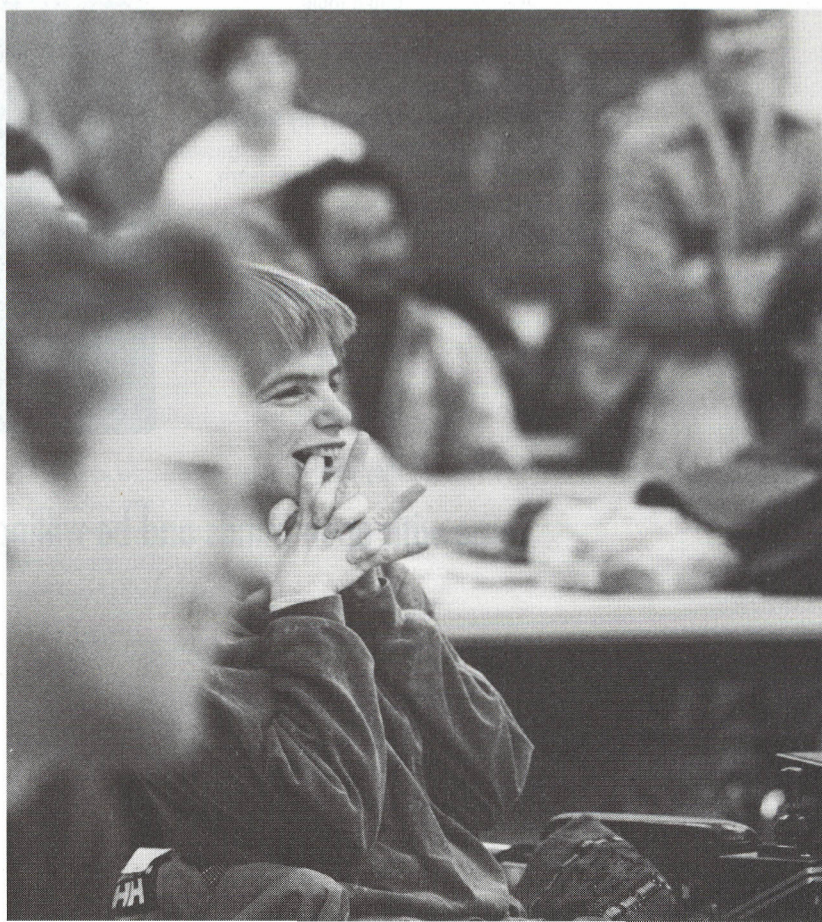
Credit will be awarded in philosophy of science, sociology, scientific/technical writing, literary theory, cultural theory, literature and medical ethics.

Total: 32 credits

Program is preparatory for careers and future studies in medicine, literature, sociology and cultural theory.

## Nisqually Landscapes: The Mountain to The Sound

This is a one year, focused study of the Nisqually River and its small communities and natural surroundings from the Nisqually Glacier on Mt. Rainier to the Nisqually Delta where the river joins Puget Sound. Program themes will include: concepts of nature, natural history, principles of ecology, small communities and environmental ethics. Prior study of any of these themes will not be necessary for enrollment. Students whose primary interest is in the arts, humanities or social sciences, but who wish to gain a solid exposure to environmental studies will be most welcome in this program. For a complete description, turn to page 41 in the Environmental Studies Specialty Area.

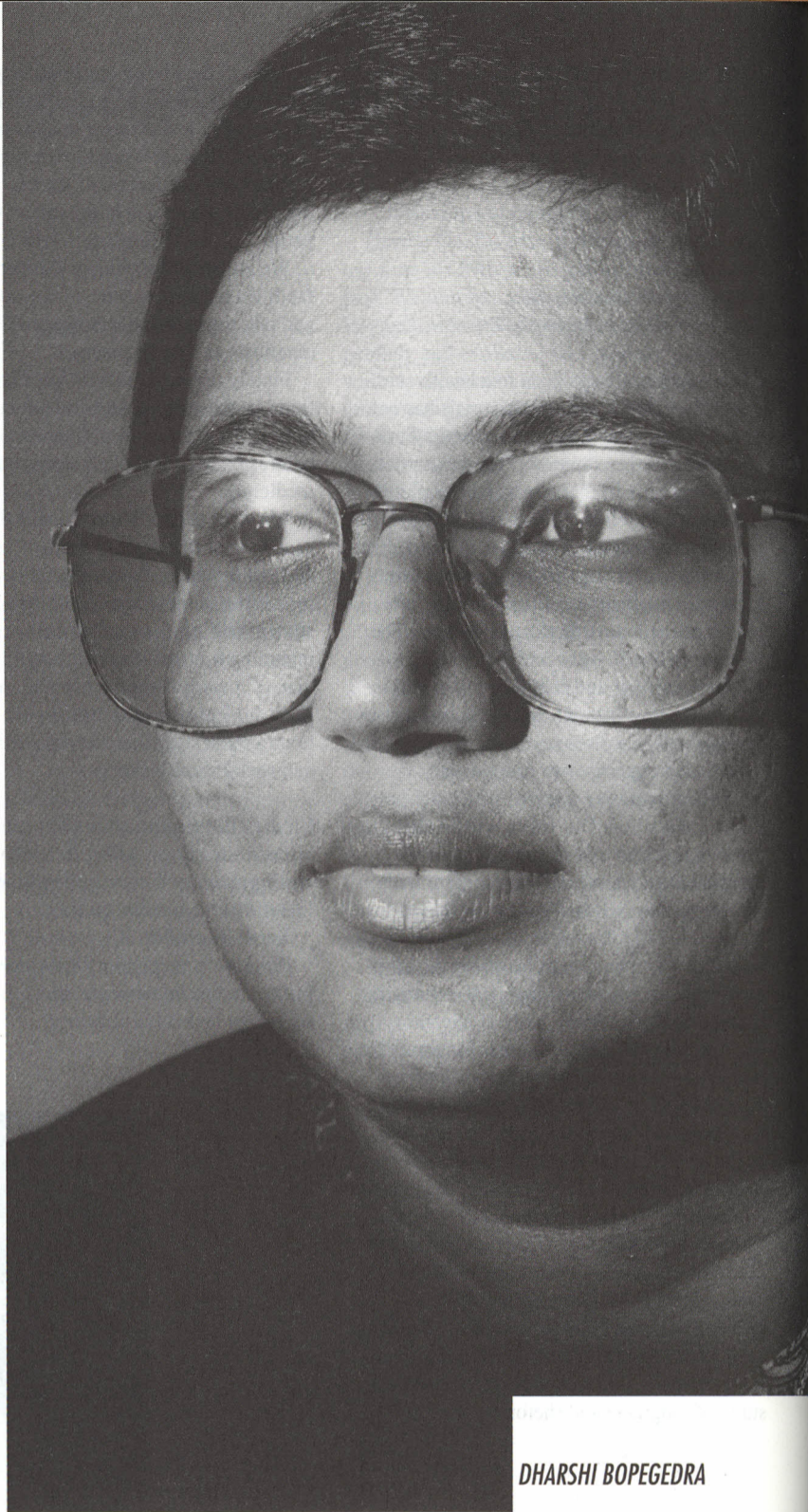


*Dharshi Bopegedra earned a bachelor of science degree in chemistry from the University of Peradeniyea, Sri Lanka and a Ph.D. in physical chemistry from the University of Arizona. She has been an Evergreen faculty member since 1991. Bopegedra's areas of academic interest are physical and inorganic chemistry, chemical instrumentation and East-West philosophies.*

"As a teacher,  
Evergreen is a  
place where you  
can define yourself.  
This is true for  
students too. You  
don't have to fit  
into a mold.

"I expect my students  
to be willing to learn.  
They don't necessarily  
have to have a great  
science or math  
background, but  
they need to

**come with open minds and be willing to explore different things."**



DHARSHI BOPEGEDRA



# Science, Technology and Health

Convener: John Marvin

Affiliated Faculty: John Aikin Cushing, Justino Balderrama, Clyde Barlow, Michael Beug, Judy Bayard Cushing, Rob Cole, Diana Cushing, George Dimitroff, Tom Grissom, Burton Guttman, Ryo Imamura, Linda Kahan, Jeff Kelly, Rob Knapp, Betty Kutter, Al Leisenring, Carrie Margolin, John Marvin, Earle McNeil, Don Middendorf, Frank Motley, Gonzalo Munevar, Janet Ott, Willie Parson, David Paulsen, Hazel Jo Reed, Sara Rideout, Greg Stuewe-Portnoff, Masao Sugiyama, Fred Tabbutt, Les Wong

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

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

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

Students should plan to select at least two quarters of work from other Specialty Areas.

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

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

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

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

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

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

## Special Features of the Natural Science Curriculum

Two features of the Evergreen curriculum—concentrated work and hands-on involvement—make the college a particularly good place to study the sciences. Because you aren't taking a series of separate courses that break up the week into short blocks, you can spend hours in the lab or field that are required to make progress in research. Evergreen's policy of involving students in realistic, hands-on work is especially valuable in the sciences. At many other colleges, research-quality instruments are reserved for faculty members and graduate students; but here, students have many opportunities to engage in serious research projects, both independently and with faculty members, and excellent instruments are available to all students who need them. Labs are equipped with instruments such as electrophoresis apparatus, centrifuges and ultracentrifuges, various spectrophotometers, liquid scintillation counters, an NMR spectrometer, a gas chromatography-mass spectrometer system and a scanning electron microscope. Several laboratories are conducting research in such fields as physical chemistry, neurobiology, physiology, molecular genetics and ecology, and advanced students regularly get research experience in these subjects. The college has an excellent record of placing its science graduates in graduate programs in science, medical school and in challenging technical jobs.

## Career Pathways in Science, Technology and Health

### Chemical Systems

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

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

#### First Year:

Any Core Program plus courses, if necessary, to meet prerequisites for "Matter and Motion," e.g., pre-calculus math and basic chemistry.

#### Second Year:

"Matter and Motion"

#### Third Year and Fourth Year:

"Organic Chemistry I, II and III" course sequence from "Molecule to Organism," "Chemical Systems" and senior thesis.

## Computer Studies

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

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

#### The structure of the pathway:

##### First Year:

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

##### Second Year:

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

##### Third and Fourth Year:

Advanced offerings alternate, with one group of topics offered in even years (e.g., 1993-94) and another group in odd years (e.g., 1994-95). The programs in each are:

##### Even years:

"Computability and Cognition"

##### Odd years:

"Student Originated Software," "Science of the Mind," or an advanced Group Contract.

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

## Energy Studies

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

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

#### The suggested pathway:

##### First Year:

Any Core Program

##### Second Year:

Electives (Introductory calculus and physics are useful though not required for entry into "Energy Systems") or "Matter and Motion" or "Foundations of Natural Science."

##### Third Year and Fourth Year:

"Energy Systems" or any combination of senior thesis, Internships, portions of "Physical Systems," or programs in other Specialty Areas.

## Health and Human Behavior

The Health and Human Behavior pathway has three main, often intersecting branches: psychological counseling, human services and health sciences. Workers in all three areas need to be fully aware of the interaction of social, psychological and biological forces which affect human health and behavior. Each branch needs to develop its own tools, but with full awareness of the impacts and complementary roles of the other fields.

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

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

## Laboratory Biology

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

**First Year:**  
Any Core Program

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

**Third Year:**  
"Molecule or Organism" or outside studies

**Fourth Year:**  
"Molecule to Organism" or individual study or an advanced biology Group Contract

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

## Mathematics

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

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

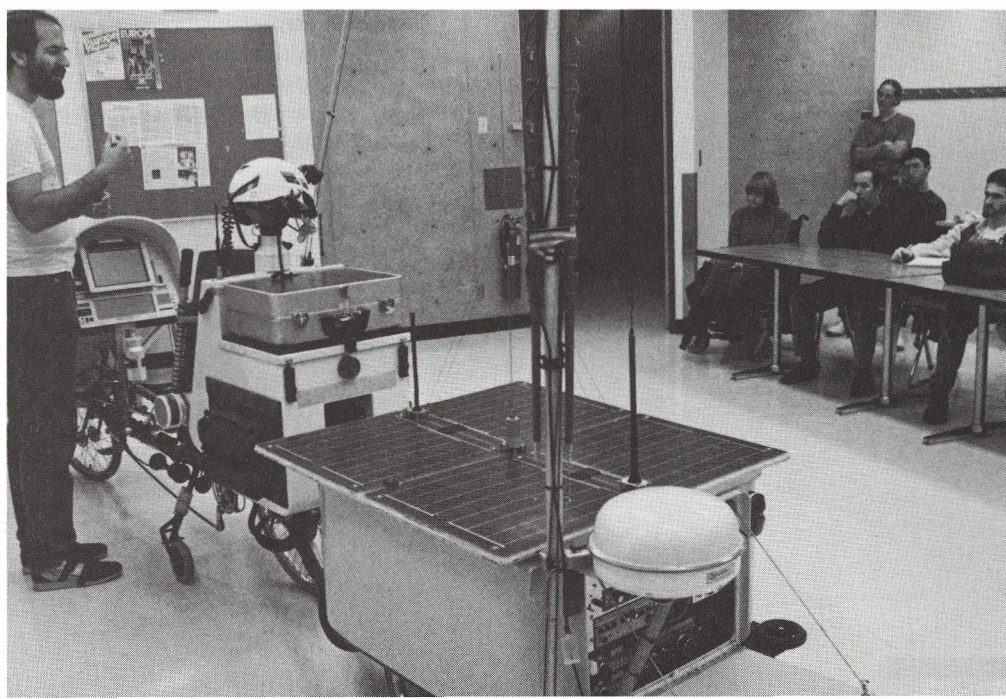
### A recommended pathway:

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

**Second Year:**  
"Matter and Motion" full time, or calculus course part time.

### Third and Fourth Year:

"Mathematical Systems," a full-time program in mathematical structures and advanced calculus, "Data to Information," "Computability and Cognition," or mathematics courses as part of an advanced Individual Contract.



## Physical Sciences

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

### The suggested academic pathway:

#### First Year:

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

#### Second Year:

"Matter and Motion"

#### Third or Fourth Year:

Chemistry emphasis through "Chemical Systems" and Advanced Group Contracts in chemistry, or "Physical Systems" and "Energy Systems."

## Foundations of Natural Science

Fall, Winter, Spring/Coordinated Study  
Coordinator: Dharshi Bopegedera  
Enrollment: 72 Faculty: 3  
Prerequisites: Any Core Program or one year of college work emphasizing writing and discussion, mathematics through high school algebra and geometry  
Special Expenses: \$20 per quarter lab fee  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

The goal of this program is to help students develop a basic understanding of the fundamentals of chemistry, mathematics, physics and biology. We will study chemistry and mathematics throughout the year. Selected topics in physics and biology will also be examined. In the weekly seminar, we will explore the social and ethical aspects of science (Fall and Winter Quarters) and the new science of chaos (Spring Quarter). We will also discuss current topics in science throughout the year. We expect students to read, discuss and write about the interaction of science and society.

You will be placed in an appropriate mathematics group based on an entrance placement exam. Laboratory and library research experience will be an important part of this program. In Spring Quarter you will have the opportunity to select a topic of interest for in-depth study via library research. You should plan to spend 50 hours per week on this program.

You will finish this program with a significantly enhanced conceptual understanding of natural science as well as improved critical reasoning and problem solving skills.

Credit will be awarded in chemistry, mathematics, physics, biology, philosophy and ethics of science, and science library research.

Total: 48 credits

Program is preparatory for careers and future study in biology, health sciences, environmental/earth/marine science, education and for students interested in natural science as part of a liberal education.

## Matter and Motion

Fall, Winter, Spring/Coordinated Study  
Coordinator: Fred Tabbutt  
Enrollment: 48 Faculty: 2  
Prerequisites: Pre-calculus math skills. Algebra and trigonometry exam given prior to Spring Quarter, in the summer and the week before classes begin. Faculty signature required.  
Special Expenses: Above average textbook expenses; up to \$40 per quarter lab fee and \$30 retreat expenses  
Part-time Options: Inquire about introductory offerings in calculus, chemistry and physics  
Internship Possibilities: No  
Additional Course Allowed: By permission of faculty, only as substitute for portion of program which student has already completed

This program is designed for students with a keen desire to develop a firm physical science and mathematics background as preparation for advanced work in the physical and biological sciences. In addition to teaching the central concepts and methods of the physical sciences, "Matter and Motion" investigates how discovery happens—both inside and outside the sciences. The program is intended for students with strong high school backgrounds in science and mathematics. An alternative program for students with less complete backgrounds is the "Foundations of Natural Science" program.

This program combines material from first-year physics, chemistry, calculus and computer programming with relevant areas of history and literature in an exciting exploration of the nature of inquiry and scientific discovery. Differential and integral calculus provide a foundation for the study of university chemistry and physics, including mechanics, stoichiometry and bonding, chemical equilibrium, thermodynamics, quantum mechanics, chemical kinetics and electricity and magnetism. In seminar sessions, students will study issues in ethics, literature and history to see what the sciences can—and cannot—contribute to human affairs.

"Matter and Motion" replaces traditional science laboratories with *Exploration* sessions where students will explore the nature of physical systems with special emphasis on the use of laboratory microcomputers for interfacing experimental measuring devices, collecting and processing data and controlling scientific experiments.

Credit will be awarded in calculus, university chemistry with lab, university physics with lab, introduction to scientific computing and Pascal programming, seminar on science and culture.

Total: 48 credits

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

## Energy Systems

Fall, Winter, Spring/Group Contract

Sponsor: Rob Knapp

Enrollment: 24 Faculty: 1

Prerequisites: A good grasp of algebra, 3 quarter hours or more of college-level science, Core Program or equivalent college-level writing and critical reading

Special Expenses: Textbook expenses will be high, \$10 per quarter lab fee

Part-time Options: Seminar is required of everyone, other part-time arrangements are possible if consistent with program needs.

Consult sponsor

Internship Possibilities: Appropriate part-time internships may substitute for design projects Spring Quarter. Consult sponsor

Additional Course Allowed: Consult sponsor

This program is a year-long, intensive study of ways energy is produced and used. It starts with skill-building and background study, and finishes with major community-oriented projects related to energy. It centers on the process of design—using sound imagination to bring technical possibilities together with people's needs and wants.

We will concentrate on households and other small-scale applications where architecture, climate, economic pressures and personal values interact in challenging ways. Solar, conservation and other "soft path" approaches will get close attention, constructive and critical. Our study of design will be enriched by joining with the "Sculpture in Time and Place" group contract for selected seminars, lectures and workshops.

We will develop strong technical understanding of different options for handling energy through study of applied calculus, heat transfer, electricity and architectural drawing. Individual and team projects will start in Winter Quarter and become the focus of Spring Quarter.

Credit will be awarded in physics and chemistry of energy, design theory and practice, architectural drawing, student projects, applied calculus, applied electricity and solar design.

Total: 48 credits

Program is preparatory for careers and future study in physics, engineering, architecture, energy policy, applied mathematics and chemistry.

## Mathematical Systems

Fall, Winter, Spring/Group Contract

Sponsor: Josie Reed

Enrollment: 24

Prerequisites: One year of college, plus see following description

Special Expenses: No

Part-time Options: Yes, see the following description

Internship Possibilities: No

Additional Course Allowed: Yes

This contract will study particular mathematical structures—geometric, topological and algebraic—from historical and psychological points of view as well as the purely mathematical. We will consider such questions as: Are such systems discovered or created? Why does a particular culture allow some to flourish while ignoring others? What are some of the ramifications of embracing one model instead of another? Why are there so few ranking women mathematicians?

The contract is designed for people intending to pursue studies or teach in mathematics and the sciences and for those who simply want to know more about mathematical thinking.

"Mathematical Systems" is divided into seminars, workshops and coursework. Students may enroll in the seminar/workshop portion, in individual courses or in the entire constellation of activities. If you have questions about the appropriateness of your background for the various segments, consult the instructor.

Fall Quarter Courses: "Advanced Calculus I" (a year of calculus is a prerequisite); "Geometry."

Winter Quarter Courses: "Advanced Calculus II" ("Advanced Calculus I" is a prerequisite); "Topology" (strong college-level algebra is a prerequisite, calculus advised).

Spring Quarter Courses: "Abstract Algebra" (strong college-level algebra is a prerequisite); "Differential Equations" (calculus a prerequisite).

Credit will be awarded in abstract algebra, advanced calculus, geometry, topology, history of mathematics, psychology of mathematics and individual projects.

Total: 48 credits

Program is preparatory for careers and future study in mathematics, education and humanities.

## Data to Information

Fall, Winter, Spring/Coordinated Study

Coordinator: George Dimitroff

Enrollment: 48 Faculty: 2

Prerequisites: One year of college, Intermediate Algebra

Special Expenses: No

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Only with faculty approval

"Data to Information" is an entry-level program for students interested in doing substantive work in computer science. Each quarter, students will work in mathematics related to computer science, as well as program in assembly language and a high-level language. Students will also participate in a seminar on the history, philosophy, ethics and future of science and technology in general, and computer science in particular.

Fall Quarter topics: digital logic, assembly language programming, programming in Pascal or C, discrete mathematics I and seminar.

Winter Quarter topics: computer architecture, data structures I, discrete mathematics II and seminar.

Spring Quarter topics: operating systems, data structures II, numerical methods, and seminar.

Credit will be awarded in programming, digital logic, computer architecture, operating systems, discrete math, quantitative methods and data structures.

Total: 48 credits

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

## Science of Mind

Fall, Winter, Spring/Coordinated Study  
Coordinator: David W. Paulsen  
Enrollment: 72 Faculty: 3  
Prerequisites: Junior or senior standing, or faculty interview  
Special Expenses: \$30 per quarter lab fee  
Part-time Options: With faculty permission  
Internship Possibilities: By special arrangement, Spring Quarter  
Additional Course Allowed: With faculty permission

Philosophers, psychologists, neurobiologists, computer scientists, linguists and anthropologists have raised questions about the human mind. What is the structure of mind? What is the relationship of mind and brain? Does the brain work like a computer? If so, what kind of computer? How do culture and biology affect the development of mind? To what extent is the mind rational? A "cognitive revolution" has transformed the study of these questions.

"Science of Mind" will explore the nature of this revolution. It will consider theories from contemporary cognitive psychology and neurobiology, issues in philosophy of science, mind and language, as well as computer models of mental activity. Emphasis will be placed on theories about the nature of memory and reasoning as well as current developments in the use of neural nets for computer simulation. The program will cover basic cellular neurobiology, application of neural network models, techniques of experimental cognitive psychology, research design in psychology, descriptive and inferential statistics with psychological applications, use of the computer for data analysis and computer simulations of mental activity.

Fall and Winter Quarters: considerable work in statistics and research design as well as a survey of research in cognitive psychology, neurobiology and related philosophical fields.

Spring Quarter: an extensive research project in experimental cognitive psychology, neurobiology, computer modeling or library research.

Credit will be awarded in cognitive science, cognitive psychology, research methods in psychology, neurobiology with laboratory, descriptive statistics, inferential statistics, data analysis using the statistical package for the social sciences and a research project.

Total: 48 credits

Program is preparatory for careers and future study in psychology, computer science, biology, the humanities and philosophy.

## Student Originated Software

Fall, Winter, Spring/Group Contract  
Coordinator: TBA  
Enrollment: 24 Faculty: 1  
Prerequisites: "Data to Information" or equivalent, interview with faculty after completing questionnaire, faculty signature required  
Special Expenses: Diskettes for student project work  
Part-time Options: 8 credit option for part-time students only  
Internship Possibilities: Possibly some students may arrange internships to work with their software clients  
Additional Course Allowed: No

Even the best efforts of computer users, scientists and software engineers have not alleviated the fact that most software is late, over-budget, socially irresponsible, unable to perform according to user needs, or some combination of the above. The "software engineering" problem is not just a matter of technology, but a problem of organization, management, psychology, group dynamics and culture. In addition, considerable knowledge and understanding of the application area is required to design and implement a successful system. Few graduates of computer science programs are prepared to face it, let alone alleviate it.

This year-long program is designed to give students with advanced programming skills (or programming skills and considerable application area expertise) the ability to identify and carry out a viable software project. Students will work in groups to identify a software project, preparing market research and feasibility studies for that project, identifying a "real world" client (or class of clients) and writing software specifications accordingly. Under the guidance of a faculty member who has worked in both industry and academia as software developer, students will conduct systems analysis and design, implementation, test and validation and prepare user training, installation (where appropriate) and documentation. They will also evaluate their software project according to technical, legal and social criteria.

Application areas in which successful past projects have been carried out include: the natural sciences, music, visual arts and education. In addition, numerous systems for small business and local and state agencies have been developed. The program seminar will address the role of technical expertise in modern society; the organizational, social and cultural milieu of the workplace; ergonomics and human-machine interaction and the psychology of computer programming.

Credit will be distributed among computer science and software engineering: systems analysis and design, software tools and advanced programming, special topics (e.g., object-oriented programming and databases, computer graphics or user interface design).

Total: 48 credits

Program is preparatory for careers and future study in computer science and software engineering or the project application area.



## Molecule to Organism

Fall, Winter, Spring/Coordinated Study  
Coordinator: Burton Guttman  
Enrollment: 48 Faculty: 2  
Prerequisites: Core Program or equivalent;  
general college chemistry and algebra required;  
general biology recommended but not required  
Special Expenses: \$40 per quarter lab fee  
Part-time Options: Yes, with faculty permission  
Internship Possibilities: No  
Additional Course Allowed: Possibly, with  
faculty permission

"Molecule to Organism" is Evergreen's standard introduction to experimental (laboratory) biology and to organic chemistry and biochemistry. It is designed for students who have already learned general chemistry (usually through a program such as "Matter and Motion" or "Foundations of Natural Science") and who want to explore a broad range of biological subjects, including biochemistry, molecular and cellular biology, genetics, immunology, physiology and developmental biology.

In Fall Quarter, half the time is devoted to basic organic chemistry. This is necessary for understanding modern biology, and many students want to learn it for its own sake or because of its application to environmental matters. During Winter Quarter, we will delve into the fascinating world of modern studies that have been variously named biochemistry, molecular biology, molecular genetics and cell biology. Spring Quarter will be devoted to a few topics chosen on the basis of student interests, with opportunities for more individualized work. Spring also provides the option of learning advanced instrumentation techniques in organic chemistry.

We will facilitate the study of these often complex topics through a combination of lectures, workshops, assigned problems and laboratories. We find that students are excited and successful when they work cooperatively, primarily in problem-solving workshops, to help one another learn concepts and analytic techniques. The emphasis throughout is on analytic thinking—on ways to solve interesting problems—rather than on memorizing large bodies of information, and we continually return to basic concepts in a spiral manner. We supplement theoretical studies with a series of instructive laboratories, using some of the most modern techniques available.

Credit will be awarded in organic chemistry, biochemistry and special topics in biology, such as genetics, molecular biology and physiology. (All credit is upper division except for 8 credits of introductory organic chemistry.)

Total: 48 credits

Program is preparatory for careers and future study in biology, chemistry, environmental sciences and health sciences.

## In the Master's House: Disenfranchised Populations and Psychological Counseling

Fall, Winter, Spring/Group Contract  
Sponsor: George Freeman, Jr.  
Enrollment: 24 Faculty: 1  
Prerequisites: General psychology, Introduction to Abnormal Psychology and Personality Theory, senior standing preferred, interview with faculty and signature required  
Special Expenses: Travel to internship site, possible lab fee  
Part-time Options: No  
Internship Possibilities: 20 hours required  
Winter and Spring Quarters  
Additional Course Allowed: Consult faculty

This program will explore the myths and realities of psychology and psychological counseling and the concepts of mental health and the mental health system with regard to people who have traditionally been marginalized within American culture (women, people of color, lesbian, bisexual, and gay people, people with disabilities, lower SES individuals). Too often, their life stories are seen as adjuncts to the central themes of psychology and psychotherapy and yet they often experience the greatest challenges in life. An examination of constructs and structures within the disciplines of psychology, mental health and psychological counseling is necessary to explode the current perspective used to understand the psyches of these groups and to create a new psychology free of bias.

Within this context, the areas of abnormal psychology and personality theory, family structure, group dynamics and community psychology will be considered. Lecture, workshops, seminar and communication skill lab will be the formats used for gaining an understanding of the material.

Program participants will study basic counseling theory and techniques for both individual and group counseling, gain a historical perspective of psychology, obtain experience that may be applied toward future job placement or graduate study and examine the dynamics of oppression and discrimination in shaping human behavior.

Internships of 20 hours per week are required during both Winter and Spring Quarters. Supervision will be provided by professionals at the setting. Program participants and the instructor will utilize personal experiences and expertise as a group for further supervision. Each program participant and the instructor will determine the most appropriate internship based upon the participant's needs and available resources.

Credit will be awarded in counseling theory and technique, abnormal psychology, personality theory, family and group therapy, gender issues, lesbian/bisexual and gay studies, ethnic studies, cross-cultural counseling, history of psychology, counseling practicum and counseling internship.

Total 48 credits

Program is preparatory for careers and future study in counseling and clinical psychology, cross-cultural studies, ethnic studies, lesbian/bisexual and gay studies, gender studies.

## Social and Organizational Change for the 21st Century

Fall, Winter/Coordinated Study  
Coordinator: Don Bantz  
Enrollment: 24 Faculty: 1  
Prerequisites: Junior/senior standing  
Special Expenses: No  
Part-time Options: No  
Internship Possibilities: Yes  
Additional Course Allowed: No

This program will explore changes and challenges facing individuals, groups and organizations as we approach the 21st century. During Fall Quarter we will study social, economic and political trends which appear to be emerging in the mid-1990s, the interdependent nature of these problems and new and alternative organizational structures and configurations, in the private, public and third sectors.

In Winter Quarter, students will be asked to examine a problem/issue within their communities and to commit at least 10 hours per week of community service during the quarter in a community or governmental agency. During Winter Quarter we will study the legislative process, social change strategies, including personal ethics, the role of change agents and culturally sensitive community work, community power structures and grant writing.

In Spring Quarter students may choose to intensify their work through internships with agencies throughout the Northwest and Alaska in health care, business, government, education, tribal affairs, environmental issues, etc.

Total: 32 credits

## Models of Health Care and Reform

Spring/Coordinated Study  
Coordinator: Betty Kutter, Don Bantz  
Enrollment: 48 Faculty: 2  
Prerequisites: Junior/senior standing or faculty signature  
Special Expenses: No  
Part-time Options: With faculty signature only  
Internship Possibilities: With faculty signature only  
Additional Course Allowed: With faculty signature only

In the early 1970s American health care costs continued to escalate, consumers demanded health care reform, national health insurance plans were proposed in Congress and enactment seemed imminent. Twenty years later, we are revisiting this scenario, complicated by 37 million people without health insurance, the development of powerful and expensive technologies and health care costs that eat up 14 percent of our GNP despite the widespread dissatisfaction and serious problems in availability. In this program, we will explore the politics of health care in the U.S., comparative health care delivery systems and alternative models of health care and examine the status of various state health care reform efforts. We will also examine the nature and implications of recent advances in molecular genetics, immunology, neurobiology and neuro-immune modulation. These are greatly increasing our understanding of such complex biological processes as embryology, cancer, cardiovascular and autoimmune disease and viral infections like AIDS, giving the potential of prevention and treatment programs much more tailored to each person's individual genetics and physiology while also raising major questions of stigmatization, right to privacy, individual responsibility, liability and dealing with hard choices.

Total: 16 credits

This program is preparatory for future studies and careers in health and human service fields, political science and public administration.

## Post Modern Bodies

Our world has always been in a health care crisis. Recently, however, this crisis has come to America—both in fact and in heightened realization of the situation. This program is, in part, a response to that crisis and our plight. The ultimate goal will be to understand the political, cultural and social contexts within which these institutions, people and technologies operate—to discover the ways in which experts and expertise are formed and controlled by power systems which are themselves only dimly understood to date. Our focus will be the aesthetics, ethics and science of medical representation; however, the program will seek to provide a broad education which includes history, literature, language and art. For a complete description turn to page 71 in the Center for the Study of Science and Human Values.

## Human Behavior in the Social Environment

This group contract is an introduction to social work and human services in postmodern, 21st century, multicultural environments. Our challenge is to understand contemporary human service practice. Thus, we explore innovative approaches that respect difference in cultural values and fundamental civil rights. We begin with the genealogy of Western thought on helping and caring for populations in need. Our focus is on diversely lived human experience, policy formulation and implementation, institutionalized service delivery systems, human service organizations and alternative human service possibilities derived from traditional indigenous world views, womanist/feminist thought and Eastern thought systems. For a complete description, turn to page 66 in the Native American Studies Specialty Area.

## Washington State Juvenile Delinquency

This program is designed for students seeking practical experience, knowledge and preparation in the field of juvenile justice. Books, films, videos, history of juvenile delinquency, etc., will address youthful offenders, run aways and delinquent juvenile courts, juvenile penal institutions, mental health services, recidivism, treatment and treatment centers, incarceration, and psychology of youthful offenders. We will be visited by people working in the juvenile justice system. Through readings and workshops, a psychological study will investigate family dynamics, group dynamics, violent youthful offenders and psychopaths, counseling theory and practices. For a complete description, turn to page 66 of the Native American Studies Specialty Area.

## Tacoma Campus

Acting Director: Willie L. Parson

Serving a student population composed primarily of working adults, The Evergreen State College-Tacoma provides a broad-based liberal arts education in the arts and sciences which recognizes the importance of providing the urban adult learner with the skills, information and vocabulary necessary for living and working in the 21st century.

Evergreen's off-campus program in downtown Tacoma features two-year, upper-division studies leading to a Bachelor of Arts degree. Classes are scheduled at times convenient for working people. Both daytime and evening classes are available. Students wishing to enroll in an off-campus program must have completed 90 quarter hours of transferable college-level work before entering. Detailed information on admission is also available through the Admissions Office in Olympia.

Tacoma Community College and Evergreen also offer a two-year, lower-division liberal arts program for freshman and sophomores in the evenings at the same site as the upper-division program.

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

### Global Citizenship, Community Collaborations

Fall, Winter, Spring/Coordinated Study  
Coordinator: Elizabeth Diffendal  
Enrollment: 120 Faculty: 4.5  
Prerequisites: Junior standing and signature of campus director  
Special Expenses: No  
Part-Time Options: No  
Internship Possibilities: Spring Quarter with approval of faculty  
Additional Courses Allowed: No

Our images of ourselves and our futures are constantly being shaped and reshaped by global political change, changing population distribution, environmental dilemmas, fluxes in the global communications networks and greater incidences of cultures in contact. Thus, the goals of this year-long interdisciplinary program are to explore the meanings of "global citizenship" and to examine how our understanding of global change can foster stronger community collaborations and local action.

In order to explore the idea of "global citizenship, community collaborations" to its fullest extent, we will be guided by the question, "What are the intellectual, aesthetic, social, moral and spiritual capacities that we need to analyze changing paradigmatic situations, live creatively amidst diverse world views, communicate our ideas, develop coalitions with other people and take effective action?" As men and women from diverse ethnic backgrounds, we have world views shaped by our environments, experiences and language. These world views will help us define and develop a broader sense of global citizenship.

Students will be expected to use the knowledge acquired to do research and initiate and implement community responsive policies or projects. The program format will consist of large group lectures and discussions, small group seminars, workshops and collaborative projects.

Credits will be awarded in American history and government, economics, world literature, moral philosophy, drawing, writing, cultural studies, social science research methods and issues in world health.

Total: 48 credits

Program is preparatory for careers and future study in education, public administration, law, history, humanities and the social sciences.

# Graduate Study At Evergreen

## (MES) Master of Environmental Studies

The **Graduate Program in Environmental Studies** opened in September, 1984, and has reached its steady state capacity of approximately 80 students. Our first graduates of June, 1986, are now in public and private sector jobs or continuing graduate studies in related fields. The program is integrated and interdisciplinary. A primary objective for study is a deep understanding of environmental policy development and implementation. Study will focus on the relationship between science and policy. Students can expect a balanced curriculum which considers and seeks creative solutions to contemporary environmental issues.

The MES Program is open to part-time and full-time students. To make attendance easier for employed students, most coursework is concentrated in the evening and late afternoon.

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

The MES Program consists primarily of three parts: (1) a required core taken by all students, (2) electives and (3) a thesis. The core is taught by an interdisciplinary team, usually a social scientist and a natural scientist. It is eight quarter hours per quarter and constitutes the full load for part-time students. The core runs consecutively for four quarters: Fall, Winter, Spring and Fall. All students are required to complete an original thesis which has policy implications. It may be the written result of an individual or small-group project. Students will enroll in the following core sequence:

- Political, Economic and Environmental Processes
  - Population, Energy and Resources
  - Quantitative Analysis for Environmental Studies
  - Case Studies: Environmental Assessment, Policy and Management
- (All programs are 8 quarter hours)

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

Questions concerning the MES Program should be directed to Bonita Evans, Program Assistant, MES, Lab I, The Evergreen State College, Olympia, WA 98505; 866-6000, ext. 6707.

## (MPA) Master of Public Administration

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

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

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

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

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

The applications project is completed concurrently with the core program in Public Policy over the Winter and Spring Quarters of the second year. It is a group or individually authored research effort, usually with practical impact for current public sector entities. The topic, form and content of any project will vary with the student's interests, opportunities and development, but every project represents the culmination of work in the program and provides a document which demonstrates the author's knowledge and ability.

#### **The MPA curriculum is:**

- Core Programs
  - The Political and Economic Context of Public Administration
  - Research Methods for the Public Sector
  - Understanding Public Organizations
  - Fiscal Policy
  - Public Policy and Its Administrative Implications
  - Applications Project in Public Policy and Administration
- (All programs are 8 quarter hours)

#### **Electives**

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

Inquiries about the MPA program should be addressed to Bonita Evans, Program Assistant, MPA, Lab I, The Evergreen State College, Olympia, WA 98505; (206)866-6000, ext. 6707.

## **MES/MPA Program Procedures**

### **Admissions**

The application deadline for early admission is March 15. After that date, applications will be considered as they are completed.

Individuals interested in receiving a catalog or in applying for admission to the program, should contact the Admissions Office, The Evergreen State College, Olympia, Washington 98505.

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

- Academic transcripts including certification of receipt of a bachelor's degree
- Brief essays by the applicant
- GRE score
- Letters of recommendation

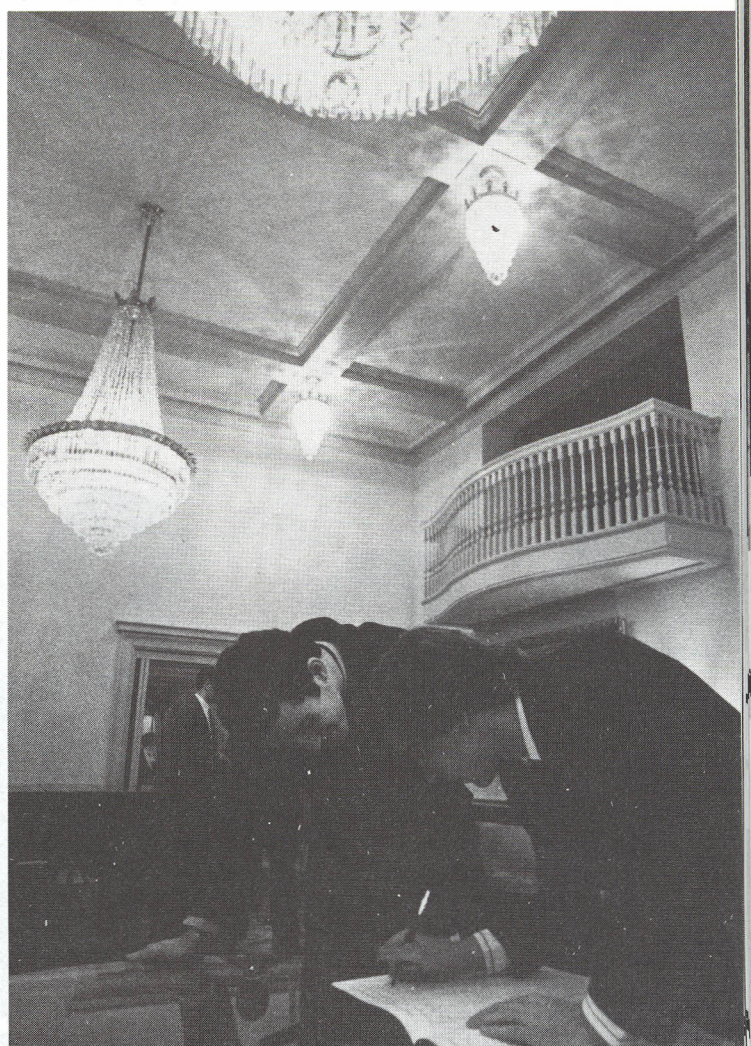
For some who apply, the transcript or admissions material may be an incomplete reflection of their interests and abilities. Our admissions process considers the applicant's academic preparation as well as professional accomplishments or other public activities and may require an interview with faculty.

### **The Graduate Catalog**

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

### **Financial Aid**

Limited financial aid is available in the form of fellowships, assistantships, scholarships, work-study assistance and guaranteed student loans. The Financial Aid application must be completed before any financial aid decision can be made. Financial Aid Forms (FAFs) should be mailed to the College Scholarship service by February 1. Later applicants who qualify for financial aid will compete for the remaining monies. Certain forms of financial aid are available to full-time students; aid to part-time students, however, is more limited. In some cases, the MPA or MES Programs can assist a student in obtaining part-time public sector employment. Information on financial aid is available from the MPA Program, the MES Program and the Financial Aid Office at Evergreen.



## Teacher Education

Director: Jan Kido  
Program Assistants: Ernestine Pearl and  
Marianne Hutcheson

### Graduate Teacher Education

Evergreen offers an innovative Master in Teaching degree program, full time for six academic quarters. Successful completion will result in the MIT degree and Initial Certification.

Evergreen's MIT is interdisciplinary and team taught. A group of 60 students and a faculty of three or four will form a "learning community," which will essentially remain together for two academic years.

The program content meets **all** academic requirements for the Washington Initial Teaching Certificate, and **most** academic requirements for the Washington Continuing Certificate.

Major areas of interdisciplinary study in the program will include psychology, philosophy and history of education, multicultural studies, research and teaching methods. There will be a strong emphasis on field experience. Five of the six quarters will include significant work with students in schools.

### Elementary and Secondary Endorsements

An endorsement is a qualifying phrase on a Washington Teaching Certificate which identifies the grade level and subject area in which an individual may teach. Before beginning the MIT, students must have endorsement area coursework completed (or be within 8 quarter hours of completion).

The secondary education candidate, preparing for teaching in departmentalized classrooms in grades 4-12, must have a Primary Endorsement, and is encouraged to add a Supporting Endorsement as well. The available Primary Endorsements include English; mathematics; physics; science with biology, chemistry or physics concentrations and social studies.

The elementary education candidate, preparing for teaching in any classroom, grades K-8, will qualify for the elementary certificate. S/he has a choice of completing one primary endorsement or two Supporting Endorsements. Available supporting endorsements include: art, music, chemistry, economics, English, Spanish, French, German, history, math, physics and political science. The elementary education endorsement qualifies an individual to teach any subject in grades K-8 except special education.

Any course required for an endorsement which is lacking at time of admission to the program must be completed no later than the summer preceding year two. It is **not** possible to undertake any endorsement courses during the six quarters of the professional program.

### Admissions Requirements

Admission to the Master's in Teaching program is competitive.

Minimum requirements include a B.A. or B.S. at the time of entry, a 3.0 grade point average on graded transcripts (or comparable work on ungraded transcripts). General Education admission requirements for all candidates include 8 quarter hours of natural science, 8 quarter hours of social science and 12 quarter hours of writing.

As part of the admission process, students must take the Graduate Record Exam (GRE). The score on this exam, however, will not be used as a criterion for admission, but will be used in a long range research study.

Students wishing to apply to this program must submit all material to the Admissions Office. Required material includes the Master's in Teaching admissions application form, official transcripts from every college previously attended, three letters of recommendation, a work experience resume and two essays. For complete information on admission, consult our catalog, "Master's in Teaching at Evergreen, 1993-1995."



# Special Forms of Study and Academic Resources

## Internships and Cooperative Education

More than half of Evergreen's students complete one or more Internships by the time they graduate. This compares with a nationwide figure of less than two percent. Although most interns work in businesses, schools, government agencies, or nonprofit organizations in southwest Washington, Internships are also available throughout the state, the nation and even in other countries, in both the private and public sectors.

Each Internship must be approved in advance by the Office of Cooperative Education, which is part of APEL. Opportunities to conduct Internships are built into many academic programs. They also are available for upper-division students through Internship Learning Contracts.

Unless an Internship is required as part of one's work in a Coordinated Studies Program or Group Contract, students are eligible to conduct Internships only after they have been enrolled at Evergreen for at least one quarter. Priority access to Internships through Internship Learning Contracts is given to seniors.

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

Each quarter of an Internship is planned, arranged, conducted and evaluated based on the student's academic objectives for that quarter. Those objectives and all other Internship-related matters are negotiated and agreed to by the student, sponsor and field supervisor before the Internship begins. These agreements are formalized in an Internship contract that is signed by all parties. Internships invariably include a strong component of academic activities such as related reading, a daily journal, weekly conferences with one's faculty and various written reports.

The Office of Cooperative Education is the central source of current information about Internship programs, policies and procedures, available Internship positions and Internship sponsors. Co-op staff members are available throughout the year to answer questions about the program and to assist students, sponsors and field supervisors with all activities involved in planning, arranging and conducting Internships.

You are encouraged to plan for your Internship at least a quarter ahead of time. For more information, call or write the Office of Cooperative Education, the Evergreen State College, Olympia, Washington 98505.

## Prior Learning from Experience

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

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

Applications for enrollment in the PLE program are taken Fall, Winter and Spring Quarters, but enrollment is limited. Interested students are encouraged to contact the PLE Office after they have enrolled. Most students complete their papers in a two-quarter sequence, with a third quarter required for evaluation. When accepted into the program, students have one academic year in which to complete the process.

## Writing Center

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

## Library

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

The Library's resources are the "what" of information usage while the Library's staff provides the "how" through research and media instruction across the curriculum as well as through various courses in the use of media equipment and basic media.

"What" you will find in the Library includes 4,000 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment); over 214,000 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches, drafting table and 1,731 periodical subscriptions.

In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through the computerized database of the Washington Library Network and through on-line database searching. Evergreen students and faculty borrow more Interlibrary Loan materials and more of the general collections per capita than at any of the other four-year public institutions in the state—more than 105,885 volumes were circulated last year.

More details can be found on the Evergreen Library Calendar, available at the circulation desk. You can also call ext. 6252 for more information or drop in and talk to any Library staff member.

## Computer Services

In Academic Computing the emphasis is on students and technology. Students are provided with broad opportunities throughout the curriculum, rather than in just a few computer science classes. The use of computer facilities continues to grow as computing becomes an integral aspect of Evergreen's curriculum. There is no charge to students for the use of computing facilities.

Located in Library 2408, the Computer Center is a place where individual attention comes first. The Computer Center's student consultants provide general assistance and consultation on the use of Computer Center resources.

Most students use the college's microcomputer laboratories, clusters of microcomputers, minicomputers and mainframes. These offer a diversity of computer languages (such as Pascal, C, COBOL, Prolog, LISP and BASIC) as well as application software (such as WordPerfect, Excel, MS Works, graphics packages, and SPSS<sup>®</sup>).

Evergreen's computing laboratories include a 30-station microcomputer laboratory with video and audio projection equipment networked in a StarLan configuration. The newest laboratory has 20 powerful 386 stations with VGA capability supporting computer science needs, UNIX instruction and applications as well as general usage. One of the most heavily used facilities is our 25-station Macintosh II laboratory. This lab is networked to share printing, peripherals and application resources. The Mac Lab provides students with graphics, word processing, imaging and scanning, and desktop publishing capabilities for academic projects.

Equipment for the physically challenged is also available in the Computer Center (scanners, sound synthesizers, image enlargement), as are manuals, specially designed reference materials and workshops to help you make the best use of the facilities. Microcomputers designed for natural science applications are located in LAB II.

Evergreen has been able to maintain its high level of computing resources through grant assistance from the National Science Foundation, AT&T, Apple, Digital and others.

Evergreen has established microcomputer purchase plans for student use at substantial educational discounts through the college Bookstore. We encourage you to consider purchase of a computer for your academic work at Evergreen.



**"I was excited to be by myself and on my own.**

It was the first time I had been away from my parents and I couldn't wait to start interacting with other people. Everyone I met at Evergreen was very kind, courteous, outgoing and easy to talk to. It's really different from high school. It's like a different world here. People are more outgoing."

*Joselyn Turner, a first-year student from Bremerton, Washington, plans to earn a B.A. at Evergreen, then go on to the University of Washington for a law degree and eventually work as a tax lawyer. Joselyn was chosen out of more than 100 applicants to receive the Martin Luther King Scholarship from her community.*



JOSELYN TURNER

*An artist, writer and teacher, Gail Tremblay has a B.A. in drama from the University of New Hampshire and a M.F.A. in creative writing from the University of Oregon. Her work has been exhibited nationally, and Tremblay also serves on the national board of the Women's Caucus in the Arts. Her areas of interest include multicultural humanities, literature and art history.*

"Because of the way Evergreen is structured with coordinated studies, I have students full-time for a long period. This can create an experience for students that's very complex and interesting. They develop mentoring relationships that are very important in terms of understanding their academic development, and I often am able to plug them into things happening nationally that are very important for their growth and development. That type of relationship is very interesting for me as a teacher.

**Take risks. Dare to try, to be great at something.**

The only way one can fail is to give up."



GAIL TREMBLAY



# Administration and Faculty

## Trustees and Administration

### Board of Trustees, September 1992

John N. Terrey  
*Chair, Seattle*  
Constance W. Rice  
*Vice Chair, Seattle*  
Lila S. Girvin  
*Secretary, Spokane*  
Frederick T. Haley  
*Tacoma*  
Edward F. Kelly  
*Vancouver*  
Christina A. Meserve  
*Olympia*  
Carol Vipperman  
*Seattle*

### Administration

Jane L. Jervis  
*President*  
Thomas L. "Les" Purce  
*Executive Vice President for Finance and Administration*  
Russell M. Lidman  
*Provost and Academic Vice President*  
Arthur A. Costantino  
*Vice President for Student Affairs*  
Michael W. Beug  
*Academic Dean*  
Priscilla V. Bowerman  
*Academic Dean*  
Carolyn E. Dobbs  
*Academic Dean*  
Barbara L. Smith  
*Academic Dean*  
Leslie E. Wong  
*Academic Dean*  
Jose A. Gómez  
*Associate Academic Dean*  
William E. Bruner  
*Dean of Library Services*  
Arnaldo Rodriguez  
*Dean of Enrollment Services*  
Shannon Ellis  
*Dean of Student and Academic Support Services*

This is a listing of Evergreen's faculty as of 1992-93. A more extensive detailing of Evergreen faculty members' areas of expertise can be found in *The Evergreen Student Handbook*, available at the Student Advising Center.

**Richard W. Alexander**, English and Literature, 1970; Assistant Academic Dean, 1980-82; B.A., English, Emory University, 1956; M.A., English, Tulane University, 1961; Ph.D., English, University of Illinois, 1966.

**Nancy Allen**, Literature and Languages, 1971; B.A., Comparative Literature, Occidental College, 1963; M.A., Spanish, Columbia University, 1965.

**William Ray Arney**, 1981; B.A., Sociology, University of Colorado, 1971; M.A., Sociology, University of Colorado, 1972; Ph.D., University of Colorado, 1974.

**Susan M. Aurand**, Art, 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

**Marianne Bailey**, Languages and Literature, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, West Germany.

**Justino Balderrama**, Health and Human Services, 1984; B.A., Sociology, California State University, 1962; M.S.W., Social Work, San Jose State University, 1975.

**Don Bantz**, Public Administration, 1988; B.A., Management/Marketing, 1970; M.P.A., University of Southern California, 1972; D.P.A., University of Southern California, 1988.

**Clyde Barlow**, Chemistry, 1981; B.S., Chemistry, Eastern Washington University, 1968; Ph.D., Chemistry, Arizona State University, 1973.

**Gordon Beck**, Art History and Cinema, 1971; A.B., Speech, Bowling Green University, 1951; M.A., Drama, Western Reserve University, 1952; Ph.D., Theater, University of Illinois, 1964.

**Michael W. Beug**, Chemistry, 1972; Academic Dean, 1986-92; B.S., Chemistry, Harvey Mudd College, 1966; Ph.D., Chemistry, University of Washington, 1971.

**Peter G. Bohmer**, Economics, 1987; B.S., Economics and Mathematics, Massachusetts Institute of Technology, 1965; Ph.D., Economics, University of Massachusetts, 1985.

**Dharshi Bopagedera**, Physical Chemistry, 1991; B.S., Chemistry, University of Peradeniya, Sri-Lanka, 1983; Ph.D., Physical Chemistry, University of Arizona, 1989.

**Priscilla V. Bowerman**, Economics, 1973; Director of Graduate Program in Public Administration, 1986-89; Academic Dean, 1990-present; A.B., Economics, Vassar College, 1966; M.A., Economics, Yale University, 1967; M. Philosophy, Yale University, 1971.

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

**Jovana J. Brown**, Library and Information Studies, 1974; Dean of Library Services, 1974-81; A.B., Political Science, University of California, Riverside, 1959; M.L.S. University of California at Berkeley, 1965; M.A., Political Science, University of California at Berkeley, 1967; Ph.D., Library and Information Studies, University of California at Berkeley, 1971.

**William H. Brown**, Geography, 1974; B.A., Geography, Antioch College 1956; M.A., Geography, University of California at Berkeley, 1967; Ph.D., Geography, University of California at Berkeley, 1970.

**Bill Bruner**, Economics, 1981; B.A., Economics and Mathematics, Western Washington University, 1967.

**Andrew Buchman**, Music, 1986; Certificate, School of Musical Education, 1971; B.A., Liberal Arts, The Evergreen State College, 1977; M.M., Music Composition, University of Washington, 1982; D.M.A., Music Composition, University of Washington, 1987.

**Paul R. Butler**, Geology and Hydrology, 1986; A.B., Geography, University of California-Davis, 1972; M.S., Geology, University of California-Berkeley, 1976; Ph.D., Geology, University of California-Davis, 1984.

**Craig B. Carlson**, Communications, 1973; B.A., English, College of William and Mary, 1965; Ph.D., English, University of Exeter, England, 1972.

**Richard A. Cellarius**, Plant Biology, Biophysics, Environmental Policy, 1972; B.A., Physics, Reed College, 1958; Ph.D., Biological Sciences, Rockefeller University, 1965.

**Caryn Cline**, Coordinator of Interdisciplinary Media Resources, 1991; B.A., English, University of Missouri-Columbia, 1976; M.A., English, University of Missouri-Columbia, 1978.

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

**Robert Cole**, Physics, 1981; B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.

**Stephanie Coontz**, History and Women's Studies, 1974; B.A., History, University of California at Berkeley, 1966; M.A., European History, University of Washington, 1970.

**Doranne Crable**, Expressive Arts, Performance Theory and Practice, Comparative Mythology, Women's Studies, Laban Movement Theory and Practice, 1981; B.A., University of Michigan, 1967; M.A., Wayne State University, 1973; Fellow, Edinburgh University, Scotland, 1975; Ph.D., Wayne State University, 1977; C.M.A., University of Washington.

**Beryl L. Crowe**, emeritus, Political Science, 1970; A.B., Political Science, San Francisco State College, 1959; M.A., Political Science, University of California at Berkeley, 1961.

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

**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.

**John Aikin Cushing**, Computer Science, 1976; Director of Computer Services, 1976-84; B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.

**Judith Bayard Cushing**, Computer Science, 1982; B.A., Math and Philosophy, The College of William and Mary, 1968; M.A., Philosophy, Brown University, 1969.

**Argentina Daley**, American Studies, 1988; B.A., Comparative Literature, University of Washington, 1971; M.A., English, University of Washington, 1973; Ph.D., English, University of Washington, 1992.

**Virginia Darney**, Literature and Women's Studies, 1978; A.A., Christian College, 1963; B.A., American Literature, Stanford University, 1965; M.A., Secondary English Education, Stanford University, 1966; M.A., U.S. Studies, King's College University of London, 1972; Ph.D., American Studies, Emory University, 1982.

**Leo Daugherty**, Literature and Linguistics, 1972; Academic Dean, 1975-76; A.B., English and Fine Arts, Western Kentucky University, 1961; M.A., English, University of Arkansas, 1963; Ph.D., American Literature, East Texas State University, 1970; Postdoctoral year in Linguistics, Harvard University, 1970-71.

**Llyn DeDanaan**, Anthropology, 1971; Academic Dean, 1973-76; B.A., Anthropology, Ohio State University, 1966; M.A., Anthropology, University of Washington, 1968; Ph.D., Cultural Anthropology, The Union Graduate School, 1984.

**Elizabeth Diffendal**, Applied Anthropology, 1975; Academic Dean, 1981-85; A.B., Social Anthropology, Ohio State University, 1965; M.A., Cultural Anthropology, University of California at Los Angeles, 1968; Ph.D., Applied Anthropology, The Union Institute, 1986.

**George E. Dimitroff**, Mathematics, 1973; B.A., Mathematics, Reed College, 1960; M.A., Mathematics, University of Oregon, 1962; Ph.D., Mathematics, University of Oregon, 1964.

**Carolyn E. Dobbs**, Urban Planning, 1971; Academic Dean, 1987-1991; Interim Vice President for Student Affairs, 1991-1992; Academic Dean, 1992-present; B.A., History-Political Science, Memphis State University, 1963; M.A., Political Science, University of Kentucky, 1966; M., Urban Planning, University of Washington, 1968; Ph.D., Urban Planning, University of Washington, 1971.

**Kenneth Dolbeare**, Political Science, 1981; Director of Graduate Program in Public Administration, 1984-85; B.A., English, Haverford College, 1951; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965; Fulbright Scholar Denmark, 1989-90.

**Fred Dube**, Psychology, 1989; B.S., Psychology and Sociology, Natal University, South Africa, 1966; Ph.D., Psychology, Cornell University, 1976.

**Larry L. Eickstaedt**, Biology, 1970; Academic Advisor, 1978-81, 1986-88; B.S., Biology, Buena Vista College, 1961; M.S., Zoology, University of Iowa, 1964; Ph.D., Biology, Stanford University, 1969.

**Betty R. Estes**, History of Science, 1971; Academic Advisor, 1988-90; B.S., Mathematics, University of Oklahoma, 1957; M.A., Mathematics, University of Pennsylvania, 1960.

**Joe Feddersen**, Printmaking, 1989; B.F.A., Printmaking, University of Washington, 1983; M.F.A., University of Wisconsin, 1989.

**Susan R. Fiksdal**, Linguistics and Languages, 1973; B.A., French, Western Washington University, 1969; M.A., French, Middlebury College, Vermont, 1972; M.A., Linguistics, University of Michigan, 1985; Ph.D., Linguistics, University of Michigan, 1986.

**John Robert Filmer**, Management and International Business, 1972; B.S., Agriculture, Cornell University, 1956; B.A.E., Agricultural Engineering, Cornell University, 1957; M.S., Hydraulic Engineering, Colorado State University, 1964; Ph.D., Fluid Mechanics, Colorado State University, 1966.

**Donald Finkel**, Psychology, 1976; Chair of Faculty, 1985-86; B.A., Philosophy, Yale University, 1965; Ph.D., Developmental Psychology, Harvard University, 1971.

**Anne Fischel**, Film/Video, 1989; B.A., English and American Literature, Brandeis University, 1971; M.A., Communication, University of Massachusetts at Amherst, 1986; Ph.D., Communication, 1992.

**Thomas H. Foote**, Education/Journalism, 1972; B.A., Journalism, University of Tulsa, 1961; M.S.Ed., Humanities, Western Oregon State College, 1967; Ph.D., Education, Oregon State University, 1970.

**Russell R. Fox**, Community Planning, 1972; Academic Advisor, 1981-83; Director of Center for Community Development, 1983-86; B.A., Mathematics, University of California at Santa Barbara, 1966; M., Urban Planning, University of Washington, 1971.

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

**George Freeman**, Clinical Psychology, 1991; B.A., Liberal Arts, Secondary Education, Adams State College, 1977; M.A., Clinical Psychology, Southern Illinois University, 1984; Ph.D., Clinical Psychology, Southern Illinois University, 1990.

**Jorge Gilbert**, Sociology, 1988; M.A., Licenciado en Sociologia, Universidad de Chile, 1971; M.A., Sociology, University of Toronto, 1975; Ph.D., Sociology, University of Toronto, 1980.

**Angela Gilliam**, Anthropology, 1988; B.A., Latin American Studies, University of California at Los Angeles, 1958; Ph.D., Union Graduate School, 1975.

**José Gómez**, Social Sciences and Law, 1988; Assistant Academic Dean 1988-90; Associate Academic Dean 1990-present; B.A., Spanish, Journalism, Education, University of Wyoming, 1965; Fulbright Scholar, Universidad Nacional Autónoma de Nicaragua, 1967; J.D., Harvard Law School, 1981.

**Margaret H. Gribskov**, Emerita, 1990; Journalism/Education, 1973; Ph.D., Education, University of Oregon, 1973.

**Thomas Grissom**, Physics, 1985; B.S., Physics, University of Mississippi, 1962; M.S., Physics, University of Mississippi, 1964; Ph.D., Physics, University of Tennessee, 1970.

**Burton S. Guttman**, Biology, 1972; B.A., Interdisciplinary Science, University of Minnesota, 1958; Ph.D., Biology, University of Oregon, 1963.

**Bob Haft**, Expressive Arts, 1982; B.S., Psychology, Washington State University, 1971; M.F.A., Photography, Washington State University, 1975.

**Jeanne E. Hahn**, Political Science, 1972; Assistant Academic Dean, 1978-80; B.A., Political Science, University of Oregon, 1962; M.A., Political Science, University of Chicago, 1964; A.B.D., Political Science, Chicago, 1968.

**W. Joye Hardiman**, Literature and Humanities, 1975; Director, Tacoma Campus, 1990-present; B.A., Literature, State University of New York at Buffalo, 1968; Graduate Studies, Literature, State University of New York at Buffalo, 1968-70; Ph.D., Literature and Education, The Union Graduate School, 1986.

**Phillip R. Harding**, Architecture, 1971; B., Architecture, University of Oregon, 1963; M., Architecture, University of California at Berkeley, 1970.

**Lucia Harrison**, Public Administration, 1981; Director, Graduate Program in Public Administration, 1990-present; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.

**Rainer G. Hasenstab**, Environmental Design, 1974; B., Architecture, University of California at Berkeley, 1965; M., Architecture, University of California at Berkeley, 1970.

**Peta M. Henderson**, Anthropology, 1974; B.A., History, Swarthmore College, 1958; M.A., Anthropology, McGill University, 1969; Ph.D., Anthropology, University of Connecticut, 1976.

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

**Patrick J. Hill**, Philosophy, 1983; Provost and Academic Vice President, 1983-90; A.B., Philosophy, Queens College, 1963; A.M. Philosophy, Boston University, 1966; Ph.D., Philosophy, Boston University, 1969.

**David Hitchens**, History, 1970; Campus Adjudicator, 1987-89; B.A., History, University of Wyoming, 1961; M.A., History, University of Wyoming, 1962; Ph.D., History, University of Georgia, 1968.

**Taylor E. Hubbard**, Library Science, 1986; B.A., History/Business, University of Vermont, 1966; M.A., History, San Francisco State University, 1968; M.L.S., University of California at Los Angeles, 1969.

**Margaret I. Hunt**, Dance, 1976; B.F.A., Dance, Ohio State University, 1969; M.Ed., Dance, Temple University, 1972.

**Ryo Imamura**, Psychology, 1988; B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1978; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.

**Virginia Ingersoll**, Communications, 1975; B.A., Journalism/Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.

**Winifred Ingram**, Emerita, 1981; Consultant to MIT, 1991-92; Psychology, 1972; B.A., Sociology, University of Washington, 1937; M.A., Sociology, University of Washington, 1938; Ph.D., Clinical Psychology, Northwestern University, 1951; Fellow of the Mary Ingraham Bunting Institute of Radcliffe College, 1971-72.

**Ren-Hui (Rose) Jang**, Theater, 1988; B.A., English, National Taiwan University, 1980; M.A., Theater, Northwestern University, 1981; Ph.D., Theater, Northwestern University, 1989.

**Bernard Johansen**, Dance, 1972.

**Richard M. Jones**, Emeritus, 1990; Psychology, 1970; A.B., Psychology, Stanford University, 1950; Ph.P., Clinical Psychology, Harvard 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.

**Kazuhir Kawasaki**, Art History, 1976; B.A., Art History, University of Washington, 1970; M.A., Art History, University of Washington, 1972.

**Jeffrey J. Kelly**, Chemistry and Biochemistry, 1972; Director of Laboratory Computing, 1984; B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.

**Janice Kido**, Director, Master in Teaching Program, 1991; A.B.D., Communication: Cross-Cultural Communication, The Union Institute; M.A., Speech/Communication, University of Hawaii at Manoa, 1970; B.Ed., Secondary Speech Education, University of Hawaii at Manoa, 1965.

**Ernestine Kimbro**, Librarianship, 1987; B.A., Gonzaga University, 1970; M.L.S., University of Washington, 1985.

**Cheryl King**, Research/Statistical Methods, 1991; B.A., Psychology, University of Texas; Master of Applied Experimental Psychology, College of Liberal Arts and Sciences, University of Colorado at Denver, 1987; Ph.D., Public Administration, Graduate School of Public Affairs, University of Colorado at Denver, 1992.

**Lovern Root King**, Social Sciences, 1977; Affirmative Action Officer, 1984-85; B.A., English, Seattle Pacific College, 1972; M.C., Communications, University of Washington, 1976; Ed.D., Policy, Governance and Administration, University of Washington, 1984.

**Robert H. Knapp, Jr.**, Physics, 1972; Assistant Academic Dean, 1976-79; B.A., Physics, Harvard University, 1965; D.Phil., Theoretical Physics, Oxford University, England, 1968.

**Stephanie Koziak**, Education, 1991; B.S., Education, Northern Illinois University, 1971; M.S., Curriculum /Instruction, University of Oregon, 1980; Ph.D., Human Development/Family Studies, Oregon State University, 1986.

**Patricia Krafcik**, Russian Language and Literature, 1989; B.A., Russian, Indiana University (Bloomington), 1971; M.A., Russian Literature, Columbia University, 1975; Ph.D., Russian Literature, Columbia University, 1980.

**Lowell Kuehn**, Sociology and Public Administration, 1975; Acting Director, Washington State Institute for Public Policy, 1984-85; Director of Graduate Program in Public Administration, 1983-84; B.A., Sociology, University of Redlands, 1967; M.A., Sociology, University of Washington, 1969; Ph.D., Sociology, University of Washington, 1973.

**Elizabeth M. Kutter**, Biophysics, 1972; B.S., Mathematics, University of Washington, 1962; Ph.D., Biophysics, University of Rochester, New York, 1968.

**Patricia Labine**, Ecological Agriculture, 1981; B.A., Zoology, Mount Holyoke College, 1961; Ph.D., Biology, Stanford University, 1966.

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

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

**Gerald Lassen**, Public Administration, 1980; Academic Advisor, 1990-present; B.A., Mathematics, University of Texas, 1960; M.A., Economics, University of Wisconsin, 1967.

**Daniel B. Leahy**, Public Administration, 1985; Director of Labor Center, 1987-present; B.A., Economics, Seattle University, 1965; M.P.A., New York University Graduate School, 1970.

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

**Mark A. Levensky**, Philosophy, 1972; B.A., Philosophy, University of Iowa, 1959; A.M., Philosophy, University of Michigan, 1961; Ph.D., Philosophy, University of Michigan, 1966.

**Russell M. Lidman**, Economics, 1974; Director of Graduate Program in Public Administration, 1981-83; Director, Washington State Institute for Public Policy, 1985-90; Academic Vice President and Provost, 1990-present; B.S., Electrical Engineering, Cornell University, 1966; M.P.A., Princeton University, 1968; M.S., Economics, University of Wisconsin at Madison, 1970; Ph.D., Economics, University of Wisconsin at Madison, 1972.

**John T. Longino**, Zoology, 1991; B.S., Zoology, Duke University, 1978; Ph.D., Zoology, University of Texas, Austin, 1984.

**Ferdinand "Lee" Lyttle**, Library and Information Sciences; B.A., Architecture, University of New Mexico, 1974; Masters, Urban Planning, University of Washington, 1985; M.P.A., Public Administration, University of Washington, 1985; M.L.S., Library and Information Sciences, University of Hawaii, 1991

**Jean Mandeborg**, Fine Arts, 1978; B.A., Art History, University of Michigan, 1972; M.F.A., Metalsmithing-Jewelry Making, Idaho State University, 1977.

**Carrie Margolin**, Psychology, 1988; B.A., Hofstra University, 1976; Ph.D., Dartmouth College, 1981.

**David Marr**, American Studies and English, 1971; Academic Dean, 1984-87; B.A., English, University of Iowa, 1965; M.A., English (American Civilization), University of Iowa, 1967; Ph.D., English (American Studies), Washington State University, 1978.

**S. R. Martin, Jr.**, English and American/African-American Studies, 1970; Academic Dean, 1973-76; A.B., English, University of California at Berkeley, 1957; M.A., English, San Francisco State College, 1961; Ph.D. American Studies, Washington State University, 1974.

**John Marvin**, Mathematics, 1988; B.A., Mathematics, University of Montana, 1954; M.A. and A.B.D., Mathematics, Johns Hopkins University, 1961.

**Patricia Matheny-White**, Librarianship, 1978; B.A., Music, Macalester College, 1967; M.A., Library Science, University of Denver, 1968.

**Charles J. McCann**, Emeritus, 1991; English, 1968; President, 1968-77; B.A., Naval Science, Yale University, 1946; M.S., Merchandising, New York University, 1948; M.A., English, Yale University, 1954; Ph.D., English, Yale University, 1956; M.P.P.M., (Honorary), Yale School of Organization and Management, 1979.

**Earle W. McNeil**, Sociology, 1971; Academic Advisor, 1983-86; B.S., Chemistry, Washington State University, 1964; M.A., Sociology, Washington State University, 1965.

**Laurie Meeker**, Film/Video, 1989; B.A., Film Production/Still Photography, Southern Illinois University, 1980; M.F.A., Film Production, University of British Columbia, 1985.

**Donald V. Middendorf**, Physics and Biophysics, 1987; B.A., Biology, University of Missouri, 1977; M.S., Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, 1984.

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

**Maxine Mimms**, Emerita, Social Services, 1972; Director, Tacoma Program, 1973-90; B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, Union Graduate School-West, 1977.

**Carol Minugh**, Environmental Studies (Native American Community Based) 1988; A.A., General Education, Grays Harbor Community College, 1973; B.A., Liberal Arts, The Evergreen State College, 1974; M.S., Education Administration, Washington State University, 1975; D.Ed., Higher Education Administration, Pennsylvania State University, 1981.

**Lawrence J. Mosqueda**, Political Science, 1989; B.S., Political Science with minors in Sociology and Economics, Iowa State University, 1971; M.A., Political Science, University of Washington, 1973; Ph.C., Political Science, University of Washington, 1975; Ph.D., Political Science, University of Washington, 1979.

**Frank Motley**, Librarianship, 1978; TESC Library Head of Reference, 1972-79; B.S., Psychology, Portland State University, 1965; M.S., Librarianship, University of Oregon, 1968.

**Paul Mott**, Sociology, 1984; B.S., Political Science, Purdue University, 1952; M.A., Political Science, University of Michigan, 1955; Ph.D., Sociology, University of Michigan, 1960.

**Arthur Mulka**, Management Studies, Latin and Greek, 1979; B.A., Sacred Heart Seminary, 1954; S.T.L., Catholic University, 1958; S.S.L., Biblical Institute, Rome, Italy, 1965; M.P.A., California State University, 1975; D.P.A., Public Administration, University of Southern California, 1980.

**Gonzalo Munevar**, History/Philosophy of Science, 1989; B.A., Philosophy, California State University at Northridge, 1970; M.A., Philosophy, California State University at Northridge, 1971; Ph.D., Philosophy, University of California, 1975.

**Ralph W. Murphy**, Environmental Science, 1984; Director, Graduate Program in Environmental Studies, 1988-present; B.A., Political Science and Economics, University of Washington, 1971; M.A., Political Science, University of Washington, 1973; Ph.D., Political Science, University of Washington, 1978.

**Nalini Nadkarni**, Ecology, 1991; B.S., Brown University, 1976; Ph.D., College of Forest Resources, University of Washington, 1983.

**Raul Nakasone**, Education, 1991; Credentials for Secondary Education in Mathematics, Physics, and Chemistry, Enrique Guzman y Valle National University of Education, 1968; M.A., Teaching (Physics), Lewis and Clark College, 1973.

**Alan Nasser**, Philosophy, 1975; A.B., Classical and Modern Languages, St. Peter's College, 1961; Ph.D., Philosophy, Indiana University, 1971.

**Alice A. Nelson**, Spanish Language and Culture; A.B., Spanish, Davidson College, 1986; A.M., Spanish, Duke University, 1989; Certification, Women's Studies, Duke University, 1990; Certification (expected), Latin American Studies, Duke University, 1992; Ph.D., candidate, Spanish, Duke University, 1992.

**Lin Nelson**, Environmental Health; B.A., Sociology, Elmira College, 1970; M.A., Sociology, The Pennsylvania State University, 1975; Ph.D., Sociology, The Pennsylvania State University, 1981.

**Mary F. Nelson**, Art, Anthropology, and Minority Studies, 1972; B.F.A., Art Education, Washington State University, 1966; M.A., Art and Anthropology, University of Idaho, 1968.

**Charles T. Nisbet**, Economics, 1971; B.A., Economics, Kalamazoo College, 1958; M.B.A., Business, Indiana University, 1959; Ph.D., Economics, University of Oregon, 1967.

**Sandra Lewis Nisbet**, Drama and Theater, 1988; B.A., Speech and Drama/English, San Jose State University, 1958; M.A., Theater Arts, Indiana University, 1962.

**Dean Olson**, Management, 1988; B.A., International Business, University of Washington, 1964; M.A., International Business, University of Washington, 1965; Ph.D., Business Finance, University of Washington, 1968.

**Janet Ott**, Biology, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.

**Charles N. Pailthorp**, Philosophy, 1971; Academic Dean, 1988-present; B.A., Philosophy, Reed College, 1962; Ph.D., Philosophy, University of Pittsburgh, 1967.

**Mark Papworth**, Anthropology, 1972; B.A., Central Michigan College, 1953; M.A., Anthropology, University of Michigan, 1958; Ph.D., Anthropology, University of Michigan, 1967.

**John L. Parker**, Education, 1986; Director Teacher Education, 1986-91; A.B., American Civilization, Brandeis University, 1958; M.A.T., Social Science Curriculum, Harvard University, 1960; Ed.D., Curriculum and Supervision, Harvard University, 1968.

**Willie L. Parson**, Microbiology, 1971; Academic Dean, 1974-78; B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.

**David Paulsen**, Philosophy and Computing, 1978; B.A., Philosophy, University of Chicago, 1963; Ph.D., Philosophy and Humanities, Stanford University, 1971.

**Sarah Pedersen**, English Literature, Library Science; B.A., English, Fairhaven College, 1973; M.S.L.S., College of Library Science, Lexington, Kentucky, 1976; M.A., English Literature, Northern Arizona University, 1979.

**John H. Perkins**, Biology, History of Technology and Environment, 1980; Academic Dean, 1980-86; B.A., Biology, Amherst College, 1964; Ph.D., Biology, Harvard University, 1969.

**Yvonne Peterson**, Education, 1984; B.A., Elementary Education, Western Washington University, 1973; B.A., Ethnic Studies, Western Washington University, 1973; M.A., Political Science, University of Arizona, 1982.

**Rita Pougiales**, Anthropology and Education, 1979; Academic Dean, 1985-88; B.A., Liberal Arts, The Evergreen State College, 1972; M.A., Education, University of Oregon, 1977; Ph.D., Anthropology and Education, University of Oregon, 1981.

**David L. Powell**, Literature, 1972; B.A., English, Pennsylvania State University, 1960; Ph.D., Literature, University of Pennsylvania, 1967.

**Brian Price**, History, 1987; B.A., American and English Literature, University of East Anglia (England), 1977; M.A., History and American Studies, Purdue University, 1980; Ph.D., Economic and Labor History, Purdue University, 1987.

**Thomas B. Rainey**, History, Environmental and Russian Studies, 1972; A.B., History, University of Florida, 1962; M.A., History, University of Illinois, 1964; Ph.D., History, University of Illinois, 1966.

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

**Sara Rideout**, Librarianship, 1987; B.A., The Evergreen State College, 1978; M.A., Literature, University of Puget Sound, 1982; M.L.S., University of Washington, 1984.

**Evelia Romano de Thuesen**, Spanish Language and Culture, 1992; B.A., Literature and Linguistics, Catholic University of Argentina, Buenos Aires, 1983; Ph.D. program, Faculty of Philosophy and Letters, University of Buenos Aires, Argentina, 1985; Certificate in Advanced Japanese Language Studies, Osaka University of Foreign Studies, Osaka, Japan, 1986; Graduate Research Student (Kenkyusei), Traditional Japanese Theater; Kabuki, Department of Japanese Literature, Sophia University, Tokyo, 1987; Ph.D. candidate, Hispanic Literature, Department of Spanish and Portuguese, University of California, Santa Barbara, 1992.

**Ratna Roy**, Dance and English, 1989; B.A., English, Ranchi University, 1962; M.A., English, Calcutta University, 1964; Ph.D., English, University of Oregon, 1972.

**David Rutledge**, Psychology, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1970; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California-Berkeley, 1986.

**Gilbert G. Salcedo**, History, 1972; B.A., U.S. History, San Jose College, 1970.

**Samuel A. Schragar**, Folklore, 1991; B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklife, University of Pennsylvania, 1983.

**Terry A. Setter**, Music and Audio, 1983; B.A., Music Composition, University of California, San Diego, 1973; M.A., Music Composition, Theory, Technology, University of California, San Diego, 1978.

**Zahid Shariff**, Public Administration, 1991; M.P.A., Karachi University, Pakistan; D.P.A., New York University, 1966.

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

**Leon R. "Pete" Sinclair**, Literature, 1971; B.A., University of Wyoming, 1964; Ph.D., Literature, University of Washington, 1970.

**Niels A. Skov**, Management, 1972; B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Physical Oceanography, Oregon State University, 1968.

**Robert R. Sluss**, Emeritus, 1991; Biology, 1970; B.S., Zoology, Colorado College, 1953; M.S., Entomology, Colorado State University 1955; Ph.D., Entomology, University of California at Berkeley, 1966.

**Barbara L. Smith**, Political Science, 1978; Academic Dean, 1978-present; Director, Washington Center for the Improvement of Undergraduate Education, 1985-present; B.A., Political Science, Lawrence University, 1966; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1970.

**Matthew E. Smith**, Political Science, 1973; Academic Dean, 1987-90; B.A., Political Science, Reed College, 1966; M.A.T., Social Science, Reed College, 1968; Ph.D., Political Science, University of North Carolina, 1978.

**Oscar H. Soule**, Biology, 1971; Director of Graduate Program in Environmental and Energy Studies, 1981-86; Associate Academic Dean, 1972-73; Academic Advisor, 1983; B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.

**Paul J. Sparks**, Art and Photography, 1972; B.A., Art, San Francisco State College, 1968; M.A., Art-Photography, San Francisco State College, 1971.

**Camilla Stivers**, Public Administration, 1987; B.A., Wellesley College, 1960; M.L.A., Liberal Arts, Johns Hopkins University, 1967; M.P.A., Health Administration, University of Southern California, 1979; Ph.D., Public Administration, Virginia Polytechnic Institute and State University, 1987.

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

**Gregory Stuewe-Portnoff**, Psychology, 1971; B.A., Psychology, Brooklyn College, 1961; M.A., General Experimental Psychology, Brooklyn College, 1964; Ph.D., Social Psychology, City University of New York, 1976.

**Masao Sugiyama**, Mathematics, 1988; B.A., Eastern Washington University, 1963; M.S., Western Washington University, 1967; Ph.D., Washington State University, 1975.

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

**Nancy Taylor**, History and Education, 1971; A.B., History, Stanford University, 1963; M.A., Education, Stanford University, 1965.

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

**Charles B. Teske**, Literature, 1970; Academic Dean, 1970-75; B.A., English, Lafayette College, 1954; M.A., English, Yale University, 1955; Ph.D., English, Yale University, 1962.

**Kirk Thompson**, Psychology and Political Science, 1971; B.A., History, Stanford University, 1956; M.A., Political Science, Stanford University, 1958; Ph.D., Political Science, University of California at Berkeley, 1965; Postdoctoral studies, Psychology, C. G. Jung Institute, 1975-77 and University of Washington, 1986-87.

**Gail Tremblay**, Creative Writing, 1980; B.A., Drama, University of New Hampshire, 1967; M.F.A., English (poetry), University of Oregon, 1969.

**Setsuko Tsutsumi**, Japanese Language/Culture, 1985; B.A., Psychology; Teaching license in English and Guidance and Counseling, 1965; M.A., English, 1978; Ph.D., Comparative Literature, 1985.

**Sherry L. Walton**, Education, 1987; B.A., Education, Auburn University, 1970; M.Ed., Developmental Reading, Auburn University, 1977; Ph.D., Theories in Reading, Research and Evaluation Methodology, University of Colorado, 1980.

**Gregory Weeks**, Economics, 1981; B.S., Economics, Iowa State College, 1969; M.S., Economics, Pittsburgh State College, 1972; Ph.D., Economics, Washington State University, 1978.

**Sidney D. White**, Emeritus, 1990; Art, 1970; B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.

**David W. Whitener**, Native American Studies, 1978; B.Ed., English History, Western Washington University, 1962; M.Ed., Public School Administration, Western Washington University, 1970.

**Alfred M. Wiedemann**, Biology, 1970; B.S. Crop Science, Utah State University, 1960; M.S. Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.

**Ainara D. Wilder**, Theater and Drama, 1972; B.S., Speech, General Science, Wisconsin State University, 1968; M.A., Theater Arts, University of Wisconsin, 1969.

**Sarah Williams**, Feminist Theory, 1991; B.A., Political Science, Mankato State University, 1982; M.A., Anthropology, The State University of New York at Binghamton, 1985; Ph.D., History of Consciousness, University of California at Santa Cruz, 1991.

**Sean Williams**, World Music, 1991; B.A., Music, University of California at Berkeley, 1981; M.A., Ethnomusicology, University of Washington, 1985; Ph.D., Ethnomusicology, University of Washington, 1990.

**William C. Winden**, Music, 1972; Assistant Academic Dean, 1976-78; B.A., Art, Stanford University, 1953; M.A., Music, University of Washington, 1961; D.M.A., Music, University of Illinois, 1971.

**Thomas Womeldorff**, Economics, 1989; B.A., Economics, The Evergreen State College, 1981; Ph.D., Economics, American University, 1991.

**Leslie E. Wong**, Psychology, 1988; Academic Dean, 1990-present; B.A., Psychology, Gonzaga University, 1972; M.S., Experimental Psychology, Eastern Washington University, 1974; Ph.D., Education Psychology, Washington State University, 1986.

**York Wong**, Management/Computer Sciences, 1975; Director of Computer Services, 1973-75; Assistant Academic Dean, 1979-81; B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.

**Andrea Ziegert**, Economics, 1991; B.S., Economics, Miami University-Oxford, Ohio, 1978; M.A., Economics, Miami University-Oxford, Ohio, 1982; Ph.D., Economics, University of North Carolina, 1985.

## Part-Time Studies Faculty

**Teresa Aragon**, Management and Public Administration; B.A., Philosophy, Seattle University, 1965; M.A., Political Science and Sociology; University of New Mexico, 1968; Ph.D., Political Science and Public Administration, 1977.

**Stephen Bray**, Print Journalism; B.A., American Studies, Yale, 1975; M.A., History, University of California at Berkeley, 1980; Ph.C., History, University of California at Berkeley, 1981; M.J., Journalism, University of California at Berkeley, 1982.

**Margery B. Brown**, Animation, Film, Video, Computer Graphics; A.A., Visual Media and Education, Colorado Mountain College, 1976; B.A., Media Arts Technology, The Evergreen State College, 1979; M.A., Feminist and Third World Film Theory and Motion Graphics, Antioch International University, 1991.

**John Calambokidis**, Environmental Studies; B.S., Biology, The Evergreen State College, 1977.

**Wyatt Cates, Media**; B.A., Communications, Radio-TV, Washington State University, 1971.

**Mary Jane Clarke**, Music and Piano; Bachelor of Music, University of Puget Sound, 1957; Graduate Study, Washington State Elementary School Teacher Certification, University of Puget Sound, 1970; Washington State Accredited Teacher of Piano.

**Jeff Cederholm**, Environmental Studies; B.S., University of Washington, 1968; M.S., University of Washington, 1972.

**Kate Crowe**, Writing; B.A., Psychology and Writing, The Evergreen State College, 1980.

**Steve Davis**, Photography, Electronic Imaging; B.S., Communications, Photography, Film, University of Idaho, 1979; M.F.A., Art, University of Idaho, 1983.

**Anne M. Ellsworth**, American Sign Language, Deaf Culture; Certified Drug and Alcohol Abuse Counselor, Seattle University, 1975; B.A., Art and Social Sciences, The Evergreen State College, 1989.

**Hugo Flores**, Spanish, B.S., The Evergreen State College, 1988.

**Wendy Freeman**, Psychology; B.A., Psychology, California State University, San Jose, 1978; M.Ed., Counseling, College of Idaho, 1981.

**Bill Hashim**, Environmental Studies; B.S., Range Management, Humboldt State University, 1977; B.A., Environmental Studies, The Evergreen State College, 1984; M.E.S., The Evergreen State College, 1986.

**Allegra Hinkle**, Media, Music; B.A., Communications, Western Kentucky University, 1976.

**Ron Hinson**, Visual Arts, History of Art; B.F.A., Miami University, Oxford, Ohio, 1956; M.F.A., Miami University, Oxford, Ohio, 1958.

**Doug Hitch**, Neon Art, Wood-working, Glass-working, Metal Fabrication, Welding; A.A., 1970; B.A., Theater Arts, Western Washington University, 1972; Pilchuck Glass School.

**Russell Hollander**, Philosophy, Ethics; B.A., Philosophy, New York University, 1969; M.A., Philosophy, California State University, San Francisco, 1973; M.A., Religion, Personality Studies, University of Chicago, 1976; Ph.D., Ethics and Society, University of Chicago, 1977.

**Stella Jordan**, English, Writing, Reading Skills, Literature; B.A., University of New Mexico, 1952; M.A., English, California State College, Northridge, 1963; M.A., Education, Reading, California State College, Northridge, 1972.

**Karen Kirsch**, Dance; B.A., The Evergreen State College, 1979; Associate of Applied Art, Fashion Institute of Technology, 1972.

**Susan J. Landesman**, Science; B.S., California State Polytechnic University, 1983; M.S., California State Polytechnic University, 1986.

**Hugh Lentz**, Photography; B.A., University of Idaho, 1984; M.F.A., Photography, University of Arizona, 1987.

**John McCann**, Labor Studies, U.S. History, Political Economy; B.A., English Literature and Composition, The Evergreen State College, 1974; M.P.A., concentration in Labor History, Education, The Evergreen State College, 1988; A.B.D., U.S. History, University of Oregon (currently).

**Helena Meyer-Knapp**, History, Political Philosophy; B.A., History, Oxford University, England, 1969; M.A., Communications, University of Pennsylvania, 1971; Ph.D., Political Studies, Union Graduate School, 1989.

**Christina Miller**, Environmental Studies; B.S., Wildlife Science, University of Washington, 1981; M.E.S. (pending), The Evergreen State College.

**Pat Moore**, Sustainable High-Production Agriculture; B.A., The Evergreen State College, 1981.

**Mike Moran**, Ceramics, Painting; B.S., Painting, Political Science, Eastern Montana College, 1966; M.F.A., Ceramics, University of Puget Sound, 1982.

**Steve Morrison**, Environmental Studies; B.S., Environmental Planning, Huxley College of Environmental Studies at Western Washington University, 1974; M.P.A., The Evergreen State College, 1985.

**Valerie Navarro**, French, Spanish, Russian; B.A., French, Russian, University of Washington, 1977; M.A. (in progress) Spanish Language, Literature, University of Vasconcelos, Durango, Mexico; M.A. (in progress) The Teaching of Russian as a Second Language, Gerzen Pedagogical Institute, Leningrad, USSR.

**Leticia Nieto-Johnson**, Psychology, Theater; B.A., Psychology, 1981; M.A., Human Development, 1983; Ph.D., Psychology, 1987.

**Peter Ramsey**, Visual Arts (Printmaking, Art History, Color Theory); B.A., University of Washington, 1963; M.F.A., Cranbrook Academy of Art, 1965.

**Peter B. Randlette**, Composition, Media Production, Audio Recording, Computing Media; B.A. The Evergreen State College, 1980.

**Anthony Reynolds**, Computers; B.A., The Evergreen State College, 1984.

**Jutta Riediger**, German, 1983; B.A., Human Services, The Evergreen State College, 1983.

**Sally Riewald**, Writing, Composition; B.A., English, Teacher Certification, University of Puget Sound, 1962; M.A., Education, University of Puget Sound, 1978; Ph.D., Western Institute for Social Research, Higher Education and Social Change, 1987.

**Lawrence D. Starr**, Chemistry; B.S., Chemistry, Whitworth College, Spokane, 1946; M.S., Organic Chemistry, Washington State University, 1951; Ph.D., Organic Chemistry, Washington State University, 1955.

**Betty Tabbutt**, Environmental Studies; B.A., Zoology, Oberlin College; M.A., Medical Sciences, Radcliffe College.

**Lynn Taylor**, Ballet; B.A., University of Colorado, 1979; M.S., University of Colorado, 1986.

**Christina Valadez**, Spanish; B.A., Social Sciences and Romance Languages, The Evergreen State College, 1979; M.A., Sociocultural Anthropology, University of Washington, 1984.

**Billie Williams**, French; B.A., Mills College, 1947; M.A., University of California, 1951; Diplome de Litterature Contemporaine, University of Paris, Sorbonne.

**Ken Wilhelm**, Media Arts; Renton Vocational Institute.

**Joan Winden**, Class Voice; A.B., Music, Stanford University, 1953; M.A., Music Education, San Francisco State University, 1956.

**Barbara Zelano**, Theater Marketing; B.A., Marketing the Arts, Arts Administration, The Evergreen State College, 1988.



PANACEA THERIAC





## Campus Life

*Panacea Theriac is a fourth-year student from a one-stoplight county in Oklahoma. A contract with Faculty Member Peter Ramsey led Panacea to work with world-renowned artist Christo setting up 450-pound umbrellas for a project in California. After graduation, she hopes to do something creative, like join the circus.*

"I am so caught up in what I choose to study that I do not even think of this as 'school.'

Not to say people here don't work hard. But

**there is a difference between studying what you are passionate about and studying what you are told.** Faculty members Hugh Lentz, Hazel Jo Reed, Peter Ramsey and Marilyn

Frasca are the bees' knees. Don't be discouraged by all the bureaucracy - do what YOU want."



Evergreen's programs often take students out into nature or away from campus on field trips and retreats.



**"The Campus as a Work of Art":** It's true of the Evergreen campus and it's also the title of a book published in 1991 ranking Evergreen's campus as the nation's sixth best for beauty and aesthetic design. You know you are someplace special as soon as you arrive, the book says. You're sure to agree.

Play fields offer lots of space for Greener games and recreational activities. Whether it's rugby, frisbee, hackysack, soccer, boomerang or something else, there's room to roam, play and grow on Evergreen's beautiful thousand-acre campus.





One of the many spots perfect for visiting, studying or relaxing in the CAB. Here, a third floor lounge area overlooks the Deli below.

Saturday night live at a local student-supported performance space in downtown Olympia.

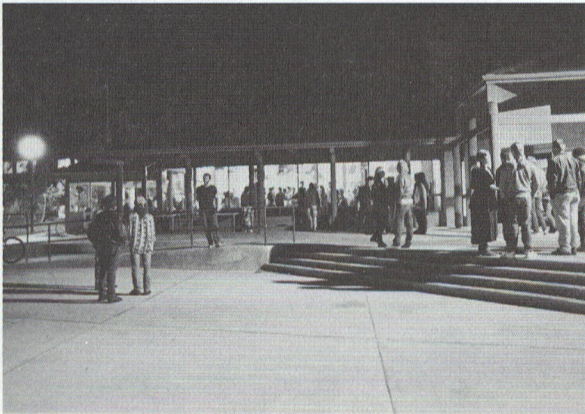


**Evergreen Glossary—APEL**—A key part of the student support services available in the Student Advising Center, Academic Planning and Experiential Learning offers students up-to-date information on programs, faculty and academic services. You'll also receive advising services - formal or informal, individual or group - on an ongoing basis from faculty in your programs and areas of interest.—**Academic Fair**—A mass gathering of faculty, student services' staff and students held in the Library Lobby at the beginning of each academic year and near the end of Fall, Winter and Spring quarters. The Fair provides a great opportunity to



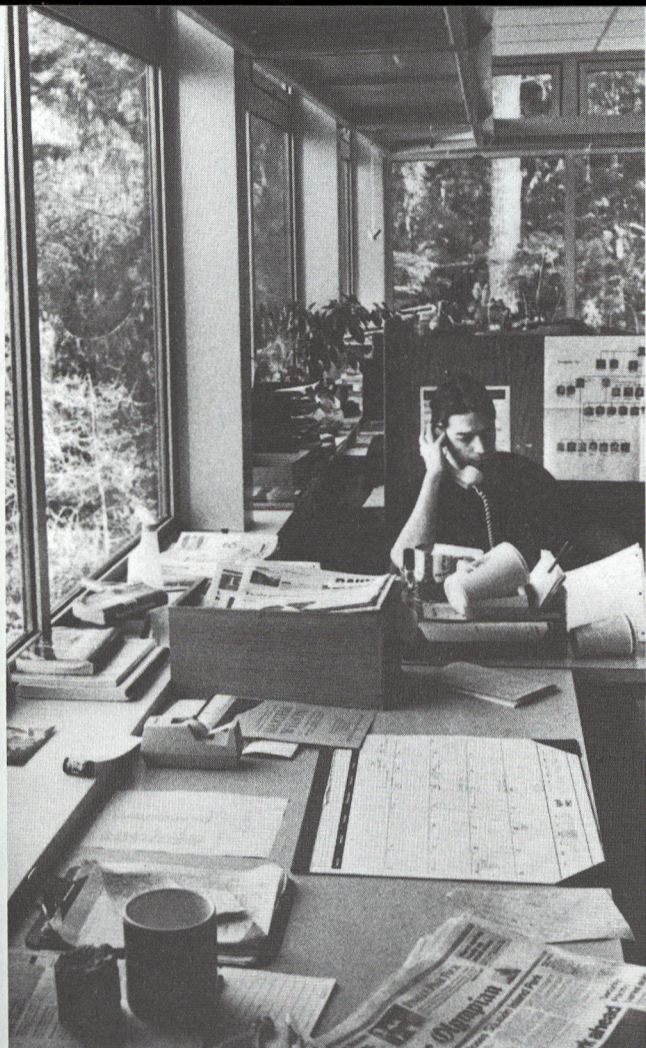
The Bike Shop, student-funded and operated in the Campus Recreation Center, offers bicycle repair and service at a reasonable fee as well as space and equipment for do-it-yourself work.

Evening at the Community Center: A focal point of Evergreen Housing, the Center brings people together for talking, laughing and relaxing with friends.



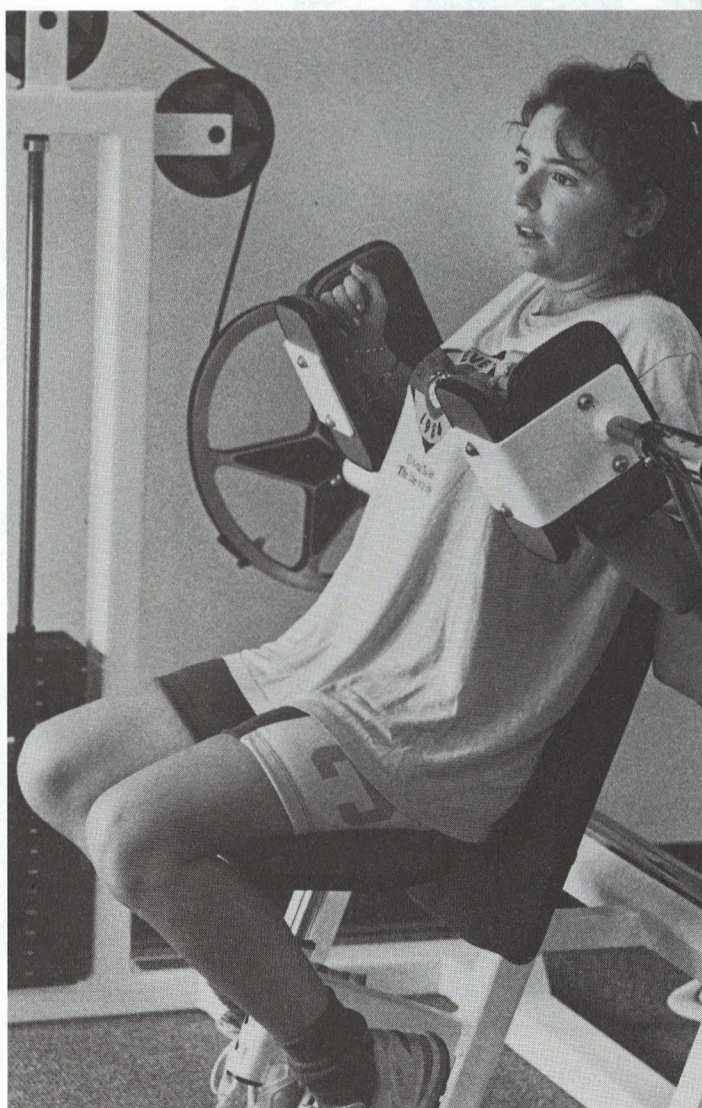
Solitude, sun and saltwater on the Evergreen beach. What a way to take a break from everything.

get information about upcoming programs, explore possible contracts and talk to people who are genuinely interested in helping you with planning. Check with APEL, Admissions or Registration and Records for dates and times.—**Academic Pathways**—The way to specialize in a particular field of study at Evergreen is to plan an academic or career “pathway.” Talk with an APEL Advisor or a faculty member teaching in your field of interest to find out how to plan your own academic pathway.—**Chaos**—Around here, it’s spelled KAOS and it’s the college’s FM community radio station.—**Contracts**—Evergreen offers three kinds of academic



Offices of the CPJ (*Cooper Point Journal*) are located on the third floor of the CAB, along with other student organizations, KAOS and the Student Activities Office.

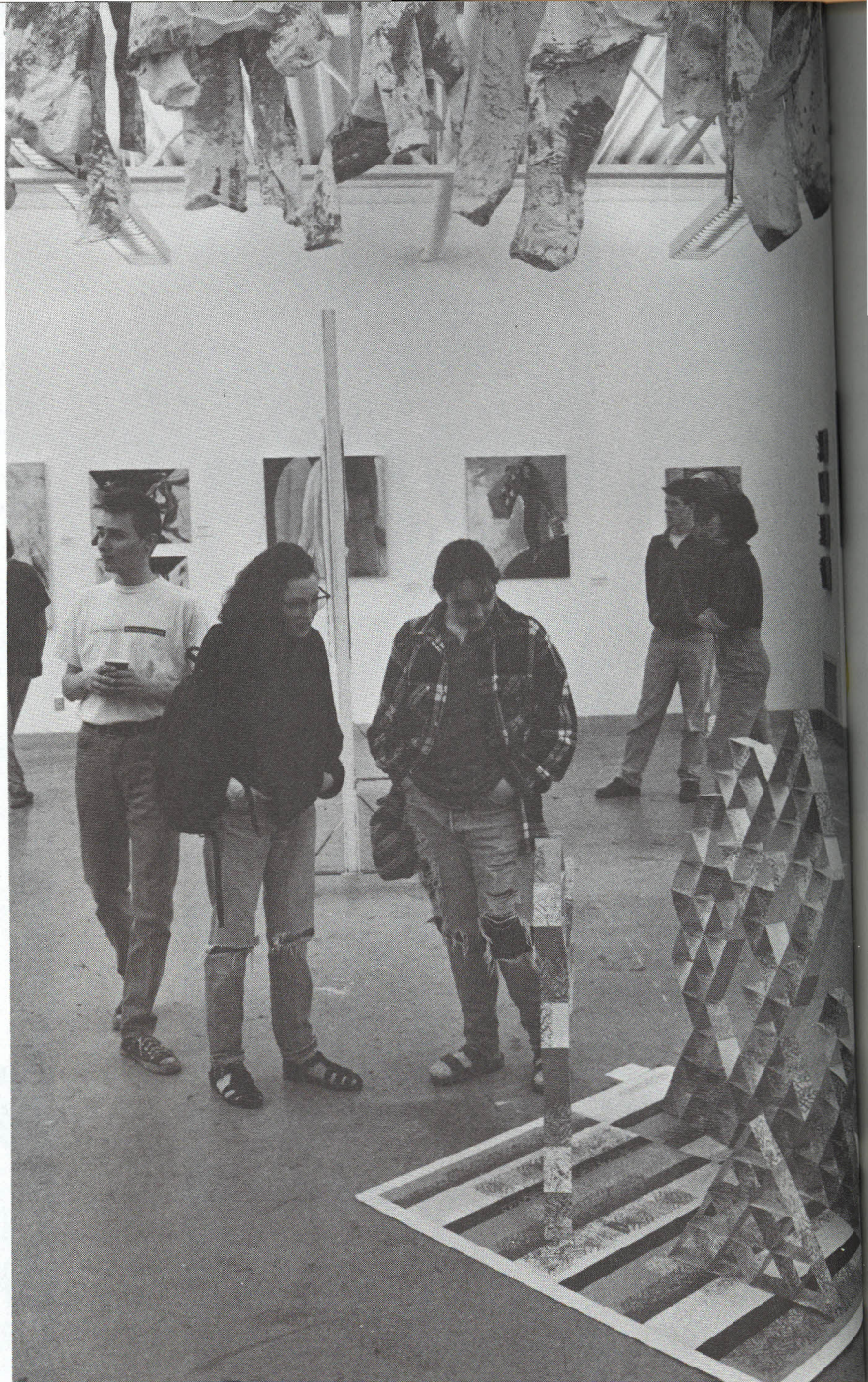
Just doing it: A work-out in progress in the Wellness Lab, a facility in the CRC offering state-of-the-art fitness equipment and professional assistance with health, exercise and personal training.



contracts: Group Contracts, Individual Learning Contracts and Internship Contracts. See the chart, "Major Modes of Study" on page 10.—**CPJ**—It's the *Cooper Point Journal*, Evergreen's student newspaper.—**DTF**—DTF's are Disappearing Task Forces. Evergreen's planners wanted to avoid permanent committees, so they created DTF's to study problems, make recommendations and then disappear. Several DTF's are active each academic year and students are encouraged to participate.—**Evaluation**—Evergreen's grading system consists of a narrative evaluation of a student's academic work at the end of each quarter. Faculty members write



Testing, testing:  
Students learn to use state-of-the-art production techniques with our extensive array of equipment and professional advice and guidance from program faculty and technicians in the Media Center (see "Library," page 86).



Students roam and explore student art in the Arts Annex, a facility designed especially for the Expressive Arts. The Annex houses a ceramic studio, a large area for sculpture, casting, welding and sheet metal work, and painting and design studios.

evaluations of each student's work and progress; each student writes a self-evaluation as well as a faculty evaluation. These become official documents, making up your permanent transcript.—**Evaluation Conference**—A quarterly conference in which a faculty member and student discuss their evaluations of the student's work. Conferences occur during Evaluation Week, the eleventh and final week of each quarter.—**Faculty Sponsor**—A student's chief instructor during any given quarter in a Group Contract, Individual Contract or Internship.—**Field Trips**—At Evergreen, field trips are regularly integrated into the schedule of program activities - just



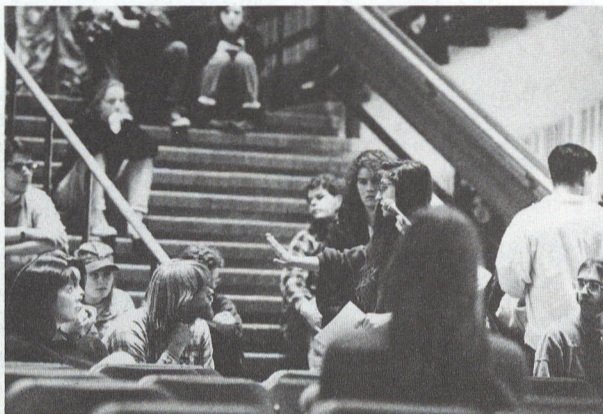
Ok. So it rains (now and then) in Washington. But a downpour like this one is a rarity. Rain or shine, it's still one of the most beautiful and most livable places on earth.



Decisions on Deadline: The *Cooper Point Journal* serves as a weekly forum for student opinions, humor and news. While the paper's content occasionally becomes a point of contention, editorial decisions are made with care.

like lectures, seminars, etc.—**First Peoples**—At Evergreen, First Peoples refers to people of color - often referred to in the U.S. as minorities. The name is in recognition of the unique indigenous heritages of all people of color. See First Peoples' Advising Services in the Student Support Services section, page 28 —**Governance**—An ongoing process at Evergreen, indicating our commitment to working together to make decisions together. Governance time is set aside from 3-5 p.m. Mondays and 1-5 p.m. Wednesdays. Students participate in governance along with staff and faculty members, usually through a DTF established to study a problem

Super Saturday: You have to see it to believe it. Celebrated every year on Graduation Weekend, Super Saturday brings more than 30,000 visitors to campus to experience entertainment, games, arts and crafts and tons (Yes, tons) of food.

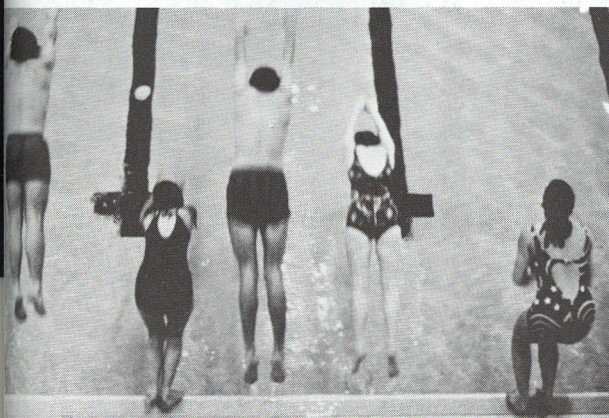


Evergreen students speak out: Here, members of the Evergreen community talk...and listen...at a campuswide forum, where everyone is given a voice in examining issues and concerns.

and seek solutions. Participatory democracy is hard work and time-consuming, but you have a voice in what happens at Evergreen if you choose to exercise this unusual and valuable franchise.—**Greener!**—Short for Evergreener.—**Internships**—Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through the Office of Cooperative Education. Seniors are generally given priority, as are students in academic programs that require internships. See "Major Modes of Study," page 10, for more information.—**Prior Learning from Experience**—Practical knowledge of a subject

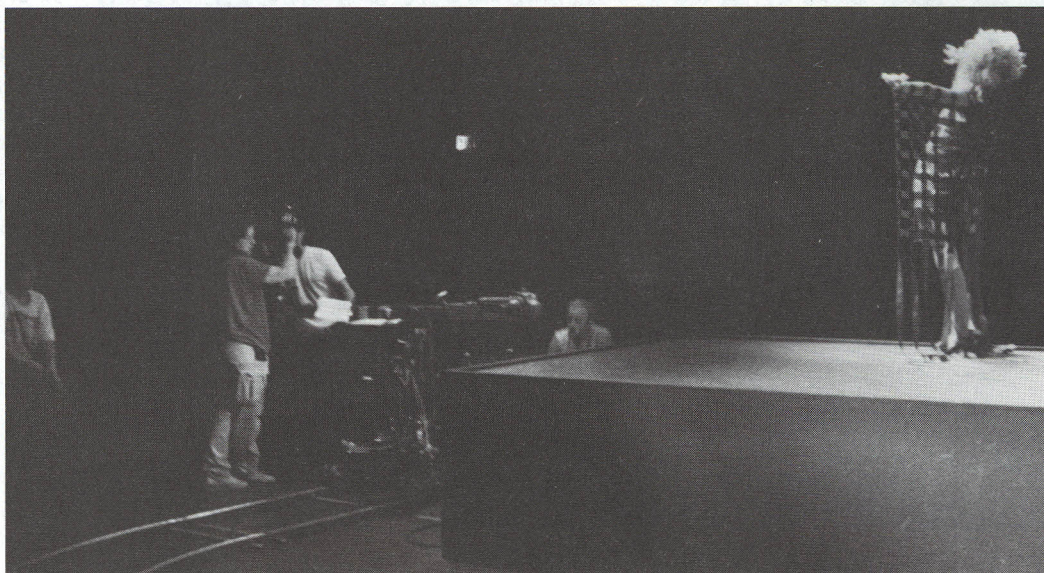


At home in Housing: More than 1,000 students live in Evergreen Housing, which offers a choice of single and double studios, one-to-six bedroom apartments and duplexes.



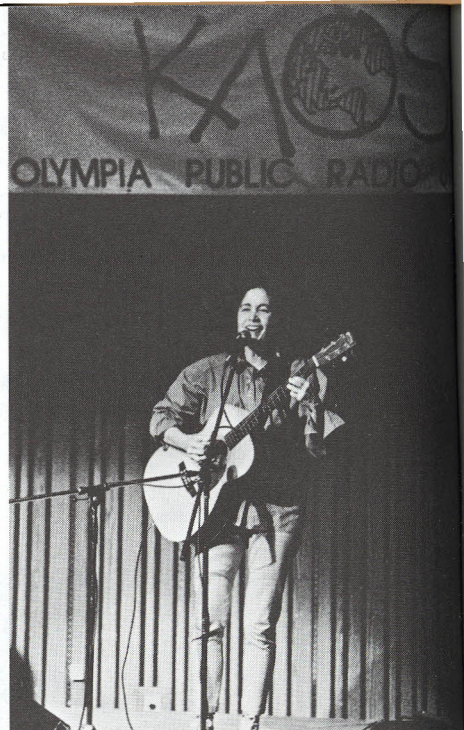
Evergreen's 11-lane swimming pool features a competition timing system, a power lift for the physically disabled, a separate diving well and men's and women's saunas. The CRC (Campus Recreation Center) also features a weight room, multi-purpose dance and exercise rooms, a gymnasium, Wellness Lab and sports medicine area, racquet ball courts and an equipment rental center offering everything from sailboats and kayaks to skis and backpacking gear.

Creativity expressed: Profound? Intriguing? Enlightened? Creative explorations are part of academic life at Evergreen. Here, rehearsal and set-up for "Kodacious: The Dream World," the senior project of fabulous fashion designer and '92 grad Kody Johnson.



that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit. See page 85 for more information.—**Retreat**—Many academic programs go on retreat during the year, often off campus. Retreats allow for secluded work on a particular project or the finale to an entire year's studies. Also, the entire curriculum is planned at an annual Faculty Retreat. The programs in this catalog were planned at the Faculty Retreat of Spring 1992.—**Self-Evaluation**—Your evaluation of your own academic work as measured against your objectives at the beginning of a quarter and the requirements of your program,

The college's community radio station, KAOS, provides lots of listening pleasure — at 89.3 on the FM dial and in live concerts throughout the academic year. Here, singer/songwriter Linda Waterfall performs at the Northwest Songwriters Concert, a KAOS benefit featuring well-known Northwest entertainers.

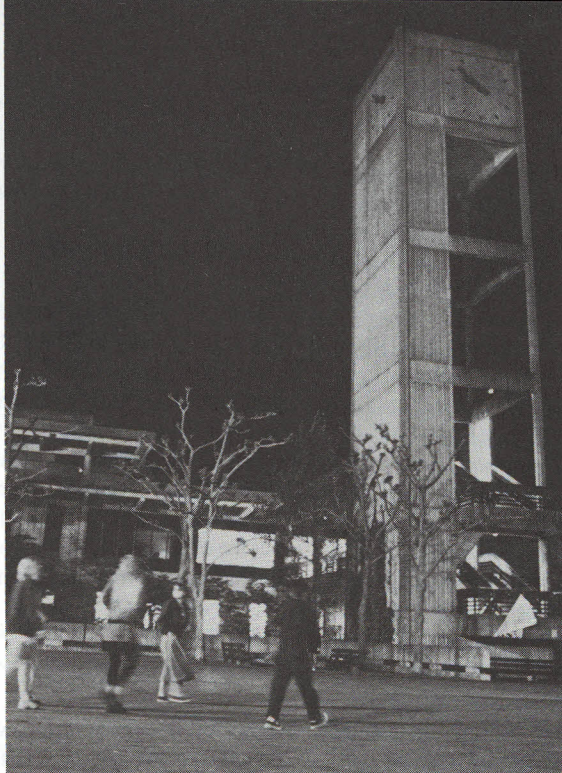


Evergreen has received national recognition for the Organic Farm, 13 acres of bustling agricultural and academic activity located on the west edge of campus. A wide array of crops are grown to demonstrate which vegetables, fruits, berries and nuts do well in the region without use of pesticides or commercial fertilizers.



contract or internship. Student self-evaluations are part of their formal academic record.—**Seminars**—One of the central experiences of an Evergreen education, seminars usually meet twice weekly to discuss the readings assigned in a particular program. The discussion group consists of a faculty member and an average of 20 students. Participants are expected to prepare for the seminar by reading and analyzing the book to be discussed.—**Social Contract**—Evergreen's planning faculty wanted the college to function as a community, so they wrote their ideas about social ethics and working together into the Social Contract. See *The*

The 12-foot statue of a woman drummer welcomes visitors to campus. Carved by members of the "Ceremonies: Prefigurative Culture" program, the statue was dedicated at the 1985 Graduation ceremonies and symbolizes Evergreen's commitment to diversity of peoples, cultures and ideas.



Late evening on the Campus Plaza: Night or day, Evergreen's Red Square, anchored by the landmark Clocktower, is a scene of activity. Whether hurrying to a seminar, strolling and enjoying the campus ambience, tossing frisbees or sitting and soaking up Washington's days of sunshine, it's a focal point of this beautiful campus.



Evergreen's commencement exercises bring thousands of graduates, faculty members, family and friends to the campus for a beautiful and decidedly unique celebration each June. What a way to end Campus Life.

Evergreen Student Handbook for more information.—**Specialty Area**—An interdisciplinary grouping of Evergreen faculty, all of whom are interested in a specific set of disciplines or issues. Faculty within each specialty area meet regularly to plan curriculum and often teach together. Evergreen's nine specialty areas are listed in "The Condensed Curriculum" on page 32.—**The Evergreen Student Handbook**—Published by the Academic Planning and Experiential Learning (APEL) Office, this publication is an invaluable source of information and a tool for planning your career at Evergreen and beyond.

# Campus Services

## Access for Persons with Disabilities

If you are a person with a disability of any kind, you will not only be welcome at Evergreen, but also able to be an active participant in the community.

Access Services supports and assists students with disabilities and provides access to Evergreen programs and facilities. Our goal is to provide support and assistance to facilitate your personal independence and self-reliance while you are a student at Evergreen. To enable us to identify appropriate support services, we ask you to contact Access Services upon admission to the college. All verification of disability materials is kept in strict confidence and must be received in the Access Services office prior to beginning your education at Evergreen. In addition to the services provided by Access Services, you will find valuable help from the on-campus student organization—The Evergreen State College Union for Students with Disabilities. Volunteers are available for guided tours of the campus during all quarters.

### Offices that will assist you:

Access Services, ext. 6348  
866-6834 for direct voice/TDD  
LIB-1610/1611

Union for Students with Disabilities,  
ext. 6092, CAB-320

## Affirmative Action

The Board of Trustees of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, national origin, sex, marital status, religion, sexual preference, age, disability or veteran status. The responsibility for and protection of this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs.

Copies of the college's Affirmative Action Policy are available in the Library and the Affirmative Action Office. Persons who wish information on Affirmative Action, or who believe they have been discriminated against at Evergreen, are urged to contact the Affirmative Action officer, LIB-3106, ext. 6368, or V/TDD 206/866-6834.

## Campus Bookstore

The Evergreen Bookstore, located in the College Activities Building (CAB), is the place to find all required texts and materials for all programs. The Bookstore also features general reading and reference books, film processing, ticket sales and the latest in geoduck leisure wear. For late night needs, including books, magazines, snacks and school supplies, check out the Branch, a subsidiary of the Bookstore in Housing's Community Center.

## Campus Parking

Motor vehicles must display valid parking permits. Permit prices are as follows, although rate increases were under consideration at the time of publication and may be in effect as of Winter Quarter of the 1992-93 academic year.

	Daily Pass	Quarterly	Annually
Automobiles	\$.75	\$22	\$54
Motorcycles	\$.75	\$11	\$27

Daily permits can be purchased at the information booth on the front entrance road to campus. Longer-term passes can be purchased at the cashier's office, LIB-1119. Parking is permitted in designated areas only. Parking in or alongside roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver. The college does not assume responsibility for any vandalism or theft while the vehicle is parked on campus. Convenient parking is available for persons with disabilities. A TESC special parking permit must be displayed when a vehicle is parked in a handicap space. These are issued through the Affirmative Action Office, LIB-3106. Additionally, a TESC daily pass or parking permit must be purchased and displayed.

## Washington State Institute for Public Policy

The Institute undertakes research studies, sponsors conferences, publishes newsletters and otherwise promotes the flow of information between higher education and public officials. The institute also provides internship opportunities for Evergreen undergraduate and graduate students. One of the institute's largest projects is an annual survey of 2,000 low-income and at-risk Washington families. This information is an invaluable aid to state policy makers.

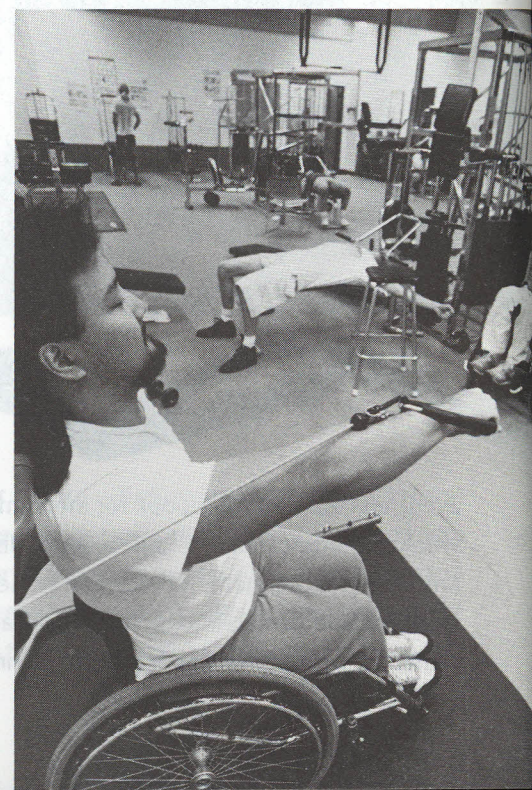
## Campus Safety and Security

Campus Security exists for the safety and welfare of all members of the Evergreen community. The Campus Security Office is open 24 hours a day, seven days a week and is staffed by officers trained in law enforcement and problem resolution skills. Security works to resolve problems by using Evergreen's Social Contract. While charged with law and college regulation enforcement, campus officers may act as intermediaries between campus community members and county deputy sheriffs when necessary.

Although the college is not responsible for loss of personal property from campus buildings, Security provides cards for listing personal valuables and, for a small fee, will register and license bicycles. Security keeps property information on file in case of loss or theft.

Persons with disabilities can contact Security for emergency wheel chair service. Security can also help students with disabilities gain entrance to the bike shop, which contains tools in an accessible area.

Security staff are available to assist students and other members of the Evergreen community with all safety and security needs. The office is located in the Seminar Building.



## Facilities and Campus Regulations

Because Evergreen is state-owned, responsibilities to the state and county must be met.

### Alcoholic Beverages

No liquor is allowed on campus or in campus facilities unless a banquet permit has been issued by the State Liquor Control Board. Rooms in the residence halls and modular units are homes, and drinking is legally permissible for students 21 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol-drug free residences.

### Use of College Premises

Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB-207F, ext. 6192.

Evergreen students, faculty and staff who want to schedule a special event or outside speaker must contact the Production Clearance Coordinator, CAB-305.

Reservations for space and/or facilities are made through the Space and Scheduling Office, LIB-3213, ext. 6314. Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

Special events or outside speakers that are sponsored by S&A-funded organizations are scheduled through the Student Activities Office.

All private and student vendors must schedule tables through the Student Activities Office. Student vendors are provided tables for a \$2 fee. Private vendors and alumni must provide their own tables and the fee is \$15. Non-student vendors are limited to two tables per day and three days per quarter.

### Firearms

The college discourages anyone from bringing any firearm or weapon onto campus. However, firearms that must be brought on campus property will be checked in and retained by Campus Security. A special written explanation must accompany the retention request and filed with the Chief of Security. Persons in possession of unchecked firearms on campus will be subject to immediate expulsion from Evergreen or to criminal charges.

### Pets

Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

### Bicycles

Bicycles should be locked in parking blocks provided at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration/licenses that aid in recovery of lost or stolen bicycles are available at Campus Security for a small fee.

### Smoking

Smoking is allowed only in "Smoking Permitted" areas. Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.

## Food Services

*The Greenery*, located on the first floor of the CAB, offers a bountiful salad bar, Fiesta Grande, Worth the Wok, hot fresh entrees daily and pastries for your enjoyment.

Visit *The Deli* for a fresh and refreshing salad bar, made-to-order sandwiches, pizza and healthful fast foods. We feature locally roasted coffee and a wide variety of beverages.

TESC Food Services features a convenient cash card—a debit card that allows a customer a declining balance. Purchase your cash card in the Food Services' office, located in The Greenery, CAB first floor.

## Labor Education and Research Center

The Rosalie Gittings Labor Education and Research Center was founded in 1987 and mandated to provide labor education to Washington state union members. The center's programs focus on economic analysis, labor history and organizing for social justice. The staff of the Labor Center design and implement union-initiated programs as well as center-sponsored classes and residential programs. The center provides work study and internship opportunities for Evergreen undergraduate and graduate students, as well as an eight-credit part-time labor studies program on Saturdays. The Labor Center is located in SEM-4166.

## Mail Services

Student mail is delivered six days a week and a self-serve postal unit is provided in the CAB. If you're a new student moving into campus housing, you can send your belongings to Mail Services, The Evergreen State College, Olympia, WA 98505.

## Student Activities Organizations

Students fund a variety of organizations to provide cultural, informational, social, recreational, spiritual and educational services and activities. Current organizations include:

- Asian Students in Alliance
- Bike Shop
- Childcare Center
- Community Gardens
- Cooper Point Journal* (student newspaper)
- Environmental Resource Center
- Evergreen Indian Center
- Evergreen Political Information Center
- Evergreen Wilderness Center
- Graduate Student Association
- Jewish Cultural Center
- KAOS-FM Community Radio
- Lesbian/Gay/Bisexual Peoples Resource Center
- MEChA, Chicano/Latino Student Movement
- Mindscreen Film Group
- Middle East Resource Center
- Pacific Islander Association
- Peace and Conflict Resolution Center
- Recreational Sports
- Recycling
- Slightly West Literary Magazine
- Soda Pop (Students on Drug Awareness and Prevention of Pain)
- Student Produced Art Zone (SPAZ)
- Union of Students with Disabilities
- Umoja, African American Student Organization
- Veterans and Reservists
- Women of Color Coalition
- Women's Center
- YWCA

The Student Activities Administration Office, the *Cooper Point Journal*, KAOS-FM Community Radio and the student organizations are located on the third floor of the CAB.

## Student Conduct Code

The Student Conduct Code describes students' rights and responsibilities. Copies are available in the office of the Vice President for Student Affairs, LIB-3236.

## Student Governance

Student involvement in governance currently occurs through student membership on campus-wide committees and on an ad hoc basis when specific issues arise. Throughout Evergreen's history, students have annually worked to develop a permanent governance structure.

Students interested in being informed of and involved with such efforts can contact the office of the Vice President for Student Affairs, LIB-3236.

# Academic Index

AFRICAN STUDIES			
Music Cultures of the World	48		
AFRICAN-AMERICAN STUDIES			
Banned in Boston: The Hidden History of the Struggle for Community and Equality in the U.S.	59		
AGRICULTURE			
Ecological Agriculture	42		
The Practice of Sustainable Agriculture	45		
AMERICAN GOVERNMENT			
Global Citizenship, Community Collaboration (Tacoma Campus)	81		
AMERICAN HISTORY			
The American West as Image and Reality	40		
Banned in Boston: The Hidden History of the Struggle for Community and Equality in the U.S.	59		
Global Citizenship, Community Collaborations (Tacoma Campus)	81		
AMERICAN STUDIES			
Auto/biography	54		
Evergreen's First Years: An Oral History Project	57		
Writers' Workshop	58		
ANATOMY			
Post Modern Bodies	71		
ANTHROPOLOGY			
Advanced Studies in Ethnography and Culture	55		
Brazil: Slavery, Sugar and Samba	69		
Conquest and Revolution: Mexican, Irish and Peruvian Cultures	40		
Ethnography and Culture: Practicing the Craft	54		
Mirrors of Language	38		
Music Cultures of the World	48		
ART			
The "Artist" in Technoculture: Representational Politics	51		
Fiber Arts	51		
Pacific Northwest Art: Changing Perspectives of the Landscape and the People	52		
Sculpture in Time and Place	51		
Seeing the Light	51		
Studio Project	50		
Studio Project: Three-Dimensional Form	50		
Word, Sound and Image: Advanced Inter-Arts	53		
ART HISTORY			
Classical and Modern: Constructions of Human Experience	39		
The Context of Discovery	37		
Cultural Re-Entry: Dimensions of Existence	65		
Fiber Arts	51		
The Mythic Image	56		
Pacific Northwest Art: Changing Perspectives of the Landscape and the People	52		
Seeing the Light	51		
Studio Project	50		
Studio Project: Three-Dimensional Form	50		
Word, Sound and Image: Advanced Inter-Arts	53		
ASIAN STUDIES			
At the Crossroads: Performance and Culture	48		
Introduction to the Performing Arts	48		
Music Cultures of the World	48		
BIOLOGY			
Biogeography	44		
The Context of Discovery	37		
Environment, Land and People	38		
Foundations of Natural Science	76		
Molecule to Organism	79		
BOTANY			
Foundations of Natural Science	76		
Natural History of the American Southwest	45		
Temperate Rainforests	43		
Tropical Rainforests	44		
BUSINESS			
Management and the Public Interest	64		
The Practice of Sustainable Agriculture	45		
Student Originated Software	78		
CALCULUS			
Energy Systems	77		
Foundations of Natural Science	76		
Matter and Motion	76		
CHEMISTRY			
Energy Systems	77		
Foundations of Natural Science	76		
Matter and Motion	76		
Molecule to Organism	79		
COMMUNICATION			
Advanced Studies in Ethnography and Culture	55		
Cultural Re-Entry: Dimensions of Existence	65		
Happy Talk, Graven Images: Mass Media in America	56		
Introduction to the Performing Arts	48		
Management and the Public Interest	64		
Toward the 21st Century: American Identities, Communities and Globalism	52		
COMMUNITY STUDIES			
Advanced Studies in Ethnography and Culture	55		
Cultural Re-Entry: Dimensions of Existence	65		
Ecological Agriculture	42		
Ethnography and Culture: Practicing the Craft	54		
Miracles: Literature and Community Work	67		
Nisqually Landscapes: The Mountain to The Sound	41		
COMPARATIVE RELIGION			
The Mythic Image	56		
COMPUTER SCIENCE			
Data to Information	77		
Matter and Motion	76		
Science of Mind	78		
Student Originated Software	78		
COUNSELING			
Human Behavior in the Social Environment	66		
Washington State Juvenile Delinquency	66		
CULTURAL STUDIES			
Advanced Studies in Ethnography and Culture	55		
The American West as Image and Reality	40		
Auto/biography	54		
Banned in Boston: The Hidden History of the Struggle for Community and Equality in the U.S.	59		
Brazil: Slavery, Sugar and Samba	69		
Classical and Modern: Constructions of Human Experience	39		
Conquest and Revolution: Mexican, Irish and Peruvian Cultures	40		
Creative Writing: Poetry	57		
Ethnography and Culture: Practicing the Craft	54		
Global Citizenship, Community Collaborations (Tacoma Campus)	81		
Heroes, House Spirits and Fairies: Celtic and Slavic Folk Traditions	55		
Human Behavior in the Social Environment	66		
Introduction to the Performing Arts	48		
Music Cultures of the World	48		
Post Modern Bodies	71		
Toward the 21st Century: American Identities, Communities and Globalism	52		
Washington State Juvenile Delinquency	66		
Writers' Workshop	58		
DANCE			
At the Crossroads: Performance and Culture	48		
Introduction to the Performing Arts	48		
DESIGN			
Energy Systems	77		
Fiber Arts	51		
Sculpture in Time and Place	51		
Seeing the Light	51		
Studio Project	50		
Studio Project: Three-Dimensional Form	50		
Word, Sound and Image: Advanced Inter-Arts	53		
DRAWING			
Energy Systems	77		
Global Citizenship, Community Collaborations (Tacoma Campus)	81		
Pacific Northwest Art: Changing Perspectives of the Landscape and the People	52		
Studio Project	50		
Studio Project: Three-Dimensional Form	50		
Word, Sound and Image: Advanced Inter-Arts	53		
ECOLOGY			
Ecological Agriculture	42		
Environment, Land and People	38		
Introduction to Environmental Studies	42		
The Marine Environment	44		
Natural History of the American Southwest	45		
Nisqually Landscapes: The Mountain to The Sound	41		
Temperate Rainforests	43		
Tropical Rainforests	44		
ECONOMICS			
America in the 1990s: Our Social and Economic Legacy	68		
Global Citizenship, Community Collaborations (Tacoma Campus)	81		
Management and the Public Interest	64		
EDUCATION			
Evergreen's First Years: An Oral History Project	57		
ENTOMOLOGY			
Ecological Agriculture	42		
Tropical Rainforests	44		
ENVIRONMENTAL ETHICS			
Nisqually Landscapes: The Mountain to The Sound	41		
ENVIRONMENTAL SCIENCE			
The American West as Image and Reality	40		
Geography and Environment: Systems in Conflict	42		
Introduction to Environmental Studies	42		
Landscape Processes	42		
The Practice of Sustainable Agriculture	45		
ETHICS			
Foundations of Natural Science	76		
FEMINIST THEORY			
The Context of Discovery	37		
Introduction to the Performing Arts	48		
Toward the 21st Century: American Identities, Communities and Globalism	52		
FILM			
Mediaworks	49		
FOLKLORE			
Celebration: Myth, Ritual, Language and Culture	62		
Heroes, House Spirits and Fairies: Celtic and Slavic Folk Traditions	55		
GEOGRAPHY			
Biogeography	44		
Geography and Environment: Systems in Conflict	42		
Introduction to Environmental Studies	42		
Landscape Processes	42		
Tropical Rainforests	44		
GEOLOGY			
Environment, Land and People	38		
Landscape Processes	42		
Natural History of the American Southwest	45		
Temperate Rainforests	43		
Tropical Rainforests	44		
HEALTH			
Human Behavior in the Social Environment	66		
Models of Health Care and Reform	80		
Post Modern Bodies	71		
HISTORY			
The American West as Image and Reality	40		
Conquest and Revolution: Mexican, Irish and Peruvian Cultures	40		
Great Stories	39		
Hispanic Forms in Life and Art	63		
Learning from the Past: History, Evolution, Tradition	70		
HISTORY OF SCIENCE			
Great Stories	39		
JOURNALISM			

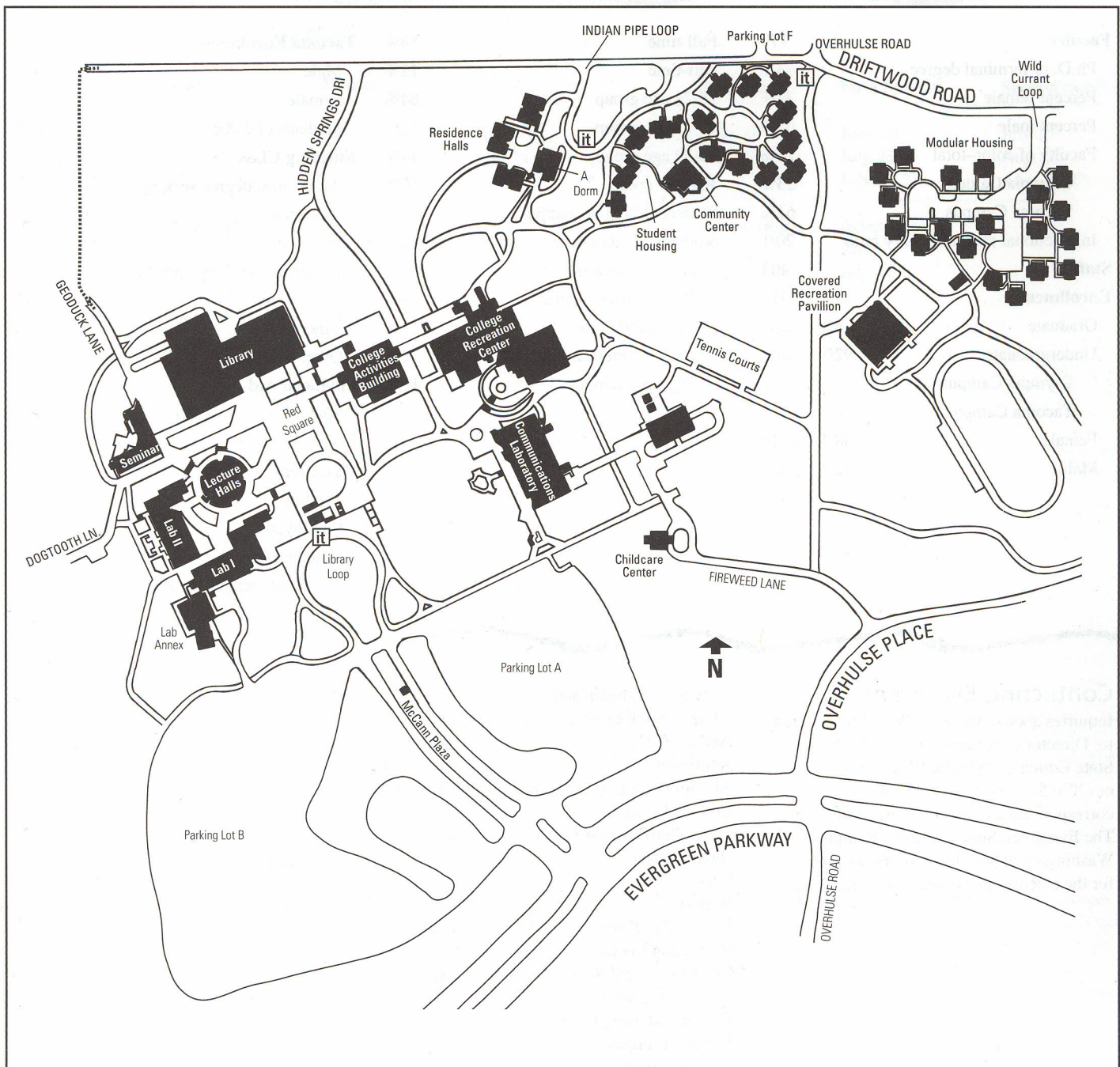
Happy Talk, Graven Images: Mass Media in America -----	56	NATURAL HISTORY		Toward the 21st Century: American Identities, Communities and Globalism -----	52
LANGUAGE STUDIES		The Context of Discovery -----	37	POLITICAL SCIENCE	
Celebration: Myth, Ritual, Language and Culture ---	62	Natural History of the American Southwest -----	45	Models of Health Care and Reform -----	80
The Classical World: The Greek Tradition -----	62	Nisqually Landscapes:		PSYCHOLOGY	
Hispanic Forms in Life and Art -----	63	The Mountain to The Sound -----	41	The Context of Discovery -----	37
Mirrors of Language -----	38	Temperate Rainforests -----	43	Happy Talk, Graven Images:	
LATIN AMERICAN STUDIES		Tropical Rainforests -----	44	Mass Media in America -----	56
Brazil: Slavery, Sugar and Samba -----	69	NEUROLOGY		Human Behavior in the Social Environment -----	66
Music Cultures of the World -----	48	Science of Mind -----	78	Science of Mind -----	78
Tropical Rainforests -----	44	OCEANOGRAPHY		PSYCHOLOGY OF MATH	
LIBRARY RESEARCH		The Marine Environment -----	44	Mathematical Systems -----	77
Foundations of Natural Science -----	76	ORAL HISTORY		PUBLIC ADMINISTRATION	
Miracles: Literature and Community Work -----	67	Evergreen's First Years: An Oral History Project ---	57	Models of Health Care and Reform -----	80
LITERATURE		ORNITHOLOGY		RELIGION	
The American West as Image and Reality -----	40	Ornithology -----	45	Music Cultures of the World -----	48
Auto/biography -----	54	PACIFIC NORTHWEST HISTORY		SCULPTURE	
Celebration: Myth, Ritual, Language and Culture ---	62	Pacific Northwest Art: Changing Perspectives		Fiber Arts -----	51
Classical and Modern:		of the Landscape and the People -----	52	Sculpture in Time and Place -----	51
Constructions of Human Experience -----	39	PERFORMANCE THEORY		SOCIAL SCIENCE	
The Classical World: The Greek Tradition -----	62	Moving Image Theatre:		Cultural Re-Entry: Dimensions of Existence -----	65
The Context of Discovery -----	37	Production and Performance -----	49	SOCIOLOGY	
Creative Writing: Poetry -----	57	PHILOSOPHY		America in the 1990s:	
The English Romantics:		Banned in Boston: The Hidden History of the Struggle		Our Social and Economic Legacy -----	68
Poetry and Fiction, Wordsworth to Scott -----	58	for Community and Equality in the U.S. -----	59	The Context of Discovery -----	37
Great Stories -----	39	The Classical World: The Greek Tradition -----	62	Environment, Land and People -----	38
Heroes, House Spirits and Fairies:		The Context of Discovery -----	37	Happy Talk, Graven Images:	
Celtic and Slavic Folk Traditions -----	55	Conquest and Revolution:		Mass Media in America -----	56
Hispanic Forms in Life and Art -----	63	Mexican, Irish and Peruvian Cultures -----	40	Human Behavior in the Social Environment -----	66
Mirrors of Language -----	38	Foundations of Natural Science -----	76	Models of Health Care and Reform -----	80
Moving Image Theatre:		Global Citizenship, Community		Post Modern Bodies -----	71
Production and Performance -----	49	Collaborations (Tacoma Campus) -----	81	Social and Organizational Change	
Post Modern Bodies -----	71	Great Stories -----	39	for the 21st Century -----	80
Washington State Juvenile Delinquency -----	66	Introduction to the Performing Arts -----	48	Washington State Juvenile Delinquency -----	66
Word, Sound and Image: Advanced Inter-Arts -----	53	Learning from the Past:		SOFTWARE ENGINEERING	
Writers' Workshop -----	58	History, Evolution, Tradition -----	70	Student Originated Software -----	78
MAMMALOLOGY		Nisqually Landscapes:		STATISTICS	
Mammalogy -----	43	The Mountain to The Sound -----	41	America in the 1990s:	
MANAGEMENT		Science of Mind -----	78	Our Social and Economic Legacy -----	68
Management and the Public Interest -----	64	PHILOSOPHY OF MATH		The Marine Environment -----	44
Student Originated Software -----	78	Mathematical Systems -----	77	TECHNICAL THEATER	
MARINE SCIENCE		PHILOSOPHY OF SCIENCE		Moving Image Theatre:	
The Marine Environment -----	44	Post Modern Bodies -----	71	Production and Performance -----	49
MARKETING		PHOTOGRAPHY		THEATER	
Happy Talk, Graven Images:		The "Artist" in Technoculture:		At the Crossroads: Performance and Culture -----	48
Mass Media in America -----	56	Representational Politics -----	51	Introduction to the Performing Arts -----	48
The Practice of Sustainable Agriculture -----	45	Pacific Northwest Art: Changing Perspectives		Moving Image Theatre:	
MATHEMATICS		of the Landscape and the People -----	52	Production and Performance -----	49
The Context of Discovery -----	37	Seeing the Light -----	51	Music Cultures of the World -----	49
Data to Information -----	77	Studio Project -----	50	Word, Sound and Image: Advanced Inter-Arts -----	53
Foundations of Natural Science -----	76	PHYSICS		VIDEO	
Mathematical Systems -----	77	Energy Systems -----	77	Mediaworks -----	49
MEDIA		Foundations of Natural Science -----	76	WOMEN'S STUDIES	
Mediaworks -----	49	Matter and Motion -----	76	Auto/biography -----	54
Miracles: Literature and Community Work -----	67	PLAYWRITING		Ethnography and Culture: Practicing the Craft -----	54
Toward the 21st Century: American Identities, Communities and Globalism -----	52	Introduction to the Performing Arts -----	48	Introduction to the Performing Arts -----	48
MOLECULAR BIOLOGY		Word, Sound and Image: Advanced Inter-Arts ---	53	Learning from the Past:	
Molecule to Organism -----	79	POETRY		History, Evolution, Tradition -----	70
MYTHOLOGY		Creative Writing: Poetry -----	57	WORLD HISTORY	
Celebration: Myth, Ritual, Language and Culture ---	62	The English Romantics: Poetry and Fiction, Wordsworth to Scott -----	58	The Mythic Image -----	56
The Mythic Image -----	56	Heroes, House Spirits and Fairies:		WRITING	
MULTICULTURAL LITERATURE		Celtic and Slavic Folk Traditions -----	55	Classical and Modern:	
Human Behavior in the Social Environment -----	66	Miracles: Literature and Community Work -----	67	Constructions of Human Experience -----	39
MUSIC		Writers' Workshop -----	58	Creative Writing: Poetry -----	57
At the Crossroads: Performance and Culture -----	48	POLITICAL ECONOMY		Ecological Agriculture -----	42
Celebration: Myth, Ritual, Language and Culture ---	62	The American West as Image and Reality -----	40	The English Romantics:	
The Context of Discovery -----	37	Banned in Boston: The Hidden History of the Struggle		Poetry and Fiction, Wordsworth to Scott -----	58
Introduction to the Performing Arts -----	48	for Community and Equality in the U.S. -----	59	Evergreen's First Years: An Oral History Project ---	57
Music Cultures of the World -----	48	Brazil: Slavery, Sugar and Samba -----	69	Heroes, House Spirits and Fairies:	
NATIVE AMERICAN STUDIES		Conquest and Revolution:		Celtic and Slavic Folk Traditions -----	55
Cultural Re-Entry: Dimensions of Existence -----	65	Mexican, Irish and Peruvian Cultures -----	40	Introduction to the Performing Arts -----	48
Environment, Land and People -----	38	Ecological Agriculture -----	42	Miracles: Literature and Community Work -----	67
Human Behavior in the Social Environment -----	66	Ethnography and Culture: Practicing the Craft -----	54	Moving Image Theatre:	
Miracles: Literature and Community Work -----	67	Human Behavior in the Social Environment -----	66	Production and Performance -----	49
Washington State Juvenile Delinquency -----	66	Social and Organizational Change		Word, Sound and Image: Advanced Inter-Arts -----	53
		for the 21st Century -----	80	Writers' Workshop -----	58

# General Index

- A**
- Academic Advising ----- 14, 15, 97, 99
  - Academic Credit ----- 25
  - Academic Fairs ----- 97
  - Academic Planning and  
  Experiential Learning ----- 14, 28, 97
  - Academic Subject Index ----- 108
  - Accreditation ----- 113
  - Address, changes, *see Registration* ----- 24
  - Admission ----- 16
  - Affirmative Action ----- 106
  - Alcohol ----- 107
  - Appeals ----- 22, 25
  - Application deadlines ----- 19
  - Application fee ----- 18
  - Athletics ----- 28
  - Auditors ----- 19
- B**
- Bachelor of Arts ----- 26
  - Bachelor of Science ----- 26
  - Bicycles ----- 107
  - Billing Procedures ----- 22
  - Bookstore ----- 106
- C**
- Calendar ----- 113
  - Campus Profile ----- 112
  - Campus Recreation Center ----- 28
  - Career Development ----- 28
  - Center for the Study of Science  
  and Human Values* ----- 70
  - Child Care ----- 107
  - College Activities Building ----- 107
  - Computer Services ----- 86
  - Condensed Curriculum ----- 32
  - Confidentiality of records ----- 26
  - Contacting Evergreen ----- 112
  - Contracts,  
  *see Group, Individual, Social*
  - Cooper Point Journal ----- 99, 107
  - Cooperative Education ----- 85
  - Coordinated Study ----- 7
  - Core Programs* ----- 37
  - Counseling Services ----- 28
  - Credit ----- 25
  - Curriculum ----- 32
- D**
- Degree requirements ----- 26
  - Deposits ----- 22
  - Disappearing Task Force ----- 99
  - Drops, program changes ----- 24
- E**
- Emergency loans ----- 21
  - Enrollment figures ----- 112
  - Environmental Studies, graduate program ----- 82
  - Environmental Studies* ----- 41
  - Evaluations ----- 13, 25, 99
  - Expenses, estimated yearly ----- 22
  - Expressive Arts* ----- 47
- F**
- Facilities  
  use regulations ----- 106
  - Faculty ----- 90
  - Fees and charges ----- 22
  - Financial aid ----- 21
  - Firearms ----- 107
  - First Peoples ----- 101
  - First People's Advising Services ----- 29
  - Food services ----- 107
  - Foreign language study ----- 35, 61
  - Foreign students ----- 18
  - Foundation scholarships ----- 21
  - Freshman admission requirements ----- 16
  - Full-time status ----- 24
- G**
- General Education Development Tests ----- 18
  - Governance ----- 101, 107
  - Graduate study ----- 82
  - Graduation requirements ----- 26
  - Group Contracts ----- 9
- H**
- Handicapped Access,  
  *see Access Services* ----- 28, 106
  - Health Center ----- 28
  - Housing ----- 29
- I**
- Insurance ----- 23
  - International students ----- 18
  - International studies ----- 35, 61
  - Internships ----- 85
- J**
- Jackson School of International Studies ----- 61
- K**
- KAOS ----- 98
  - KEY—Student Support Services ----- 29
  - Knowledge and the Human Condition* ----- 54
- L**
- Language and Culture Center* ----- 61
  - Learning Resource Center ----- 29, 35
  - Leaves of absence ----- 24
  - Library ----- 86
  - Loans ----- 21
- M**
- Mail service ----- 107
  - Management and the Public Interest* ----- 64
  - Map of campus ----- 111
  - Master of Environmental Studies* ----- 82
  - Master of Public Administration* ----- 82
  - Master in Teaching* ----- 84
- N**
- Native American Studies* ----- 65
- P**
- Parking ----- 23, 106
  - Part-time study ----- 35
  - Payment procedures ----- 22
  - Pets ----- 107
  - Physically Challenged Access ----- 28, 106
  - Political Economy and Social Change* ----- 68
  - Portfolios ----- 13, 26
  - Prior Learning Program ----- 85, 102
  - Public Administration, graduate program ----- 82
- R**
- Reciprocity ----- 22
  - Record keeping ----- 26
  - Recreation ----- 28
  - Refunds ----- 22
  - Registration ----- 24
  - Academic Standing ----- 26
  - Academic Warning ----- 26
  - Withdrawals ----- 24
  - Residency ----- 22
  - Returning students ----- 18
- S**
- Scholarships ----- 21
  - Science, Technology and Health* ----- 73
  - Security ----- 106
  - Self-Evaluations ----- 13, 103
  - Self-Paced Learning ----- 87
  - Seminars ----- 12, 103
  - Smoking ----- 107
  - Social Contract ----- 104
  - Special forms of study ----- 85
  - Special Students ----- 19
  - Student Activities ----- 29, 107
  - Student Affairs Office ----- 29
  - Student evaluation of faculty ----- 13
  - Study abroad ----- 61
  - Summer Quarter ----- 19
- T**
- Tacoma Program ----- 81
  - Teacher Education ----- 84
  - Transcripts ----- 13, 26
  - Transfer of Credit ----- 18
  - Transfer students ----- 18
  - Tuition ----- 22
- U**
- University of Washington ----- 61
  - Upside-down Degree Program ----- 19
- V**
- Vacations ----- 113
  - Veterans ----- 23
- W**
- Washington Public Interest Research Group  
  (WashPIRG) ----- 23
  - Washington State Institute  
  for Public Policy ----- 106
  - Withdrawals ----- 24
  - Writing Center ----- 86



# Campus Map



The Evergreen State College is an hour's drive from the Seattle-Tacoma airport. Olympia is also served by the Greyhound and Trailways bus companies. Evergreen and the state capital are just a short, scenic drive from most Washington cities and major points of interest.

## How to get here

Whether you are coming from the north or south, you can reach the campus by taking Interstate 5 into Olympia and then turning onto Highway 101 at Exit 104. Follow 101 west for three miles to The Evergreen State College exit and go another two miles on the Evergreen Parkway to the campus entrance (on the left).

# Campus Profile

<b>Faculty</b>	179	Full-time	88%	<b>Tacoma Enrollment</b>	119
Ph.D. or terminal degree	74%	Part-time	12%	Male	33%
Percent female	37%	18-24 age group	64%	Female	67%
Percent male	63%	25-29 age group	12%	Students of color	45%
Faculty of color-total	24%	30-39 age group	14%	<b>Entering Class</b>	1369
Olympia Campus	23%	40+ age group	10%	Applicants, degree seeking	3172
Tacoma Campus	61%	Students living on campus	1200	Admitted	79% 2514
Instructional student/faculty ratio	20/1	Students of color-total	12%	Enrolled	51% 1277
<b>Staff</b>	403	Asian American	4%	Nondegree-seeking enrollment	92
<b>Enrollment</b>	3377	Black/African American	3%	Washington	877
Graduate	8% 269	Mexican/Latino	3%	Other states	388
Undergraduate	92% 3108	Native American Indian	2%	Other countries	12
Olympia Campus	3258	Olympia campus	11%	<b>Financial Aid</b>	
Tacoma Campus	119			Students receiving aid	55%
Female	58% 1943			Average award	\$4838
Male	42% 1434			<b>Placement</b>	
				1989-90 classes	82%
				Employed	68%
				Graduate school	13%
				Travel, homemaking, etc.	1%

## Contacting Evergreen

Inquiries about admission should be directed to: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, or (206) 866-6000, ext. 6170. Direct all correspondence to the appropriate office at The Evergreen State College, Olympia, Washington 98505. Dial 866-6000, then ask for the extension or name listed below.

Academic Planning and Experiential Learning (APEL)	ext. 6312
Academic Deans	ext. 6870
Admissions	ext. 6170
Alumni Relations	ext. 6192
College Relations	ext. 6128
Controller/Business Office	ext. 6450
Development	ext. 6565
Financial Aid	ext. 6205
Housing	ext. 6132
President's Office	ext. 6100
Recreation Center	ext. 6530
Registration and Records	ext. 6180
Student Accounts	ext. 6447
Student Advising Center	ext. 6560
Tacoma Campus	(206) 593-5915
Vice Presidents:	
Academic Affairs	ext. 6400
Finance and Administration	ext. 6500
Student Affairs	ext. 6296

## 1993-94 Academic Calendar

	Fall	Winter	Spring	Summer	First Session	Second Session
<b>Begins</b>	Sept. 27	Jan. 3	March 28	June 20	June 20	July 25
<b>Ends</b>	Dec. 18	March 19	June 11	Aug. 27	July 23	Aug. 27
<b>Evaluations</b>	Dec. 13-18	March 14-19	June 6-11		July 20-23	Aug. 24-27
<b>Vacations</b>	Thanksgiving Nov. 21-28	Martin Luther King Day Jan. 17	Memorial Day May 30	Independence Day July 4	Independence Day July 4	
	Winter Break Dec. 19-Jan. 2	President's Day Feb. 21				
		Spring Break March 20-27				

### Affirmative Action Policy

The Equal Opportunity Policy of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, marital status, sexual preference, Vietnam era or disabled veteran status, or the presence of any sensory, physical or mental disability unless based upon a bona fide occupational qualification.

### Disclaimer

Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.

The Evergreen State College Catalog Production Team

Editing: Sandy Hanson

Design: Mary Geraci

Cover and Interior Photography: Steve Davis and TESC Photo Services staff

Contributors: Pris Bowerman, Shannon Ellis, Eugene Fujimoto, Curtis Hayes,

Steve Hunter, Kitty Parker, Arnaldo Rodriguez, Doug Scrima

Production Assistance: Pat Barte, Shirley Greene, Josh Mauney, Holly Miranda,

Judy Nunez-Pinedo, Judy Saxton, Char Simons, Mike Wark

Distribution: Laura Allen, Kort Jungle

This catalog is published by The Evergreen State College, Office of College Relations

Special thanks to the subjects of student, faculty and staff portraits

© 1992 by The Evergreen State College

### Accreditation

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



This catalog is printed on recycled paper.

Nonprofit Org.  
U.S. Postage  
PAID  
Olympia, WA  
Permit No. 65



Admissions Office  
The Evergreen State College  
Olympia, Washington 98505  
(206) 866-6000