THE EVERGREEN STATE COLLEGE CATALOG SUPPLEMENT 1975-76

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OLYMPIA, WASHINGTON 98505
206-866-6300
The College Board of Trustees has adopted a strong Equal Opportunity Policy. This policy requires that all individuals or groups administer their services, facilities, employment and advancement opportunities without regard to age, race, color, sex, religion, national origins or physical disability. The Board has committed the College to a program of Affirmative Action to ensure equal opportunity. The intent of the College's Affirmative Action Program is to assure open membership and participation in the academic community for all students and employees.

Evergreen regularly examines all its policies, procedures and practices to identify those which have, or could have, discriminatory effect with regard to age, race, color, sex, religion, national origin, or physical disability. After identifying problem areas, the College develops alternatives to solve the problems and eliminate deficiencies.

The Affirmative Action officer is responsible for developing, implementing, and monitoring (including receipt of and action upon discrimination complaints) the affirmative action program. This office works with and coordinates efforts between faculty, staff, students, and student groups to achieve equal opportunity. Programs include ethnic awareness training, upward mobility for women and minorities, and seminars on changing male-female relationships. We have initiated an intensive effort to involve the entire Evergreen and local community in the challenge to achieve equal opportunity.

Evergreen's basic policy statement on equal opportunity and affirmative action, as codified in the State of Washington Administrative Code, follows:

The Equal Opportunity Policy of The Evergreen State College requires that its faculty, administration, staff, students, and persons who develop programs at the college; and all contractors, individuals and organizations who do business with the college; comply with the letter and spirit of all federal, state, and local equal employment opportunity statutes and regulations.

The college expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, or physical disability (except where physical ability is a bona fide occupational qualification). This policy requires recruiting, hiring, training, and promoting persons in all job categories without regard to race, sex, age, religion, national origin, or physical disability (except where physical ability is a bona fide occupational qualification). All decisions on employment and promotion must utilize only valid job-related requirements.

The college requires that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, college sponsored training, education, tuition assistance, social and recreation programs, and that all student recruiting and admissions, student services (such as financial aid, placement, counseling, housing, student activities, physical recreation), and facilities usage be administered without discrimination based on race, sex, age, religion, national origin, or physical disability (except where physical ability is a bona fide occupational qualification).

The Evergreen State College is committed to an affirmative action program — a goal-oriented program through which it makes specific additional efforts to recruit, hire, train, and promote non-whites and women; and to recruit, admit, and educate non-white and women students. The affirmative action program is designed to overcome and prevent the effects of systemic institutional discrimination and benign neutrality in employment and educational practices. The college will take affirmative action to solicit bids on goods and services contracts from non-white and women vendors and contractors.

The college's Affirmative Action Office has responsibility for preparing the college's affirmative action program, including procedures for reporting and monitoring. Each employee's support and implementation of this policy will be evaluated during employment performance evaluations.
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Plans are underway for a wide range of academic study opportunities for the summer quarter of 1975. Some curricular offerings are being planned to take advantage of our setting. Students interested in ecological, marine, and natural history studies should strongly consider enrolling in the summer quarter when outdoor field study is particularly attractive.

As part of the summer arts and humanities focus, we are planning to offer a program on Richard Wagner’s operatic cycle, *The Ring of the Nibelung*. This program, discussing the music, drama, literary background, history, and production of the *Ring*, will run in conjunction with the Seattle Opera production of two complete *Ring* cycles as Festival ’75.

The following are some of the programs in the planning stages. Further details may be obtained by requesting the special summer 1975 brochure from the Admissions Office. The final list of curricular offerings may change as planning progresses, but these changes will be noted in the summer 1975 brochure.

**Coordinated Studies Programs**

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<thead>
<tr>
<th>Program</th>
<th>Evergreen Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>La France Entre Guerres: Espagne y America del sur Entre las Guerras Mondiales (An Intensive Language Program)</td>
<td>4</td>
<td>10</td>
</tr>
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<td>The Good Earth</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Wagner’s <em>Ring</em> Cycle</td>
<td>1</td>
<td>3 ½</td>
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**Group Contracts**

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<tr>
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<tr>
<td>Backpacks, Monuments, and Museums</td>
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<td>10</td>
</tr>
<tr>
<td>Christianity and Communism: A Sociology of Mass Movements</td>
<td>3</td>
<td>7 ¾</td>
</tr>
<tr>
<td>Ecology and Chemistry of Pollution</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Education in Contemporary American Society</td>
<td>2</td>
<td>5 ½</td>
</tr>
<tr>
<td>Evergreen Environment</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>The Meaning of Life and Death</td>
<td>2</td>
<td>5 ½</td>
</tr>
<tr>
<td>Natural History of Washington’s Marine Coasts</td>
<td>2</td>
<td>5 ½</td>
</tr>
<tr>
<td>Northwest Labor History</td>
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</tr>
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<td></td>
</tr>
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### Individual Contracts and Internships

A wide variety of studies will be supervised on an individual basis by the faculty. 1 to 4 credits; 3 ½, 5 ½, 7 ½, 10 weeks.

Summer quarter begins for all programs on June 23, 1975. Early registration for summer term will occur between May 19-29, either in person or by mail. A final walk-in registration will be held on June 23, 1975. Due to enrollment limitations in most programs, early registration is recommended. A schedule of tuition and fees is given below. An application for admissions materials is included in the summer 1975 brochure, or can be obtained by writing to the Director of Admissions, The Evergreen State College. It is important to realize that each of the study programs listed above is a full time activity, each Evergreen credit being the equivalent of four quarter hours of academic work. A student should therefore plan to enroll in only one of the above programs. Admission to the summer program does not automatically guarantee entrance into the fall quarter program, which should be applied for separately with the Office of Admissions.

Students attending Evergreen this summer will find excellent on-campus housing available. Recreational facilities, including a swimming pool, handball courts, playing fields, tennis courts, and a variety of recreational workshops are available. The college’s Arts and Sciences Laboratory Building will accommodate many 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. Several of the academic programs will also use these attractive outdoor surroundings as laboratories for work and study.

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

### Tuition and Fees (subject to possible revision)

<table>
<thead>
<tr>
<th>Units</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$80</td>
<td>$220</td>
</tr>
<tr>
<td>2</td>
<td>$110</td>
<td>$300</td>
</tr>
<tr>
<td>3</td>
<td>$140</td>
<td>$385</td>
</tr>
<tr>
<td>4</td>
<td>$165</td>
<td>$453</td>
</tr>
</tbody>
</table>
1. CONTINUING STUDENTS REGISTER MAY 19 TO 29. ACADEMIC FAIR WILL BE HELD ON MAY 21, 9:00 A.M. TO 2:00 P.M.

Registration material will be mailed to the student's local address by May 9, 1975. It is the student's responsibility to keep the Registrar informed of his/her current address at all times.

All continuing students (including those on Leave of Absence who expect to return for fall quarter) are expected to:

- register for a program of study OR
- apply for a Leave of Absence OR
- declare an intent to withdraw at the end of spring or summer quarter OR
- apply for graduation effective the end of spring or summer quarter during the registration period. Those who do not do so will be disenrolled and forfeit their $50 deposit on May 30.

2. NEW STUDENTS (ADMITTED BY APRIL 15) may register with the continuing students or may register with those new students admitted after April 15 (see below). Deferral of registration is not automatic, but may be requested. Registration materials will be mailed by May 9 to the student's address filed with the Office of Admissions. Failure to either register or defer will result in termination of the offer of admission and forfeiture of the $50 deposit. Spaces in coordinated studies and group contracts will be awarded on a first-come, first-served basis during the spring registration period.

3. NEW STUDENTS (ADMITTED AFTER APRIL 15) REGISTER ON SEPTEMBER 22, 23, AND 24, 1975. ACADEMIC FAIR WILL BE HELD SEPTEMBER 22, 1975, 8:30 TO 11:30 A.M. AND 1:00 TO 3:30 P.M.

Registration materials will be mailed to the student's address on file in the Office of Admissions, no later than September 12. Spaces in coordinated studies and group contracts will be reserved for new students registering September 22, 23, and 24, 1975. Failure to register by September 24, 1975, at 5:00 p.m., will result in withdrawal of the offer of admission and forfeiture of the $50 deposit.
4. REGISTRATION. Registration cards must be returned to the Registrar's Office by the end of the registration period specified. Postmarks are not acceptable. All registration is first-come, first-served, with the exception that mail registration will be processed at the end of each day during the registration period. A receipt (a confirmation) for registration will be issued to each student.

5. CHANGE OF REGISTRATION. September 25 and 26 are the earliest dates at which program assignments may be changed.

6. TUITION. Tuition will not be accepted until confirmation of registration is received by the cashier. The deadline for payment of tuition is under consideration and will be specified well in advance in your registration packet.

7. RE-REGISTRATION. After your registration is confirmed and your tuition and fees paid, you are officially registered for fall quarter, 1975.

   If you are enrolled in a program or individual contract which ends before June (e.g. an individual contract written for fall quarter, or a coordinated study which lasts through winter quarter) you must re-register in another program or contract for the subsequent quarter(s).

   Students enrolled in the individual contract mode or a program which lasts fewer than three consecutive quarters must pay special attention to this obligation.

8. PART-TIME STUDENTS seeking to register for a module may do so during the registration period applicable to them. Continuing part-time students will register in the spring registration period, and new part-time students will register in the fall.
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 samples chosen from past offerings and not 1975-76 programs. The programs we will offer this coming fall, and from which you will choose, are not listed in any of the Bulletins. They are listed and described only in this supplement. If you have any questions or need more information about a program, please feel free to write or telephone the faculty member listed with the description of the program.

Once spring registration is finished and we assign you to your fall program, you will be a part of Evergreen. In most cases, your faculty members will contact you with suggestions for preparatory activities to be completed over the summer months. If some mistake occurs and you end up in the wrong program, you will be able to switch to another program once you get to campus in the fall if there is room in the program you want to change to.

Since such familiar terms as "major," "department," and "division" are not used at Evergreen, the following guide, which designates some of the subject matter content in a number of our new offerings, may be useful to you as you select your program for the fall. Nearly all our programs revolve around blends of subject matters, mergings among the traditional disciplines, that focus on significant problems or questions deserving of inquiry. (The program titles used more than once below bear this out.) But they cover some of the same fields, disciplines, and issues studied under more standard "course" headings. In the left-hand column, you will find "areas" of subject matter focus or emphasis. In the right-hand column, you will find the titles of programs planned for 1975-76. Find the area (or areas) that interest you in the left-hand column, then study the descriptions of the programs whose titles appear in the right-hand column. This process should help you identify a program containing some of the subject matter(s) that fits your background and interests.

<table>
<thead>
<tr>
<th>Subject Matter Focus or Emphasis Areas</th>
<th>The New 1975-76 Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Arts</td>
<td></td>
</tr>
<tr>
<td>Art (studio)</td>
<td>Africa and the United States</td>
</tr>
<tr>
<td>Art and Architecture (theory and literature)</td>
<td>Environments: Perception and Design</td>
</tr>
</tbody>
</table>
Creative Writing
Dance
Media
Music
Theatre Arts

General Humanities
Area Studies (i.e., geographic area, Black, women's, etc.)
Communications, including speech
Education
Foreign Languages (ALL)
History
Journalism
Literature
Philosophy
Religion

Self-Exploration Through Autobiography
The Shape of Things to Come
Broadside and Broadcasts: Information, Research and Communication
Harmony in the Universe
Live and Recorded: A Performing Arts Program

General Social Science
Anthropology
Business
Counseling
Economics
Law
Management
Political Science
Psychology
Sociology
Urban Planning

Africa and the United States
Science and Culture: Beyond Specialization
Ethics and Politics
Self-Exploration Through Autobiography
The American Revolution — A 200-Year Perspective
From Homer to Hemingway: The Professors' Literary Favorites
Love in the Western World
Studies in Greece: Rural Towns and Villages
Culture, Ideology, and Social Change in America
Broadsides and Broadcasts: Information, Research and Communication

Environments: Perception and Design
Science and Culture: Beyond Specialization
Health: Individual and Community
Ethics and Politics
Working in America
The Good Earth
The Shape of Things to Come
Paradigms in Crisis: Theories of Capitalist Society
The American Revolution — A 200-Year Perspective
Invention and Discovery
Love in the Western World
Culture, Ideology, and Social Change in America
Broadsides and Broadcasts: Information, Research and Communication
General Natural Science

Astronomy
Biology
Chemistry
Computer Science
Earth Science
History of Science
Math
Physics

Environments: Perception and Design
Science and Culture: Beyond Specialization
Health: Individual and Community
The Good Earth
Foundations of Natural Science
The Shape of Things to Come
Paradigms in Crisis: Theories of Capitalist Society
Invention and Discovery
Harmony in the Universe
Studies in Greece: Rural Towns and Villages

Besides reading the descriptions of the coordinated studies whose titles are shown here, also pay close attention to the descriptions of the group contracts and modular courses printed in this supplement.

Areas of Continuing Study

As we did last year, we are offering academic work in Evergreen’s two “specialty” areas of continuing study — the Pacific Rim and Third World (non-white) studies. We expect to keep enabling students to look more than one year ahead to these two specific subject matter areas in which they may want to work. We are not repeating the programs offered during 1974-75, but the programs in the continuing study areas for 1975-76 are:

Pacific Rim Studies
Yu Tao Li: Chinese Philosophy, Religion and Society
Mexico

Third World Studies
Africa and the United States
Native American Life Experience
Nepal
Yu Tao Li: Chinese Philosophy, Religion and Society
Mexico

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 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.

If you plan to intern at any time during the academic year (either through individual contracts or through a group program), 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. The Coordinator can provide you with information about programs that are planning internship components, provide you with counseling, guidance and information about internships available and help you to locate and arrange the best possible field experience to meet your academic needs.

For those students who wish to participate in a planned learning sequence in preparation for a career, the Office offers assistance through the Career Learning Program. Career Learning students receive special guidance in career education and career decision making and are given the opportunity to participate in a sequence of specially developed, paid, alternating field placements in the area of their career choice. Students may enter the planning phase of the program during their freshman year but are normally not eligible for the first field placement until the sophomore year. No credit is awarded through the Career Learning Program; however, Career Learning students progress at the normal rate, earning credit through enrollment in one of the three major modes described above.

Once you have negotiated an internship or secured a Career Learning placement, you must complete a Student’s Individual Internship Agreement form regardless of the program in
General Natural Science

Environments: Perception and Design
Science and Culture: Beyond Specialization
Health: Individual and Community
The Good Earth
Foundations of Natural Science
The Shape of Things to Come
Paradigms in Crisis: Theories of Capitalist Society
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COOPERATIVE EDUCATION 1975-76

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Once you have negotiated an internship or secured a Career Learning placement, you must complete a Student's Individual Internship Agreement form regardless of the program in
which you are enrolled. Copies of the I.A. form and complete information about positions available may be obtained in the Co-op office. For additional information about the services Co-op can provide, you should also consult the Co-op section of the College catalog, pp. 53-59.

If you have any questions, write or telephone the Office of Cooperative Education, Lab 1000, Telephone (206) 866-6391.
If this is going to be your first year at Evergreen, you should plan to enter a coordinated studies program. Except in the most extraordinary circumstances, we expect every new student first to get acquainted with Evergreen, its faculty, and its other resources through participation in a coordinated studies program. Once here, and well acquainted, you will be in a good position to draw up a contract for independent study and research. We are offering three types of programs.

1. Basic Programs: These are introductory, beginning programs aimed at allowing students the chance to sample a lot of areas of study, to make up their minds about what they want to study in more depth and to develop the competencies necessary for further study in a chosen area. They have no prerequisites and are open to anyone on campus. We are offering eight basic programs:
   - Africa and the United States
   - Environments: Perception and Design
   - Ethics and Politics
   - Health: Individual and Community
   - Science and Culture: Beyond Specialization
   - Self-Exploration Through Autobiography
   - The Good Earth
   - Working in America.

2. Divisional Programs: These are interdisciplinary programs within broad divisional lines — humanities, arts, natural science and social science. They are designed to provide students with the skills and backgrounds required to do high-level work within a particular discipline. They may have prerequisites stated in their descriptions and/or explained by faculty members during interviews with prospective students. But the requirements are more for the purposes of signalling what specific information/skills the program offers and which students might best match up with the program goals than for keeping people out. Thus, if you are interested in a particular divisional program for which you fear you may not have the prerequisites, contact the coordinator before deciding not to try it. We are offering five divisional programs:
3. Advanced Programs: These programs offer sophisticated, high-level work that requires some previous training or experience. They cross disciplinary lines and provide opportunities for the kind of serious and intensive study undertaken by advanced students. Prerequisites for enrollment in them are not based on year-in-college (i.e., first, second, third, fourth), but on the backgrounds required to do the work well. They are spelled out in the program descriptions and can be more fully explained in conversation with the program faculty. We are offering seven advanced programs:

- Broadsides and Broadcasts: Information, Research and Communication
- Culture, Ideology, and Social Change in America
- Harmony in the Universe
- Invention and Discovery
- Live and Recorded: A Performing Arts Program
- Love in the Western World
- Studies in Greece: Rural Towns and Villages.

Remember, all coordinated studies regardless of level require 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 final word of explanation — normally, any advanced student may take a Basic program, but the reverse is not true. Advanced programs do have prerequisites. These are mentioned in the descriptions of the programs and can be discussed with coordinators. If you think you are ready for the Advanced program that interests you, and if you satisfy the program's prerequisites, then by all means plan to enroll in it.

Note: Certain resource needs for some of the programs we are offering (i.e., needs like non-faculty staff time, equipment, spaces, funds, etc.) are still in the process of being met. We will try to provide the necessary resources for every program. If, however, we simply cannot do so, program faculty members and their students will have to make do with what we have, improvise, or do without some resources that might improve the study they have undertaken.

Now, read the descriptions of our new programs for 1975-76.
Africa and the United States

Fall, Winter, Spring/Basic/Four Units Each Quarter
Coordinator: Dumisane Maraire (Library 1601 / 866-6703)

This program is designed to develop with the student a thorough understanding of the historical and current background determining the present state of the relationships between the nations of Africa and the United States. It should also give first-hand guidance to those students specifically interested in African civilization or to those students who plan to visit Africa sometime in the near future.

As the relative importance of the United States as a world power wanes and that of the African nations continues to develop, their future accommodation portends great promise as well as danger. On the one hand, there is a line of development — or more properly perhaps "de-development" — that extends from the early slave trade to present day economic exploitation by U.S. corporations. On the other hand, there is the need of African nations for the kind of assistance that a major industrial power can offer, as well as the need of the industrial nations for the raw materials that the African continent can offer — but which can no longer forcibly be removed.

The resolution of these needs will be determined not only by great historical forces — colonialism, imperialism, and racism — but by some other typically overlooked factors, namely the cultural impact of the African contact on the United States. And the cultural and national diversity within the African continent itself leads us along a trail from Africa to the Caribbean, and into America today. Thus considered, we open a vast array of area and topical investigations. The culture and economies of the black Caribbean thereby become an intimate part of our considerations. The problems of Haiti call equally for explanation as does the burgeoning economy of Nigeria.

The slave trade, religion, U.S. military bases, education, industrial development, missionary work, the uses of foreign aid, black America and Africa, the problem of South Africa — these topics among many others will be investigated by a systematic group and individual study scheme that will rely on extensive readings of selected books and periodicals. Films, lectures (faculty and guest), study projects, and internships will round out the program's development.

Environments, Perception and Design

Fall, Winter, Spring/Basic/Four Units Each Quarter
Coordinator: Richard Cellarius (Lab 3009 / 866-6727)

This program is about people thinking and doing. This thought and action make up many ways of looking at the world. These world views are profoundly influenced by social organization, physical surroundings, attitudes, perceptions and methods of design. And through them, in turn, we experience our world; they are our world.
This program is designed to help students develop strategies of thinking and working which will allow them to live rich, creative, socially responsible lives in whatever future field they choose to enter.

The future will require a whole person: a person who will make all of his or her education meaningful by seeking a natural balance between intellectual and emotional power. A person who seeks to understand the whole of life, and who in the process will employ his or her powers in formulating a "real" blueprint for creative living. Perception and design will be this person's tools.

We intend to introduce students to a variety of problem-solving methods derived from the arts, natural sciences and the humanities. We hope that, as a result, students will not only experience techniques they will use in the future, but that they also will develop a sensitivity and appreciation for the many areas they will not themselves follow. As part of our exploration of the process and skills involved in problem solving and creativity, we will:

• study how our physical, biological, and social surroundings influence human behavior. (Particular attention will be paid to how different cultures and sexes view, are influenced by, and react to their surroundings.)
• analyze how we sense/perceive the various surroundings we encounter.
• identify and analyze basic human and social needs.
• discuss and experience ways in which these surroundings, perceptions, and needs influence what we create.
• develop a spatial understanding and ability to communicate orally, in writing, and in a variety of media.

Most importantly, we want to learn to identify "real life" problems, to understand their implications and to form practicable and realistic solutions for them.

We intend to begin by spending a lot of time experiencing. We will have a series of short workshops involving brief design/problem-solving activities which will provide a framework for experiencing what a scientist, artist, planner, politician, or poet does. These activities will happen against a background of lectures and weekly book seminars which will expand on these experiences and focus discussion on the problems and ideas mentioned above. The weekly seminars are an integral part of the program and will be planned for understanding and appreciating what creativity is.

In the second phase of the program, students will be expected to evolve design/problem-solving/creative problems of their own. These group and/or individual projects will provide the means for putting skills and ideas developed earlier to the practical test, and in the process to develop new and more precise means of inquiry.

This program is open to all students. We hope to attract students from a good mixture of racial and cultural backgrounds so that we can share and analyze these experiences together. It should be of interest to students interested in developing creative skills in the arts, the natural sciences or social sciences. The only prerequisites are a willingness to work and to be exposed to problem-solving approaches in a variety of disciplines.
Ethics and Politics
Fall, Winter, Spring/Basic/Four Units Each Quarter
Coordinator: Carolyn Dobbs (Library 1410/866-6048)

The purpose of the program will be to develop responsible and effective citizens through the study of ethics and politics. This development will progress from a study of individual ethics through social ethics to political action, which will put into action the theories previously studied. As members build and review their personal ethical stances, they will be encouraged to apply them to their own moral decision-making and to examine the implications of applying these principles within social groupings of different sizes.

During fall quarter the group will study historic ethical systems and current political issues. These studies will continue throughout winter and spring quarters while at the same time the group will have the opportunity to observe and participate in political institutions. These activities will be supplemented by analysis of the systems and the reciprocal impacts of citizen and institution. One area of study will be the Washington State Legislature. However, other areas such as local government or the state executive branch could also be used depending on student interest. Areas of particular concern will include environmental and consumer protection, the use of land, and open government.

The program will strive to balance theory and application — encourage action based on careful thought and serious discussion. Skills in reading, writing, seminaring, and public speaking will be developed throughout the year.

The program will maintain a strong commitment to group operation in an effort to demonstrate the benefits (and difficulties) of functioning as a genuine community.

Health: Individual and Community
Fall, Winter, Spring/Basic/Four Units Each Quarter
Coordinator: Linda Kahan (Lab 2022/866-6704)

Theme
The theme of the program is human health from the perspective of both individual and community. What does it mean to "be healthy," to function normally or optimally — from a biological, psychological, and social point of view? What are the societal or social influences on health (environmental health, health care systems, etc.)?

This program is designed to meet the needs of students who are interested or think they might be interested in fields (careers) related to health, which could include psychology, sociology, community planning, recreation, health politics, environmental science, social work, and biological sciences, in addition to medicine. The program will also meet the needs of students who want to explore the idea of health as related to themselves. It will be a basic program, with no prerequisites for entrance. It is not designed to follow up on any of the 1974-75 curricular offerings, but rather to prepare students to continue in 1976-77 with intermediate level offerings in the natural and social sciences (e.g. Foundations of Natural Science).
**Goals**

1. To acquire basic knowledge in the biological and social sciences, with an equal emphasis on both. To consider the question of wellness, as opposed to illness, as a general theme.
2. To apply basic principles and theory to the student's own life and social, political, and philosophical issues of our times.
3. To improve basic communications skills.
4. To become healthier.

**Content and Activities**

Introductory material in the biological and social sciences will be presented through faculty lectures, guest speakers, films, seminars, labs, and field trips. This basic information will then be applied to interdisciplinary health-related themes, such as sexuality, nutrition, and the ethics of health care, and to project-oriented modules that build upon the basic material. Health is of concern to everyone. Each segment of the community, no matter how defined, has its own special health concerns. For example: genetic syndromes may be common in some racial groups and uncommon in others, like sickle cell anemia or inability to tolerate milk sugars; persons having particular jobs may be subject to job-related diseases; young and old people have their own different health needs; communities may have specific health problems, such as a high incidence of lead poisoning in children in big city ghettos. The poor quality of health care available to poor people in this country (including a much higher percentage of non-whites than whites) is a national scandal.

Reading and writing skills will be developed through seminar readings, discussions, and regular writing assignments. As the year progresses, opportunities for more specialized study will evolve. Other activities will include an introduction to professionals working in various aspects of health in our society and regular, student-organized, exercise programs to improve the mental and physical well-being of each student. Students will also be expected to take at least one math module outside the program, depending on their level of skill. Students interested in continuing in science studies should complete math through precalculus by the end of Spring Quarter.

Since health care and other health-related fields are now opening up for non-white people and women, this program should provide good exposure to these options for such students. We intend to open up the planning of the program for extended consultation with students and other interested persons. Women and non-white students are especially encouraged to attend these planning sessions to express their concerns and help us include them in the program design.

The Evergreen State College Bulletin for 1974-75 contains the following statement: "Although Evergreen's academic programs are designed to enable students to sharpen basic intellectual
skills, learn techniques for solving problems and develop an awareness of the implications of central human issues, the College places strong emphasis on the interrelationship of fields of knowledge rather than treating academic disciplines as entirely separate." This expresses our College's commitment to interdisciplinary education. The "outside world," however, often seems to make demands that conflict with this commitment. That is, many people expect college students to specialize in one subject (for example, biology, psychology, political science). But is there really a conflict between interdisciplinary education and the professional demands of our "Age of Specialization"? What are the benefits and disadvantages of interdisciplinary education, or of highly specialized education?

Our program will study these questions by examining the nature of disciplinary specialization, its origins, and where it's leading us. We will do this by means of a historical study that will emphasize the origins and development of natural science, since natural science provides clear examples of this specialization, and because the consequences of scientific specialization are so important to contemporary society. Although the natural sciences will serve as a focus, we will at all times be asking what the relationship of scientific change and specialization is to other cultural changes. A major text to guide our thinking throughout the year will be Thomas Kuhn's *The Structure of Scientific Revolutions*. We will use Kuhn's theories about scientific change to analyze the various models, or "paradigms," around which our knowledge is organized, and which help to make specialization possible. We will ask how applicable his ideas are to understanding the role of science in three cultures: ancient Greek, seventeenth century European, and Western society in the twentieth century. We will also ask, when appropriate, how application of Kuhn's thesis might increase our understanding of specialization in subjects other than the natural sciences.

For about the first half of the first quarter, we will study Greek culture to the time of Aristotle. During this time we will emphasize the interdependence of religious, philosophical, literary, and scientific thought, noting the lack of disciplinary specialization. About the middle of the first quarter, we will read Kuhn's book. In the last half of the first quarter, we will study Greek culture after Aristotle, noting the establishment of disciplinary models in mathematics (especially Euclid) and astronomy. But we will also look at changes in philosophy, literature, and other areas of science during this period.

During the second quarter, we will talk about a general intellectual revolution, the introduction of a "powerful vision of rationality" into Western thought. We will relate this to the establishment of the new paradigm in physics and astronomy, and we will make clear that the major authors of that revolution (Galileo, Kepler, Descartes, Newton) did not make the distinctions between their scientific, religious, and philosophical interests that later writers about them have tended to make. We will examine the influence of science and the vision of rationality on political philosophy, and see how the new scientific ideas are reflected in literature. Our studies in this quarter should indicate that by the end of the century, the patterns were established that made modern scientific specialization possible.

During spring quarter, we will explore the benefits and costs of this specializing trend in the twentieth century: technological advances, alienation, ecological breakdown, among others. Finally, we will ask if there is a new intellectual revolution underway that would force us to abandon some of the specialization and lead toward a reunification of thought.
We will use lectures, seminars, books from the period under study, films, plays. Writing will be required each week. We will all work together on these central issues. In addition, after the middle of the first quarter, we will offer "specialized modules" within the program. These will allow students to explore in depth some special areas of their choice; for example, mathematics, history, physics and astronomy, literature, and philosophy. Each module will be related to the cultural period under study each quarter.

This program is designed for students who want to do a lot of serious reading, writing, and thinking about the questions we have posed.

Self Exploration Through Autobiography

Fall Quarter / Basic / Four Units
Coordinator: Thad Curtz (Sem 3158/866-6525)

The purpose of the program is to come to grips with one's past: to understand, to experience more fully and in a sense to accept the events of one's life — not only as a source of wisdom but of energy. It is also important, we believe, to come to grips with roots — formative influences such as parents, customs, race, locale, religion, and culture. Toward these ends we will all read autobiographies together and everyone will write his or her own. We also have other goals for the program: figuring out what to do in the future; learning to write better or get over a writing block; and producing an autobiography one can be proud of.

In most ways the program will be very open. But we are setting out two constraints in advance: first, everyone will read an autobiography in common every week; second, everyone will write fifteen pages of draft every week. This means a lot of writing, but we will be able to help students learn to write much more easily and satisfyingly. At the end everyone is to outline an autobiography using parts or all of what was written during the quarter. We will probably also publish a small pamphlet containing pieces of our writing.

The faculty is prepared to offer lectures, invite guest speakers, and lead book seminars. We hope that there will also be workshops in areas like writing, dream reflection, intensive journal keeping, and creativity. But in doing self exploration and putting together an autobiography, people may well use other media in addition to their weekly writing: for example, photography, painting, dance, and musical composition. Students can take a module outside the program.

The program is suitable for any student — advanced, beginning, returning, or new. We see it as relevant to women and non-whites in presenting an ideal opportunity to explore and consolidate one's sense of self in relation to one's culture.

We will read autobiographical writing such as *The Education of Henry Adams*, *Black Elk Speaks*, *The Golden Notebook*, *Black Boy*, *The Bell Jar*, *Down and Out in London and Paris*, and *Child of the Dark: The Diary of Carolina Maria de Jesus*. 
The Good Earth
Spring, Summer, Fall, 1975/Basic/Four Units Each Quarter
Coordinator: Niels Skov (Library 3404/866-6316)

The program's theme will be small scale farming, and the students will combine practical work in field and barn with readings and laboratory work in diverse fields pertinent to the small farmer, homesteader and organic truck gardener.

Academic studies will range from a historical review of agriculture to the economics of a farm unit to biological/chemical pest control, plant pathology and parasitology. The soil itself will be viewed both as a physico-chemical composite and as a dynamic environment for insects, nematodes, mites and pathogenic bacteria, viruses and fungi.

Practical projects will comprise soil preparation; sowing, irrigating and harvesting of crop grasses and hay making; apiary practice; experiments relative to the plowing/no-plowing controversy; experiments with N-P-K vs. organic fertilization; methane production; production and analysis of compost; milking and milk processing; soil analysis; introduction to animal husbandry: breeding, feeding, diseases, butchering, trading of beef and dairy cattle, hogs, sheep, and poultry.

There should be unlimited potential for intense enjoyment in a complex and diversified learning process, but little time to groove in the haystacks.

Working in America
Fall, Winter, Spring/Basic/Four Units Each Quarter
Coordinator: Tom Rainey (Library 1404/866-6656)

The intent of this program, while introducing students to aspects of both the humanities and the social sciences, is to help Evergreen students intelligently evaluate their working future. It will provide them with analytical and practical tools for survival in an advanced capitalist society. It will include a quarter on the job in the U.S. work force. It will expose students to the history of labor, not only nationally, but regionally in the Northwest, and personally through study of their own and their parents' working histories. The program will include analysis of the experience of non-whites and women in the U.S. work force, and, by reference to the rest of America, relate the condition of working people in the United States to the condition of working people in other parts of the world. Finally, the program will consider means by which people are now trying to improve, and can in the future improve, their working conditions.

Reading material will include the dominant viewpoint which assumes a steady improvement in the condition of the working people. The emphasis of the program, however, will be on understanding society from a viewpoint which does not assume a steady improvement in the condition of workers.
Program Structure
The program will begin with a retreat focusing on students' writing, reading and talking about their own and their parents' personal histories so that they may get in touch with their own life experiences and their relationship to working in America. During the retreat, students will listen to personal histories recorded by Studs Terkel in "Hard Times" and exchange their own histories with other students and faculty. In the first and third quarters, students will attend each week one book seminar; one current events seminar, for which they will be asked to read a daily and a weekly periodical of their choice; one lecture; and one film or other presentation. In addition, they will meet regularly with their faculty members for tutorials, which will include skill development and continued work on their own and their parents' working histories. In the second quarter, students will attend weekly workshops with faculty and keep a daily journal related to their jobs. The third quarter's structure will be similar to that of the first quarter, with the exception that tutorials will focus on independent projects rather than personal and parental histories.

Specific Topics of Study
Specific topics of study in all three quarters will include: Labor History — the internal dynamics of labor movements, the relationships of the rank-and-file to their leadership, the roots of rank-and-file apathy, the rise and decline of labor movements. Conditions of Working People, 1975-76 — why and how working people find it harder to make ends meet, keep families together, and feel satisfaction with work and life in general; problems of health and safety, speed-up, inflation and "scientific management;" the role of leisure and play in an advanced industrial society. Composition of the Work Force — the problems faced by non-whites and women trying to break into a work force dominated by white males; the use of racism and sexism to divide and rule working people; the economic positions of non-whites and women; women's paid and unpaid labor; the antagonistic or complementary interests of workers in the public and private sectors of U.S. society. Power Structure Analysis — who, what, when, where, and how people obtain and retain power and wealth in American society; the relationship between the working class and the corporation; the relationship between capitalism and imperialism; the way in which art and literature either socialize people into the dominant ideology or cause them to question it and present alternatives.

Films used in the program may include Grapes of Wrath, Salt of the Earth, The Inheritance, and Hard Times. Books may include James Boggs, Pages from a Black Worker's Notebook; Theodore Dreiser, Sister Carrie; Gustavo Gutierrez, A Theology of Liberation; Harriet Arnow, The Dollmaker; Boyer and Morais, Labor's Untold Story.
Open to all students as their full academic commitment, the program will discourage students from taking modules and will help them develop basic communication skills — reading, writing, seminaring. Lectures and films will be open to the public. Subject matter equivalencies will be in the humanities and social sciences, equally distributed among literature, history, political science, sociology, and economics.
Foundations of Natural Science

Fall, Winter, Spring/Divisional/Four Units Each Quarter
Coordinator: Betty Kutter (Lab 2006/866-6719)

FOUNDATIONS OF NATURAL SCIENCE IS . . . designed to provide a unified course of study in mathematics and the natural sciences, focusing on the concepts, theories and structures which underlie all of the natural sciences.

You should take this program if . . . you wish to go on to more advanced and specialized work in mathematics, the physical sciences, or any quantitative field of biology. The program will also largely fulfill pre-medical requirements.

Prerequisites . . . you should feel confident with precalculus mathematics, particularly basic algebra; you will be required to demonstrate your competence in this area on a brief exam to be given before spring and fall registration periods and as needed throughout the summer. Betser’s Essential Math for the Sciences: Algebra. Trigonometry and Vectors is recommended for review purposes. You also should have a strong interest and some previous experience in science and be ready and willing to work hard. Freshmen are usually advised to wait until their sophomore year to take the program. If you have had no previous chemistry, we strongly recommend that you read Seese’s Preparation for College Chemistry or Drago’s Pre-requisites of College Chemistry before the start of the program.

Program Content:

Fall (all students):
- Introduction to differential and integral calculus
- Vectors, mass, motion, force, work, energy
- Stoichiometry; atomic and molecular structure; bonding, macromolecules
- Introduction to molecular biology
- Chemical equilibria and thermodynamics
- Computer programming
- Laboratory exercises in chemical analysis and physics

Winter (all students):
- Organic chemistry, including lab
- Electricity and magnetism and optics
- Electronic instrumentation, including lab
- Selected topics in physiology

Spring (each student will normally take two of the following options, applying what has been learned in the first two quarters):

1. Modern Physics: Quantum theory, with emphasis on the uncertainty principle, Black Body radiation; Photoelectric effect; Compton effect; wave functions; solving the one-
dimensional Schrödinger equation; Nuclear physics, emphasizing nuclear models, nuclear reactions, elementary particles, and high-energy phenomena, lab exercises in instrumentation.

(2) Advanced organic chemistry: Compound identification and spectroscopy. This offering will involve lectures and lab work explaining the theory and operation of various types of chromatography, UV-visible spectroscopy, IR spectroscopy, NMR spectroscopy, and mass spectroscopy.

(3) Developmental biology: Developmental biology is the study of the changes which occur as a single fertilized egg develops into a mature organism. It includes embryology, which describes these changes in a gross morphological way, as well as the recent advances in understanding the mechanisms behind these changes, in terms of biochemical, physiological and physical factors. (Every student will be required to write and present a paper on some aspect of development.)

(4) Additional option(s) will depend on the expertise of the persons assigned to the program. The possible options include:
- Geology of the Pacific Northwest, with emphasis on physical and chemical techniques in analysis as well as some field work.
- Computer modeling as applied to problems in the natural sciences.

Program Structure... Fall and winter, the program will be structured around two coordinated, parallel sequences of core modules with lectures and problem sessions for each. All students must participate in both cores. Laboratory work which closely parallels and amplifies the core material will be an integral part of the program. All students are expected to take part in all these core activities, but may participate more intensively in areas of special interest through more extensive lab work, additional reading and problems. Optional topics will also be presented through lectures and workshops led by program faculty, guest speakers and interested and/or advanced students. In addition, students will meet in a weekly seminar devoted to scientific and non-scientific topics and activities. Normally, one pair of students will be responsible for each seminar, preparing a reading list and seminar abstract in advance.

**Tentative Weekly Schedule:**

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<tr>
<td>9:00 Lab Lecture &amp; Followup</td>
<td>Optional Workshop</td>
<td>No Scheduled Activity</td>
<td>Optional Workshop</td>
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<td>10:00 Core 1 Lecture</td>
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<td>12:00</td>
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The morning meetings from 10:15 to 12:00 will normally be full program lectures. The two afternoon core discussions will normally be smaller sessions devoted to discussing the lecture topics and solving related problems. For the labs each student will be assigned to one of the two lab groups and will spend one afternoon a week in the lab. Winter quarter, students needing more organic lab will be given the option of having two lab sessions weekly, Tuesday and Wednesday. The lab will also be open all day Wednesday for students who wish to do additional work.

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<tr>
<th>Time</th>
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<th>Lab</th>
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<tr>
<td>1:00</td>
<td>Problem A</td>
<td>Group</td>
<td>Open</td>
<td>Session B</td>
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<td>2:30</td>
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<td>Group</td>
<td>All</td>
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<td>5:00</td>
<td>Seminar</td>
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From Homer to Hemingway: The Professors' Literary Favorites

Fall, Winter, Spring/Divisional/Four Units Each Quarter
Coordinator: Andrew M. Hanfman (Library 2606/866-4574)

This program is designed for those who would like to become familiar with and more literate in the classic works of Western literature. Since it is impossible to read all of even the greatest works in a year, some principle of selection must be exercised. As our principle, we have chosen to teach our favorites — those works acknowledged to be classics but which somehow strike the idiosyncracies of our personalities in special ways. While we will not discard completely a chronological or historical order of presentation, we will also attempt to group all or some of the classic works around some central themes which cut across chronology and recur in various ages as reflections of some fundamental issues and problems of human existence and experience. For example, the central theme of "crime and punishment" will be one such concept and will involve the study of a Greek tragedy, Shakespeare's Macbeth and Dostoevsky's novel. "Alienation," another central theme, may begin with Cervantes' Don Quixote and terminate with Albert Camus' novel The Stranger. The "voyage" as a symbol of human life and people's desire to reach the safe port of a valid existence or a fuller sense of self will entail the reading of the Odyssey, Gulliver's Travels by Swift, and Ulysses by James Joyce.

We are scholars rather than literary critics, so forms of inquiry which are now identified as aesthetic, anthropological, archeological, historical, philosophical, political, psychological, and sociological as well as literary will occur as a matter of course in our lectures and seminar discussions.

The program addresses itself in equal measure to white, non-white, male, and female students who wish to become familiar with literary works which in their substance deal with universal
human problems. It is recommended to all who wish to become literate since rightly or wrongly, an acquaintance with Homer, Dante, or Shakespeare or the lack of it is taken to mark the difference between an educated person or an uneducated one.

Structure and credit: Two lectures a week 1 unit/quarter
One seminar a week 1 unit/quarter
One paper a quarter 1 unit/quarter
A module outside of the program 1 unit/quarter

The format will encourage — indeed, require — the students to earn one unit in a module outside the program. If a student is unable to find a suitable module and is an extraordinary reader, he or she may elect to read an outside booklist instead. On the other hand, the lectures of the program can be considered a module and will be open to students outside the program and part-time students, especially from the general Olympia community, who can thus earn one unit of credit.

Evaluative Process: The evaluative process will be based on the student's participation in the seminar and on assigned papers. Module students will be given brief interviews during which time they will be asked to demonstrate that they have read the assigned works.

We expect our students to be decent readers.

Paradigms in Crisis: Theories of Capitalist Society
Fall, Winter, Spring/Divisional/Four Units Each Quarter
Coordinator: Chuck Nisbet (Lab 3011/866-6726)

Modern capitalist society and its liberal democratic theory is in a state of crisis. It appears at best inept, at worst incapable of meeting its own domestic challenges as well as the global crisis. Why? At the same time, modern social science is undergoing a similar crisis. Its tools of analysis and the models through which it structures and explains reality appear outmoded and incapable of providing us with the knowledge, the analytical frameworks, and the reasoned alternatives necessary for dealing with our real-world crises. Why?

Paradigms in Crisis: Theories of Capitalist Society will address itself to these questions. It will (a) examine the historical and philosophical underpinnings of modern capitalist society, (b) present the orthodox and non-orthodox theories of anthropology, economics, political science, and history as they relate to our society, and (c) critically analyze the paradigms that have been developed to explain social reality. This grounding in the philosophies and methodologies of the social sciences will enable us to examine with precision and clarity the crises of our society.

Students selecting this program should recognize that its major thrust is analytical and intellectual. The program is not designed to be action-oriented and will not provide internship options. It is open to all non-freshman students. We are seeking students who are willing to maintain a rigorous level of reading, writing, and meaningful discussion. While it is assumed that students will bring these basic skills to the program, we will work with them to improve their skills and to bring them to bear on difficult, often abstract concepts and subject matters.
During the first quarter we all will obtain the analytical and conceptual tools necessary for a thorough and meaningful analysis of modern society. We will begin with an in-depth immersion in the methodology and philosophy of the social sciences. We will then work on acquiring the necessary historical perspectives and principles of economics to get us underway in a fairly sophisticated manner.

In the second and third quarters we will study the major paradigms of American society and assess their strengths and weaknesses. These paradigms include:

a. neoclassical economic theory/pluralist and group membership consensus
b. revisionist economic theory/power elite and mass society
c. Marxian economic theory/class analysis
d. post-industrial liberal democracy

Each of the above paradigms will be explored in terms of:

a. ownership and control
b. distribution of wealth
c. power and its determinants
d. decision-making process
e. institutional structure
f. ideology

The program will be structured around a common core of theoretical literature that will be studied through program lectures, discussion groups and faculty-student book seminars. Current periodical literature and newspapers will be incorporated via a faculty panel discussion followed by small seminar discussions. We will share with other programs a lecture series which will bring well-known scholars to campus.

We will all work together in this program, exploring common problems and reading common material. We will avoid compartmentalization into specialties or disciplinary groupings. We will attempt to demonstrate that only through the unity of the social sciences can critical questions and subject matters be adequately addressed.

Examples of the type of books we will most likely read:
Kuhn, Thomas, *The Structure of Scientific Revolutions*
Braybrooke, D. (ed.), *Philosophical Problems of the Social Sciences*
Beard, Charles, *An Economic Interpretation of the Constitution*
Genovese, E., *The Political Economy of Slavery* (or his newest book if in paperback. We would also read a "traditional" history of the period),
Edwards, R., M. Reich and T. Weisskopf (eds.), *The Capitalist System: A Radical Analysis of American Society*
Hunt & Sherman, *Economics*
Anderson, C., *The Political Economy of Social Class*
Dowis, A., *An Economic Theory of Democracy*
Dahl, Robert, *A Preface to Democracy*
Edelman, M., *The Symbolic Uses of Politics*
Moore, Barrington, *Political Power and Social Theory*
Credit will be granted only to those students who participate fully and conscientiously in all aspects of the program. Informal evaluations will be held at the end of each quarter at which time a decision will be made to grant full credit or no credit. Course equivalencies will be awarded at the conclusion of the program.

The American Revolution: A 200-Year Perspective
Fall, Winter, Spring/Divisional/Four Units Each Quarter
Coordinator: Stephanie Coontz (Library 2221/866-6623)

This program will investigate the American Revolution from the perspective of this bicentennial year. We will combine a chronological and thematic approach; that is, as we study the causes, course, and consequences of the Revolution we will encounter certain general subjects — colonialism, racism, the role of women, bourgeois philosophy, the economic structure of America — and we will branch off to examine those issues as they have unfolded since the Revolution. For example, the issue of racism will be raised by Thomas Jefferson’s agreement to drop his attack on the slave trade from the original Declaration of Independence. Similarly, in tracing the origin of the conflict with Great Britain we will consider the general problem of colonialism — what were its aims then and now, what are its effects, what kinds of struggles have been launched against it. Thus we would read both a history of 18th century British Colonialism and a general treatment like that of Frantz Fanon. We will also want to put the Revolution in an international context, to compare it with the new political theories in England and the revolutionary period in France. Finally, as we consider the new political and social order that was codified in the Constitution, we will discuss the problems the colonists failed to solve — Abigail Adams’ warning that women would not obey laws they had no voice in making, the refusal to heed Mercy Warren’s argument against the Indian wars, the modern implications of structures like the separation of powers.

This divisional program will involve a lot of reading, some serious writing, and a willingness to back up opinions with facts and logic rather than “gut feelings.” Each student will be expected to complete the reading, participate in seminars, and indicate a grasp of the material, through a major paper or the equivalent. Reading will be heavy. It will include history, philosophy, literature, and documents of the period along with general theoretical studies.

This study will be particularly relevant to non-whites and women, who have played a far larger role in American history than is generally recognized. We will study the culture of Native Americans in this period, and the effects on them of colonialism and the revolution. We will write Blacks, Chicanos, and other national minorities back into American history, and we will take a similar approach to women, showing both their social role and the individual contributions of women like Mercy Otis Warren, the only revolutionist to write a history of the struggle.
In Thomas Kuhn's book *The Structure of Scientific Revolutions*, the idea is presented that scientific conceptions of reality do not change in small increments as new bits of information are discovered. Rather, the author asserts that information which does not fit accepted ways of viewing reality accrues within all disciplines until some kind of critical mass is reached. At this point massive changes in perspective may occur within a relatively short span of time, as information is reorganized into new paradigms.

*Things to Come* is based on this idea, plus two added assumptions:

1. That we are on the edge of a major change in the way human beings view themselves and their place in the cosmos.
2. That the information and forces that may be expected to dictate and shape any future paradigm(s) are already partially visible within the realms of psychology and related fields.

The program will look first at three existing psychological paradigms (psychoanalysis, behaviorism and humanism) together with the methodologies associated with them. Each will be surveyed in the context within which it arose (i.e., what made it an acceptable, perhaps even inevitable, development in the history of human thought?). Each will also be explored within the context of contemporary society (i.e., what are its expressions in such institutions as the family, school, church, government, arts, etc.?).

Particular attention will be paid to anomalies (events that don't fit the paradigms), and the program's emphasis will shift toward exploration of such phenomena as religious experience, hypnosis, human consciousness, and a host of others (many of them aspects of everyday experience — happiness, loneliness, love).

Finally, we will turn our attention to paradigms new to Western science. For example, we will deal with the influence of general systems theory, Eastern philosophy, the Third World, and the women's movement on our conceptions of what it is to be human. Students will be expected to develop their own personal paradigms or they may explore one facet of a paradigm and the consequence of such a world view. New forms of art, therapy, education, etc. could be developed within this context as projects.

*Things to Come* is designed for advanced students (advanced meaning having at sometime studied something in depth). Women and non-white students will be particularly valuable to the program in their ability to offer perspectives other than the predominantly white male paradigms we are trying to see beyond. Students who find only a part of the program appealing would do all concerned a disservice by entering it.

Ongoing training in research methodology (both traditionally scientific and otherwise, as well as a "research practicum") will be provided throughout the year. The goal of research training will be to expose students to as many diverse modes of exploring phenomena as possible. Our access to biofeedback equipment in particular offers rich opportunities for creative research.
The program is designed to meet the needs of students seeking advanced study in psychology and related fields. It will also touch upon epistemology, philosophy of science, and religion. A considerable amount of time will be spent in reading (about one book per week), writing, and development of conceptual skills (e.g., scientific methodology). Weekly activities will include lectures, seminars and workshops. These activities will be augmented by outside speakers, field trips, and films when possible.

Broadsides and Broadcasts: Information, Research and Communication

Fall, Winter, Spring/Advanced/Four Units Each Quarter
Coordinator: Margaret Gribskov (Library 1602/866-6702)

This pre-professional program is designed for advanced students who want to gain understanding of the history, social significance and methods of the mass media. The program will offer a liberal education in mass media and a limited amount of skill development in the fields of print and electronic journalism. Students wishing to enroll in the program will be required to submit a short statement describing their backgrounds and reasons for wanting to participate. The faculty will interview and select students on the basis of prior experience, writing ability, and ability to profit from this program.

Among the questions that will be addressed are these: What kinds of information come into Thurston County? Who prepares the information, and why? Does it affect our lives, our decisions about politics and economics, matters of taste? Does the medium containing the information distort or inhibit the content? Do the media provide us with the information we need for our own purposes and for the fulfillment of our responsibilities as citizens? What kinds of information would be more appropriate? How are journalists educated for the tasks they are expected to perform? What is the impact of the media in national and local events, and what has been their impact in the past?

Students in the program will engage in studies of the backgrounds of various important news events, and will also read materials about the media. They will conduct media surveys of Thurston County citizens, will monitor television, radio and newspapers, and will analyze both news content and advertising within each medium. Students also will participate in regular "press conferences" on current controversial issues, and round-table discussions of monitored news sources from around the nation and the world.

Regular workshops will be conducted on a wide range of techniques and practices such as interview methods, newswriting, statistical journalism, photojournalism, political cartooning, production and layout, film clips and videotapes, news media advertising, and public relations. The program will not train students in electronic and photographic practices; rather, students will be encouraged to make limited use of photography, filmmaking and videotape to accomplish specific communication goals.

During spring quarter, students will be expected to take an internship in some facet of print or electronic journalism, including public relations, or in advertising. With assistance from the Cooperative Education Office, the faculty will attempt to develop a wide range of intern-
ships. Students will be required to return to the campus regularly for seminars with other stu-
dents and the faculty, and the faculty will visit students at their internship locations.
A booklist for fall quarter will be mailed to students registered for the program during the
summer. At least one meeting of faculty and students interested in the program is planned for
spring quarter, 1975, and will be announced via campus news media. Students may also
contact faculty member Margaret Grisby for information.

Culture, Ideology, and Social Change in America
Fall, Winter, Spring/Advanced/Four Units Each Quarter
Coordinator: David Marr (Lib 2602/866-6652)
This is a program for people willing to think hard about life in America. We shall be consider-
ing such topics as: conscience and consciousness in the Revolutionary era; conceptions of
self, society, and nature in the American renaissance; the American West and the American
imagination; the world the slaveholders made and the world the slaves made; European im-
migrants and the development of local and working class culture. We shall be working with
materials and techniques from American cultural history, American social history, American
politics, cultural anthropology, economics, literature, and sociology.

Those willing to think hard about life in America have been much concerned with the stir-
rings of the "counter-culture." This ambiguous term has seemed to signify both (a) the mak-
ing of a new post-liberal culture in Western civilization, and (b) a complete repudiation of
culture, a reversion to barbarism. To what extent is a "counter-culture" a Utopian vision? To
what extent does it mean irrationality, a loss of civil coherence? And how can we distinguish
a vital culture — a nourishing environment for the organic growth of thought, feeling and ac-
tion — from a pervasive ideology — an externalized system of doctrines? The problematic re-
lation between culture (both "high culture" and "popular culture"), ideology, and social
change in America since 1775 is the main theme in this program.

"Problematic" is the key word here. The students and faculty members of Culture, Ideology,
and Social Change in America will work to clarify the relationships among culture, ideology,
and social change in the making of American civilization since the Revolutionary Era. In the
struggle for American independence from Britain, for example, what were the peculiar histo-
ries of the ideas embodied in the Declaration of Independence and Common Sense, and
how did these histories differ, if they did, from the histories of popular orations in pulpit and
meeting hall? Why did the American renaissance in literature and art occur in the North? Did
the Slave South develop a culture of its own, as some historians have claimed, or merely an
ideology and a "gone with the wind" nostalgia. What have been the historical consequences
— in both culture and politics — of the twin developments of the spread of literacy and the
extension of the franchise? When have American movements in art and sport and the crea-
tion of cultural symbols turned into mass-production industries, and how?

Such questions as these should provide a useful focus for our study of American civilization
in the CISCA program, and they may help us learn how to distinguish culture from ideology
while at the same time discerning their relation to social change.
For the first 21 weeks of instruction, the weekly schedule of CISCA program activities will consist of a film, two lectures, three core seminars, a workshop on a special topic, and tutorials, for a total of approximately 15 hours of group and individual instruction. The last nine weeks of instruction will be devoted to individual and small-group research topics, with the faculty offering seminars in research methods and writing, holding individual conferences, and giving a reduced schedule of lectures.

Prospective students should have demonstrated in their previous college work their ability to read, to think, to discuss difficult issues, and to write. This is not a program for students who do not want to be students, no matter how “interested” in the subject matter they profess to be. Previous reading in American history, politics, and literature is not mandatory but desirable. The willingness to improve skills in reading, expository writing, and productive discussion is mandatory; such improvements will be among the main criteria for evaluation of the students’ performances.

NOTE: Evergreen has proposed to the National Endowment for the Humanities that CISCA be designated as the first of three “Advanced Coordinated Studies in the Humanities” to be supported with special funding. Such funding, if granted, will provide for:
• a strengthened team of five faculty members to work with sixty students, with extra time for preparation and evaluation;
• additional resource people and visiting lecturers;
• assistance for enhanced research work at Evergreen and travel to other regional libraries;
• support for the preparation of a good program history to serve as a model for further advanced work.

The result, for the whole team of students and faculty members, should be an unusual opportunity for the intensive and extensive study of American civilization.

Harmony in the Universe

Fall, Winter, Spring/Advanced/Four Units Each Quarter
Coordinator: Jake Romero (Sem 3165/866-6635)

Harmony in the Universe aims to bridge the gap between the sciences and music. The idea that harmony is a fundamental manifestation of nature unifies these general fields. The program will be music oriented, but it will also include in-depth considerations of harmonic aspects of physics, astronomy, mathematics, acoustics, and biology. The program is designed both for advanced students in music and for advanced science students who wish to extend their horizons into other fields by showing the similarity of harmonic, natural phenomena to well-known phenomena in music.

Students completing this program will obtain a coherent background in both science and music. For example, the phenomenon of vibrating strings in music will help to elucidate the origin of wave mechanics in atomic physics and its relevance to other vibratory phenomena. Students completing this program will thus be able to branch out to more advanced work in music or science such as advanced music theory and advanced atomic or acoustical physics.
Because students with various backgrounds will participate in this program, a unifying objective has been built into the program to assist in the interaction of students and in the exchange of information. This objective is the composition of a symphony based on movements transcribed from natural phenomena. Tentative movements for composition of this symphony are: The Laws of Physics, Atomics, Astronomy, and Biology. It will be the responsibility of the students and faculty to translate and transcribe phenomena from the physical and biological sciences into music. Since very few people have backgrounds in both areas, the program is designed to accommodate persons who have training and experience in either one of these areas. Knowledge in the other area can be obtained by elements built into the program. Thus the requirements for enrolling in this program are either: 1) a basic knowledge of music theory and elementary harmony or, 2) a basic knowledge of science and mathematics (either basic chemistry and mathematics up to and including some calculus or substantial background in another science area such as biology). In addition, the program will accommodate persons with less preparation in these areas, provided they show a deep interest in the program and are prepared to do extra work to build up their backgrounds.

Various approaches are envisioned by which students can build up their background in science and music. Modules will be offered in music theory, atomics, and acoustics to increase the knowledge of some students. As students develop know-how, they can deal with more profound topics such as the theories governing consonance and harmony from the time of Pythagoras (c. 500 B.C.) to the time of Hindesmith (20th cent.) or the wave representation of matter in physics by DeBroglie and the wave equation of Schrodinger. Students will perform various experiments to illustrate wave and sound phenomena and will develop techniques for transcribing this to music. For example, some students may wish to construct a "monochord" or other instrument for the purpose of conducting experiments with the laws of acoustics (principle division, harmonics, intervals, etc.). Others may wish to do work with the electronic music synthesizer and the computer. This fundamental knowledge will then be applied towards studies dealing with temperaments, tuning, acoustical design, and the transcription of music.

In addition, seminars, reading and listening to music will build a concern with the philosophy and aesthetics of music at various periods in history. The principles which govern the forms, the temporal dimensions and harmony in music, will be related to mathematics (e.g., Pythagoras, the "Golden Mean"), astronomy (Kepler, "Harmony of the Universe") and other areas where relationships are significant.

Invention and Discovery

Fall, Winter, Spring/Advanced/Four Units Each Quarter
Coordinator: Gil Salcedo (Library 2108/866-6639)

Major inventions, such as the microscope, electric power or birth control, have been inextricably linked with new attitudes toward nature and with profound changes in social and political life. To understand the process of invention and discovery in the modern history of Western civilization is to grasp the importance of technology in our lives and to know one of the major forms of creativity in our past.
Invention and Discovery is an interdisciplinary program devoted to historical study and analysis of specific inventions, combined with first-hand experience in the process of inventing. The program's goals are to develop understanding of the moral and social consequences of technology, of the love/hate relationship of imagination and practicality, and of the crucial scientific revolutions that underlie modern thought and practice.

One main focus will be on a specific set of inventions, including those mentioned above, which have been chosen for their close relation to the key scientific developments of their period and for their enormous influence in shaping society in later times — including our own. We have also tried to choose examples for which the creative psychology of the inventors or discoverers is reasonably open to examination. In readings, seminars, and lectures we will document the interweaving of three factors — scientific roots, inventive personality, and social and ideological consequences as they relate to each invention we study. Several of our inventions, for instance, heat engines and computers, are the object of lively development and debate today, and we intend to organize several short College symposia to discuss them.

At the same time, we will try to invent and discover on our own. Starting with exercises in imagination, discussions of inventor's biographies, and conversations with inventors and designers, we will have each student design an invention of his/her own, with the students and faculty together selecting the most promising for development and testing during the rest of the year. Skills in drafting and tool use, for example, will be developed here. And we expect considerable discussion of such moral and personal questions as the present desirability of invention and the problem of whether individual action can influence world events.

The specific background required for Invention and Discovery is limited: First, high school algebra and science or the equivalent, and a corresponding amount of social science or humanities; second, more advanced work in either the natural or the social sciences or humanities; third, the willingness to learn the necessary concepts and methods of your weaker area, through program workshops. Why then is the program called "advanced?" Because it will require the commitment to study a few topics intensely rather than ranging broadly and generally over many, and because it will require the research skill and discipline needed to bolster weak spots of your background without continuous faculty assistance. This is not an exploratory program. This is a program for students who know they want to work on the subjects it draws together: history of science, ethics, modern European and American history, physics, biology, design, biography. It is a program for refining values and academic skills that may, for example, find use in government policy-making or academic research in any area touched by technology.

If you have questions or want to know more, or if you have comments or suggestions, come and talk to us, or write about this partly student-originated program.
Live and Recorded: A Performing Arts Program

Fall, Winter, Spring/Advanced/Four Units Each Quarter
Coordinator: Andre Tsai (Library 2217/866-6624)

Program Concept and Purpose. This program offers students an opportunity to study several performing arts forms in the 20th-century U.S.A. It is designed to further appreciation of the arts and understanding of the commonality of various societal forces that shape the directions of these arts, and to develop and increase performing and/or technical theater skills through production participation. We consider that the study of performing arts in theater, dance, music, video-TV is an important means of learning the extent of human creativity and gaining a measure of self-expression, therefore, an essential part of a true liberal arts education.

Program Design. First, societal forces in America that have a direct bearing on the performing arts will be systematically studied. Topics to be explored will include WPA and the Group Theater in the Thirties, the implications of McCarthyism, the revival of federal interest during the Kennedy years, the perpetual problem of censorship, the emergence of ethnic theaters, dances, etc. some of which are already part of the "main stream." The mode of our study in this phase will be lectures and seminar discussions. Second, performing, technical theater, and video skills will be developed in classes of varying grades in acting, dance, instruments, camera work, scene design, costume and make-up. Third, the development of performing and staging skills will be augmented by acquisition of knowledge in the historical and theoretical side of the individual disciplines. Lab work and seminars in the following areas will be offered:

Theater — American drama, script analysis, playwriting, arts management, and American musical theater.

Dance — Theory, choreography, and movement.

Music — Theory, composition, and ensemble.

Video-TV — Film and production.

The first quarter is devoted to intensive skills training and theoretical work in individual disciplines, which will culminate in a major production in each area during the second quarter. (The video-TV students will use productions in theater, music, and dance as materials for their own productions.) All the efforts and resources will be poured into a musical production during the third quarter, where the synthesis in the arts is formed. This musical production will be taped by the video-TV component.

Schedule for a typical week:

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<td>9:00 Assembly-lecture</td>
<td>Lab work; seminars</td>
<td>Student self-study</td>
<td>Lab work; seminars</td>
<td>Faculty seminar &amp; student lab</td>
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<tr>
<td>10:30 Seminars</td>
<td>Lab work; seminars</td>
<td>Lab work; seminars</td>
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Love and marriage, happy or unhappy, are central experiences in most American lives. In these experiences, we all often live by our images. This program will try to get clear about the images that the West has handed on to us concerning the possibilities of intimate relationships. We will be examining the social origins and psychological dynamics of love. We want to look at our cultural expectations about love and marriage in the light of their sources in Western history. We also want to talk about the most searching presentations of the experience that we can find in old and recent literature. This program will involve a lot of reflection on sexuality and on religious experience, but it is not intended to be about either of them as such. We are not planning to spend a lot of time talking explicitly about our personal histories; we do hope the program will illuminate everyone's experience, past and future.

In general, you can expect three kinds of reading: (1) fairly difficult theory and distant literature like Plato's *Symposium*, de Rougemont's *Love in the Western World*, Chesler's *Women and Madness*, and Augustine's *Confessions*; (2) relatively modern works by people like Doris Lessing, D. H. Lawrence, Yeats, Stendahl, Creeley, LeRoi Jones, Rita Mae Brown, and Alice Walker; (3) contemporary popular culture - *Open Marriage*, stories in women's magazines and *Playboy*, *The Joy of Sex*, and movies like *Love Story*. We can expect to be reading in each of these categories each week, participating in four seminars a week, and seeing one movie a week. We expect everyone to write regularly and frequently. We expect everyone to share their writing; we will too.

This program is not intended as an introduction to literature or psychology. Students should have completed a program like *The Classics, Human Responses to Human Documents, Conceptions of Self*, or equivalent courses at traditional institutions. If you intend to take the program, you should have consulted with Thad Curtz by December 5, 1975.

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Books such as the following will be read by the entire program: Howard, *WPA and Federal Relief Policy*; The Rockefeller Brothers Fund, *The Performing Arts: Problems and Prospects*; Bentley, *In Search of Theatre*; Clurman, *The Fervent Years*; and Green, *The World of Musical Comedy*.

Admission to the Program. The student should have a primary interest as a performer in one discipline and at least a second interest in another. The program will also admit students whose primary interest is in the technical area of theater and video-TV. Admission is by interview and instructor permission only. Interested students should call the coordinator of the program for audition dates in spring and summer.

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*Love in the Western World*

Winter/Advanced/Four Units Each Quarter
Coordinator: Thad Curtz (Sem 3158/866-6525)

Love and marriage, happy or unhappy, are central experiences in most American lives. In these experiences, we all often live by our images. This program will try to get clear about the images that the West has handed on to us concerning the possibilities of intimate relationships. We will be examining the social origins and psychological dynamics of love. We want to look at our cultural expectations about love and marriage in the light of their sources in Western history. We also want to talk about the most searching presentations of the experience that we can find in old and recent literature. This program will involve a lot of reflection on sexuality and on religious experience, but it is not intended to be about either of them as such. We are not planning to spend a lot of time talking explicitly about our personal histories; we do hope the program will illuminate everyone's experience, past and future.

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This program is not intended as an introduction to literature or psychology. Students should have completed a program like *The Classics, Human Responses to Human Documents, Conceptions of Self*, or equivalent courses at traditional institutions. If you intend to take the program, you should have consulted with Thad Curtz by December 5, 1975.
There will be a meeting for students who want to be in *Love in the Western World* on Wednesday, October 15, 1975, at 1:30 p.m. to discuss plans for the program. We will meet at Thad Curtz's office.

**Studies in Greece: Rural Towns and Villages**

Spring 1976, Fall, Winter, Spring 1976-77, if enough students enroll/Advanced/  
Four Units Each Quarter  
Coordinator: Philip Harding (Lib 2109/866-6640)

We form our buildings and our buildings form us. The form of a town both responds to the site it occupies and it alters that site. If enough students enroll, we will spend a large portion of the 1976-77 school year in Greece using Doxiadis' conceptual framework of "ekistic" elements to study rural towns and villages as they embody the interaction of natural and social forces. Settlements studied will be remote and relatively static and can be viewed as having reached a sort of "equilibrium." The aspects examined will fall within the generic categories of Man, Nature, and Society. Networks, shells, and the physical forms of settlements, will be seen simultaneously as resultants of those aspects and as "determinants" in a supportive sense.

Students will pursue independent research into one aspect of several settlements and will be required to give a sequence of presentations and a final report to the group. This project work will parallel a common core of book seminars, workshops, lectures, and field trips.

The group will collectively produce a final product — a comprehensive model of the interactive forces operative within the rural settlements. This model will act as the vehicle for integrating the diverse individual study areas pursued by students. It will be an aggregation of individual project reports in the form of slides, writings, tapes, and drawings and will be deposited in the Evergreen Library.

Students should bring an advanced level of background, in one or more fields, to the program as well as interest and motivation to apply that background to the context of town/village form.

It is essential to the program theme that a diversity of areas be represented. To that end, students representing sociology, architecture, economics, planning, history, environmental studies, cultural anthropology, the humanities and the classics will be among those actively sought. Equal emphasis will be placed on achieving the common goals of the program and increasing competency in each individual's particular interest area.

Spring quarter, 1976, will be given over to on-campus preparatory work. Intensive studies will be undertaken in modern Greek language, cultural studies, ancient and modern Greek history. Parallel to this, individuals will refine their competencies in the specific areas in which they intend to focus and make presentations to the group. Information insights developed through this sharing will provide the basis for the fine-tuning of the field work in Greece beginning in fall, 1976. Spring quarter, 1976, will be a prerequisite for participation in the overseas component of the program the following year.

Please accept my invitation to inquire further into the details of this program.
Group and individual study under learning contracts is one of Evergreen's ways of providing opportunities for students to do quite specialized, advanced work in an intimate format. Proposals for such studies can come from students, faculty, or collaborations between them, and because of their small size they offer degrees of flexibility sometimes difficult to attain in the larger offerings in the coordinated studies mode. Please read carefully the essay, "Contracted Studies: an Explanation," on pages 44-50 of the 1975-77 Bulletin.
Group contracts tend to be more narrowly focused within disciplines than coordinated studies programs usually are. Many of the group contracts planned for next year are genuinely interdisciplinary, but you also will find a number of them centered within the arts, the humanities, the natural sciences or the social sciences. These study groups run for various durations (i.e., one, two, or three quarters), and most often they are planned to operate on a plane beyond the basic level. In most cases, you will find prerequisites for entering a particular group contract stated in the description of the study. If you have questions about them, or if you need more information, be sure to contact the sponsor whose name appears near the title of the group contract.

The following group contracts have been proposed for 1975-76. Those listed for fall quarter definitely will be offered unless student interest is so low that to offer them would result in inefficient use of the limited resources we have at our disposal. Those listed for the winter and spring quarters are tentative, though the prospective sponsors are committed to them and need only for enough students to enroll in order for them to become definite offerings. Whether those described for winter and spring will be offered depends upon the amount of interest shown by students communicating with the faculty members during the spring registration period, the summer and the fall quarter. In addition, there may be a few more group contracts than are printed here offered each quarter. Any new group contracts will be advertised well in advance of the beginnings of each quarter so you will have ample opportunity to consider them in making your plans. The coming year's group contracts are listed alphabetically by the sponsor's last name, and they are described in more detail on the following pages.

Susan Aurand
Merv Cadwallader
Susan Fiksdal

The Artist Class
A Cultural and Social History of Art and Architecture in Greece, Rome, Medieval and Renaissance Europe
Ceramics
Murals and Architectural Art
Peace Studies and Conflict Resolution
Shakespeare and Writing
Mexico
If you are currently enrolled at Evergreen and have either collaborated with the faculty member in organizing the project or can receive the consent of the instructor, then you will have the first chance at enrolling in such a small and select group. If you will be a new student at Evergreen in the fall, do not count on the possibility of signing up for a fall quarter group contract. Your turn will come; and if you collaborate with a faculty member in organizing a future group project, it will be worth waiting for.
The Artist Class

Fall, Winter/Four Units Each Quarter
Sponsors: Susan Aurand (Seminar 3170/866-6602)
Craig Carlson (Library 2121/866-6638)

The Artist Class is a study focusing on the duality of artist as active energy and state of being — as unique, personal mode and indispensable societal component. It combines intensive, individual and group studio work at an advanced level with an examination of the nature and role of the artist class in specific socio-historical contexts.

Our first direction will be to develop some theoretical models of who or what the artist class is, and has been, to the society in which it exists. One possible model is that the artist class is that organ of society, that group of individuals, which is especially sensitized to detect new thoughts in the air, often long before their impact begins to be felt in the larger society — thoughts which may become revolutions, which may radically change the way in which the individual conceives of self and world. Another model says that the artist, rather than an affirmer of new ideas, is a rediscoverer of old ideas — that the artist is a taproot to the well-springs of universal knowledge. In a sense, art is to society as dreams are to the person, and the artist class is as the dream mechanism.

Beginning with these models, we will develop and explore ideas drawn from our readings and personal experience. Our ultimate concern is to move toward a better understanding of the sources of our personal and collective knowledge and power, the scope of our freedom and responsibility as artists, our ability to effect change in the society, and our personal response to the name "artist."

Our second direction will be toward increasing our skills in using visual and oral language and increasing our awareness of the personal sources of meaning in our work. This group contract is designed for advanced students in art and media and will serve as an opportunity for those students planning to continue at the graduate or professional levels to consolidate skills, to develop solid portfolios of their work, and, in some measure, to re-evaluate themselves as creative human beings.

The contract combines intensive studio workshops with substantial reading, discussing and serious thinking. Students will participate in a core seminar, an all-contract lecture/seminar and an all-contract potluck show-and-tell each week. Each student will participate in workshops chosen from the five which will be offered each quarter. At the end of the second quarter, each student will submit a fully finished portfolio showing work from two studio areas.

Probable Workshop Offerings

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<td>(Ceramics)</td>
<td>(Soft Sculpture)</td>
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<td>(Black and White Photography)</td>
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We will read books about poetry, painting, photography, form, space, time, dreams, cosmology, whole systems and social change. They will range from the Poems of Mao Tse Tung, Let Us Now Praise Famous Men, and the writings of William Blake to the Surrealist Manifestoes and writings by William Carlos Williams, Alice Walker and others. We will supplement our readings with films, articles, photographs and invited speakers. In addition, at least one visiting professional each quarter will join us to share ideas and skills.

We mean this contract to serve as a model of heaven for someone deeply and intensely committed to making art and studying relationships between art and social/cultural change. Students will be expected to work as a member of the group as well as individually. Our goal is to build a working, thinking artist's community, animated and engaged. We suggest that this will not be a good second-choice program, nor a good choice for those who want to be doing something else on the side. It is like marriage. Or a family.

Too, we see this community as a living model to test theories about social change. We want to see what influence, if any, we will have on the rest of the College. This will require cooperation, concentration, discipline and hard work.
A Cultural and Social History of Art and Architecture in Greece, Rome, Medieval and Renaissance Europe

Fall, Winter, Spring/Four Units Each Quarter
Sponsor: Mervyn L. Cadwallader (Lib 2130/866-6413)

Most art history courses are little more than chronological surveys of periods, schools, and individual works of art with emphasis on recognition and appreciation. This year-long group contract will be much more than that because a great deal of emphasis will be placed on the artist and his times: on the full cultural, social, economic, and political context within which artists — whether potters, poets, or painters — do their work. Much of our concern will be with the relationship between artist and society, and the artist’s role in history, as well as with the artist’s work itself. We will look at artists and architects as creators, critics, dreamers, followers, leaders, entertainers, and educators. We will tackle some difficult questions: What is the relationship between periods of great social and political change and the work of artists during those periods? Do artists and architects follow and reflect, or do they lead and educate?

This art history group contract could be described as an inquiry into the roots and causes of the rise and fall of three great civilizations; Hellenic Greece, Republican Rome, and Medieval Europe. Fall and winter quarters we will be studying these three very creative societies, their rise and decline. We will be studying the lives and works of their most creative individuals, and the reasons for the failure of creative elan in both the societies and their artists. Spring quarter will be devoted to a careful analysis of Renaissance and Baroque Europe. The Renaissance is often taken to be a glorious period of rebirth. But just what was it: a rebirth of Greece and Rome, or the birth of our own modern age, or the Indian summer of a Medieval civilization already in decline?

The work of the group contract will consist of weekly lectures, discussions, slide shows, films, and readings. There will be a common core of theoretical readings including: Arnold Hauser, The Social History of Art; Arnold J. Toynbee, A Study of History; and Oswald Spengler, The Decline of the West. In addition, there will be primary works and materials from the periods studied. We will look at slides, and we will make slides and produce slide shows. Along with our weekly reading, we will write five pages in a notebook about that reading and about the slides. There will be assemblies held in common with two other group contracts: Phil Harding’s The Social and Cultural History of the Middle Ages; and Nancy Taylor’s The Social History of Women. Each student will be expected to do independent research and present the results of that research to the other members of the group in the form of either a lecture, a panel, a debate, a slide show, or a seminar. A typical week will consist of two slide-illustrated art history lectures, a film, a joint assembly with the Harding and Taylor groups, and two or three seminars.

The year’s work will be divided approximately as follows: Fall quarter — Greece and Rome; winter quarter — Medieval Europe; spring quarter — Renaissance and Baroque Europe.

Suggested conventional course equivalencies are: History of Western Civilization to 1600 AD, History of Western Art, History of Architecture, Correlation of the Arts, Philosophy of History, Sociology of Art.
Is this the program for you? If you can read difficult books, and you are willing to talk and write about them, then consider this program. If you are interested in the history of art and architecture, and the social and political role of artists and art, then consider this program. If you want to find out a lot about the roots of your own contemporary world and the sources of your own being in the images and ideas passed down to you from the past, then consider this program. There are only two prerequisites: you must have completed a successful first year in college, and you will need my signature for registration.

Ceramics

Winter, Spring/Four Units Each Quarter
Sponsor: Peggy Dickinson (Lab 2026/866-6678)

The Ceramics group contract will be offered as one of the coordinated group contracts in the craftsmanship cluster. Although the creation of one-of-a-kind “art” pieces will not be discouraged, emphasis will be on production of high quality utilitarian ware, with the goal of preparing students to enter apprenticeships during the second stage of the craftsmanship program. Emphasis will be on design of functional and imaginative solutions to the design problems, dealt with by cultures throughout history, for container and art objects. Aesthetic standards will be emphasized, as well as development of skills in forming (primarily wheel-throwing), decorating, glazing, and firing. Attendance and participation in a module directly related to the continuing craftsmanship program will be mandatory and amount to one-fourth of the work. Lectures, films, slides, and readings on ceramic art history, archaeology, and anthropology will be weekly events.

Considerable individual attention will be given each student, in order to help develop not only skills, but also, hopefully, the beginnings of the personal style so vital to independent craftsmen. Design problems will be assigned during the second quarter to emphasize the development of the design process as a means of solving problems of practical production and creative expression. Students interested in the Ceramics group contract for winter and spring quarters are encouraged to take a recreation workshop at TESC or a class at Mud Bay Crafts to explore the medium during the fall quarter, 1975.

This contract will be offered in conjunction with a series of modular courses to provide continuity and a definite context in which students may gain a humanistic understanding of the relationships among a variety of disciplines. Each student will be concurrently enrolled in one group contract (for 75% of the effort) and one relevant module (for 25% of the effort).

Note: It may be possible to offer two additional group contracts next year — Weaving and Fiber Arts and Wood Sculpture. If they develop, word will be circulated early enough for interested students to enroll.
Murals and Architectural Art

Winter, Spring (probable extension through Summer)/Four Units Each Quarter
Sponsor: George Dimitroff (Library 3401/866-6663)

The purpose of this contract is the designing, proposing, and (if the proposals are accepted) rendering of artwork on the exterior of the buildings of the Evergreen campus. Fresco, acrylic paint, and mosaics will be the principal mediums to be dealt with in the program. The inclusion of ceramic tile, sculpture and other mediums for the enhancement of the outdoor Evergreen environment will depend upon the availability of faculty support.

A study of architecture, the history of murals and the lives of muralists will be an important part of the contract. The program will also need to negotiate possible locations of murals and the means for having sketches approved. No agreements have yet been made concerning the location of any mural, anywhere; and no guarantees should be inferred that the work of anybody in the program will be accepted as one of those to go up on a campus building.

An individual's artistic expression is to a large extent a manifestation of his personal and his cultural heritage. Therefore, in order to have the artwork this contract produces be as representative of the campus community as possible, the participation of as great a diversity of people as possible is necessary. Enrollment into this program will be monitored with the purpose of achieving this diversity.

Students planning to work in fresco, mosaic, or other painting mediums, and whose work will go up on buildings should plan to enroll during summer quarter, 1976.

Peace Studies and Conflict Resolution

Winter/Four Units
Sponsor: Peter Elbow (Seminar 3172/866-6675)

I believe that conflict is inevitable in human affairs but that war is not. The goal of this group contract is to learn about how to resolve conflict, to learn how to work against war, and also to plan a coordinated studies program on this same topic for the following year. We will explore diverse areas:

- the nature of war
- aggression and violence in human behavior
- the resolution of conflict between individuals and between states
- the theory of nonviolent action
- the practice of exemplars like Gandhi, King, Chavez, the Norwegians during World War II
- violent and nonviolent responses by minorities and oppressed people
- civil disobedience
- dialectics
- metaphor and art as conflict resolution
- how to turn belief into action
- what makes a good coordinated studies program
The group contract must function as an exploring and planning team where all members take a lot of responsibility. Students must be experienced and self-motivated. We must fan out and cover a lot of territory and report back to each other and to the faculty who will teach in the coordinated studies program. Independent reading, weekly research reports, and position papers will be required. It is my hope that many students in the group contract will help teach in the coordinated studies program in 1976-77. Students interested in enrolling should see me in spring, 1975.

Shakespeare and Writing

Spring Quarter, Four Units
Sponsor: Peter Elbow (Sem 3172/866-6675)

I believe you can read literature better if you are also writing, and you can write better if you are also reading literature. Therefore, the emphasis in this group contract is equally divided between studying Shakespeare and doing our own writing. We will read a full selection of Shakespeare's plays: two plays a week. We will read them in more or less chronological order. There will be seminars to discuss the reading. I will give a weekly lecture in which I will try to work out a theory I'm developing about Shakespeare.

A piece of writing will be required weekly. For the most part it need not be directly related to Shakespeare. Students can work on any kind of writing. I'm interested in exploring ways in which writing can be indirectly related to a piece of literature — ways in which one can use a Shakespeare play as a trigger or releaser for one's own writing.

Two pieces of writing, however, must be critical essays on Shakespeare. One is to be a summary and report on some major book of Shakespeare criticism; the other a substantial piece of interpretation or argument on Shakespeare. Writing will be shared with the whole group. We will have weekly feedback workshops.

Students interested in enrolling should see me in spring, 1975.

Mexico

Fall, Winter, Spring/Four Units Each Quarter
Sponsors: Cruz Esquivel (Library 2410/866-6645)
Susan Fiksdal (Library 2404/866-6032)

Since Mexico is our closest Latin American neighbor, it is a logical choice of countries in which to study Latin American culture, both Indian and non-native American. Its close proximity will allow students living on limited budgets to experience total immersion in another culture, because international travel is usually one's largest expense in foreign programs. As a Third-World country, Mexico offers to minority students and women an opportunity to study the social, political, and economic fabric of a country influenced heavily by the United States.
Our primary goal is to produce educational packages: slide-tape presentations, photo and written essays, poetry, music, and drawings on Latin American culture for use in future language programs. Other goals are: gaining fluency in Spanish and working toward an understanding of Mexican culture.

We will meet for an orientation period of two weeks in Cuernavaca and then divide into two groups. One, studying with Cruz, will explore Indian culture, focusing on such things as ethno-botany, crafts such as ceramics and weaving, music, and philosophy. This group will travel together to various geographical regions gathering material. The other group will study non-native American culture with Susan, living first in a village and later in a large town to draw comparisons on such things as family life, economic(38,546),(967,988)
The group will meet once weekly to hear a lecture or view a film, to witness a performance or presentation, etc. The group will meet a second time during the week in seminar to discuss the book or material assigned for that week. In addition, supplemental lectures and presentations by interested faculty members, professional musicians, folk music performers, and hill musicians from this area, will be arranged.

Credit equivalencies will be negotiated individually in the areas of General Humanities, American Literature, History, Applied Music and Music Theory.

This is a no-nonsense learning experience. Students will be required to read books; to be in regular attendance at lectures, presentations and seminars; to prepare and to deliver a research presentation each quarter on some facet of the genre; to learn to play an American folk instrument; and to begin the study of music theory. Strong preference for admission to this contract will be given those students who indicate a commitment to enroll for both quarters of the learning sequence.

The Politics of Health Care
Fall, Winter, Spring/Four Units Each Quarter
Sponsor: Hap Freund (Lib 1605/866-6597)

Students interested in developing a disciplined attack on the American health empire are solicited for this group contract. As we gain knowledge and critical skills, we will reach out and apply them at a practical level. Our goal is to assist, to become, and to train health-care activists.

The first weeks will be devoted to a series of introductory presentations and seminars on an overview of health-care issues: the history, economics, anthropology and sociology of health care in the United States. Early readings may include The Exploitation of Illness in Capitalist Society, by Waitzen and Waterman; The American Health Empire, by Health PCA; Billions for Band-aids, by Bodenheimer; and American Medicine and the Public Interest, by Stevens.

To become familiar quickly with a variety of health-care issues, students will assume research responsibility to acquire in-depth knowledge in a specific area, such as health maintenance organizations, emergency room treatment and policies, patient rights, nursing home standards, Medicare, Medicaid, PSRO, prison health care, drug companies, occupational health issues. This research will include both the theory and practice of the issue. Readings will be followed up with field investigations and interviews. This research will then be presented to the group in both written and oral fashion.

Following this initial foray, we will conduct a series of workshops on investigative journalism, organizing, advocating, and health law. We will solicit extensive participation by community workers active in the health field. Readings may include Paulo Freire’s Pedagogy of the Oppressed, Alinsky’s Rules for Radicals, publications by Health PAC, MCHR, Health Law Project (U. Penn.) and National Health Law Program (UCLA) and Health Research Group (Nader).

During winter quarter students will be encouraged to develop special expertise in health issues that they determine are politically and personally significant. The responsibility for
The Jews and Israel group contract will be dealing with the study of the Jewish people, their history and culture, their language and literature, and their importance in modern society. Particular emphasis will be placed on the Jews in Israel, adding the important dimension of cross-cultural study.

Content of the study will include the following areas:

- History of Judaism and the Jewish People
- Jewish Literature
- History of Israel (from Rome through the present)
- Biographies of famous Jews
- Study of conversational Hebrew
- The Jew in America
- Problems and solutions of Soviet Jews
- Israeli-Arab Relations
- Cultural and Social Systems
- Research Skills in Social Science
- Kibbutz Life
- Anthropology
- Archaeology

Sharing this knowledge and the vehicle for such communication shall be similar to that employed during fall quarter.

Students will be expected to begin outreach or community work during this middle quarter. Contacts for this part of the program should evolve from the first quarter and from the Cooperative Education Office. Hopefully, the field work will dovetail with the special health issues students select to study. This should provide an opportunity for applied research and action in areas relevant to women and Third World people.

Lectures and seminars during the winter quarter will focus on a more detailed inspection of the interrelationship of the various health delivery components, and will conclude with a survey of health care in countries such as China, Canada, Sweden, Great Britain. The spring quarter will be devoted entirely to continuing field work and internships, implementing the integration of theory and practice. Students will have the opportunity to apply their knowledge, share it at the community level, and to gain the experience and insight that can be achieved only through this medium.

I have applied for grant money to enable us to publish regularly results of our research and field work. I envision reports being made available in such areas as hospitals’ treatment of indigents, patient rights, pending health insurance legislation, nursing home conditions.

Final words: Yes, this is a serious program that seeks committed students. But if you can’t come with laughter and maintain a sense of balance and play, then I would be happier if you went elsewhere.

Jews and Israel
Fall, Winter, Spring/Four Units Each Quarter
Sponsor: Ted Gerstl (Lib 1610/866-6616)

The Jews and Israel group contract will be dealing with the study of the Jewish people, their history and culture, their language and literature, and their importance in modern society. Particular emphasis will be placed on the Jews in Israel, adding the important dimension of cross-cultural study.

Content of the study will include the following areas:

- History of Judaism and the Jewish People
- Jewish Literature
- History of Israel (from Rome through the present)
- Biographies of famous Jews
- Study of conversational Hebrew
- The Jew in America
- Problems and solutions of Soviet Jews
- Israeli-Arab Relations
- Cultural and Social Systems
- Research Skills in Social Science
- Kibbutz Life
- Anthropology
- Archaeology

We will study Hebrew, the history of Judaism and Israel, and Jewish literature during the first and second quarters, making extensive use of readings, lectures, films, and symposia. During the third quarter, we will travel to Israel to continue our studies in greater depth. We
plan to spend approximately three months in Israel, mid-March through mid-June. We shall spend about six weeks living on a kibbutz, one or two weeks participating in an archaeological dig, and the remainder of the time working on independent study projects, traveling, and attending educational and cultural seminars and events. If students are interested in remaining in Israel during the summer quarter to further their studies, this contract could be extended for the summer quarter.

Tentative Schedule

Fall Quarter (Main Focus)
- Language Study
- Jewish Literature
- History of Judaism

Winter Quarter
- Language Study (cont.)
- Jewish Literature (cont.)
- The Jews in America
- Archaeology
- Understanding of Social Systems
- Research Skills

Spring Quarter (Israel)
- Language Study (cont.)
- Kibbutz Life
- Israel-Arab Relations
- Projects

In addition to the study of content, we will celebrate all Jewish holidays together. We will visit different synagogues — reformed, conservative, and orthodox. We will also have "cultural awareness" evenings twice a month, which will consist of eating Jewish and Israeli food, listening to Jewish music and Israeli music, reciting poetry or short literature pieces, and telling or listening to Jewish humor.

Language skills will be learned within the contract. There will be a few openings for part-time students during fall and winter quarters only.

Regarding minority groups and women's involvement, it should be pointed out that the Jews are a minority group in every place but Israel. We will consider the persecution of the Jews throughout history as a result of their minority status and discuss this in light of stereotyping biases that currently affect other minorities and women. We will also consider the role of women in Judaism and in the state of Israel. The contract will be involved in issues concerning Jewish identity. We hope to create an atmosphere where the understanding of a people can be achieved, and its differences from majority cultures appreciated. The sponsor and student planners welcome non-Jews to join in a mutual learning effort. Financial aid provisions can be made for students who qualify for such aid, although the program itself cannot subsidize transportation costs.

Tentative Weekly Schedule

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<td>Reading Seminar</td>
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