The Evergreen State College Catalog Supplement 1973 – 1974

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A wide range of learning opportunities will be available this summer at Evergreen during the Summer Term scheduled to begin on June 25th and to continue through August 29th. Specific programs are being planned right now and students who are currently enrolled at Evergreen should watch for an early edition of The PAPER which will detail summer offerings. Prospective Evergreeners who have been admitted for fall 1973 are invited to enroll this summer. You can receive full information including registration materials by writing to: Donald G. Humphrey (206-753-3954) The Evergreen State College Olympia, WA 98505

Coordinated studies, group contracts, course modules and individual contract study opportunities will be available, each depending upon sufficient enrollment. Normally all students enrolling at Evergreen for the first time will be asked to choose work in either a coordinated study or a group contract. Continuing students can enroll in any of the learning modes. Those continuing students desiring individual contracts should make arrangements with available faculty prior to May 15th if at all possible. A list of the summer faculty will be published in an early edition of The PAPER.

Deadlines:
June 1 Formal registration must be completed.
June 15 Tuition and fees must be paid.
June 25 Summer Term begins.
August 29 Summer Term ends.

While specific offerings are still in the planning stage, students who have not previously attended Evergreen can get an idea of the kind of opportunities available by carefully studying the programs proposed for next year. Upon receipt of a statement of interest full details will be mailed along with registration materials.

Students attending Evergreen this summer will find excellent on-campus housing
available. Recreational facilities, including a swimming pool, handball courts, playing fields, and tennis courts have just been completed. The college's new laboratory--studio building will accommodate interesting study opportunities in the sciences and the arts. Weekend hiking and camping areas are easily accessible in the Olympic Peninsula and the Washington Cascades. The Washington beaches and the waters of Puget Sound provide further recreational breaks from weekday studies.

Financial aid and work opportunities will be limited this summer. For information about financial aids write to: Les Eldridge, Director of Fin. Aid
The Evergreen State College
Olympia, Washington 98505

Tuition and fees will be the same as those for any other term at the college.

The schedule is as follows:

Resident - Full-time student, Tuition and Fees, per quarter $165
Resident - Vietnam veteran - Full-time student, per quarter $120
Nonresident - Full-time student, per quarter $453
Resident - Part-time student, per quarter $115
Nonresident - Part-time student, per quarter $115

Application Fee and Advance Deposit

Application Fee $15
Advanced Deposit - Full-time $50
Advanced Deposit - Part-time $20
It is very important for you to remember that all of the Coordinated and Contracted Studies programs described in The Evergreen State College Bulletin are 1971-1973 programs and not 1973-1974 programs.

The programs that we will offer this fall, and from which you will choose, are not listed in any of the Bulletin. They are only listed and described in this supplement.

Read all of the material in this supplement carefully and then fill out the program assignment questionnaire and mail it to: Sally Hunter
The Evergreen State College
Olympia, Washington 98505

If you have any questions about a Coordinated Studies program, please write to or telephone the faculty listed with the description of the program.

If this is going to be your first year at Evergreen, you should plan to enter a Coordinated Studies program. Ordinarily, we expect every new student to first get acquainted with Evergreen, its faculty, and its other resources through participation in a basic or advanced coordinated studies program. Once here, and well acquainted, you will be in a better position to draw up a contract for independent study and research.

We may not be able to give everyone his or her first choice of a program, so we are asking you to read all of the descriptions carefully and then select your first, second, and third choices. We want to know how strongly you feel about these choices, and we want you to try to explain why you want the programs that you select.

If you are a junior or senior transfer and you do want an independent contract we will still want you to select three Coordinated Studies programs that would satisfy you if we cannot find a faculty sponsor for your project this fall.
Will you be able to switch to another program once you get to Evergreen in the fall? Yes, if there is room in the program you want to change to.

Will the programs all be good? They really will be, and even better than this year's programs. That's a serious promise.

Once we assign you to your fall program, your faculty team will contact you with suggestions for summer activities. You will already be a part of Evergreen.

While the 1973-1974 programs will be different (and better) than the 1972-1973 programs, they will cover the same fields, disciplines, and problems. Here is a guide to help you find the new programs that resemble the old. In the left-hand column are the 1972 programs. If you are attracted by one or more of the programs described in your copy of the Evergreen Bulletin, then study the equivalents in the right-hand column.

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<th>THE NEW 1973-74 PROGRAMS</th>
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Politics, Values and Social Change  
Image and Idea  
Life on Earth

Remember, Coordinated Studies requires you to read good books, carefully, to do a lot of writing, and to learn to seminar about the books and your writing. Perhaps you should reread the essay on Coordinated Studies in your Bulletin. One word of explanation—normally, any advanced student may take a Basic program. Advanced programs do have prerequisites. These will be mentioned in the descriptions of the programs. If you think you are ready for the Advanced program, and if you satisfy the program’s prerequisites, then by all means put it down on the assignment questionnaire.

We will offer eight Basic Programs:
- Nature and Society: A Scientific Approach
- Man and Nature
- P.O.R.T.A.L.S.
- The Individual in Contemporary Society
- Democracy and Tyranny
- Words, Sounds, and Images
- Form and Function

And, six Advanced Programs:
- Matter and Motion
- The Ecology of Pollution
- Power and Personal Vulnerability
- Freud and Jung: An Approach to the Humanities
- Dreams and Poetry
- America’s Music

Now read the descriptions of our new programs and then fill out the program assignment questionnaire.
Nature and Society will examine our natural and social world in an interdisciplinary context. Students selecting this program should be prepared to devote a major portion of their time to learning basic concepts of both the social and natural sciences as well as mathematical and communication skills requisite for further study of these disciplines. The program also takes as one of its fundamental assumptions the view that beginning students should discuss the nature of the social and natural sciences and their relationship to society. Nature and Society will prepare students for intermediate programs in the physical, biological, behavioral, or social sciences given the following year. The faculty team is composed of an even balance of social and natural scientists.

Approximately 50% of the program effort (involving two to three two-hour meetings per week) will be devoted to "core seminars", with approximately 20 students and 1 faculty member, on the methodology, history, philosophy, and social implications of the natural and social sciences. The basic resource will be books such as: J. Barzun, Darwin, Marx & Wagner; T. Kuhn, The Structure of Scientific Revolutions; H. Marcuse, One Dimensional Man; K. Deutsch, The Nerves of Government; B. F. Skinner, Walden II; Plato, The Republic; and N. Davis, Lawrence & Oppenheimer. Additional readings will be selected from the current literature. A program-wide meeting related to the current concerns of the core will be held once a week. Mathematics, including calculus and statistics, will be taught on a program-wide basis, and remedial help in reading and mathematics will be available.

The other 50% of the time (involving lectures, seminars, laboratory work, etc.) will involve a series of short topical and/or problem oriented modules which introduce the concepts of the social and natural sciences and their applications. Many modules will be led by a team of two faculty with
different disciplinary backgrounds. Students will choose from modules such as: Architecture of Matter; Environmental Decision-Making; Human Nature; Law, Custom and Society; Photosynthesis; Water: Its Nature and Uses; The Politics of Civil Liberties; Evolution, Values and Society. While each module might justifiably become a year-long coordinated study by itself, our objective is to provide a basic introduction rather than in-depth analysis. However, there will be more detailed coverage of some specific aspects than is possible in the usual introductory course.

Although the core seminar and module series will run the entire academic year, during the spring, there will be an opportunity for interested students to undertake individual projects or internships related to the basic objectives of the program.

Credit will be granted only to those students who meet the expectations of both the core seminars and the modules, and will be equivalent to basic courses in the social and natural sciences. Specific equivalencies, including some at higher levels, will be dependent on the modules selected by each student.

A MATTER OF SURVIVAL: Ecology in Transition
One Year Basic Three Units Each Quarter
Oscar Soule (Coordinator - 753-3635), Al Wiedemann, Lynn Patterson, Medardo Delgado, Russ Fox

A Matter of Survival will investigate the problems that the human species faces today. We will discuss these problems and look for understanding and solution through the study of the non-living environment of humans, the general principles of biology, a view of human beings as biological creatures, a subsequent view of humans as cultural and social creatures, and, finally, in-depth views of humans in different social and cultural settings.

Core Material--Initially this section will include a series of questions
regarding the earth as a planet--its atmosphere and oceans, the solid earth and finally, how the form and formation of its surface outlines the abiotic character of the environment. Next, the principles of biology will be traced from abiotic to biotic substances--how these substances are organized into organisms, how these organisms work and finally, an explanation of the diversity of the organisms today. The following section will study man as a biological creature with respect to certain organ systems, nutrition and health. The next core topic will view man as a cultural creature and will inspect the evolution of culture and society with respect to the environment, and study social and cultural adaptations to these environments. (e.g., domestication of plants and animals and industrialism.) Core Material will conclude with in-depth investigations of several different societies and their relationships to their environments. Suggested core texts will include, among others: Simpson and Beck, Life; Dubos, Man Adapting.

Good Life Seminar--In addition to the core lecture topic and seminar of the week, student/faculty groups will discuss readings of a more philosophical nature. These groups will be devoted to fundamental communications skill development, and discussions of personal reaction, growth and values. The Good Life Seminar will serve as home base for students. Readings for the Good Life Seminar will include. Leopold, Sand County Almanac; Steinbeck, Grapes of Wrath; Plato, Utopia.

Workshops and Projects--Students will be expected to take part in both workshops and projects. Workshops will be program-centered activities of varying length which will be generated by both the faculty and students. Suggested workshop titles include: environmental health problems, propagation of plants, myth and religion, shelter and environment, literature and poverty.

Projects will be student initiated. They should be related in content to the program at some level. All will include presentation of results to the whole program.

Expectations and Who Should Apply--Students registered in this program will
be expected to take part fully in the activities adopted by the program. In addition, students will be encouraged to discover their own areas of academic interest and, when possible, to begin investigating those areas. The program is designed for students interested in interdisciplinary studies. Students who are entering Evergreen for the first time and those intent on working with fundamental principles should feel free to apply. Students with broad ranges of interests are advised to apply.

**Bookkeeping and Records**—Students can expect credit, if earned, to be awarded at either the end of the year or, at the time of transfer for those who leave the program. Formal written evaluation will occur at either time. Informal written and oral evaluation will take place each quarter. Course equivalencies will be given. The fine points of bookkeeping and records will be spelled out in the program covenant.

**Weekly Schedule**—Students and faculty should expect to spend a full five day week with the program. Students with full-time jobs should check before applying. Students with problems in reaching the campus should also check. The typical week will include: (1) a core lecture, (2) a follow-up core seminar, (3) a day for workshops, (4) a guest speaker lunch (brown bag), (5) two Good Life Seminars, (6) a day for projects, (7) time for advising and counseling.

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**MAN AND NATURE**

Sig Kutter (Coordinator – 753-3972), Bob Sluss, Niels Skov, Paul Sparks, Willi Unsoeld

The theme of this one-year coordinated studies program is man’s ageless quest to understand himself and the universe around him. In the course of history, this quest has led man to philosophy, religion, science, and art... in short, to his culture. Learning from experiences and learning from the records of previous generations have been the twin paths followed by man in these pursuits.
Our program is designed for freshman and sophomores who want to integrate both of these learning modes in the study of man and his relationship to nature. There will be learning from books and in classrooms and there will be learning by doing—in the laboratory and on field trips to the mountains, forests, and seashores. There will also be opportunities to communicate our experiences through writing, speaking and art.

The program will have a core content in which everyone participates. Within the core we shall lay a foundation in biology (natural history, molecular biology, physiology), physics (mechanics, thermodynamics, atomic structure), earth science, mathematics (review of trigonometry and algebra, introduction to calculus), history (man’s perception of nature, exploration), and literature.

During three one-week excursions and regular shorter trips, we shall explore some of the wilderness areas of Washington. Much of the academic learning will find application or illustration on these outings, e.g. identifying and collecting insects, studying geological formations on the Olympia Peninsula, surveying a glacier on Mt. Rainier, computing the tension in the rope used in rappelling.

We shall also participate in a vigorous physical fitness program which offers such choices as mountaineering, ski touring, swimming, and dance. This core program will take up roughly three-fourths of the student’s time during the first quarter, two-thirds during the second, and one-third during the final quarter. In the remaining time, the student chooses from a variety of specialized activities and topics such as rock climbing, sketching, painting, photography, the evolution of man, comparison of modern cosmology with religious theories of creation and the ocean.

A typical week will include: 4 lectures, 2 workshops, 1 seminar, and 2 physical fitness sessions.

The book list will include: Will Durant, Our Oriental Heritage; Daniel A.
Greenberg, Calculus and Vectors; Paul G. Hewitt, Conceptual Physics; John E. Pfeiffer, The Emergence of Man; Tracy I. Storer and Robert L. Usinger, Sierra Nevada Natural History; William Strunk and E. B. White, The Elements of Style; Thor Heyerdahl, The Kon-Tiki Expedition; Thomas Hornbein, Everest: The West Ridge; Alan Moorehead, Darwin and the Beagle; Farley Mowat, People of the Deer; Woodrow Wilson Sayre, Four Against Everest.

The core content will be the equivalent of 18 quarter hours in science and mathematics, 6 quarter hours in arts and humanities, 3 quarter hours in physical education. Special activities will carry 18 quarter hours in subjects chosen by student. Credit will be awarded on an all or nothing basis each quarter.

P.O.R.T.A.L.S.
(Personalized Options Reaching Toward Affective Learning Skills)

One Year Basic Three Units Each Quarter

Charles Lyons (Coordinator - 753-3982), Jim Gulden, Carol Spence

This program is designed primarily for beginning Evergreen students who are interested in pursuing a wide range of activities in order to acquire a breadth of experience and knowledge, or who wish to explore various possibilities in a search for potential areas of specialization. We will offer you an educational environment that has been designed to maximize the probability of a successful beginning experience in your pursuit of higher education. We will provide you with the counsel and expertise of a group of faculty and veteran student facilitators whose goal is to assist you in your personal and academic development. We will expect from you: a concern for your future, a basic curiosity toward new ideas, and commitment to exert your energies and abilities toward building a foundation of accomplishment.

Basic Skills--We will have ongoing workshops in reading skills, writing skills, and in the art and science of interpersonal communications.
Participation in these workshops guarantees significant improvement in your reading speed and comprehension level, an increasing ease in writing style development, and a growing awareness of the dynamics of group interaction which can help you to better understand the motives and styles of yourself and others.

Directed Seminars--During the first term, which will be highly structured, a broad variety of academic seminars and workshops will be available. They will range in duration from two or three weeks to the entire term, and will include studies from a number of disciplinary viewpoints, as well as explorations that are interdisciplinary in nature. Typical topics being considered are: the creative process in children, shoreline biology, the use and misuse of rational process and historical viewpoints--a biographical approach. Faculty and facilitators will help you in determining a program that has relevance and coherence for you, based on your own special interests, abilities and goals.

Special Interests--Special interest workshops and activities will take place throughout the year. The focii will depend upon you, but some predictable activities will include: still photography, video taping, hiking and camping, producing a weekly program newsletter, throwing pots, group awareness exercises, swimming, dream interpretation workshops and special academic concentrations.

Individual Projects--One of the goals of the program is to prepare you for and guide you through a major independent project to be accomplished during the third term. Individual project opportunities will be available first term, small projects will be structured into second term, and a major project mandatory during third term. Second term will include seminars and workshops aimed at providing you with the tools necessary to pursue and critique your chosen project. Examples are: questionnaire formulation and interviewing techniques, probability statistics and experimental design, multimedia techniques and using the library as a research tool.
Special Feature--A group of current Evergreen students has been a central force in the planning of this program. Nine of these students will work as program facilitators. Their presence will significantly enrich the supply of human resources available. Some of their specific functions will include leading small group discussions, coordinating special interest activities, and helping you understand, adjust to and exploit the Evergreen environment.

Selected Details--This program will include a lecture series, a film series, field trips and internship opportunities. A special third term activity will be planning your future academic pursuits. We can accommodate 115 students who will be selected on a first-come-first-served basis. If you enroll in this program, late spring and summer mailings will advise you of more details and developments, including a short book list to be pursued over the summer. We will spend one week off campus in October. This and other group activities during the year will involve some special individual expenditures not expected to total more than thirty-five dollars. Equivalency credit will be arranged on an individual basis. A more detailed program description is available upon request. For this and additional specific information, write Charles Lyons, PORTALS, TESC.

THE INDIVIDUAL IN CONTEMPORARY SOCIETY

One Year

Basic

Three Units Each Quarter

Maxine Mimms (Coordinator - 753-3982), Mary Hillaire, Ted Gerstl, Chet Royse, Jack Webb

The following statement by Mary Hillaire, faculty member, expresses the basic premise of this program:

There are significant differences between people which cannot be transmitted except through mutually understood interpersonal activities. These significant differences affect how people relate themselves to the world, to the land, to work and to others. Communication in a democracy requires more functional thinking about ecological priorities, the establishment of human equivalencies,
operation of a more functional economic system, and a more flexible educational system.

Individual/Society, a social science oriented coordinated studies program, will focus on the complex interactions of the individual or groups of individuals and the society in which they must function. We shall be exploring the following concepts:

1. To understand the impact of an individual on society.
2. To understand the impact of society on an individual.
3. To understand the roles groups and institutions play in society.
4. To understand functional and dysfunctional aspects of society.
5. To explore the society from a socio-technical-political systems viewpoint.
6. To better discover one's own role(s) in society--one's own impact--one's own personal power within society--to get one to look at personal choice.

This requires the acquisition of basic, but often sophisticated understandings of ourselves and of skills that are the common currency of all exchanges between successful individuals and institutions within our society.

We will be learning by doing, by being "out in the field" a good portion of our time, we will learn to observe, analyze, understand, and question, as we attempt to effectively interact with different systems.

While our learning philosophy is learning by experiencing--we will be reading and writing in conjunction with what we are seeing and feeling and thinking "out there". There is much we can learn from our experiences, and there is much we can learn from others' experiences before us. Since you bring skills and experiences that are uniquely yours; since the skills you will be learning here are public currency; since you will be personally involved in projects that may have an immediate impact on a particular area in our society, you will be rewarded in relation to the effort and the commitment you give to the content, goals, and people who comprise this program.
In order to do all this, we will develop some skills in the following areas: problem-solving, decision-making, group-process, research, interpersonal communication, observation, interviewing, diagnosis, reading, writing, and public speaking.

About one-third of our time will be spent reading, writing, seminaring on novels, periodicals, texts, newspapers—anything that seems relevant to our understanding of Individual/Society.

Content areas we will be involved with include psychology, sociology, literature, political science, education, organizational behavior, communication skills, biology and geology.


Equivalencies: 10 quarter hours - basic humanities, oral communication and writing skills, reading analysis and interpretation; 10 quarter hours - applied natural science and mathematics; 10 quarter hours - applied social science; 10 quarter hours - American studies; and 5 quarter hours - art.

The kind of student we want: students who are interested in the political, social, educational and economic institutions in our society; students who are concerned about solving many of the problems inherent in those
institutions; students who are innovative and willing to offer alternative solutions to existing conditions; students who can be evaluated weekly.

A typical week will include: individual conferences, workshops, reading and writing seminars, field work, and a program assembly. Credit will be granted by the quarter only. Three units of credit per quarter.

DEMOCRACY AND TYRANNY: THE PARADOX OF FREEDOM

One Year Basic Three Units Each Quarter

Mervyn Cadwallader (Coordinator - 753-3413), Richard Brian, Nancy Taylor, Cruz Esquivel

No Prerequisites, open to first year and continuing students.

This program is going to be a search for our roots in the past, an attempt to understand the present, and an analysis of our hopes, and fears, for the future. We will ask tough questions about our proper relationship to the state, to our community, and to ourselves. We will try to find out who we are, and what kind of human beings we should become. Even as we study our heritage, we will ask whether it is worth studying and whether our traditions are worth saving. For one year, we will search together for wisdom by following even the most difficult questions wherever they lead.

We will compare Democratic Athens and America, imperialistic Athens and America, and creative Athens and America. The problems we will study are old, and ever new: problems of freedom and slavery, men and women, peace and war, courage and cowardice, good and evil, the beautiful and the ugly.

Ancient Athens was the place where Democracy started. Athens' experiment foundered in an imperialistic war. Does the United States run the same risk today? Athens was the place where many of our values and most of our art started. Is all of that worth knowing and using today?
This will be a program for students who want to read some of the great books of the past, along with contemporary literature. It will be a program dedicated to careful reading, good writing, and thoughtful conversation. If the life of the intellect excites you; if you love books, if you want to work hard on your writing, then join us. If you want to do art, music and drama, then join us.

There will be weekly lectures, slide shows and assemblies. We will do individual and group projects in music, art, drama, politics, dance, modern and classical Greek, mathematics, and religion. But the best part of the program will be the small group discussions of books which we will read in pairs; one from Athens and one from modern America. Here are a few examples: Homer, The Odyssey; and Jack Kerouac, On the Road; Aeschylus, Oresteia; and William Golding, Lord of the Flies; Plato, The Apology; and Joseph Tussman, Obligation and the Body Politic; Plutarch, Lives of the Noble Greeks; and Alexis de Tocqueville, Democracy in America; John Broadman, Greek Art; and Lewis Mumford, Sticks and Stones; Thucydides, The Peloponnesian War; and Francisco Lopez de Gomara; Cortes; Plato, The Republic; and Edward Bellamy, Looking Backward; Nikos Kazantzakis, Report to Greece; and Henry Miller, The Colossus of Maroussi.

Full participation in book seminars, lectures, assemblies, special interest groups (or an Evergreen module), and self evaluation will be required for credit. Five pages of writing will be required each week. We will spend some time off campus. This and other group activities will involve special individual expenditures not expected to total more than thirty-five dollars.

The academic content of the program will be the equivalent of a five-quarter hour lower division course in each of the following: ancient history, classical literature, English composition, American literature, American history, political theory, philosophy, historical sociology, art history, and art appreciation.

Obviously, we are planning on a lot of hard, interesting, and rewarding
work. Is this the program for you? The Democracy and Tyranny program will appeal to and be especially useful to students who want a good, solid foundation for later studies in the humanities, arts, or social sciences. It will be especially useful to those who want to be able to take wise and informed political action in an effort to make this world a better and more beautiful place for all of us and especially for our children. Finally, there will be no better opportunity for all of us to seek and achieve self-understanding, awareness, and personal growth. With Socrates, we will learn that the unexamined life is not worth living.

WORDS, SOUNDS, AND IMAGES

Two Quarters

Basic and Advanced

Three Units Each Quarter

Peter Elbow (Coordinator - 753-3982), Thad Curtz, Robert Gottlieb, Francita Lampert

NOTE: A two quarter program for 40 advanced students and 40 first year students.

Some words, sounds and images make a difference in people's lives. They matter to the people who produce them and matter to the people who experience them. The main goal of this program is to help find ways to make serious art a meaningful part of our lives. We as faculty view this as a problem, not something we have a ready-made solution for.

Making--In part, this program offers technical training to increase skill and facility in producing writing, music and visual art. We will all meet together after lunch three times a week to do brief practical exercises of all kinds in utilizing the fundamental elements of these arts. Expect several rooms full of people doing messy or delicate, noisy or silent, silly or difficult exercises--shared exercises of all kinds. Everyone is required to do all of these and work in all three arts; no one will be good at all of them. We want to introduce inexperienced students to the strands from which the arts are woven. We want to give experienced students a renewed,
more disciplined exposure to fundamental formal problems and their analogues in other media. Here are some examples: beat the rhythm of a particular person’s speech; write for 10 minutes without stopping, beginning every sentence with the words “I wish”; contour drawing; gestural drawing; arrange some given notes into three different melodies; make 10 different metaphors for a place you know; make two different shades look identical by changing their backgrounds; tell the Oedipus story as a comedy; arrange a sequence of colors to illustrate a sequence of harmonies; make an illustration for a poem.

After Friday’s workshop, we’ll get together to share and enjoy works we’ve made that week either in workshops or independently. Sometimes we’ll show movies about the lives and work of better-known artists. Sometimes we’ll invite young artists to perform, or read, or show their work, as well as to visit.

Responding—Close reading, hard looking and intensive listening will also be central activities of the program. We will spend time in the workshops giving each other feedback about how we experience each other’s creations. In seminars twice a week we will work on interpreting specific works of art. Since we’re interested in everything that’s made with words, sounds, and images, we’ll take an occasional look at things like television, newspapers, muzak, advertising, and popular culture. But we believe the best place to learn what words, sounds, and images can do is in great works of art where their possibilities are exploited to the limit. All four of us are personally involved with the fine arts and that will show in the works we choose for discussion: there will be some popular art and some non-Western art, and we hope the program will be useful to students interested in journalism or advertising, but you should expect mostly examples from artists like Mozart and Schoenberg, Giotto and Turner, Shakespeare and Virginia Woolf. We want to help each other see what they made; we also want to learn about some of their lives to see how what they made mattered to them and those around them. Most of the time in seminars, we’ll be focusing on the particulars of relatively small works, but every five weeks or so we plan to
have a festival: a couple of days to relax together and enjoy the major work of the people we've been studying.

Reflecting—We will also be concerned with philosophical reflection on the nature of language, music, and images. Lectures will often explore theories of art. We will work together in seminars to understand some difficult books as well as a lot of brief passages off the cuff. Some possible titles: Gombrich, Art and Illusion; Zuckerkandl, Sound and Symbol; Collingwood, Principles of Art; Morse Peckham, Man's Rage for Chaos.

Independent Work—During the week there will be blocks of reserve time during which students will be expected to work on their own: drawing and painting; or practicing an instrument; or writing; or reading literature; or working in chamber orchestra or ensemble; or reading art, music, or literary history. There will be some time set aside for the faculty to give individual guidance and criticism on a regular basis to students continuing their own advanced work.

Rough credit equivalencies are as follows: 5 unit hours in each of the following: general humanities, studio art, creative writing, music, aesthetics; and 5 more unit hours in one of the above according to the student's area of independent work.
WHAT WE WILL BE CONCERNED WITH

* What is form, function, and how they relate in art, science, nature and society?
* How can the creative process be described and enhanced?
* Investigating various scientific phenomenon.
* Studying and experiencing motion in art, science, and nature.
* Learning about materials and techniques as used by the scientist, artist, and designer.
* Experiencing the dynamics of the design process as it is common to all life.

WHAT YOU WILL BE DOING

A) Studying selected topics and doing workshops in:
   Equivalencies to courses at other institutions will depend on specific projects undertaken in the program.

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<td>Psychology</td>
<td>Computer Applications</td>
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B) Solving Problems Like:
1) Design and make a musical instrument
2) Design and exhibit for the Olympia community to show what Evergreen is about.
3) Produce a tactile work of art or kinetic sculpture.
4) Make a light sculpture
5) Design a "chair" using minimal materials.
6) Design toys for child development to be used in the Day Care Center.
7) Develop a design for the rejuvenation of downtown Olympia.
8) Design a "scientific" experiment to test the hypothesis that the physical environment affects peoples heads ( & hearts).
9) Design and build a ceramic kiln
10) Devise an ecological monitoring system for an area of the TESC campus.
GOALS - Develop:

1) confidence in your ability to solve problems.
2) an understanding of the creative process.
3) an awareness of the interweave of art & science.
4) skills in observing, learning and communicating.
5) the ability to your skills and knowledge to all life.

SOME BOOKS WE WILL USE

Form and Function - Greenough
Design as Art - Munari
On Growth and Form - Thompson
Drawing as Communication - Dancers
Patterns in the Sand - Mathematics
Form, Space and Vision - Collier
Elements of Style - Strunk
Materials - Scientific American
Light and Color - Minnaert
Creativity - Vernon
Visual Illusions - Luckiesh
The Nature and Art of Motion - Kepes
The Hidden Dimension - Hall
The Language of Nature - Hawkins
The Invisible Pyramid - Eisley

THE PROBLEM ENVELOPE

E Creative attitude
C Artistic experience
A Design Methodology
B Scientific knowledge
D Knowledge of materials and techniques
WHAT WILL BE EXPECTED OF YOU

1) Work both individually and as a member of a group in solving problems and completing projects.
2) Complete common readings and enter discussions based on those readings.
3) Exhibit growth in communication skills of writing, discussion and drawing.
4) A commitment to participate regularly in all program activities.
5) A willingness to participate in "hands on" activities involving hand tools, scientific apparatus and construction materials.

Typical Weekly Schedule

- Group meetings
- Book seminars and topical discussions
- Lectures, movies, panels, etc.
- Project seminars
- Faculty seminars
Matter and Motion is designed to provide a unified course of study in mathematics and the natural sciences. We start from the premise that mathematics, physics, chemistry and biology are integrally related. We will explore this unity by focusing on the concepts, theories and structures which underlie all of the natural sciences.

You should give serious consideration to this program if you wish to go on to more advanced and specialized work in mathematics, the sciences or medicine. Although more emphasis will be placed on physical than on biological topics, the future biologist should consider this program in order to obtain the background in physical theory necessary to modern biology. The program will also fulfill premedical requirements in physical science and mathematics. Opportunities will be made available for ambitious students to do more advanced work than that expected of the group as a whole.

Content—Through a balance between theory and applications we will examine the fundamental unity of the mathematical sciences by in-depth treatment of the following subjects:

- calculus and its applications through differential equations
- thermodynamics and its applications in biology and chemistry
- atomic theory, quantum mechanics and chemical bonding
- electricity, magnetism and electrochemistry
- topics in biophysics, cell biology, molecular biology
- organic chemistry and topics in biochemistry

Alternatives to some of the above topics (for example, more mathematics) may be covered in small special interest groups. Both analogue and digital computer programming will be applied to problems connected with the overall study. Laboratory work will be an important component of the program, and
will allow students to learn both basic electronics and the uses of the new and rather sophisticated equipment available at the College.

As a change of pace from the intensive science study, students will read and discuss books in the humanities and social sciences and engage in activities in drama, art, music, writing, hiking, snowshoeing, etc. This portion of the program, called "sanity seminars", will normally be student initiated so as to best suit the interests and needs of the group.

Structure—The program will be structured around a common core consisting of lectures, problem sessions, "sanity seminars", and laboratory work. All students are expected to take part in these core activities. However, the program will also allow you to focus on particular areas of interest through individual projects and optional workshops led by faculty members or advanced students.

Prerequisites—You should consider this program only if you have a strong interest in science and a willingness to work hard. Freshman are advised to wait until their sophomore year to take the program although exceptions can be made. A thorough understanding of pre-calculus math, trigonometry and algebra is essential. If you do not have a familiarity with calculus, you should read the book Quick Calculus by Klemppner and Ramsey over the summer.

P.S. —If you already have a strong background in physical science at the college level using calculus extensively, you may wish to consider joining the "Architecture of Matter" cluster of contracts being organized by Rob Knapp (see under Individual Contracts). This group will share extensive laboratory activity and "sanity seminars" with Matter and Motion while studying considerably more advanced topics in the physical sciences.
THE ECOLOGY AND CHEMISTRY OF POLLUTION:
AN ADVANCED COORDINATED STUDY PROGRAM IN ENVIRONMENTAL RESEARCH

Two Years Advanced Three Units Each Quarter

Steven G. Herman (Coordinator - 753-3945) and Michael Beug

This advanced coordinated study program will provide education and training meant to prepare students for employment in the solution of pollution problems. A wide spectrum of disciplines, including ecology, chemistry, entomology, economics, toxicology, limnology, environmental law, computer programming, and oceanography, will be taught in an integrated way. Emphasis will be on research and the effects of pollutants on biological systems.

The program will run eight consecutive quarters, including summers. The objective of the program will be the development of a comprehensive quantitative and qualitative description of pollutants and pollution in the Puget Sound Basin specifically and the State of Washington generally. Group research will occur during the first year; individual research, culminating in a publishable senior thesis, will develop in the second year.

The program will begin in the fall quarter with an historical review of pollution. Basic ecological principles will be introduced. Laboratory and field work will begin with a study of the chemistry of atmospheric gases, including sampling and analysis. The natural and esthetic costs of pollution will be described. In the winter we will study the ecology of pollutants, emphasizing pesticides, energy flow in ecosystems, introduction to entomology, and a survey of the principles of general chemistry. By spring, attention will focus on field biology and collecting techniques, analytical chemistry in the laboratory, and statistics. There will also be time to prepare internships. Students also will research and prepare grant proposals to finance their second year of research.

During the summer of 1974, the majority of students will intern in positions which will bring them in close contact with sources of pollution, for
example: pesticide formulators, smelters, plastics factories, and pulp mills. (For information about the second year of the program, write to Professor Steven Herman.)

A typical week will include lectures, group meetings, field and laboratory research.

General Information--This program is designed for the advanced student seriously interested in environmental research and pollution. The pace will be demanding, the hours long, but the rewards great. It will be rigorous, and students only casually interested, or who merely "want to do something about 'ecology' ", should not apply.

Although the program is designed to accommodate a minority of students on a one-to-several-quarter basis, we hope to have a nucleus of 30-40 students with a strong commitment to the entire two-year program. Prerequisites should include a general but not necessarily intensive background in science; the primary prerequisites are motivation and self discipline.

Credit normally will be awarded on a quarterly, all or nothing basis.


POWER AND PERSONAL VULNERABILITY

One Year Advanced Three Units Each Quarter

Beryl Crowe (Coordinator - 753-3985), David Marr, Fred Young

This program is constructed around two major premises:
"intellectual," "analytical," and not "action-oriented." This decision rests on the conviction that before the human condition can be reconciled to life in the twenty-first century, a "humane ideology" must be generated which makes possible a reconciliation of the above dilemmas.

A typical program week will include two lectures, three seminars, individual tutorials, films accompanied by discussions, and skills workshops.

Illustrative Booklist: Montaigne, Essays; Michael Polanyi, The Tacit Dimension; Paul Zweig, The Heresy of Self-Love; Hannah Arendt, The Human Condition; Eldridge Cleaver, Soul on Ice; Herman Hesse, Narcissus and Goldman, Franz Kafka, Parables and Paradoxes; Anais Nin, Spy in the House of Love; Herman Melville, Billy Budd; C. G. Jung, Answer to Job; William Shakespeare, The Sonnets.

At the end of each quarter a decision will be made to grant full credit or no credit. This decision will be based on the criterion of full and conscientious participation in all aspects of the program. Course equivalencies will be given in consultation with the faculty.

If you read and understand this program description, you will have met the prerequisites of the program.

FREUD AND JUNG: AN APPROACH TO THE HUMANITIES

One Year Advanced Three Units Each Quarter

Tom Rainey (Coordinator - 753-3940), David Powell, Kirk Thompson

Our minds contain patterns of image, myth, and symbol, some of which are recent in origin and available to conscious awareness, other of which are ancient, rooted at greater depths than we are aware of in our personal and cultural past. The pressures of daily life both impose a structure upon our consciousness and obscure the structures that they impose. If we find
1. Western civilization is in a waning period, due in large part to the perceived existence of simple dichotomies in the thought patterns of the western world.

2. A viable future in the post-industrial world will be attained, not clinging to these dichotomies in order to define the human condition, but by the humanistic integration of them.

This program is grounded in the firm belief that such an integration can only be achieved through rigorous analysis of the human condition leading to the resolution of such perceived dichotomies as: Freedom vs. Authority, Individualism vs. Citizenship, Public Power vs. Personal Vulnerability, Public Life vs. Private Life.

Following the model provided by Sheldon Kopp (If You Meet the Buddha on the Road, Kill Him!), a humanistic psychologist, we will examine the parables of the following authors to determine their resolution of the above dilemmas of choice: Dante, Chaucer, Shakespeare, Jung, Buber, Nin, Kafka, and others. After studying the parable, the student will make one of the two following statements:

1. The guru, in the parable, convinces us that personal knowledge of "who one is right now" makes the men most human.

2. The guru, in the parable, succumbs to a version of the heresy of self-love and thereby denies us our humanity by vitiating the possibility of citizenship in a community of co-equal citizens.

The first quarter will concentrate on acquiring analytical tools and conceptual frameworks for analyzing the paradoxes of choice, and on the testing of these tools through a brief examination of selected writers mentioned above. During the second and third quarters we will devote two weeks to each writer. The first week the student will be required to write a counterparable, and the second week the student will write an essay reconciling his own parable and the author's.

In selecting this program, the student should recognize that it is "bookish,"
this structure emotionally uncomfortable and feel personal anxiety, we may
turn to a variety of distractions or therapies; but if we also find it
intellectually uncomfortable, where do we turn? How do we proceed to In-
tellectual as well as emotional awareness of the shape of our own mind?
A major premise of our program is that each of us has lost our mind—or a
good part of it—and that we are committed to exploring the terrain on
which it might be found.

The Approach—Our approach is an intellectual one, but it emphasizes the
understanding of the subjective rather than the objective realm. We begin
with a full quarter’s study of two modern pioneers in the awareness of
subjectivity, Sigmund Freud and Carol Gustav Jung. These men are examples
of the toughness and creativity with which such a journey can be undertaken.
The territory to be traveled is the Humanities—non-Western and Western
alike. (Note: This is an advanced program, and we define “advanced” in
terms of prior experience, of having done heavy reading. Entry into the
program entails a commitment to doing all of the reading and to writing
extensively.)

The Field—We will explore the humanities as a whole, as Freud and Jung did.
The humanities are quite simply the records of human beings seeking to dis-
cover themselves—to explore their ideas, their feelings, their patterns of
perception. We will not be limited to the traditional historical-political
"Western Civilization" perspective; rather, we will study both European and
non-European culture, and will explore non-chronologically a set of documents
and artifacts which exhibit basic myths, symbols, legends, and rituals—
the "stories" which men have told themselves to give structure to perception
and experience. Some examples: Genesis, Exodus, and The Book of the Hopi;
Faust, and Through the Looking Glass, and Journey to Ixtlan; Robinson Crusoe,
and The Heart of Darkness, and Black Elk Speaks; Moby Dick, and Raintree
County, and The First Circle, and Invisible Man; Byzantine Icons, and
Victorian houses, and modern photography.

Teaching Mode—Within the coordinated studies mode, we will utilize team
teaching and extensive individual tutorials. Besides the faculty seminar and a large group meeting each week; we will achieve focus in offering only one seminar per week to each student with two faculty members always present, participating, and equally responsible for what happens. This would be an issue-raising seminar, after which every student will have a guaranteed and mandatory tutorial—to discuss the student’s understanding of the reading, to present written material, and to assist in individual projects. These formal procedures combine the advantage of group and individual effort; participants must be committed to both types of learning experience.

During the first quarter we will immerse ourselves in the works of Freud and Jung. We aim at nothing short of mastering the basic tenets of their thought. The second quarter will concentrate on literary and visual samples of European and non-European culture. The third quarter will deal primarily with myths and symbols of the contemporary world. We will use the thoughts of Freud and Jung to inform us about the content of the material examined and to provide us with proof that it can be done by each of us for ourselves.

Reading list for the first quarter: Freud, A General Introduction to Psychoanalysis; Interpretation of Dreams; Three Essays on the Theory of Sexuality. Marcuse, Eros and Civilization. Jung, Man and His Symbols; Memories, Reflections, Dreams; The Portable Jung; Four Archetypes.

This program will be equivalent to 15 quarter hours of humanities and arts, 15 quarter hours of psychology, and 15 quarter hours of comparative literature.
processes of dreaming and writing/experiencing poetry have some very in­teresting correlations. To test this idea, we are going to compare the dream-vision poetry of the Middle Ages with the dream visions of everybody involved in the program.

The specific goal of the program is to pursue the problem of how dreams and poetry are related through exploring all possible avenues of theory and research. Students and faculty will collaboratively write and publish three books on aspects of the problem.

Avenues of Investigation--The following investigations as good places to start our search: (1) Studying the psychology of the creative act; (2) Thoroughly investigating the matters of symbol, metaphor, and allegory in both dreams and poetry; (3) Evaluating the importance of dreams to specific cultures and periods; (4) Learning about art theory and art prac­tice in those same cultures and periods; (5) Comparing and contrasting the "conventions" of poetry and dreams; (6) Investigating the phenomena of ego-involvement and ego-submersion in works of art; (7) Examining the distinction (dichotomous?) between reflection and analysis as ways of approaching dreams and art; (8) Writing a phenomenology of dream reflections which distinguishes between types of dreams; (9) Rigorously attempting a structural correlation, in detail, between the dream and the poem and between the creative acts involved in both.

Development of Skills and Techniques--Students and faculty in this program must be committed to working on the development of the specific skills and techniques required by the nature of the common search. So far, we have identified the following needs: (1) We will all need to learn Middle English (a "very easy" language) in order to read the poetry of Chaucer and his contemporaries; in addition, some members of the program will need to gain a degree of competence in Old French, Italian, or Medieval Latin, in order to read the books that influenced Chaucer; (2) We will all need to commit ourselves to the acquisitions of necessary research techniques; (3) We will need to agree to push beyond the use of dream-reflection merely for self-
knowledge, and to studiously use that process in our search; (4) We will need to work toward the goal of normalizing and perfecting the dream-reflection process developed by Richard Jones, in order to extend its usefulness in research; (5) We will need to commit ourselves to learning the art of public writing, since book-publication is our aim; however, the program will also provide wide opportunities for students to explore and to experiment with all kinds of writing.

Program-Design—In general, the first quarter will be devoted to skill development, with content-emphasis on the poetry of Chaucer and the nature of dreaming. The second quarter will be devoted to the various avenues of research indicated by the program's set problems. The third quarter will be spent in writing the books. As resources may allow, we will read poetry from other times and places and investigate anthropological, philosophical, and biological concerns.

We will do things together which are often done alone: reading, writing, and learning languages.

The design of the program includes a week-long retreat early in the first quarter, probably at Spirit Lake.

A typical week in the first quarter of the program will go somewhat as follows: Monday--lectures and discussions; Tuesday--all day dream-reflection seminars; Wednesday--reading/writing day; Thursday--all day Chaucer seminars; Friday--faculty seminars.

Books for the first quarter: Geoffrey Chaucer, Chaucer's Poetry; C. W. Dunn, A Chaucer Reader; B. H. Bronson, In Search of Chaucer; Hussey and Speering, Introduction to Chaucer; Bloch, Feudal Society; Polanyi, Personal Knowledge; Sigmund Freud, The Interpretation of Dreams; Richard M. Jones, The New Psychology of Dreaming; Brewster Ghiselin, ed., The Creative Process. In addition, many students will read Macrobius' Somnium Scipionis (from which Chaucer got much of his dream-theory), Dante's Divine Comedy, selected
works by such authors as Langland, the Pearl Poet, Gower, Petrarch, Boccacio.
One of the features of the program will be a reserve book area stocked with
books, periodicals, and recordings relevant to the common search.

Student Portfolios will consist of contributions made toward the writing of
the books. The contributions may or may not be finished writing. They may
also take the form of notes, reflections, research-in-progress, etc. All
students with portfolios will receive publication/authorship credit in the
published books.

Equivalent Credit—literature, psychology, foreign languages, history, and
philosophy.

AMERICA’S MUSIC

One Year Advanced Three Units Each Quarter
William Winden (Coordinator - 753-3975), Don Chan, Will Humphreys, Tom Foote

There is no country in the world today where a greater number of types and
traditions in music continues to live than the United States. The aim of
the America’s Music program will be to try to understand this phenomenon—
historically, sociologically, and especially, musically. The primary focus
of attention will be the music: playing it, singing it, analyzing it,
writing about it, listening to it. But students in the program will also
be expected to try to learn from their own musical tastes something about
who they are and how they fit into this pluralistic and diverse society.

The types of music to be studied and performed include: Native American
Music; classical; jazz; pop, rock, and soul; country, western, and folk
(especially Bluegrass); film, radio and television music; avant-garde,
electronic and third stream; and musical theater.

The program will be organized around three types of small group meetings:
(1) Basic Music Skills Classes and Workshops—It is assumed that students enrolling in the program will differ widely in basic musical background and knowledge. At least three levels of basic skill classes will be set up to cope with this. The most elementary will aim at developing the ability to read and sight-sing music, the most advanced will deal with advanced theory, counterpoint, composition and analysis. Each group will meet three times weekly and all students in the program will be required to participate in one of these groups.

In addition, group skill workshops in vocal and instrumental music will be offered regularly. These workshops will deal with such things as conducting, improvisation, dance and movement, acting, singing, instrumental styles, orchestration, and electronic music. (Please Note: individual instruction in voice or instrumental music will not be given as part of the program.)

(2) Book Seminars—Weekly discussion and listening seminars (involving groups of about 10 students) will be a central, required part of the program. The reading list will include a wide variety of non-musical materials—novels, poems, short stories, historical and sociological books and articles—as well as works on history of American music and musical styles. Records and tapes will be used extensively. The discussions will deal with such subjects as the evolution of musical styles (internal history of music), the social currents and developments which affect music and in which music is involved (external history of music), and relations between music and other art forms such as dance, drama, literature, and visual art. The first quarter will especially emphasize the contemporary scene, with greater attention to historical origins in the second and third quarters. Writing will be done in connection with the book seminars.

Faculty members will also give a weekly presentation (lecture, panel
discussion or film discussion) on the general theme of that week's book seminars. Special interest seminars in such fields as literature, visual arts, aesthetics and philosophy, will be added as interest warrants.

(3) Performance Groups--A variety of performance-oriented groups are planned and will rehearse frequently. A chorus, a large jazz-rock ensemble, small bluegrass and folk groups, and a musical theater group will definitely be organized, as will small instrumental ensembles (jazz, rock, classical, percussion) and vocal groups.

All students in the program will be expected to participate in some aspect of the performance groups, depending on ability and interest. However, it will be possible in special cases for a student not interested in performance to substitute a series of research papers in music criticism, history, etc. Rehearsals and public performances will be scheduled late in the day in order to allow students from other programs to participate.

Credit equivalencies will be negotiated individually. Normally, equivalency credits will fall in the areas of literature and general humanities, history, music theory, and applied music.

Certain special expenses will be involved for students enrolling in the program. Students will generally have to provide their own instruments (rentals are available in Olympia) and in some cases to furnish their own scores. The program will attempt to arrange for a wide variety of off-campus experiences, including visits with area musicians, musical theater groups, Native American dance and singing groups, etc., but students should be aware they must bear the expense for this.
Advanced Group Research Contracts 1973-74

A group research contract usually means that approximately twenty-five advanced students and a member of the faculty will spend anywhere from one to three quarters working together on a single problem either on the Evergreen campus or in the field.

If you are currently enrolled at Evergreen and have already collaborated with faculty designers in organizing group research projects, then you will be given the first chance at enrolling in these small and select programs.

If you are a new student, attending Evergreen for the first time this fall, do not count on the possibility of signing up for a group contract. The chances will either be very slim or nonexistent. If the group research contract idea appeals to you then be patient, you will be able to help organize one in your second or third year at Evergreen.

Here are the Advanced Group Research Projects:

- Seacoast Management
- Marine Life and Water Quality
- The Evergreen Environment Research
- Basic Skills in Science & Technology
- Molecular Biology
- Psychology in the Community
- Revolt in/by Economics
- Power & Decision in American Society
- Japan and the West (Overseas)
- Language, Culture & Writing
- Art and Society
- International Film Production (Overseas)
- The Classics
- Women and Literature
- A Year in Sweden (Overseas)
- Imperialism (spring, 1974)

We will assign currently-enrolled students to group research contracts on a first-come, first-served basis, so the sooner you turn in your form, with a faculty signature, the better.

If you have any questions write or telephone Donald G. Humphrey (206) 753-3954.
The status of seacoast management in Washington and other states around the United States coastal perimeter is the subject of this group study. The application of marine science to understand the problems of using and protecting coastal environments (beaches, tidelands, estuaries, etc.) will be emphasized in the context of the economic, social, and political pressures involved.

The central activity of the program will involve individual or, preferably, team efforts to compile case studies of seacoast problems. In fact, the overall goal of the group will be to compile a series of reports on seacoast management in Washington and other parts of the United States. Progress on the investigations will be discussed regularly by the whole group. General background in oceanography, marine ecology, and coastal geology will be offered through a program of lectures, discussions, reading, field trips and laboratory studies. Gross's Oceanography. A View of the Earth and texts on coastal geology and marine biology will be used. Some books of general importance for the program (e.g., Design With Nature, by McKib) will be discussed in seminars.

A student can profitably continue for two or three quarters or spend only one quarter in this group contract. Emphasis will be on seacoast management problems in Washington during the first quarter. For the second quarter continuing students may work toward a national perspective while entering students take up a beginning format. Appropriate internships will also be encouraged. A close working relationship with the "Marine Life and Water Quality" group contract is planned, and students may choose to spend one or two quarters in each.
For this group contract, students should be in at least their second year of college and have had college-level experience in a natural science. Plan to spend two weeks or so on field trips during the fall quarter. Each participant must expect to bear costs of transportation, food, and overnight accommodations.

From this group contract each student should gain a general foundation in marine science, advanced exposure in topics analyzed for case studies, and experience in environmental management and regional planning. Participants will also learn investigative methods and gain experience in analyzing and writing technical reports.

Typically, each week there will be a group session to discuss progress on the case-study investigations, a lecture-discussion on oceanography, a workshop on marine ecology or coastal geology, a seminar to discuss literature of general interest, occasionally a film or invited speaker, and opportunity for individual consultation. Group sessions will occupy approximately two days. The remaining time is available for individual and team efforts.

MARINE LIFE AND WATER QUALITY
Fall, Winter, Spring Quarters Three Units Each Quarter
One Year
Dave Milne 753-3985

The central focus of the Marine Life and Water Quality program will be the study of the relationships between local marine organisms and the waterborne nutrients of their environment. Special attention will be given to the effects upon marine life of pollutants and other substances likely to enter local waters as a result of human activities.

Students enrolling in this program can expect to develop intermediate to advanced skills in the use of marine water sampling hardware, in the inter-
pretation of nutrient and pollutant data, in identification of certain marine ecology.

Student research will constitute the main activity of the program. The research projects, which will be conducted as team efforts, can deal with any specific biological problem within local marine waters, and can be of one, two or three quarters duration. Supportive program activities will include intensive equipment orientation workshops during the early weeks, readings of papers related to the research topics and to general principles of estuarine dynamics, and occasional lectures. Each student will be expected to report upon the results of his/her research in a written paper prior to exit from the program.

The weekly schedule will include at least three free days for field work, one large-group discussion of findings, problems and approaches, and a lecture/seminar session devoted to the weekly reading. Sample readings may include papers on nitrate and phosphate cycling, oyster culture, the circulation of estuarine waters, and competition among marine species.

Students entering the program in mid-winter or spring will receive the basic equipment orientation needed to conduct field studies. More advanced training will be acquired by persons remaining in the program for two or three quarters, by virtue of the greater scope of their research efforts, and systematic reading of more advanced works.

This group research effort will deal strictly with marine ecological problems. Persons interested in integrating the results of such research into shoreline management planning may profit by taking one or two quarters of this program, and one or two quarters of the Seacoast Management Group Research Contract.

The prerequisites are knowledge of basic chemistry, and an interview with the instructor.
The Evergreen Environment is a group research contract designed to encourage students with a basic understanding of biology to develop their knowledge and research abilities in the areas of ecology and natural history. This will be accomplished through the acquisition of the necessary information and skills needed to carry out small-group research projects of publishable quality on and about the Evergreen State College campus. (A description of the extensive resources and facilities available to students may be found in the college bulletin.)

During the fall quarter, primary emphasis will be placed upon:

1. learning basic ecological principles.
2. making, recording and interpreting field observations.
3. acquiring skills in areas such as: sampling techniques, library research, plant and animal identification, computer programming, statistical methods, mapping and environmental measurements.
4. developing research proposals which will be reviewed by a team of faculty.

Lectures, field trips, workshops, films, readings and tutorials will be employed to achieve these objectives.

Field and laboratory research will be carried out during the winter and early part of the spring quarters. The bulk of the spring quarter will be devoted to the interpretation and presentation of the acquired information and data in publishable form. Final papers will be reviewed by a faculty team and presented to the college community.
Ecology and Field Biology by R.I. Smith will be a required text. Students will also be expected to purchase field manuals and other informational materials. A special fee will be assessed to cover the cost of field trips. Students may participate in this group research contract for one, two, or three quarters and, with the approval of the sponsor, may take a modular course each term.

RESEARCH

Fall, Winter, Spring Quarters
One Year
Fred Tabbutt 753-3975

General Outline
Research is an advanced science program using individual and group projects as instructional vehicles. A number of areas will be offered in both pure and applied problems in chemistry, physics, electronics and computers. The areas indicated are those in which the instructor is expert so that the selection of the project and the assistance given can be useful. Projects will be for the most part laboratory oriented and students may undertake one or more during the course of the year. Each project will be negotiated in advance. Students will be expected to produce at least one self-paced learning unit in the topical area of their project as well as being available as an occasional resource person for a basic program or course should the need arise. All students will participate in a weekly seminar which will cover general scientific topics of interest to the group.

Interested students should contact Fred Tabbutt by May 1. Enrollment will be limited to 15 students.

Seminar
The seminar will begin with a general introduction to scientific research
including strategies for searching the literature, the design of experiments, the statistical analysis of data and propagation of errors. Then areas of specific interest to the group which pertain to the projects will be covered. These will be in areas where there are some general gaps in preparation. The final phase of the seminar will be a journal/research report meeting where students present reports on their own research or some other topic of interest such as a significant paper from current literature.

Projects
The approximate division of time for a project will be: 25% to literature survey and experimental design, 50% laboratory effort, and 25% for data analysis and write up. Each report will consist of about 20-50 pages. The report will be presented to students, faculty and invited experts.

The following lists the project areas for the proposed projects. Details of project description, prerequisites, topics to be covered and bibliography may be obtained from Fred Tabbutt.

- Oscillating Chemical Reactions
- Role of Triplet Oxygen in Air Pollution
- Fourier Transform Spectroscopy
- Environmental Simulations
- Molecular Structure
- Inorganic/Organic Synthesis
- Laboratory Computer Data Systems
- Electrochemistry
- Advanced Ionic Equilibria
- Analog Computer Design & Construction

Projects outside of the areas of chemistry, electronics and analog and hybrid computation will not be accepted. Contracts will not be written for introductory chemistry or analog programming since these will be offered as modular courses.

BASIC SKILLS IN SCIENCE AND TECHNOLOGY

Fall, Winter, Spring Quarters
Three Units Each Quarter
One Year
A program to develop basic skills in science and to apply these skills in critical technological problem areas such as design of alternate power sources or automated hospitals.

The objective of this science program is to develop student competence in basic science and technology. It is designed to meet the needs of students interested in an understanding of science and to provide a solid science background for students who intend to continue in science-oriented programs. Completion of this program will provide the background necessary for competence in advanced programs.

The program will cover the scientific-technological gamut from learning basic science to the application of the skills. The plan for the program is shown below:

FALL QUARTER  WINTER QUARTER  SPRING QUARTER
(All Students)  (All Students)  (Student Groups)
Mathematical Fundamentals  Chemistry (Inorganic & Organic)  Systems Analysis
Physics  Engineering Fundamentals  Social Projects
Workshops in slide-rule, computer programming, and writing

The first two quarters will develop a working background in basic science, engineering and related skills. The third quarter will concentrate on the application of the learned skills in the assault on critical social problems. These problems may include designing alternate power systems, automated hospitals, or other projects identified by a student group. Systems analysis will be employed in the design to illustrate optimization and the impact of intangible factors such as politics, pollution and economics.

An historical approach to the learning of scientific principles will be used.
For example, the various models used throughout history for the structure of matter, from the Greeks to modern dualistic theory, will be investigated as a means of learning various chemical principles. The seminar will be used as a focal point to tie the various ideas together. Students will be expected to search the literature, make presentations to the seminar group, and prepare written reports.

A typical work week will consist of two lecture or discussion periods, one problem discussion period, one seminar period, and two workshop periods. The workshop will consist of either tutorial periods or laboratory experiments. There will be substantial outside reading and problem solution. A final report will be written on the project by each group.

The following books, in addition to literature articles, will be read the first two quarters. Reading for the third quarter will be given later. M.M. Jones, J.T. Netterville, D.O. Johnston, and J.L. Wood, Chemistry Man and Society; A.W. Smith and J.N. Cooper, Elements of Physics; K.L. Nielsen, College Mathematics; W.C. Dampier, A History of Science; W.F. Sharpe and N.L. Jacob, Basic; W.S. Mittelstadt, Basic Slide Rule Operation (A Program for Self-Instruction; J. Souther, Technical Report Writing; R.B. Bird, W.F. Stewart, and E.N. Lightfoot, Transport Phenomena.

MOLeCULAR BIOLOGY

2-3 Quarters
One Year
Elizabeth Kutter

This program is designed for students who have already had at least one year of work in the basic sciences and are interested in doing advanced work in molecular biology, microbiology, and biochemical genetics.

It will offer a good background for students intending to go to graduate school in the life sciences or to medical school. It may appeal to anyone
interested in modern biology and in getting some feeling for what research
is all about.

Prerequisites: An understanding of basic concepts of chemistry and biology,
such as chemical bonding, free energy, the structure of eukaryotic and
prokaryotic cells and algebra. A background in organic chemistry would be
extremely useful.

Objectives: Attain a working knowledge of the basic principles of bio-
chemistry and molecular biology; be prepared to critically read scientific
papers written for a general scientific audience; be able to formulate a
research problem, analyze the results of experiments, and communicate them
to others orally and in writing.

Components of the Program:
(1) Formal course work (2-3 sessions weekly, through the first two quarters):
The first 5-6 weeks we will review basic principles, attack areas of in-
dividual weakness, and introduce microbiology. We will then begin a thorough
study of biochemistry, with emphasis on protein and nucleic acid structure,
synthesis, and intracellular function; cellular metabolism, including the
production and storage of energy; membranes; and hormones. Students will be
expected to read assigned original articles, chapters in Lehninger's Bio-
chemistry, and come prepared to discuss and ask questions. Formal lectures
will be held to a minimum.
(2) "Journal Club": A weekly seminar on current research developments in
biochemical genetics, cell-cell communications, developmental biology, and
their potential applications and social consequences, with students leading
the discussion.
(3) Introduction to basic laboratory techniques: Work with bacteria and
viruses; the determination of various properties of nucleic acids and pro-
teins; genetic analysis in microorganisms; and the use of radioisotopes.
(4) Individual research. Some will start research almost immediately; most
should be ready to emphasize this component by spring quarter. Students may
participate in ongoing projects related to enzyme purification, biochemical
genetics of bacterial viruses, and electrochemical destruction of pathogens. They may also work out their own projects (individually or in small groups), such as isolating new bacterial strains, working with yeast or photosynthetic bacteria; read intensively about some area of interest; or switch to another faculty member spring quarter. Every student will be required to write a proposal detailing what he wants to do, and to prepare a written report and give a formal presentation of his work at the end of the year.

All students will be encouraged to spend one-fourth of their time doing things outside of the program: taking workshops in scanning electron microscopy, glassblowing, use of the computer, or taking a modular course in Mendelian genetics, vertebrate physiology, economics, literature, or art.

Advanced part-time students, or students from other programs, would be welcome in components (1) and/or (2).

PSYCHOLOGY IN THE COMMUNITY

Fall, Winter, Spring Quarters
One Year
Greg Portnoff
Three Units Each Quarter
753-3982

This group research contract is for 25 advanced students who are considering the possibility of future work within the helping professions (social work, psychology, special education, etc.). It is designed to allow opportunity for learning through reading, discussion and direct experience.

Activity during the first quarter will lean toward reading and discussion of humanistic and existential psychology. (Rogers, Perls, Laing, May, etc.) Books will be covered at a rate of approximately one each week. The overall goal will be to arrive at a general understanding of human behavior and experience. Toward the end of the quarter each student will be expected to put at least a significant part of this understanding into writing.
During the second and third quarters readings will deal with specific modes of helping. Students will choose books themselves in accordance with their developing interests. In addition, the majority of the students will carry an 18-20 hour/week internship (no pay) at the Olympia Mental Health Center. At first this will involve becoming familiar with the roles and orientations of the mental health professionals who work there. Later, as students become proficient and confident, they will themselves become involved in the center's functions (casework, community building, group work, etc.). Other types of internships may be arranged by students whose interests lie in other areas. (This may in fact be necessary since the Mental Health Center is unlikely to be able to handle the entire group.)

Seminars will be of two types. One will be focussed on discussions of readings and internship experiences. The other will be designed to develop self-understanding and awareness. The purpose of this second group is twofold. First, it should make students better at whatever kind of helping they become involved in. Second, it will expose them to the kinds of experiences they will be learning to provide for their clients.

The entire contract group will meet together once each week for lectures (some of which students may give themselves) and/or taking care of business and making decisions that affect the entire group.

Each group member will maintain an open (anyone else in the group can read it) journal. It should reflect a growing understanding of his or her fields of interest.

REVOLT IN/BY ECONOMICS

Fall, Winter Quarters
Chuck Nisbet 753-3940

Revolt In/By Economics is designed to provide the student with a sophisticated
understanding of economic theory, contemporary capitalism, and possible alternatives for the future. It will be "bookish", "intellectual", and "demanding", seeking only those advanced students who are willing to maintain an intense level of reading, writing and discussion.

Approximately one-third of the student's time will be spent in lectures, seminars, workshops and tutorials. The remaining time will be used for reading program books, completing writing assignments and dealing with individual research.

(First quarter) will be devoted to gaining a firm understanding of economic theory and the nature of contemporary capitalism. In covering the bases of the American economic-political system in the first quarter, the premise is that man is social and that people must live together in some form: tribes, families, collectives; that people need to organize their labor in some way: unions, manors, syndicates; and that they create structures of interaction and exchange to provide for their needs, as in corporations and cooperatives.

(Second quarter) will be a study in the models and tactics of developing alternative economic structures. Making use of the knowledge gained first quarter, a student may elect to either apply the theory of the first quarter to specific problem areas (e.g. poverty, income distribution, inflation, discrimination, etc.) or to engage in theoretical and/or applied work with alternative economic systems (food coops, collectives, etc.). The second quarter is designed to allow as much flexibility as possible.

The reading list will include such books as Robert Heilbroner, The Making of Economic Society; Paul Samuelson, Economics; Cohen Mintz, American Incorporated; John Kenneth Galbraith, New Industrial State; Herbert Read, Anarchy and Order; G. Williams Dumhoff, Who Rules America; David Mermelstein (ed.), Economics: Mainstream Readings and Radical Critiques; Anthony Downs, An Economic Theory of Democracy; Milton Friedman, Capitalism and Freedom; and others.
This contract creates a research and study team to examine problem areas of contemporary American society. The team’s purposes will be: (1) To work toward an understanding of how and why fundamental decisions are made in American society and what the relationship is between these decisions and the social, economic, and political structure of the country. (2) To offer an opportunity for students and faculty to work together on significant research culminating in a series on American society. During the first quarter, all students will be required to read and discuss two books per week, write several essays on the topics they are studying, and make preparations necessary for beginning their research projects. During the second quarter, all students will be required to attend weekly seminars and complete their research projects as arranged with the faculty member.

The first quarter will provide an overview of the United States social, economic, and political structure and focus on crucial problems and questions including: What is the relationship between technology and social values? Are wealth and power synonymous? Will minority groups and women in American society improve their positions and alter their roles, and would changes in those positions and roles affect the social, economic, and/or political structure? Is there a ruling class in America? Is the survival of capitalism in the United States dependent upon imperialism and/or military aggression abroad? What is the role of the State as a broker among various interest groups? Is the United States a democratic society? Can the environment survive a post-industrial America?

Given the proximity of data and a short time period for the research, projects will probably focus on Washington State. Students will have opportunities to work with many local community organizations, businesses and state agencies.
Problems and questions to be studied, depending on student interest and faculty skills, may include distribution of wealth and income, "Project 2000", labor laws, consumer protection, discrimination in employment practices, the educational system, governmental structure, taxation, the lumber industry, environmental quality control, and "Who rules Olympia."

The contract will be excellent preparation for advanced students considering careers in business, government, and the law.


(This contract was originally entitled Evergreen Bureau of Investigation.)

JAPAN AND THE WEST - YEAR IN JAPAN

Fall, Winter, Spring Quarters      Three Units Each Quarter
One Year                          753-3951
Carie Cable

The Japan and the West - Year in Japan contract is intended to provide students who participated in the Japan and the West Coordinated Studies Program the opportunity to expand and enrich their understanding of Japanese culture with first-hand experience in the lifeways of the Japanese living in Shimane and Tottori Prefectures. Rich in folklore and traditional folkcrafts, the resources of this area will allow students to explore many aspects of Japanese life which have been eclipsed in the urban-industrial centers of Japan by cosmopolitan influences and pressures to "modernize."

Participants in the Japan and the West - Year in Japan contract will live individually with Japanese families while engaging in an apprenticeship or internship of their choice. (Samples of such work experiences include
carpentry, seaweed processing, and preschool supervision.) They will also be responsible for participation in group seminars and in a group project dealing with some facet of the folklore or history of the area.

NOTICE: ENROLLMENT IN JAPAN AND THE WEST - YEAR IN JAPAN IS CLOSED.

LANGUAGE, CULTURE, AND WRITING

Fall, Winter, Spring Quarters  Three Units Each Quarter
One Year
Linnea Pearson

This will be a communications-journalism group contract. It will be designed and offered by a newly appointed member of the faculty. If you are interested sign up for the group contract with Sally Hunter in Room 1601. Professor Linnea Pearson will contact you as soon as she arrives on the campus.

ART AND SOCIETY

Fall, Winter, Spring Quarters  Three Units Each Quarter
One Year
Sid White  753-2120

This is a group research contract for students who possess advanced level competence in one or more media (drawing, painting, photography, film, video, multi-media, etc.) and who are committed to the serious examination, exchange, and expression of ideas.

The Art and Society contract will feature two equally important components: problem-centered seminars and studio projects. Seminars will focus on certain interrelated trends in art and society which are "current" and which can best be understood in the context of recent history. Studio projects
will feature individual and small group explorations. Group members will be encouraged to extend and deepen already established capabilities and will be able to choose among a wide range of artistic and communicational media.

**Seminars:** Seminar discussions will center on the following kinds of observations and questions:

Traditional divisions in the arts are undergoing radical redefinition as paintings merge into sculptures or dissolve into light beams and as the tools, techniques and images of artists, designers, scientists and engineers become virtually indistinguishable. An important characteristic of these changes is a tendency to combine, juxtapose and interact multiple art forms and media. These tendencies were apparent in the collages and assemblages of the cubists and dadaists and the design experiments performed at the Bauhaus. They are also increasingly apparent in the more recent advent of light shows, electronic circuses, multi-media productions, happenings, environmental works and collaborations between artists and engineers (computer graphics, for example). This tendency also characterizes changes and interactions among the so-called "mass" or "public" arts (comics, TV, film, advertising) all of which are forming into a global network of juxtaposed imagery.

How can we better understand the nature and significance of these changes? How do they relate to other social-cultural changes that are taking place now or have taken place in the past? How do they relate to our own lives — to what we say and how we say it?


**Studio Projects:** Members of the group contract will explore ideas and themes through individual and small group projects involving media of their choice.
All members of the group will be expected to produce at least one slide-type presentation each quarter as a means for sharing results of research with fellow seminar members. Hopefully many of these presentations will be acquired by the library for inclusion in its collection. End of the quarter project work will be presented through displays, exhibitions, environments, documentaries and public performances.

Members of the group will have scheduled access to certain studio facilities in drawing, painting, graphic design, printmaking, topography, photography, and will have the opportunity to use such tools as the Spindler-Saupe multimedia programmer.

Typical Week: Lecture-Discussion; Problem Seminar; Special Workshops; Critiques; Field Trips (museums, galleries and artist's studios in Portland, Olympia, and Seattle); and Studio Projects.

INTERNATIONAL FILM PRODUCTION - ITALY

Summer '73 through Spring '74
One Year
Gordon Beck

Three Units Each Quarter
753-3975

This advanced group research contract offers an unusual opportunity for professional film training. Because of their international approach, Italian production techniques are unique. Rome produces films for use throughout the Western world and, through their excellence in "dubbing" techniques, produces films in most of the world's common languages.

The focus will be on instruction in professional 35mm techniques. Screenwriting, directing, cinematography, sound recording, editing, lighting, scene design, animation, titling, costume design, make-up, special effects, and production management will be offered. Training will be offered at the State Center for Film and Television in Rome with the opportunity for
internships in industry, notably at the Dino De Laurentis Studios and RI-TV. Internships cannot be guaranteed.

The group will fly to Rome on or about June 25, 1973. July and August will be spent in total immersion language training. From late September through the end of May, special professional film training will be offered on Monday through Friday afternoons at the State Center. Access to the internships will depend on a variety of factors, including language competency, recommendations from the State Center, and the general sympathy of the master artists and craftsmen.

Expenses beyond Evergreen tuition will include round-trip air fare, living expenses, tuition at the State Center, and language training. Evaluations will occur at the end of the summer, fall, and spring terms. Demonstrable media experience is required.

Suggested course equivalencies: Italian Language, 15; Italian Literature, 5; Italian Cinema, 10; Cinema Production, 30.

THE CLASSICS

Fall, Winter, Spring Quarters but each quarter could be considered separately
One Year
Richard Alexander 753-3951

There is a central tradition in Western literature, and most of our writers have identified themselves with it, either as rebels against it, or (far more often) as radical renewers of it. This contract will explore the core of this tradition by reading a limited number of its key works, along with major later work—in any art form—closely related to them, and with the classics of literary criticism—often by major philosophers.
The core list (subject to some small changes) is:

**Fall**
- THE ODYSSEY
- GREEK TRAGEDIES (Oresteia; Hypolytus; The Bacchae)
- Selections from THE BIBLE (Genesis; I Samuel; Job; Isaiah; Mark, John, and St. Paul)
- THE AENIDAE

**Winter**
- THE ODYSSEY
- GREEK TRAGEDIES (Oresteia; Hypolytus; The Bacchae)
- Selections from THE BIBLE (Genesis; I Samuel; Job; Isaiah; Mark, John, and St. Paul)
- THE AENIDAE

**Spring**
- THE ODYSSEY
- GREEK TRAGEDIES (Oresteia; Hypolytus; The Bacchae)
- Selections from THE BIBLE (Genesis; I Samuel; Job; Isaiah; Mark, John, and St. Paul)
- THE AENIDAE

A sample of groups of analogues would be The Orestia with Hamlet, Strindberg's The Father, Giraudoux's Electra; The Tristan with Wagner's Tristan and Isolde and Cocteau's film The Eternal Return; a wide range of art work based on Don Quixote; Don Juan as seen by Molière, Mozart, and Bernard Shaw. In addition, there is wide cross reference among the core works themselves -- Goethe uses Job in his Faust; Joyce uses Swift; Milton uses just about everything before him; Shaw uses Milton, and so on. The criticism will emphasize work by Aristotle, Plotinus, Hegel, Nietzsche, Kierkegaard, Ortega, Buber, as well as major examples of standard literary criticism.

I intend to deliver a series of lectures throughout the year on appropriate topics--background to authors, philosophical explanation, history, aesthetics--whatever seems necessary to flesh out this skeleton and help people to understand. I hope music, art, philosophy, and history faculty will join us from time to time to add their knowledge. I am particularly concerned that we all learn to hear the music (there will be a lot of music), and see the painting. The seminars will be entirely separate from the lectures, and of two sorts: (1) several short seminars a week during which students make detailed reports on some aspect of the week's reading; (2) at least one long seminar directly on the work being studied.

Because we will be moving fast and deep at the same time, students should come with some preparation in general history, and with some experience.
reading literature. This is not a good contract for an "introduction." But it can be a major experience for the student prepared to work and read hard. A student worried that the contract may be too bound to the past should consider that the last half of the contract will deal directly with the crisis of modernism.

WOMEN AND LITERATURE

Fall, Winter Quarters - Women in Literature
Spring Quarter - Feminist Literature & Criticism
One Year
Three Units Each Quarter
Nancy Allen 753-3951

We live in a time when institutions, roles, and basic human values are being redefined. Women are changing their work, their assumptions about themselves, their stance toward society. It is a very difficult task to understand this change and make clear-headed decisions about it in our own lives. I am convinced that we can better understand personal and social changes through literature. **Women and Literature** is designed for people who share that assumption with me and who love to read novels, plays, and poetry. Since I want to encourage more writing by, for, and about women, we will also write a lot. We will view writing as a process, not as a series of products. We will share our writings, both creative and critical, with each other. Students who sign the contract do not have to be excellent critical readers and writers, but they must have a commitment to developing these skills in a cooperative group situation.

Western male writers have tended to create women characters who fit into two basic stereotypes: the Virtuous (Good) Woman and the Sensuous (Bad) Woman. First quarter we will read the following books which illustrate this dialectic: Dante, *The Divine Comedy*; Chaucer, *Troilus and Criseyde*, *Wyf of Bath's Prologue and Tale* (This reading will be done in middle English. It will require extra effort, but increased appreciation of Chaucer's language will be ample reward.); Cervantes, *Don Quixote*; Racine, *Phedre*; Flaubert,
Another polarity which usually overlaps this one is Woman in the Private Sphere vs. Woman in the Public Sphere. Woman in the Private Sphere is viewed as being normal and good, while Woman in the Public Sphere, if not exactly bad, is rare, abnormal, or somehow problematic. All too often women writers have perpetuated these same stereotypes, but have sometimes broken free of them to depict the vital experiences of real women. During fall quarter, we will consider Woman in the Private Sphere through reading: Ibsen, The Wild Duck; Gabriela Mistral, poetry; Virginia Woolf, Mrs. Dalloway; Christina Stead, The Man Who Loved Children; Tillie Olsen, Tell Me A Riddle. The range of our readings will be broad. We will read works from ancient Greece, pre-feudal Japan, medieval England, and Golden Age Spain, as well as modern Europe and America.

A typical week includes one lecture, 2 book seminars, 2 writing seminars, and plenty of time for individual conferences.

I am designing the third quarter as a unit in itself. Students can easily switch into or out of the contract after winter quarter. During third quarter we will read the works of actively feminist contemporary writers. The contract will involve less reading than previously so that we can concentrate on synthesizing our own personal criteria for good literature, our own critical perspectives. Writing seminars will be even more frequent, as we pursue the goal of having portions of our work published by one of the new feminist journals or presses. I will explore the possibility of internships with such organizations for those students desiring practical experience in journalism or publishing to supplement their academic work.

Students enrolling in this group contract for a full year will be expected to participate in at least two modular courses during that time. This will allow students to learn from a variety of faculty members and to enrich our group contract with knowledge gained outside.
Beginning in January 1973, students selected on the basis of their desire and ability to study deeply some area of Swedish society, will have spent two terms in intensive study of the Swedish language and culture while at Evergreen. They will then spend one year in Sweden (starting in August, 1973), studying their particular interests in that society. Examples of aspects of Swedish society which will be studied are literature, mythology, political structure, educational system, care of the aged, science, history, etc.

Operating out of a location in central Sweden, each group member will take trips (about two weeks in length) gathering information about his area of interest. All members will then meet for about one week at the central location to share their experiences and information. This procedure will be repeated all year, allowing each participant to experience Sweden in depth. It should be emphasized that this is not simply a learn-by-traveling experience. Sweden is both subject matter and classroom, and each student will be pursuing serious study of some discipline in which he is interested. A final quarter of this 2-year contract will be spent at Evergreen preparing materials based on the experience.

New students interested in participating in the Sweden project on an individual contract basis, or in supervised contract work in Northern Europe should contact Professors Naomi Greenhut or Bill Aldridge.

IMPERIALISM

Three Units
Charles Nisbet, Ronald Woodbury
753-3940, 753-3954

The advanced group research contract is designed as an especially fruitful
experience for students completing *Power and Decision in American Society* and *Revolt in/By Economics*, but it will be open to any qualified student. The purpose of the contract is to develop an understanding of the concept of imperialism and an analysis of the relationship between developed and underdeveloped nations. The focus of the contract will be on the relationship between the United States and Latin America in the 20th Century.

Students will be required to read and discuss at least one book per week, write reports on other books, and prepare a major research project alone or with a group. Questions to be considered in the contract include: What is the relationship between development and underdevelopment? Is the United States imperialist? Does foreign aid promote growth or impede growth? What are the mechanisms of imperialist control? Is military intervention by the United States an accident of policy or fundamental to its economic system? Does a "power elite" rule the United States and determine its foreign policy through connections in the government and the universities? How does imperialism relate to capitalism? What is the significance of the multinational corporation for international relations? Does the balance of payments problem in the United States indicate that it is as much the victim as the victimizer in today's world? What is the role of technology in economic development and imperialism? How does foreign investment affect an economy?


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If you wish to negotiate an individual learning contract or series of contracts in 1973-74, you should first read carefully pp. 49-57 of the college Bulletin. Then you should think about the following additional guidelines:

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

Each faculty sponsor listed below will be able to carry, on the average, no more than fifteen individual contracts at a given time. A few other faculty and staff members may be able to sponsor one or two contracts. To qualify for the opportunity of working on an individual contract, you should be prepared to demonstrate to a prospective sponsor that you have a strong project in mind and that you are capable of working, for the most part, on your own initiative.

Our experience so far suggests that individual contracts will normally be most useful for advanced students continuing their studies at Evergreen. If you will be entering Evergreen for the first time, you should plan to begin with a group activity rather than with an individual contract. (Exceptions will normally be made only for older and more experienced students who cannot, because of obligations off campus, enroll in coordinated studies programs or group contracts.)

If you can negotiate a contract, your faculty sponsor will work closely with you in organizing the work initially and in evaluating it at completion. But during the run of the contract, you should expect to meet for an individual working session with your sponsor for one and only one full hour a
week. Some individual contracts may fall naturally into small clusters and lead to additional meetings of small groups; but you should be aware that the sponsor's duties in preparation, working sessions, and evaluation of all his students—as well as his other commitments to the college—will severely limit the time he can spend with you each week. You should not expect that your sponsor will have answers to all your questions or that your sponsor will do your project for you. But you should expect that he or she will know how to help you find answers.

These are the faculty members who will be fully involved in sponsoring individual contracts and offering modular courses in 1973-74. By the time you read this Supplement, more personal and detailed statements from all sponsors will be available at their offices, from their program secretaries, and—collected into a booklet—at the Information Center. You should also watch for announcements of a public presentation later this Spring, in which they will introduce themselves and their concerns to interested students. Continuing students should identify their sponsors and complete preliminary arrangements before the end of this academic year (1972-73). Early action will allow you enough time to make arrangements carefully and reach mutual understanding with your prospective sponsor.

If you have any questions about Individual Learning Contracts please write to or telephone:

Charles B. Teske
The Evergreen State College
Olympia, Washington 98505
Telephone (206) 753-3414
ALDRIDGE, BILL

Background: Education, Educational Psychology, Social Psychology.

Contract Interests:
- Teaching Methods (thoughts about teaching, Plato-Skinner-Piaget-Dewey-Rogers)
- Counselor Training (skills, technique, theory)
- Social Psychology (theory and application)
- Personal Exploration (interpersonal communication & self-awareness)
- Educational Administration (theories and practice)
- College Algebra
- Personality Theory (various theories and implications for understanding behavior)
- Social Research Methods and Theory (techniques of information gathering, questionnaire development, basic statistical skills).

BARNARD, ROBERT

Background: Film-TV Production, Technical Writing, Still Photography, Glassblowing, Computer-Assisted Instruction

Contract Interests (for small groups meeting in a series of workshop sessions, as well as for individual projects):
- Managing a Scientific Environment
- Technical Glassblowing
- Planning and Executing Mediated Presentations (internships where possible)
- Scientific Writing and Photography; Photography through the Microscope
- Scanning Electron Microscopy
- Examining Instructional Technology

(Some of these topics will be offered as course modules depending upon the interest of students not primarily engaged in individual contracts.)

DICKINSON, PEGGY

Background: Geography, Anthropology, and Art--ceramics, intaglio graphics, and woven sculpture.

Contract Interests:
- Studies integrating topics from geography, anthropology, and art
- Work in specific art media with serious advanced students
- Three-dimensional design and planographic printmaking (for advanced students to be evaluated by qualified subcontractors.)
- Art history and aesthetics
DOBBS, CAROLYN

Background: Political Science, Urban Planning, Applied Anthropology

Contract Interests:
- Political Science (only local and state government)
- Urban Planning
- Process of Urbanization
- Applied Anthropology (in community development, community organization, ethno-science)
- Horticulture (organic methods)
- Studies in the Environmental Crisis
- Small group contract focused on preparing & participating in the special session of the State Legislature (CAN).

ESTES, BETTY

Background: History and Philosophy of Science, History of Technology, Mathematics, European History—from a humanistic perspective

Contract Interests:
- History and Philosophy of Science
- History of Technology (and its influence in the twentieth century)
- European History (ancient times to 1900—especially intellectual history or a combination with political theory, literature, and science)
- The Calculus or Pre-Calculus Mathematics (for small groups)

HANFMAN, ANDREW

Background: Comparative Literature, Comparative Philosophy, Modern Languages; Russian, German, Italian, French, Swedish, Lithuanian—Art History.

Contract Interests:
- Literatures (Russian-Soviet, all periods; German, all periods; Italian, up to and including the 19th century)
- Languages (Russian, German, French, Lithuanian—at all levels of proficiency; Swedish—elementary and intermediate; Norwegian—elementary)
- Comparative Literature (European poetry, prose and drama of the 19th century)
- Political Science—Soviet Affairs (history, government, party structure, underground movements, literature)
- European International Relations (since World War II)

HITCHENS, DAVID

Background: American History, Literature, and Culture; Medieval European
History; Modern French History; Political Theory and Government

Contract Interests:
American History (social, intellectual, diplomatic, constitutional)
American Literature and Culture
Modern French History, Literature and Culture
Political Theory and Government (willing also to sponsor legal, governmental, social-agency internships)
Medieval Europe
Interdisciplinary cluster of contracts in Art, Culture, and the History of Ideas

INGRAM, WINI

Background: Clinical Psychology, Social Organization of Black Communities, Study and Treatment of Retarded and Disturbed Children—experience in university hospital, school and community settings, as well as in research and social agencies

Contract Interests:
Comparative Child Rearing (practices of societies around the world)
Varieties of Contemporary American Childhood (will include assistance to Professor Ingram in the lecture-discussion modular course bearing this title)
Echelons of Child Care (child care environments, real and ideal)
Experiential Data (how to obtain it; how to use it)
Therapeutic Intervention (theories and techniques)
Understanding Symptoms of Disturbance (cognitive, emotional, motor)

KAHAN, LINDA

Background: Animal Biology, Invertebrate Zoology, Physiology, Neurophysiology

Contract Interests: (for clusters of contracts whenever possible):
Animal Biology (development, anatomy, physiology)
Animal Behavior (and its physiological substrates)
Genetics
Evolution
Animal Histology

(N.B., contract proposals in other areas of biology—such as biochemistry/molecular biology, botany, ecology, and agriculture/fisheries/forestry/applied biology—may be acceptable only in conjunction with internships)
KNAPP, ROB

Background: Physics—Mechanics, Electricity, Magnetism, Thermodynamics, Properties of Solids and Liquids

Contract Interests:

"Architecture of Matter" (cluster of contracts dealing with the components of the physical universe and their properties)
Readings in Physics (mechanics, electricity, magnetism, optics, nuclear and solid state physics)
The Calculus
Projects in Experimental Physics
Projects in Computer Science (if associated with Computer Services staff)
Projects in Interactions between Science and Society

LARSON, ERIC

Background: Anthropology, Area Studies of Oceania, Latin American Studies

Contract Interests (tentative, for Dr. Larson is currently working with a group contract overseas):

Anthropology
Latin American Area Studies
Area Studies of Oceania
Black Studies
American Indian Studies
African Studies

LEVENSKY, MARK

Background: Philosophy

Contract Interests:

Philosophy (ethics, theory of knowledge, philosophy of art, philosophy of education, metaphysics, contemporary English and American philosophy, history of philosophy, philosophy of religion.)
Education (principles of teaching, philosophy of education, making a school)
Writing (learning how to write better, theories about such learning)
Photography (understanding images, understanding people's experience of images)
Contemporary American poetry
McNEIL, EARLE
Background: Sociology; Community Opinion Research; Group Interactions for the Incarcerated, for Drug Treatment, for Alcoholism Treatment; Welfare Casework
Contract Interests: (especially for clusters of contracts)
- Social Casework
- Social Deviance (delinquency, crime, drugs, alcoholism, sexuality)
- Family and Marriage
- Dreams and Dreaming
- Social Psychology
- Intergroup Relations

MARSH, PAUL
Contract Interests: (including internships)
- Political Science (American Foreign policy, governmental structure and development in China, Japan and Korea)
- International Relations (theory and practice, international law, international organizations, counter insurgency and limited war, diplomacy and military power)
- Geographical Area Studies—China, Japan, and Korea (politics, government, economic developments, social changes, foreign relations)
- Chinese Language (spoken and written)
- The Asian-American Experience
- Introductory Forest Management

NELSON, MARY F.
Background: Art, Cultural Anthropology, Indian Studies
Contract Interests:
- Primitive Art (for a group of students—in cultures, life styles, and traditions as revealed through the applied arts; full-time contract students will also assist the sponsor in offering a modular course under the same heading.)
- Indian Studies (opportunities for individual projects in art, poetry, and other topics)

OLEXA, CAROL
Background: Sociology, Sociology of Education, Deviant Behavior
Contract Interests:

Sociology of Education
Sociology of Family, Sex, Religion
Socialization
Deviant Behavior
Altered States of Consciousness
Parapsychology

PAILTHORP, CHARLES

Background: Philosophy, History and Philosophy of Science

Contract Interests:

Epistemology (how is human knowledge possible?)
Metaphysics (what's the relationship between the word and the world?)
Philosophy of Science (what makes the difference between a good theory and a bad one?)
History of Science (how do scientific theories arise?)
Philosophy of Mind (what is the relationship between consciousness and behavior?)
Subjectivity (how does one experience it and how can he transcend it?)
History of Philosophy (16th-18th centuries—emphasis on Immanuel Kant; 20th Century)
Psychoanalytic Theory

SALCEDO, GIL


Contract Interests:

European International Relations since 1870 (with emphasis on inter-war diplomacy and the rise of Fascism)
The Old Order, the Versailles Treaty, and the New Balance of Power
Fascism in Italy, Nazism in Germany
New Order & Civil War in Spain, 1930-39
Europe: a Soldier’s View, 1914-1918 and 1939-1945
The United States: from Republic to Empire
(with emphasis on periods of expansion and wars with foreign powers)
Relations with Mexico, 1870-1940; the U.S. and the Mexican Revolution, 1910-1917
PARSON, WILLIE

Background: Microbiology, Cell and Tissue Biology

Contract Interests: (clusters of contracts whenever possible)
- Microbiology (and medical microbiology)
- Microbial Physiology
- Microbial Genetics
- Tissue Culture
- Cell Culture
- Nutrition (experimental, not dietetic)
- Immunology
- General Physiology
- Evolution

(N.B., contract proposals in other areas of biology—such as biochemistry/molecular biology, botany, ecology, and agriculture/fisheries/forestry applied biology—may be acceptable only in conjunction with internships)

SYVERSEN, KARIN

Background: Classical Greek Language and Literature, English Literature, Techniques of Reading and Writing, Classical Archaeology

Contract Interests:
- Literature (especially English, American, or Classical Greek—projects should concentrate upon specific authors, periods, genres, or themes; writing will be required)
- Humanistic Psychology (reading and writing projects, comparisons among major psychologists)
- Writing (essays, fiction, or poetry—preferably coupled with readings in the same genre)
The modular courses described below will each be offered for one quarter during 1973-74. They are meant not to compete with but to complement the main activities of full-time students in coordinated studies programs, advanced group research contracts, or individual learning contracts. Their meetings will be restricted to late afternoons or evenings so that they will not limit the flexibility for scheduling activities within programs or contracts. Most of them have also been planned to accommodate part-time students from the Greater Olympia area.

The exact scheduling of modular courses by quarter will be announced prior to the opening of the new academic year. It will depend upon: (1) the interest shown for particular courses in response to this Supplement, (2) needs still to be expressed for alternative courses which these instructors can offer, and (3) further planning to fit the courses most effectively into the whole array of academic offerings.

Full-time students may participate in one course each quarter with the approval of their coordinated studies program faculty or contract sponsors. They will receive credit for participating through the evaluations prepared by the faculty members responsible for their work in a program or contract. A part-time student may register directly for a modular course and will be evaluated by the faculty member offering the course.

The offering of modular courses in 1973-74 is an experiment. The college wishes to give some students options for greater variety in their studies and access to a somewhat wider range of faculty. It does not wish to fragment any student's effort and responsibility into multiple, conflicting courses. The modular course arrangements, then, can work so long as they support the commitment of full-time students to the main offerings of the college: coordinated studies programs, advanced group research contracts, and individual learning contracts.

If you have any questions write or telephone Charles B. Teske (206) 753-3414.
EDUCATION IN AMERICAN SOCIETY -- Bill Aldridge

Education and its form and function in American society -- philosophy and value structure -- exploration of real but hidden objectives -- treatment of successes and failures in traditional public schools -- critical examination of possible alternatives. Students will visit a school and examine the unwritten curriculum -- gather data on the functioning of a school -- hold discussions with school teachers -- design alternative structures of bureaucracies in government, industry, and schools. Short lecture followed by discussion groups -- one three-hour period each week beginning at 4 p.m. Unlimited enrollment -- open to all.

WORKSHOPS -- Robert Barnard

(1) Technical Glassblowing: an awareness of the qualities of glass and the methods for fabrication, combining utility with aesthetic appeal. Students will learn lampworking -- the construction of basic apparatus -- the correct use of glassworking tools -- the possibilities of the art. (10 weeks) (2) Scientific writing and photography; photography through the microscope: the application of general skills in writing and photography to specialized subjects and situations. (10 weeks) (3) Scanning Electron Microscopy: a study of the characteristics of the optical microscope and the scanning electron microscope. Students will learn how to use the SEM, to prepare samples for it, and to photograph systems and objects under study. (5 weeks) One long meeting a week, plus laboratory or dark-room time. Enrollment in each workshop limited to 6 students.

GODARD, RESNAIS, AND TRUFFAUT -- Gordon Beck

Films and writings of Jean-Luc Godard, Alain Resnais, and Francois Truffaut. Students will hear lectures, view exemplary films, follow a reading list, and prepare and discuss critical reports. Lectures and film showings -- Tuesday evenings; small discussion groups to be arranged in late afternoon or evening periods. Unlimited enrollment -- open to all. Especially recommended for part-time students from the Greater Olympia community.
American films between the wars -- D.W. Griffith through Welles's Citizen Kane -- romanticism, the western, realism, the gangster film, the documentary, the musical, the transition from silent to sound. Students will hear lectures, view exemplary films, follow a reading list, and prepare and discuss critical reports. Lectures and film showings -- Tuesday evenings; small discussion groups to be arranged in late afternoon or evening periods. Unlimited enrollment -- open to all. Especially recommended for part-time students from the Greater Olympia community.

HISTORY OF AMERICAN CINEMA, 1919-1941 -- Gordon Beck (Winter Quarter)

CERAMIC PROCESS -- Peggy Dickinson

INTRODUCTION TO URBAN PLANNING -- Carolyn Dobbs

TOPICS IN THE HISTORY OF MATHEMATICS -- Betty Estes (Fall Quarter)
5:30 – 6:00. Enrollment limited to 25 students interested in preparing to learn the calculus or in acquiring a basic understanding of what mathematics is about and how it developed.

THE SOVIET UNION TODAY -- Andrew Hanfman

A survey of the main historical events leading to the present political, economic, and cultural situation in the USSR -- analysis of governmental structure, the role of the Communist Party, foreign policies, and current domestic tensions. Students will read political and literary writings by Western and Russian authors, submit term papers at the conclusion of the course, and be expected, beyond their factual knowledge alone, to speculate on the options available to Soviet leadership for decisions on policy. Lectures and biweekly discussion seminars -- Monday and Thursday, 7:30 – 9:00 p.m. Unlimited enrollment -- open to all. Especially recommended for part-time students from the Greater Olympia community.

STUDIES IN THE HISTORY OF THE UNITED STATES -- David Hitchens

A survey of major topics in U.S. history designed to provide information and concepts for students primarily engaged in Coordinated Studies, as well as for interested part-time students. Full-time students will be encouraged to apply what they learn in this course module to their main programs. Part-time students will engage in additional seminar discussion and writing on issues raised in the lectures. Several lectures each week for all students (late afternoon or evening, to be arranged) -- additional bi-weekly seminar discussion for part-time students. Unlimited enrollment -- open to all.

VARIETIES OF CONTEMPORARY AMERICAN CHILDHOOD -- Wini Ingram

Similarities and differences in environments and child-rearing practices -- what difference do the differences make? -- consideration of topics and problems in human ecology and child psychology. Students should widen their perspectives so that they can later plan programs for children of various communities with greater regard for the needs of community members of all ages. Students will work up an annotated list of their own readings and
prepare short reviews of films shown for the course. Lectures (one hour each), followed by discussion groups (thirty minutes to one hour each); films, followed by discussion (times to be arranged in late afternoons or evenings). Unlimited enrollment -- open to all.

INTRODUCTION TO GENETICS -- Linda Kahan and Willie Parson
A study of Mendelian, population, microbial genetics -- the nature of the gene and the chromosome -- gene action. Students must have arithmetical skill in fractions and, preferably, some skill in algebra. They will learn genetic problem solving in this basic biological science. The work will serve as a foundation for advanced work in biology, theoretical or applied (e.g., medicine or agriculture), and will be useful to those interested in the social sciences. Students will be expected to do problem sets weekly and be evaluated by examinations. Lectures (one two-hour session each week) and discussion groups (a one-hour session each week). Unlimited enrollment -- open to those willing to do the required work.

VERTEBRATE ZOOLOGY -- Linda Kahan and Willie Parson
A study of structure and function in the vertebrates -- laboratory exercises on vertebrate structure and development. Students will learn dissection, use of the compound microscope, and reconstruction of three-dimensional structures from serial sections. They will be evaluated on written study questions, practical examinations on anatomy and development, and the preparation of a paper. They will find this work useful as it leads toward careers in medicine or toward further work in animal biology. Lectures on vertebrate physiology (one-to-two hours weekly), laboratory exercises (open lab). Enrollment limited to 35 -- open to all, but some previous work in biology (including high school biology) will be helpful.

BEGINNING THE CALCULUS -- Rob Knapp
A study of basic theories and techniques of integral and differential calculus, with emphasis on applications. Intended for students with knowledge of high-school level algebra and trigonometry. Students will learn to set
up and solve problems involving: derivatives and integrals of polynomials; trigonometric functions and logarithms; maxima and minima; areas, volumes and averages. They will do weekly problem sets and take a final examination. Lectures alternating with problem sessions -- four one-hour meetings per week, late afternoons. Enrollment limited to 20 -- students to be admitted by permission of the instructor, based on an initial test of readiness.

PROBLEMS IN PHILOSOPHY -- Mark Levensky
Introductory lectures on philosophical problems concerning human factual knowledge, our concepts of truth and reality, and the nature of human values. Students completing this course should be able to think about these problems in new ways. Students will be expected to write and exchange papers, and to read Plato's "Meno," Augustine's "Confessions," Descartes' "Meditations," Nietzsche's "Beyond Good and Evil," and Russell's "Problems of Philosophy" (though the lectures will not deal directly with these books). Lecture followed by discussion -- one two-hour session per week in the late afternoon. Unlimited enrollment -- open to all. Especially recommended for part-time students from the Greater Olympia community.

THE FUTURE OF SINO-AMERICAN RELATIONS -- Paul Marsh
An investigation of how we arrived at the present state of our relations with China and what the future might hold for the present detente between Washington and Peking -- subject matter from history, political science, international relations, economics, sociology, and geography. Students should learn through this course how to raise intelligent questions relating to previous Sino-American difficulties, misunderstandings, and legitimate grievances -- and how to provide answers about how some of these problems can be ameliorated or avoided in the future. Lecture followed by a small group discussion of assigned readings -- one evening meeting per week, for 2 1/2 - 3 hours. Enrollment limited to 20 students -- open to those excited about and interested in China. Especially recommended for part-time students from the Greater Olympia area.
CONFRONTING LIFE -- Earle McNeil

A practical introduction to sociology, designed for self-paced learning rather than as a sequence of lectures. The segments of the course will treat 25 units of reading material: the experience of daily life, elements of group behavior, cultural determinants, philosophies of living, and a humanistic approach to technology. Students will have the opportunity to progress at their own rates through a series of "Readiness Tests" on the units of reading material. The tests, which will diagnose the understanding of concepts, must be taken in order but can be taken and passed at any time or, when necessary, repeated until passed. Three meetings per week in the late afternoon -- one for general discussion and help; two for unit testing and the discussion of units. Unlimited enrollment -- open to all.

PRIMITIVE ART -- Mary Nelson

A study of cultures, life styles, and traditions as embodied in the applied arts -- emphasis first on the art of Northwest coast Indians -- expansion of interest to include North American and Meso-American art and, eventually, cultures of Malaysia and Africa. This modular course will be developed and offered by the faculty member with the assistance of students working with her on a learning contract bearing the same title. Lectures, illustrated by slides and other reproductions -- (times to be arranged). Unlimited enrollment -- open to all. Especially recommended for part-time students from the Greater Olympia community.

SOCIOLOGY OF EVERYDAY LIFE -- Carol Olexa

A consideration of society as a structure of relationships essentially linguistic and constantly being constructed anew -- the meaning of human action as it occurs within the context of encounters, episodes, and engagements -- problems of alienation, conflict, control -- attention to issues of human freedom, intentionality, consciousness, and subjective meaning. Students should gain awareness of the situations, negotiations, changing capabilities and powers through which one lives. They will learn to comprehend more fully the problematic nature of human existence and how it is that order is possible.
Lectures followed by discussions -- one meeting per week. Unlimited enrollment -- open to all. Recommended for part-time students from the Greater Olympia community.

INTRODUCTION TO THE PHILOSOPHY OF SCIENCE -- Charles Palthorp

A study of how scientific theories arise -- the criteria by which we judge them adequate or inadequate -- similarities and differences in criteria among the different sciences -- the warrants for such criteria. Each student will read a history of major developments in one particular natural or social science, The Structure of Scientific Revolutions by Thomas Kuhn, and a text on the philosophy of science. Each student will write a substantial term paper dealing with one of the thematic problems for one science. Lecture followed by discussion -- one afternoon per week for two hours. Unlimited enrollment -- open to all. Especially recommended for part-time students from the Greater Olympia community.

EUROPE SINCE THE FRENCH REVOLUTION -- Gil Salcedo

An overview of the significant social and political developments in Western Europe and the Balkans in the 19th and 20th centuries -- the rise of the nation-state, the growth of modern bureaucracy, the democratization of culture, the imperial mode, the emergence of politics and decline of traditional values, the impact of industrialization, the rise of modern ideologies of revolt and alienation.

Students should be able, upon completion of the work, to describe adequately larger historical trends and their relevance to the contemporary world. A research-project option will allow students opportunity to become acquainted with one sub-topic in detail. Students will write and present papers to each other. Brief lectures followed by seminar-discussions -- two late afternoon meetings weekly, each 1 1/2 hours in length. Enrollment limited to 25 students -- admission by interview with the instructor to demonstrate experience or interest in historical studies, and skills in reading, writing and speaking.
THOMAS HARDY AND D. H. LAWRENCE -- Karin Syversen

A study of central works by these two almost modern novelists -- three novels by Hardy (The Woodlanders, Tess of the d'Urbervilles, Jude the Obscure) and two by Lawrence (Sons and Lovers and The Rainbow). Students should learn to read fiction more carefully and perceptively through this modular course. They will write a term paper toward the close of the quarter. Brief lecture followed by discussion -- one meeting per week for two hours. Preferable enrollment: 25 students -- open to anybody who likes to read good stories.

INTRODUCTION TO ANALOG/HYBRID COMPUTATION -- Fred Tabbutt

An elementary introduction to analog computation and simple logic control elements -- introduction to basic analog components-integrator, summer/inverter, multiplier, coefficient potentiometer, function generator, and comparator -- general method of programming -- amplitude scaling and true scaling -- AND/OR gates -- flip flops and BCD counters. Students will be expected to complete problem sets and take examinations. Two lectures per week. Unlimited enrollment -- students should have some previous knowledge of differential equations.

INTRODUCTORY CHEMISTRY -- Fred Tabbutt

An elementary introduction which presumes no chemistry background -- gas laws, stoichiometry, mole concept, thermodynamics, class reactions, chemical kinetics -- optional laboratory work -- required text will be either Naham's University Chemistry or Sienko's and Plane's Chemistry. Students will be expected to complete problem sets and take examinations to establish their comprehension of the subjects treated. Two lectures per week (plus optional laboratory sessions). Unlimited enrollment -- students will be expected to demonstrate capability in algebra.

SURVEY OF OCEANOGRAPHY -- Peter Taylor

An introductory survey of oceanography, covering physical, chemical, geological, and biological aspects -- emphasis on biological oceanography. Students can expect to learn basic scientific concepts while gaining a view
of the marine environment. Each student will choose a particular topic for
research and use library resources to prepare a written report. Examinations
and other acceptable exchanges will measure progress. Lectures, demonstra-
tions, and films -- two meetings per week, up to two hours each. Enrollment limited
to 50 students -- open to all.

APPROACHES TO SHAKESPEARE -- Charles Teske

Ways of enjoying Shakespearean tragedy, comedy, historical drama, and the
sonnets -- concentration on one major play each week -- experimentation with
strategies for reading Shakespeare in his and our historical contexts --
strategies for cerebral performing, listening to, and watching the plays.

Students should learn to read Shakespeare up to tempo, to make sense of schol-
arship and criticism, and to gain confidence for enjoying Shakespeare on
their own. Lecture followed by discussion -- one meeting per week for two
hours. (Small-group sessions for listening to recordings and workshops for
reading through the plays aloud will be arranged within the membership of the
modular course.) Unlimited enrollment -- open to all. Especially recommended
for part-time students from the Greater Olympia community.

Here is a tentative schedule of our 1973-1974 modular courses:

Fall Quarter: Introduction to Urban Planning (Dobbs); The Soviet Union Today
(Hanfman); Studies in the History of the United States (Hitchens); Confronting
Life: A Practical Introduction to Sociology (McNeil); Introduction to Genetics
(Kahan and Parson); Introduction Chemistry (Tabbutt); Thomas Hardy and
D. H. Lawrence (Syversen); Approaches to Shakespeare (Teske).

Winter Quarter: Education in American Society (Aldridge); Sociology of Every-
day Life (Olexa); Topics in the History of Mathematics (Estes); Vertebrate
Zoology (Kahan and Parson); Survey of Oceanography (Taylor); History of
American Cinema (Beck); Ceramic Process (Dickinson); and Problems in Philo-
osophy (Levensky).

Spring Quarter: Varieties of Contemporary American Childhood (Ingram); The
Future of Sino-American Relations (Marsh); Europe Since the French Revolu-
tion (Salcedo); Beginning the Calculus (Knapp); Introduction to Analog/Hybrid
Computation (Tabbutt); Godard, Resnais, and Truffaut (Beck); Primitive Art
(Nelson); and Introduction to the Philosophy of Science (Pailthorp).
COOPERATIVE EDUCATION INTERNSHIPS FOR 1973-1974

If you plan to do an internship (any credit-bearing on-the-job experience or any research project supervised and supported by someone off-campus) you should contact the Office of Cooperative Education as early as possible to obtain a Student Internship Request form and arrange an appointment with a Co-op Coordinator.

IF YOU WISH ASSISTANCE FROM THE OFFICE IN LOCATING AN INTERNSHIP, YOUR REQUEST FORM MUST NORMALLY BE COMPLETED AND RETURNED AT LEAST EIGHT WEEKS BEFORE THE QUARTER YOU PLAN TO BEGIN YOUR INTERNSHIP.

If you plan to intern, you must enroll in one of Evergreen's three major modes of study: Individual Contracted Studies, Group Contracted Studies or Coordinated Studies. The rules, covenants or requirements of both the mode and the particular program in which you plan to enroll will determine your eligibility to do an internship. For example, if you enroll in a group contract or a coordinated study program, you should plan to intern only if the program's plans include an internship component. If you enroll in Individual Contracted Studies, you should plan to intern only if the internship constitutes a planned and closely related portion of your academic program. Regardless of the mode in which you enroll, you must have the approval of an Evergreen faculty sponsor before beginning your internship. Remember, you cannot enroll directly in Cooperative Education.

Once you have negotiated an internship you must complete a students' Individual Internship Agreement form regardless of the program in which you are enrolled and regardless of the manner in which the internship was secured. Copies of the I.A. form and complete information about internships available may be obtained in the Co-op office. For additional information about internships and the services Co-op can provide, you should also consult the Co-op section of the College catalog.

Normally, students may earn no more than 9 cumulative units of Evergreen
credit through internships. If your previous internship credits added to
your planned internship credits total more than 9 units, you must obtain the
approval of the academic dean for the mode in which you plan to enroll.

Early this year the Co-op Office began planning for the Career Learning
Program, a structured program designed to help students to prepare for
careers in selected professional occupations. Students interested in this
new program (open to second and third year students only) should contact
the Co-op Office immediately to obtain further information or to begin
planning a long-range curriculum.

If you have any questions, write or telephone Ken Donohue, Office #L3238,
Telephone (206) 753-3959.
Bits and Pieces

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ACADEMIC AND CAREER PLANNING

Students who are wondering how 1973-1974 programs relate to specific academic and career goals they may have, should be aware that several sources of guidance are available to aid them in their planning. In every instance students should feel free to write to coordinators of programs or to contact faculty who are identified in this supplement to get specific advice as to how specific programs or contracts might contribute to their specific academic and career goals.

In addition the College Career Counseling Center can provide good guidance. If this service is desired, call or write: Helena Knapp (206-753-3985)
Career Counseling
The Evergreen State College
Olympia, Washington 98505

Students interested in Health Services should write to:
Burt Guttman
Health Sciences Advisory Group
The Evergreen State College
Olympia, Washington 98505

for information regarding which programs might best contribute to meeting requirements for admission to medical, dental, veterinary and other health science professions.

TEACHER PREPARATION

Evergreen believes its educational program to be ideal in providing the academic and personal growth experiences most beneficial to those intending to enter the teaching profession. However, we have not established with the Superintendent of Public Instruction the means by which a student can receive certification to teach in the public schools. Students interested in becoming teachers may wish to complete one or more years at Evergreen and then transfer to one of the other institutions in the State which can provide certification to teach in the public schools.
Evergreen offers exciting opportunities for exploration in the arts through Coordinated Studies. Within the contexts of basic and advanced interdisciplinary programs, students can develop capabilities for appreciation and expression in a wide range of the arts. For examples of programs offering these opportunities, see the descriptions of the following programs:
Form and Function; Words, Sounds, and Images; America’s Music; Democracy and Tyranny.

Group and individual learning contracts also provide opportunities in certain areas for students who have demonstrated appropriate readiness for advanced work. For group-contract work, see the descriptions of Art and Society, International Film Production, Primitive Art (see the entry for Mary Nelson under Individual Contracts). There will be a small number of individual contracts as well with Peggy Dickinson and Mary Nelson. Whenever possible, contract students will be encouraged to form cooperative teams for work in areas requiring physical labor and organization—such as ceramics. Those students wishing to negotiate individual contracts in the arts may have to share responsibility for facilities and equipment in their medium.

INSTRUCTIONAL FACILITIES--AN ADDENDUM

Instructional facilities available at The Evergreen State College are described in general terms at various places in the 1973-1974 Bulletin. In order that students do not feel misled, an addendum to a statement found on page 131 in the Bulletin, describing the arts at Evergreen, is in order. That statement reads, "Ceramics, printmaking, sculpture and painting can be pursued in new well-designed facilities. Other specialized art work in music and drama is currently accomplished in limited temporary or make-shift spaces."

Work in ceramics will be available in a newly completed ceramics studio,
and large-scale sculpture will be nicely accommodated in a new facility designed for metal-wood-glass projects. A small foundry and expanded shop space is also included in this facility. Printmaking, painting, jewelry-making, silkscreening, batik and other such activities will be accomplished in space temporarily modified for such projects in the laboratory building. Students should not come to Evergreen expecting a large-scale fine arts building, but they can expect opportunities to pursue studies in arts if they are willing to improvise and sometimes work under less than ideal conditions. Students should be sure to carefully read program and contract offerings to determine specific learning opportunities available.

RECORD KEEPING AT EVERGREEN

Students contribute two documents while studying at The Evergreen State College. One is the PERMANENT ACADEMIC RECORD. The other is the student's PORTFOLIO. Here is what each is supposed to contain:

**Permanent Academic Record**

1) The official description of the program or contract, if credit is awarded;  
2) Description and evaluation of work done, if credit is awarded;  
3) Credit Report;  
4) Student Self-Evaluations.

ALL OF THIS IS MAILED WHEN YOU REQUEST A TRANSCRIPT

**Portfolio**

1) The official description of the program or contract for all work attempted.  
2) Descriptions and evaluations of all work attempted. Personal evaluations are not intended for the permanent record.  
3) Credit Report.  
4) Student self-evaluations, including those not for the permanent record;  
5) Polished and edited work judged worthy of inclusion. This does not mean ALL work.
Portfolio (cont.)

6) Program Change Check Sheets, records of interview, petitions for leave, and anything else that will help create an academic biography of the student.

Following this page, you'll find a sample of the Evergreen transcript. This transcript is issued by the Registrar's office at a student's written request and consists of the official listing of credit and student evaluations of that work. The TESC transcript will identify credit earned at other institutions, too. It will not list work in a program for which a student did not receive credit. The transcript will normally be issued to gain admission to other colleges, graduate school, and the like.

A student's portfolio should contain duplicates of the evaluations, credit reports, and program switch forms, that are being accumulated for the official transcript. In addition, each student should add carefully polished samples of his or her work, journals, photography, etc...a way of tying in special interests, skills, and jobs well done.

At the present time, we are reporting credit and evaluations only once during the academic year—at the end. When you go on a leave of absence, withdraw, or switch programs during the year, it will be necessary to pull in the credit and evaluations for the time spent in a program. If we fail to take care of this little detail at that time, there will be a hole in your records (both official and portfolio), causing a delay in producing transcripts. Pulling in credit and evaluations when a student leaves a program, for whatever reason, insures carefully written evaluations at a time when the work performed remains clear in everyone's mind.

Questions concerning record keeping at Evergreen can be directed to the Academic Records Desk, Room #1601.
The academic year is composed of three quarters of approximately twelve weeks each.

Credits accepted from other colleges and universities appear on the transcripts.

The Evergreen State College is approved presently as a Candidate for Accreditation in the Northwest Association of Secondary and Higher Schools. That Association "recommends that their (Evergreen's students') transcripts be evaluated as if it were from a fully accredited institution".

For purposes of equating credits, one Evergreen State unit of credit corresponds to five quarter credits.

Thirty-six Evergreen units are required for graduation with the baccalaureate degree.

Evergreen students pursue one course of study for the duration of the quarter. Programs not completed successfully are not recorded on the student's record.

These articles accompany each student's transcript of credits:

a. Descriptions of the programs undertaken by the student.

b. An evaluation of the student's work by his faculty group, with a suggested course equivalency.

Classification of Students:

<table>
<thead>
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<th>Year</th>
<th>Evergreen Units</th>
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<td>1st year (freshman)</td>
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<td>3rd year (junior)</td>
<td>18 - 26 Evergreen units</td>
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<td>4th year (senior)</td>
<td>27 - 36 Evergreen units</td>
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The transcript of credits is not official unless the document bears the original impression of the College Seal and the signature of the Registrar.
## The Evergreen State College
### OLYMPIA, WASHINGTON

### RECORD OF ACADEMIC ACHIEVEMENT

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<tr>
<th>HIGH SCHOOL</th>
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<th>GRADE</th>
<th>TOTAL</th>
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</table>

1 Evergreen unit is equivalent to 5 quarter credit hours.
The Individual, The Citizen, and The State Coordinated Studies Program was a three-quarter, interdisciplinary approach to political, social, historical, intellectual, and human problems. Fall quarter, 1971, was dedicated to an examination of "the individual" and how the various institutions of government and the requirements of citizenship impact upon him. The program assumed that man created societies and governments in an effort to survive in a hostile environment. As man's need to master this hostile environment lessened, his institutions grew in size and importance at a rate which kept pace with his intellectual, technological and scientific development. Originally artificial creations, man's institutions are very real in their demands and in their impact.

Winter quarter generally centered around discussions of Man, the Citizen, while spring quarter examined the institutions of the modern nation-state. Winter and spring quarters were divided into four-week thematically oriented areas--Political Theory, The United States, Nationalism, Technology, and Social Criticism. The program readings ranged from Joseph Heller's Catch-22 to include Homer, Hobbes, John Locke, Camus, Black Elk, Eldridge Cleaver, I. F. Stone, Franz Fanon, Upton Sinclair, and even Lenny Bruce, to name a few examples.

As a coordinated studies group the five faculty combined expertise in history, American studies, political theory, history of science, and international affairs. Academic work ranged over the broad topic areas of political theory, literature, philosophy, history, sociology, and social concern. Approximately one-third of the I.C.S. students participated in one-quarter long internships with the Washington State Legislature, the National Student Vote, local attorneys, and other state or local agencies.
Program Description continued...

Credit Equivalencies (in quarter credit hours):

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<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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<td>3 English Composition</td>
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is a student who was working full-time, has two children, and yet who still participated in and seems to have learned much from the work of the I.C.S. program in the first two quarters. Her weakest point was her participation in seminars. She missed a number of them because of the demands of her work, and when present, she tended to be very quiet. She was, however, always listening carefully, and she showed a willingness to discuss the program ideas with faculty members outside the seminar situation. Thus, the weakness in her seminar work seems to have come from a kind of shyness about speaking in groups, rather than from a lack of knowledge or interest.

wrote a number of papers, and she writes clearly and well. She does especially well when writing about things that she can relate to personal life. She has also discussed with her seminar leaders some of the writing that she had done in connection with her work; this writing often requires the selection and presentation of a large amount of factual material, and she handles this excellently.

Perhaps experience in working at the state government should also be considered in an evaluation of her year's activity. Although it was not officially considered as a part of her program activity, it seems to have been a constant learning experience and gave her a broader perspective on studies of institutions than the average student had. She was consistently interested in relating our political studies to her knowledge of the state government.

is an intelligent and perceptive person. This year she seems to have become aware of the importance of ideas in a way that has affected her deeply. Her ability to work with abstract concepts still seems to be far behind her ability to deal with concerns that she feels personally, but with the interest that she now has, she could become a very fine student in every way.

Suggested Course Equivalencies (in quarter hours)

Signature, Seminar Leader or Sponsor

T-6-72
When I enrolled at Evergreen two questions seemed very important: After a long absence from college, would I be able to study adequately? With a full-time job and two children, would I be able to devote enough time to studying?

It was immediately clear to me that I was able to study more effectively than I had been at any time earlier in my life. My mind is open to new ideas, I am no longer stifled by the many social hang-ups that consumed my energies at age 18 when I was in college before. Although it is perhaps impossible to measure my growth this year, there is no doubt that I have come a long, long way.

The second problem--time--was more difficult. During the first quarter I was able to attend seminars, but had more difficulty getting time later in the year as my work progressed. It will be necessary to work on a contract basis if I am to continue working and going to school. My job, did, however, compliment the program, as I was an assistant secretary to a state elected official. My duties involve politics at the local and national level. I have served on several state committees, dealt with legislators and the legislature, with the congressional delegation and federal agencies, counting the many, many. As a result of this work I have learned a tremendous amount about individuals, and experience was very valuable as I studied in ICS, because I could apply the ideas to various situations I had already experienced.

I did have a lot of difficulty participating in the seminars. I have no problem dealing with ideas, discussing them with friends, family, faculty and individual students. My analysis of this problem is this. For 12 years I have been required to perform as a secretary, which meant attending meetings, for example, in which decisions are made. And although I might have very good ideas, my job was to remain silent and to record the ideas of others. It was difficult not to enter the conversations, but I methodically trained myself to remain silent no matter how good my ideas might be. When I finally recognized this problem, I tried to overcome it, and am gradually learning to express my ideas more freely.

Although I consider myself to be a good writer, there are areas where I need improvement--mainly in dealing with abstract ideas. I can deal with specific problems, factual materials, and I have no trouble with organization or grammar. I want to continue to try to improve my writing ability.

The reading material in the ICS program was precisely what I needed to add to my experience. The year has equipped me to go on with an individual learning process which I will pursue whether or not I am in college in the future. The faculty and students added new dimensions to my understanding of people and ideas.

The direction of my life has been very definitely strengthened by this year at Evergreen, and I believe it was a highly successful learning experience in spite of the fact that in the third quarter I couldn’t devote enough time to the program. During the summer I plan to continue to read and write in order to complete the work I didn’t complete during that quarter.

Student’s Signature
Date

Program Coordinator’s Signature
Date
### THE EVERGREEN STATE COLLEGE -- LEARNING CONTRACT

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<tr>
<th>Name:</th>
<th>Last</th>
<th>First</th>
<th>Initial</th>
<th>Soc. Security No.</th>
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<th>Short Title:</th>
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<tr>
<th>Evergreen Sponsor:</th>
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<tr>
<th>Subcontractor(s), with title(s) of relevance: Matthew Smith, doctoral candidate, Political Sci., Univ. of North Carolina; T.R.G. Wolff, Asst. Atty. General; Bruce Reeves, Executive Asst. to Land Commissioner</th>
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<thead>
<tr>
<th>Beginning Date:</th>
<th>October 3, 1972</th>
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<tbody>
<tr>
<td>Expected Date of completion:</td>
<td>December 10, 1972</td>
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<tr>
<th>Purpose:</th>
<th>to explore 19th and early 20th century political and philosophical thought as background for contemporary political suppositions and practices. Intensive, upper-division study.</th>
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<th>Previous experience:</th>
<th>one year coordinated studies, the Individual, Citizen &amp; State</th>
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<th>Activities under this contract:</th>
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<tr>
<td>(1) Participation in lecture, film and discussion program on C. G. Jung offered by the Univ. of Washington</td>
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<td>(2) Selected readings in major works of political scientists from 1850-1950; including relevant literary works from that period; scholarship;</td>
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<td>(3) Weekly discussions with subcontractors.</td>
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<td>(4) Bi-monthly papers on selected topics.</td>
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<td>(5) Maintenance of an ongoing academic study journal.</td>
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<tr>
<th>Support to be provided by the sponsor (and subcontractor(s)):</th>
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<tbody>
<tr>
<td>Sponsor: assist in research, analysis, overview of period; developmental guidance in inter-disciplinary study of the materials and student's written work.</td>
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<tr>
<td>Subcontractor: 2-3 hours weekly direction in readings, study &amp; research</td>
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<th>Procedures for evaluating completed contract:</th>
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<tr>
<td>Oral exam, review of papers by all parties to contract.</td>
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| Does this contract require the use of special resources, facilities and equipment, or carry special legal implications? (If yes, attach explanation.) | Yes | No X |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
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<th>Student's signature:</th>
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<th>Signature(s) of subcontractor(s) if essential to the contract:</th>
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<td>Date: 10-2-72</td>
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<th>Dean-of-Group:</th>
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met with me on a weekly basis to discuss a series of readings in the 19th Century political and social thought. The readings included: "Social and Political Writing of Karl Marx, The Communist Manifesto", various selections from historical writing, e.g. "18th Brumaire of Napoleon Bonaparte", critiques of the Gotha program and a few selections from "Capital". In our discussions, we considered the writings in their historic and social context. We talked about Marx's concept of man and history and the themes of alienation, history and freedom in Marx. We also read Engels' "Socialism: Utopian and Scientific".

In an attempt to put a different perspective on the 19th century we looked at John S. Mill Utilitarianism and "On Liberty". Again we talked about social-historic contexts and the themes of a concept of man and the nature of liberty. I participated well at the meetings and once the more esoteric concepts were developed displayed a good understanding of the readings. I wrote a paper due to a series of non-academic problems, but she provided a paper on Mills which showed some good insight.

Because of the fact that she did not meet for the last two weeks of the contract and did not get her paper completed, I suggest that she receive two units of credit for her work this quarter.

Suggested Course Equivalencies (in quarter hours)

Signature, Seminar Leader or Sponsor
December 20, 1973
This quarter I was fortunate to have several knowledgeable persons to help me with my contract, and therefore it evolved into a very productive quarter and my objectives were fairly well met.

I was able to give me encouragement and help at the beginning of the contract, and introduced me to, as it turned out, had a very comprehensive knowledge of the particular field I wished to study. After preparing a reading list, and I read Marx, Mill and began reading Weber. We followed our reading with weekly discussions. I gained a great deal of knowledge from these readings and discussions because we were going at a pace geared to my needs, and particularly because combined a good mixture of questions that I was to answer with some lecturing which I found fascinating and very enriching. The knowledge gained from the readings and discussions with both has made me more confident of my knowledge in the area of politics.

has also continued to discuss the dynamics of state and federal government with me during this quarter, and that has helped to clarify my understanding of the realities of government.

My main problem has been a lack of confidence in writing the analytical papers, although I understand the materials we are reading, and this is where I need to work for improvement.

Student's Signature
Date: December 1972

Sponsor's Signature
Date: December 1972
LEAVES OF ABSENCE

Students who have been accepted for full-time study are eligible to apply for a leave of absence. They may apply for leave in any quarter whether or not in that quarter they are a full-time student. The normal leave of absence is for one quarter, but may be longer under extenuating circumstances. Application for a leave of absence is initiated in the Office of the Registrar.

AWARD OF THE BACCALAUREATE DEGREE

The baccalaureate degree is normally awarded upon completion of 36 Evergreen units. Students currently enrolled in a continuing program may continue that program even though it results in the accumulation of more than 36 units. Transfer students and students undertaking major changes in their course of study may petition the appropriate academic dean to pursue a course of study which will result in accumulation of more than 36 units.

COMPLETION OF ACADEMIC WORK AND THE AWARDING OF CREDIT

1. Completion of Work
   A. A student will complete his/her study program and submit all written materials, including self-evaluation, by the last day of the evaluation week for that program. (For programs which terminate coincident with the end of a quarter, the last day of the quarter is the completion date for work in the program. For other programs, notably individual contracts, the completion date is that defined in the contract.)
   B. Credit may be granted only on completion of work as defined above.
   C. A written evaluation of the student by faculty or staff is to be submitted within and no later than two weeks after the last day of the evaluation week for the program as defined above.

2. Incomplete Status
   A. If a student fails to complete his/her work on time (see 1.A above), an "Incomplete" is recorded as of that date.
   B. An Incomplete may be removed at any time within two months by completion
of the work and credit may then be awarded. There is neither
faculty nor institutional assurance, however, as to deriving credit
from an Incomplete.

C. During the two-month period of the Incomplete, the student can reg-
ister in another program only with approval of faculty members from
the old and new programs and the dean of the records desk.

D. If the Incomplete has not been removed within the two-month period
there is an automatic cancellation of credit and an entry of "No
Credit" is made in the permanent files (but not on the student's
transcript).

E. In the event the Incomplete refers to only a portion of the student's
work and if this fact is noted at the time the Incomplete becomes
effective, the cancellation of credit may refer to only the portion
which was not completed.

(e.g., A faculty member may advise the dean that if no
additional work is completed, the student would nonetheless
be eligible for 1 (or 2) units of credit; at the end of the
Incomplete period, the transcript would indicate credit
awarded as 1 (or 2) units and the permanent records desk
files would show 1 (or 2) out of 3 units of credit were
awarded.)

F. Cancellation of the Incomplete leading to a "No Credit" entry can be
initiated by the student at any time during the two-month period,
unless there was provision already established (see 2.D). A partial
credit award may be granted at that time by the Dean of the Records
Desk upon recommendation of the faculty member but only at the stud-
ent's initiative.

G. A cancellation of credit resulting from automatic conversion of an
Incomplete may be converted back to Incomplete only upon approval
of the Dean of the Records Desk and upon the initiative of the student.

H. A cancellation of credit resulting from automatic conversion of an
Incomplete will be a matter of record in the student's portfolio and
at the Records Desk. A student with more than four cancellations of
credit will be dismissed from the College.
3. Faculty/Staff Role in Completion of Student's Work
   A. Faculty members will notify the Records Desk of the names of students whose work is not complete on the date required (see definition in 1.A above).
   B. Faculty/staff members will submit written evaluations of students within two weeks of the completion of the student's program (as defined in 1.C or 2.B above).
   C. The names of faculty/staff and of the students whose evaluations have not been filed by the due date (1.C or 2.B) are to be circularized to all faculty/staff on the following day.
   D. Instances of evaluations not filed within one month of the due date (1.C or 2.B) are to be noted in the faculty member's portfolio and at the Records Desk. Consideration of such records will be made in decisions of contract renewal.

POLICY ON ACADEMIC STANDING

NORMAL LOAD AND PROGRESS--The normal academic load for a full-time student is three Evergreen units per quarter. Normal progress toward the baccalaureate degree for a full-time student is at the rate of 9 Evergreen units per academic year, earned in three quarters of study. A student may accelerate normal progress by enrolling for a fourth quarter of study each academic year.

DECELERATION--A full-time student may reduce his credit load to 0 (via leave of absence), 1, or 2 Evergreen units for one quarter with approval of the Deans. In the succeeding quarter, the student must petition the Deans to resume a full load of three units.

ACADEMIC STANDING--If, during any quarter, a student is in danger of earning less than full credit for which he is registered, he should be notified in writing by his faculty sponsor of that danger.

1. Probation--A student who earns fewer than 7 of 9 possible Evergreen units per year will be placed automatically on Academic Probation for the subsequent quarter for which he enrolls.
2. Suspension--A student who has been placed on Academic Probation, and who, in any subsequent quarter, earns less credit than that for
which he was enrolled, will normally be suspended for a minimum of one year (three consecutive quarters). The action of suspension is subject to consideration by the Deans before it becomes effective. Normally, a student who has been suspended is not eligible for readmission for one full year. Readmission at that time is contingent upon 1) evidence of the student's readiness to assume his responsibilities as a student, including an accounting of his activity in the intervening period; 2) the availability of openings at the College, and 3) arrangements for meeting the student's financial responsibility, if applicable.

3. Dismissal--A student who has been placed on Academic Suspension and who is readmitted to the College must earn full credit in the program for which he is enrolled. Failure to earn full credit will constitute grounds for dismissal, and the student will be denied further admission. The action of dismissal will be subject to consideration by the Deans before it becomes effective.

Inasmuch as credit is normally awarded at the end of year-long programs, the above policies will not necessarily assure automatic gauging of a student's progress. Therefore, upon the advice of the faculty, the Deans reserve the right to warn, place on probation, suspend and/or dismiss a student whose academic performance would warrant such action were credit awarded quarterly.

These policies apply from this date. Records of students who have been enrolled prior to this date will be reviewed by the Academic Records Desk at the end of spring quarter. Students who fall into the above categories will be notified after this review.
PENALTY FOR LATE PAYMENT OF TUITION AND FEES

Tuition and fees are billed on a quarterly basis, and are due on dates published in the Bulletin for 1973-74 (August 31 and December 14, 1973; March 22, 1974). Failure to render payment by the due date will result in disenrollment on that date. Because billing is conducted by mail, it is imperative that students keep the College advised of their current address—this should be done at the Office of the Registrar.