MEMORANDUM:

TO: Faculty and Staff
FROM: Walker Allen, Registrar
DATE: March 26, 1976

Attached is your 1976-77 "Catalog Supplement" which lists offerings for Fall, Winter and Spring of next year. It is significant in several ways:

1. The "Catalog Supplement" lists offerings we're committed to for next year.

2. In order to respond more flexibly to student academic interests some Faculty are in a "ready reserve" status. As students' needs reveal themselves these Faculty will be assigned to those areas.

3. The format provides enrollment information in a box for each program listed. It includes information about part-time study opportunities.

4. A partial listing of Modules to be offered is on p. 68. The Module offerings will be significantly expanded and fully detailed in a separate publication. The complete set will be published mid-summer.

5. A cross reference between academic subjects and our offerings begins on p. 73.

6. 1977-78 Preliminary Offerings are listed on p. 71-72.

A long-range planning DTF is at work on a two year plan. These long-range plans will enable many students to chart their complete academic programs. The long-range plan will also include an ability to respond flexibly to students' needs.

Registration for next Fall will begin May 19 and continue throughout the Summer. An Academic Fair for Fall enrollment will be held Wednesday, May 19, 10 a.m. - 2 p.m. Because of year end evaluation requirements followed by summer, Faculty will not be as accessible after May 28, so registration should be done by then if at all possible. Fall "Registration Week" will be September 20-22.

Please call 866-6180 if you have questions after reading the "Catalog Supplement".

WA/jh
# Table of Contents

- How to Use This Book ............................................. Page 3
- Registration Data .................................................... Page 4
- Overview of Programs .............................................. Page 5

## Coordinated Study Programs

- Basic ................................................................. Page 8
- Divisional ............................................................ Page 14
- Intermediate ....................................................... Page 21
- Advanced ............................................................ Page 32

## Group Contracts ............................................. Page 40

## Individual Contracts ............................................. Page 67

## Modular Studies ................................................ Page 68

## Supplementary Modes ........................................... Page 69

## Curriculum for 1977–78 ....................................... Page 71

## Index of Academic Subjects .................................. Page 73
How To Use
This Book

This book contains descriptions of academic programs for 1976-77. It supplem ents the 1975-77 Bulletin, which gives a full account of the College and its policies. If you are new to Evergreen, you should consult the Bulletin first, then turn to "Overview of Academic Programs" on page 5. Incidentally, academic programs described in the Bulletin are examples from the past, not programs to be offered in 1976-77; all 1976-77 offerings are in this book.

Evergreen's curriculum is divided into three major categories (called "Modes of Study"): (1) Coordinated Studies, (2) Group Contracts, and (3) Individual Contracts. All full-time students register under one of these three headings. In the "Overview" section you will find brief descriptions of each of the three modes. The "Overview" also gives a list of the titles of coordinated study and group contract programs to be offered, along with page numbers for detailed descriptions of each program. For information on individual contracts, see Page 67.

If you have a specific question about the subject-matter (for instance, "What does Evergreen offer in psychology?") check "Index of Academic Subjects" at the end of this book. There you will find page numbers for every program which deals with that subject. Be sure to read the detailed descriptions of the programs to see how much emphasis that subject is given and what other subjects it is combined with.

Students interested in part-time study will find useful information in this book, but should also contact the Admissions Office in order to obtain a later brochure specifically devoted to part-time studies. Programs with part-time options are noted in the descriptions; part-time students may also enroll directly in Modular Studies courses for credit.

Information on internships, self-paced learning, external credit, foreign language workshops, and Learning Services (tutoring, etc.) can be found in "Supplementary Modes," pages 69-70. Note that with the exception of external credit, none of the supplementary modes involves award of credit unless you are registered in either a coordinated study, group contract, or individual contract.

In each coordinated study and group contract description you will find information concerning prerequisites, subjects emphasized, special costs, whether modules may be taken, and the name and phone of a faculty member to contact for further information. (Note: Many faculty phones will change during the summer of 1976. Contact Campus Information, 866-6000, if you encounter difficulty.)

If after reading through this book you are still in doubt about which program to choose, the Office of Academic Advising (Lab 1012/Phone 866-6312) will be happy to help you.

Turn to the next page to find out how to register and what the crucial deadlines are for getting registered into a program.
Registration Data

Registration Policy — Fall Quarter 1976

1. Continuing students should register May 19 to 28. Academic Fair will be held on May 19, 10:00 a.m. to 2:00 p.m.
   Registration material will be mailed to the student's local address by May 14, 1976. It is the student's responsibility to keep the Registrar's Office informed of his/her current address at all times.
   Registration between May 19 and 28 is strongly encouraged for three reasons: first, it will be the time when more faculty will be around to answer your questions and/or approve your enrollment (remember evaluation week follows this registration period and then there will be summer vacations); second, it secures your enrollment for fall; and third, it enables the College to plan better for fall. Registrations will be accepted after May 28 and continue to be accepted until the deadline of October 4.
   After October 4 those not officially enrolled in the Registrar's Office will be placed on a leave of absence. Students may return during the leave (which may not exceed one year).

2. New Students may register with the continuing students. Registration materials will be mailed by May 14 or upon admission, to the student's address filed with the Office of Admissions. Spaces in coordinated studies and group contracts are reserved for entering students.

3. All faculty will be available September 20, 21 and 22, 1976 for registration. An Academic Fair will be held September 20, 1976, 8:30 a.m. to 11:30 a.m. and 1:00 p.m. to 3:30 p.m.

4. Registration. 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. After your registration is confirmed and your tuition and fees paid, you are officially registered for fall quarter, 1976.
   If you are enrolled in a program or individual contract which ends before June (e.g., an individual contract written for fall quarter only, or a coordinated study which lasts through winter quarter) you must re-enroll in the Registrar's Office into another program or contract for the subsequent quarter(s).
   Note: Students enrolled in the individual contract mode or a program which lasts fewer than three consecutive quarters must pay special attention to this obligation.

5. Part-time students follow the same schedule as other students.

6. Tuition. Tuition will not be accepted until confirmation of registration is received by the cashier. The deadline for payment of tuition is October 4, 1976.
Overview of Programs

Most college catalogues and bulletins list numerous courses which are repeated yearly. These are grouped under broad headings (usually called "divisions") and are further subdivided into "disciplines" or "major fields." Students normally take four or five courses at one time, some in a single major field, some outside.

At Evergreen, we use a simpler scheme. Students enroll in a single program each quarter, rather than just signing up for a number of courses. And the programs fall into just three classifications: (1) Coordinated Studies, (2) Group Contracts, and (3) Individual Contracts. Here are brief definitions of these three terms:

Coordinated Study: A group of faculty (usually four or five) and students (usually 80 to 100) studying a common theme or problem together using ideas and materials from several "major fields" (disciplines).

Group Contract: A smaller type of program, usually one or two faculty with 15 to 40 students, involving in-depth study of a single topic. As a rule, only one or two "major fields" (disciplines) are involved — depending on the educational background of the faculty members. The work students do is expected to be at an advanced or intermediate college level.

Individual Contract: A type of advanced independent study described in detail on Page 86.

For full-time students, any of these three "modes" is a full-time commitment. Students do not take four or five different, unrelated subjects at once. The basic idea at Evergreen is to combine subjects in a meaningful way.

Study in group contracts and individual contracts gives students the opportunity to specialize. This corresponds to "majoring in a subject" at other colleges. But Evergreen students have many unique opportunities for unusual specializations not included among traditional "majors." The aim of getting a good general education — handled elsewhere through complex systems of course requirements — is achieved at Evergreen by encouraging all students to spend at least one year in coordinated studies.

Group contracts and coordinated studies have this feature in common: they involve close working relationships between a small group of students (15-20) and a faculty member. In this respect, Evergreen more closely resembles a high-tuition private college than its fellow state institutions. Writing, reading, discussion of ideas, and other academic activities are involved in all programs.

Each year, a new set of coordinated studies and group contracts are developed at Evergreen and students participate actively in the planning for the next year's curriculum. This year for the first time attempts have been made to plan two years ahead. Pages 91-92 contain a partial listing of what Evergreen expects to offer in 1977-78. As you plan your studies for 1976-77 you may find it useful to refer to the 1977-78 list. Students new to the college, for example, should probably not seek to specialize too early, but should look ahead to increasing specialization in the second year. If you are planning to switch from one year-long program to another at the end of the first or second quarter, be sure to contact faculty of the programs before September to see if this will be workable.

Once enrolled in a coordinated study or group contract, students at Evergreen find that there are several alternative ways of learning that are available besides the seminars, lectures, workshops, films, etc., offered by their own program. Some of these alternatives are described...
below in the section headed “Modular Studies” and “Alternative Modes.” Modular courses — which closely resemble courses at other colleges — are offered in the late afternoon and evening. Many coordinated studies and group contracts count participation in modular courses (one per quarter only!) as part of a student’s full-time load in the program. This is indicated in the description of the coordinated study or group contract by a phrase such as “One module per quarter may be taken.”

Many programs described in this Supplement have a note which says “Portfolio Required.” If you are new to the College, this means: “Bring some samples of your previous high school or college work.” Portfolios are described in the Bulletin.

Below is a listing of the coordinated studies and group contracts for the year. The page numbers indicate where you can find a fuller description. In parentheses are some labels which give an idea of the general areas each program deals with. The terms “Basic,” “Intermediate,” and “Advanced” as applied to coordinated studies are fairly self-evident: students coming to the college for the first time should almost certainly enroll in a basic program. The term “Divisional” signifies that the program has a strong focus in one divisional area (such as social science or arts) and is preparatory for much of the advanced work in that area.

**Academic Programs for 1976 - 77**

<table>
<thead>
<tr>
<th>Basic Coordinated Studies</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiography (Humanities, Social Science)</td>
<td>8</td>
</tr>
<tr>
<td>Democracy and Tyranny (Humanities)</td>
<td>9</td>
</tr>
<tr>
<td>Life and Health (Natural Science, Social Science)</td>
<td>10</td>
</tr>
<tr>
<td>Marine Studies and Crafts (Natural Science, Arts)</td>
<td>11</td>
</tr>
<tr>
<td>Political Ecology (Natural Science)</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Divisional Coordinated Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications and Community (Communications)</td>
</tr>
<tr>
<td>Foundations of Natural Science (Natural Science)</td>
</tr>
<tr>
<td>Foundations of Visual Art (Arts)</td>
</tr>
<tr>
<td>Myth and Reality (Social Science, Third-World Studies)</td>
</tr>
<tr>
<td>Performing Arts Today (Arts)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate Coordinated Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chautauqua (Arts)</td>
</tr>
<tr>
<td>French Language, Culture, and Civilization (Humanities)</td>
</tr>
<tr>
<td>Images (Arts)</td>
</tr>
<tr>
<td>Intermediate Humanities (Humanities)</td>
</tr>
<tr>
<td>Management and the Public Interest (Social Science, Business Administration)</td>
</tr>
<tr>
<td>The Northwest Coast (Social Science)</td>
</tr>
<tr>
<td>Resources for Self-Determination (Social Science, Native American Studies)</td>
</tr>
<tr>
<td>Russia-USSR (Area Studies, Humanities)</td>
</tr>
<tr>
<td>A Woman’s Place (Social Science, Women’s Studies)</td>
</tr>
</tbody>
</table>
## Advanced Coordinated Studies

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Analysis (Natural Science)</td>
<td>32</td>
</tr>
<tr>
<td>The Elegant Vintage (Humanities)</td>
<td>33</td>
</tr>
<tr>
<td>Environments (Natural Science, Social Science)</td>
<td>34</td>
</tr>
<tr>
<td>The Roots of Our Romanticism (Humanities, Arts)</td>
<td>35</td>
</tr>
<tr>
<td>The Theory and Practice of Modern Evil (Humanities, Social Science)</td>
<td>36</td>
</tr>
<tr>
<td>Wealth and Power (Social Science)</td>
<td>38</td>
</tr>
</tbody>
</table>

## Group Contracts

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Field Biology (Natural Sciences)</td>
<td>40</td>
</tr>
<tr>
<td>Ajax Compact II (Humanities, Woman's Studies)</td>
<td>40</td>
</tr>
<tr>
<td>Aquatic Biology (Natural Science)</td>
<td>41</td>
</tr>
<tr>
<td>Back to the Land (Agriculture, Social Science)</td>
<td>42</td>
</tr>
<tr>
<td>Changing Status of Homosexuals (Humanities, Social Science)</td>
<td>42</td>
</tr>
<tr>
<td>Community Advocacy (Social Science, Law)</td>
<td>43</td>
</tr>
<tr>
<td>The Creative Jazz Musician (Arts)</td>
<td>44</td>
</tr>
<tr>
<td>Early Child Development (Third-World Studies, Social Science)</td>
<td>45</td>
</tr>
<tr>
<td>Earth Environments (Natural Science)</td>
<td>46</td>
</tr>
<tr>
<td>Exploring Native American Art (Native American Studies, Arts)</td>
<td>47</td>
</tr>
<tr>
<td>The Founding Period (Social Science)</td>
<td>48</td>
</tr>
<tr>
<td>From Cell to Organism (Natural Science)</td>
<td>48</td>
</tr>
<tr>
<td>The Good Life in the Good Society (Humanities, Social Science)</td>
<td>49</td>
</tr>
<tr>
<td>Helping Relationship Skills (Social Science)</td>
<td>50</td>
</tr>
<tr>
<td>Human Ways (Social Science)</td>
<td>51</td>
</tr>
<tr>
<td>Law, Power, and Political Change (Social Science, Law)</td>
<td>52</td>
</tr>
<tr>
<td>Marxism (Social Science)</td>
<td>53</td>
</tr>
<tr>
<td>Molecular Biology (Natural Science)</td>
<td>54</td>
</tr>
<tr>
<td>Native American Art Experiences (Native American Studies, Arts)</td>
<td>55</td>
</tr>
<tr>
<td>Natural History of Washington (Natural Science)</td>
<td>55</td>
</tr>
<tr>
<td>The New Non-Fictional Prose (Communication, Humanities)</td>
<td>56</td>
</tr>
<tr>
<td>Northwest Forests (Natural Science, Forestry)</td>
<td>57</td>
</tr>
<tr>
<td>Outdoor Education (Recreation, Humanities)</td>
<td>58</td>
</tr>
<tr>
<td>Painting (Arts)</td>
<td>58</td>
</tr>
<tr>
<td>Recent Art History (Humanities, Communication)</td>
<td>59</td>
</tr>
<tr>
<td>Religion in the Life of Human Groups (Social Science)</td>
<td>60</td>
</tr>
<tr>
<td>Shakespeare and Writing (Humanities, Communication)</td>
<td>61</td>
</tr>
<tr>
<td>The State in Contemporary Society (Social Science, Administration)</td>
<td>61</td>
</tr>
<tr>
<td>Study in Afrika (Area Studies)</td>
<td>62</td>
</tr>
<tr>
<td>Three-Dimensional Form (Arts)</td>
<td>63</td>
</tr>
<tr>
<td>Transport Phenomena (Natural Science)</td>
<td>64</td>
</tr>
<tr>
<td>Women's Literature (Women's Studies, Humanities)</td>
<td>65</td>
</tr>
<tr>
<td>Writing and Thought (Humanities, Communication)</td>
<td>66</td>
</tr>
</tbody>
</table>
Basic
Coordinated Study Programs

The following programs have no prerequisites and are designed for first-year students primarily.

Autobiography / As a Means to Personal and Social Decision-Making

Fall (Reoffered Winter, Spring)/Basic/Four Units Each Quarter
Coordinator: Ron Woodbury (Lib 1606/Phone: 866-6560)
Enrollment: About 80 students. Registration open.

Fall quarter “Autobiography” will help prepare students for more advanced work in the social sciences and the humanities, including literature, psychology, sociology, history, communications, and education. The program is designed to enable students of both sexes and all racial, ethnic, and economic backgrounds to make intelligent decisions about their personal lives in relation to society as a whole. Students will engage in a number of activities which will improve not only their skills of writing, reading, and seminaring, but also their capacity for analytical thought applied to all disciplines.

“Autobiography” is founded upon the following affirmations: that all people view their world through a framework of assumption derived from personal life experience in society, including those of family, community, school, nation, religion, and other institutions; that few people either hold their assumptions consciously or make those assumptions articulate; that in order to assess new possibilities for one’s life and thus make intelligent choices about its future, a person must make his or her assumptions conscious and articulate, understand them, and decide which to accept and reject as guides for future decision-making; that only by such a process can a person hope to lead an intentional life, a life for which, in determining its direction, one’s own decisions are as important as the forces of history and society which envelop us.

In order to explore our life experiences and the assumptions which derive from them, students and faculty will write extensively about their lives, read of other people’s writing about their lives, and discuss both. We think that at the end of the quarter students will have a better understanding of themselves and their relationship to society; have, from their accumulated raw material, the first vision of actual polished autobiographies; be able to understand other people’s lives better; be more comfortable with their own pasts; be able to write more easily and better; and be able to read more easily and better.

No partial credit will be awarded; every student who completes all the program requirements will receive full credit. Requirements of the program: that students will write fifteen pages per week and share some or all of what they write with others in a weekly writing seminar; read and attend a weekly seminar upon one book per week; have one other person with whom they meet each week and with whom they are willing to share all they write; attend one lecture, film, or other general gathering each week; and participate in one tutorial with a faculty member every other week.

Students must complete all the requirements, but how well or poorly they complete those requirements is not at issue. This should be particularly clear in regard to the writing requirements. Although the faculty postulates that students will, by the end of the quarter, be writing more easily, more rapidly, more clearly, more interestingly, and more powerfully, the
contention is that this improvement will result inevitably from the mere act of writing more, talking more about that writing, and communicating caringly with others about what we understand them to be writing.

As a means both to thinking more effectively about our own pasts and to understanding the role of assumptions in our lives, we will begin the quarter by reading Thomas A. Harris' *I'm O.K., You're O.K.*. We will then go on to read a number of autobiographies about people of both sexes and varying political, social, occupational, cultural, and economic backgrounds. Examples of books we may read include C. S. Lewis, *Surprised by Joy*; Richard Wright, *Black Boy*; Emily Carr, *Growing Pains*; Emma Goldman, *Living My Life*; Carl Jung, *Memories, Dreams, and Reflections*; Anais Nin, *Diary*, and Leon Trotsky, *My Life*.

Autobiography will be re-offered winter and spring quarters with variations in faculty and theme.

Subjects emphasized include: literature, history, psychology, communication, sociology, education.

Program is preparatory for careers and/or further study in: counseling, teaching (but not certification), politics, advanced undergraduate work of all kinds.

Modules, one per quarter, may be taken.

**Democracy and Tyranny / The Paradox of Freedom**

Fall, Winter, Spring / Basic / Four Units Each Quarter

Coordinator: Merv Cadwallader (Lib 2180/Phone: 866-6098)

Enrollment: About 60 students. Registration open.

Special Expenses: Approx. $35 for program retreats.

Part-time options available, contact coordinator.

This program involves a search for our roots in the past, an attempt to understand the present, and an analysis of our hopes and fears for the future. We will ask tough questions about our proper relationship to the state, to our community, and to ourselves. We will try to find out who we are, and what kind of human beings we should become. Even as we study our heritage, we will ask whether it is worth studying and whether our traditions are worth saving.

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

Athens' experiment foundered in an imperialistic war. Athens was the place where many of our values and most of our art started. Rome was the place where Christianity started. Is any of that worth knowing, saving, and using today?

This will be a program for students who want to read some of the great books of the past. It will be a program dedicated to careful reading, good writing, and thoughtful conversation. If the life of the intellectual excites you; if you love books; if you want to work hard on your writing; then join us. If you want to learn about classical art, music and drama, then join us.

The program will include weekly lectures, slide shows, and assemblies. We will undertake individual and group projects in music, art, drama, politics, dance, modern and classical Greek,
mathematics, and religion. But the best and hardest part of the program will be the small-group discussions of books which we will read.

A few examples: Homer, The Odyssey; Aeschylus, Oresteia; Plato, The Apology; Joseph Tussman, Obligation and the Body Politic; Plutarch, Lives of the Noble Greeks and Romans; John Broadman, Greek Art; Thucydides, The Peloponnesian War; Plato, The Republic; Virgil, The Aeneid; Tacitus, The Annals; and St Augustine, Confessions.

Full participation in book seminars, lectures, assemblies, special interest groups (or an Evergreen module), and self-evaluation will be required for credit. Five pages of writing will be required each week. We will take time for two off-campus retreats.

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

Subjects emphasized include: moral curriculum, interdisciplinary humanities and social science. Program is preparatory for careers and/or further study in: humanities, social science. One module per quarter may be taken.

Life and Health

Fall, Winter, Spring/Basic/Four Units Each Quarter
Coordinator: Burt Guttman (Lab 2003/Phone: 866-6715)
Enrollment: About 80 students. Registration open.

The theme of this program is the human organism in health and disease. The human organism is an anatomical being that must be properly exercised or it will fall into disrepair. It is a physiological being than can become unhealthy if it is improperly fed or invaded by pathogenic microorganisms or if some internal mechanism fails. It is a psychological being that must adapt and react to biosocial events. It is a cultural being that may start to depart so drastically from the norm of its culture that it becomes dysfunctional. And it is a member of a population of similar beings that continually changes and tries to adapt to environmental stresses.

This program will serve students who simply want an introduction to the natural and social sciences, since materials for understanding the human organism will be drawn from both. The interrelationships among all subjects, as they relate to our theme, will be stressed continually. In our study of human gross anatomy and physiology, along with genetics, we will first concentrate on the normal function of the organism; we will then see what happens when control mechanisms fail and a disease begins. At the same time, we will examine healthy ways of living — ways of trying to prevent disease through regimes of nutrition and exercise. In our study of psychology, we will first try to understand how human beings learn, behave, and perceive their world; then we will ask how these normal processes fail in various personality disorders. We will try to relate this study to the physiological study, to understand how the nervous system operates. Here we will introduce other relevant topics, such as the physics of vision and of hearing. We will spend some time examining the development of a child into an adult, both as the biologist and the psychologist view the process, and we will ask about the factors that make
for a healthy, functional person. Finally we will look at the ways human beings adapt to their social and physical environment, in the way the anthropologist sees these processes. We will include as much laboratory work as possible to support these studies.

Because this is a basic program, we will devote a lot of time to developing the fundamental skills of analysis and expressing ideas orally and in writing. We will do this through reading, analysis, and writing focused on important matters related to our theme: ethical issues in modern medical practice; the threat and promise of biological engineering; becoming a person in modern society; and distinguishing fact from fantasy in healthful life styles and in therapy.

To explore these issues, we will use such books as: Camus, The Plague; Dubos, The Mirage of Health; Zinsser, Rats, Lice, and History; Maslow, Toward a Psychology of Self; Plath, The Bell Jar; Gardner, Fads and Fallacies; Ramsey, Fabricated Man: The Ethics of Genetic Control; Roueche, Eleven Blue Men.

Students should expect to do extensive reading and writing and learn to deal with these issues seriously.

Subjects emphasized include: biology, psychology, anthropology, writing; some math, physics and chemistry.

Program is preparatory for careers and/or further study in: intermediate science (e.g., Foundations of Natural Science), professional work in natural science, social science fields, all health professions.

Math, chemistry modules recommended. Contact coordinator.

Marine Studies and Crafts

Fall, Winter, Spring/Basic/Four Units Each Quarter
Coordinator: Pete Sinclair (Lib 2105/Phone: 866-6738)
Enrollment: About 40 to 60 students. Registration open.
Special Expenses: $100 per quarter (including books)
Part-time options available, contact coordinator.

This basic program will provide introduction to the Marine Studies curriculum, which is designed to prepare students for policy-making roles in the maritime future of Puget Sound. It is not, strictly speaking, a career preparation curriculum.

Marine Studies and Crafts will focus on the research, design, construction, and utilization of a sailing-fishing craft to operate in these waters. We are concerned with the feasibility of such a design, now and in the future. That involves acquiring as thorough a knowledge as possible of the historical background and present capabilities.

The skills and background this program will develop include writing, reading, discourse, applied math, laboratory practice, design and drafting, construction and woodworking methods, historical perspective, applied economics, politics, oceanography, and general biology of marine life. Obviously the student cannot hope in a year to gain a high level of competency in all of these. The student is expected to learn, very specifically, what he/she doesn't know but could learn.

The program project for 1976-77 will be to complete the design and to build the Evergreen 38, a sailing-fishing hull designed by Robert Perry according to the requirements established by
for a healthy, functional person. Finally we will look at the ways human beings adapt to their social and physical environment, in the way the anthropologist sees these processes. We will include as much laboratory work as possible to support these studies.

Because this is a basic program, we will devote a lot of time to developing the fundamental skills of analysis and expressing ideas orally and in writing. We will do this through reading, analysis, and writing focused on important matters related to our theme: ethical issues in modern medical practice; the threat and promise of biological engineering; becoming a person in modern society; and distinguishing fact from fantasy in healthful life styles and in therapy.


Students should expect to do extensive reading and writing and learn to deal with these issues seriously.

Subjects emphasized include: biology, psychology, anthropology, writing; some math, physics and chemistry.

Program is preparatory for careers and/or further study in: intermediate science (e.g., Foundations of Natural Science), professional work in natural science, social science fields, all health professions.

Math, chemistry modules recommended. Contact coordinator.

### Marine Studies and Crafts

Fall, Winter, Spring/Basic/Four Units Each Quarter

Coordinator: Pete Sinclair (Lib 2305/Phone: 866-6738)

Enrollment: About 40 to 60 students. Registration open.

Special Expenses: $100 per quarter (including books)

Part-time options available, contact coordinator.

This basic program will provide introduction to the Marine Studies curriculum, which is designed to prepare students for policy-making roles in the maritime future of Puget Sound. It is not, strictly speaking, a career preparation curriculum.

Marine Studies and Crafts will focus on the research, design, construction, and utilization of a sailing-fishing craft to operate in these waters. We are concerned with the feasibility of such a design, now and in the future. That involves acquiring as thorough a knowledge as possible of the historical background and present capabilities.

The skills and background this program will develop include writing, reading, discourse, applied math, laboratory practice, design and drafting, construction and woodworking methods, historical perspective, applied economics, politics, oceanography, and general biology of marine life. Obviously the student cannot hope in a year to gain a high level of competency in all of these. The student is expected to learn, very specifically, what he/she doesn't know but could learn.

The program project for 1976-77 will be to complete the design and to build the Evergreen 38, a sailing-fishing hull designed by Robert Perry according to the requirements established by
the Marine History and Crafts program of 1974-75. (The hull was framed and prepared for planking when a fire in May 1975 destroyed the boat, along with the Long Boat Works.)

The first part of the year will be devoted to a study of the historical, social, economic, political, and psychological factors which make the attempt to design and build a sailing-fishing vessel an attractive and challenging project. At the same time, basic skills in design and construction will begin and will continue through the year. Research at the point of completion of the design will become much more specific and will be concentrated both on preparing a future for the boat and preparing students for more advanced work in marine-related problems.

Experience has shown that only students with a high capacity for work and the ability to function creatively in an area where few answers are known should undertake this program. The question of the degree of interest in this curriculum to women is often raised. Over half of what we might call management roles in Marine History and Crafts were assumed by women. The potential relevance to Native American students is obvious.

The program structure has two major components: project learning activities and classroom learning.

1. The program project: the design and construction of a 38' LOA combination design sailing-fishing boat.
   - Fall — completing the design and lofting.
   - Winter — construction of the backbone, ribs and planking.
   - Spring — construction of the deck and begin rigging.

2. Individual projects: each student will do a design, a half-model of that design, and a construction scale model of the backbone.

3. Individual research project: each student will complete a research thesis which will amount to a feasibility study.

Classroom activities will include:
- shop instruction in woodworking practices; workshops in drafting, writing and design; weekly seminars and colloquia; technical book sessions; studios (student operated workshops and sessions); program and research planning sessions; two weekly lecture series, one technical and the other on historical, social, and psychological problems and problems of values; and sessions with friends from the community in business, publishing, and government.

Subjects emphasized include: writing, reading, applied math, laboratory practice, design and drafting, construction, woodworking methods, economics and politics (applied), oceanography.

Program is preparatory for careers and/or further study in: marine-related problems, practical economics, business, politics, administrative law, boat design and construction, marine biology, fisheries, oceanography.

Basic
Political Ecology

This program will investigate the nature of human influence on ecosystems through field studies in the natural and social sciences. Beginnings will be made toward understanding how people make decisions which affect an ecosystem, who makes such decisions, and the nature of and weight given to the data considered. These human activities will be placed in a context of past, present, and future influence on ecosystems. We will examine implicit as well as explicit value systems in the process.

The methods of the program will include reading, writing, lectures, seminars, laboratory, and extensive field studies. Members of the program will undertake an in-depth study of the human influence on the upper Nisqually River, which issues from a glacier on Mt. Rainier and empties into Puget Sound. This study will include historical aspects, human community studies of the population centers in the drainage system, and the ecology of the river and its watershed.

Political Ecology is intended as a basic program which will have academic content in the areas of biology, history, ecology, sociology, water quality analysis, philosophy, political science, economics, and geology. The academic content will be dealt with for its own sake as well as to expose and examine the underlying value systems encountered in the study.

Students should enroll in this program only if they are interested in a holistic approach to understanding an ecosystem and the human influences on that system. Extensive skills and concept development, particularly in natural and social science field studies, will be an important part of this program, but the program is designed to develop skills and concepts as needed in the examination of the ecosystem and human communities in the study area.

Subjects emphasized include: forestry, history, ecology, sociology, geology, fresh-water and field biology, economics, water-analysis, conservation, environmental philosophy, geography.

Program is preparatory for careers and/or further study in natural and social sciences.

One module may be taken spring quarter only.
Divisional
Coordinated Study Programs

The following programs have a strong emphasis in one divisional area (natural science, arts, communications, social science, etc.). Prerequisites, if any, are noted.

Communications and Community

Fall, Winter, Spring/Divisional/Four Units Each Quarter
Coordinator: Craig Carlson (Lab 2020)
Enrollment: About 50 students. Sponsor's signature required. Please write directly to sponsor.
Special Expenses: Software materials and supplies must be provided by student.
Part-time options available, write to sponsor.

This is a study of the relationship between various communication systems and community. Do electronic media create or reflect culture? What is an icon, stereotype, formula, ritual? What is popular culture and how does one learn about it? What is the relationship between media and epistemology, media and metaphysics? What is community? How do various media interact with community? What is deviancy?

We will study contemporary America. The entire program will read at least the following: Les Brown, Television: The Business Behind the Box; Peter Berger and Thomas Luckman, Social Construction of Reality; Edward T. Hall, The Silent Language; James Welch, Winter in the Blood; Marshall McLuhan, Understanding Media; Edmund Carpenter, Eskimo; Albert Scheflen, Body Language and Social Order; James Joyce, Finnegans Wake; James Agee and Walker Evans, Let Us Now Praise Famous Men; Gregory Bateson, Steps to an Ecology of Mind; Robert Pirsig, Zen and the Art of Motorcycle Maintenance; Maria Borreno, et. al, The Three Marias: New Portuguese Letters; Monique Wittig, The Guerrilleres; David Dalton, James Dean: The Mutant King; Danny Lyon, Conversations with the Dead; Erving Goffman, Asylums; and, material from the Center for Popular Culture at Bowling Green University.

Students can expect introductory and intermediate skill development workshops in at least the following media: black and white photography, 16 mm filmmaking, video-pack and studio television production, radio, printing, slide-tape, poetry, scriptwriting, letter press printing, visual anthropology, and journalism.

The work of the program will involve completing major presentations in individually selected media on the relationship between communication and community. Students can choose to work either individually or collectively. Internships may be arranged through this program if the student agrees to teach workshops in their particular field of media expertise.

There are no special requirements for entrance. Some classes and workshops will be offered at night and on Saturday to accommodate part-time students. We have opportunities for communications and community study in Port Townsend, Tacoma, Shelton, Olympia and Seattle. Be prepared to do serious work on a fairly independent basis.

Please write to the coordinator for further information and be certain to include a mailing return address.

Subjects Emphasized: black and white photography, 16 mm filmmaking, video-pack and studio
television production, radio, printing, slide-tape, poetry, scriptwriting, letter and press printing, visual anthropology, and journalism.

Program is preparatory for careers and/or further study in: communications, media, arts, helping professions, social development fields, graduate school in communications and visual anthropology.

One module per quarter may be taken.

Foundations of Natural Science

Fall, Winter, Spring/Divisional/Four Units Each Quarter

Coordinator: Rob Knapp (Lib 3402/Phone: 866-6663)

Enrollment: About 80 students. Coordinator's signature required, portfolio or sample of writing. Math-science pretest required.

Prerequisites: Precalculus math.

Special Expenses: Lab fee (about $15 per quarter); spring quarter — physiology option requires dissecting kit (about $25).

*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. Although biology comprises less than 25% of this program and the focus is on physics, chemistry, and mathematics, the material covered is essential for serious work in all areas of biology, including environmental science.

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

Freshmen are usually advised to wait until their sophomore year to take this program. Although there is no specific chemistry prerequisite, students without previous experience in chemistry often have considerable difficulty with its terms and concepts. Therefore, if you have had no previous chemistry, we strongly recommend that you read Dragó's *Prerequisites of College Chemistry* before the start of the program. Bessev's *Essential Math for the Sciences* is recommended for math review.

Program Content

**Fall (all students):**

- Introduction to differential and integral calculus.
- General and Introductory Physical Chemistry (including stoichiometry, molecular structure, and chemical equilibria).
- Introduction to physics and mechanics (including force, work, and energy).
- Biological applications of the chemistry, physics and mathematics.
- Weekly laboratory exercise.

**Winter (all students):**

- Further work in differential and integral calculus (covering by the end of winter quarter such topics as Taylor series and simple differential equations).
- Organic chemistry.
Electricity and magnetism, and optics.
Applications for biology.
Weekly laboratory.

Spring:
Each student will normally take two of the following options, applying what has been learned in the first two quarters:
Advanced topics in organic or biochemistry.
Advanced topics in mathematics.
Advanced topics in physics.
Advanced topics in physiology.
These options are designed to apply what has been learned in the first two quarters and will be open, with permission of the faculty, to qualified students who have not been enrolled in the program in the fall and winter quarters. Additional options may be added depending upon demand and faculty availability.

Program structure... Program activities include lectures, laboratory exercises, and seminars to discuss readings from Science and concepts and problems from the program material. Students may expect to spend about 20 hours per week in classroom activities and another 20 to 30 hours per week on preparation.

Subjects emphasized include: calculus, physical chemistry, organic chemistry, physics, biological sciences, biochemistry, physiology.
Program is preparatory for careers and/or further study in: all advanced natural sciences, medicine and allied health, environmental science.

Foundations of Visual Art
Fall, Winter/Divisional/Four Units Each Quarter
Coordinator: Susan Aurand, Fall; Phil Harding, Winter (Lab 2022/Phone: 866-6167)
Enrollment: About 60 students. Coordinator's signature required, students should bring their portfolio; interviews may be scheduled between May 3-7 and September 20-25, 1976.
Special Expenses: Students will be expected to provide their own materials.

Foundations is an intensive studio program designed to accommodate both beginning and advanced students. It is the first repeating studio program at Evergreen and is intended to serve as the stable core of the visual arts curriculum.

Goals of the program: the liberation of vision, the development of an attitude that everything is potential material in the creation of an artistic statement, and the development of a working community of artists. Our ultimate goal is to encourage visual literacy and the growth in the individual of a sense of control over the design of his/her statements, whether in art or other disciplines, and in his/her own life.

During fall quarter, we will focus our energies in two directions: the common problems and studio groups. The common problems are idea, rather than media-based, and are designed as an opportunity for the exploration of creative strategies and as stimulation for possible new direc-
tions for more advanced students. The common problems will be done by all members of the program; for beginning students these may represent the first, important steps in the transition from art students to artists; for advanced students and the faculty, the problems will provide an exciting stimulus that may be answered in terms of new or ongoing work. A typical problem might be "the creation of a laundromat art."

Each student will participate in one highly focused, studio group, featuring intensive workshops in skills, theory, and history. Studios to be offered each quarter will be determined by matching student interest and faculty expertise. Possible fall offerings: sculptural ceramics or printmaking, performance art or drawing, advanced individual problems or gallery management. Studios provide the opportunity to develop design vocabulary and concepts and a good working process, as well as the chance to master a specific medium. Advanced students may choose to work together in a single studio group, giving them critique opportunities suited to their needs. In addition, since FOVA has assumed responsibility for direction of the TESC gallery, students in this studio group will have the opportunity to utilize this unique resource as a tool for understanding their own development and current directions in art.

The program will emphasize developing good critiquing skills. In addition to participating in frequent studio group critiques, students will participate in a seminar/critique group. An all-program meeting and a film/lecture series will provide points of convergence during the week, an opportunity to share our common resources and experiences.

### Typical Weekly Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>AM</td>
<td>AM</td>
<td>AM</td>
<td>AM</td>
</tr>
<tr>
<td>Large-group</td>
<td>Faculty</td>
<td>Studio</td>
<td>Studio</td>
<td>Program</td>
</tr>
<tr>
<td>Meetings</td>
<td>Seminar</td>
<td>Group</td>
<td>Group</td>
<td>Work Day</td>
</tr>
<tr>
<td>Lectures, Films</td>
<td></td>
<td></td>
<td></td>
<td>No Scheduled</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
<td>Activities</td>
</tr>
<tr>
<td>PM</td>
<td>PM</td>
<td>PM</td>
<td>PM</td>
<td>PM</td>
</tr>
<tr>
<td>Seminar/</td>
<td>Studio</td>
<td>Studio</td>
<td>Studio</td>
<td>Same as</td>
</tr>
<tr>
<td>Critique</td>
<td>Group</td>
<td>Group</td>
<td>Group</td>
<td>Above</td>
</tr>
</tbody>
</table>

Subjects emphasized include: studio art, aesthetics, art history, arts management.
Program is preparatory for careers and/or further study in: art, arts management, art history.
One module per quarter may be taken with permission of the instructor.
Myth and Reality: First, Second, Third, and Fourth Worlds

Fall, Winter, Spring/Divisional/Four Units Each Quarter
Coordinator: York Wong (Lib 2220/Phone: 866-6714)
Enrollment: About 60 students. Coordinator’s signature required. Interview. Bring portfolio, samples of previous work.
Prerequisites: must be able to read one book a week, must have writing skill to complete one paper per quarter, some basic knowledge of math.

This program will take a critical look at the development of the First World, the industrial democracies of the West; the socialist and communist states of the Second World; the Third World of the developing nations in Africa, Asia and South America; and those emerging countries with the worst economic hardships which belong to the Fourth World.

We start by recognizing that the world today is divided into “have” and “have-not” nations in which less than 30% of the world’s population controls over 70% of its wealth, and 900 million people continue to live under subhuman conditions of less than $75 a year. Furthermore, we assume that this unequal distribution of wealth and political power is no mere accident in history, but the result of systematic plunder of the Third and Fourth worlds through colonialism, imperialism and superpower hegemonies. We therefore begin by debunking the myth of nations as autonomous states with direct responsibility for their internal structures. Instead, we accept the reality that nations are explicable linked and the interaction between them will lead to dynamic changes in their political, social, and economic structures: realignment of international interest blocs will then take place.

Organization

The program is structured on the case-study approach to understand such historical events as the birth of the People’s Republic of the Congo, the Chinese Revolution, England’s Colonial Empire, Mexico, the Hungarian Uprising of 1956, and The United Republic of Tanzania. By looking through the lenses of the First, Second, Third, and Fourth Worlds, we will explore the factors surrounding such myth/reality as war of oppression/war of liberation, terrorist/freedom fighter, dictatorial policy/democratic reform, and socialism/bureaucratic capitalism.

We will begin the first quarter with a historical analysis on the rise of capitalism, colonialism, and racism. The students will acquire the tools necessary for this comparative study of national movements through lectures and workshops on economic development, social statistics, historiography, political sociology, and cultural anthropology. We will also examine the methods with which nations control and exploit each other: foreign aid, military intervention, covert operations, propaganda campaigns, and multinational corporations. The students will then apply these tools to analyze the six cases: Congo (Fall), China, England and Mexico (Winter), Hungary and Tanzania (Spring).

Activities

This divisional program will involve reading one book a week, writing a complete term paper per quarter, and critical thinking all the time. Whenever possible, we will supplement our reading by newspapers, magazines, and films directly from the source under study.
Audience
This program is particularly relevant to Third and Fourth World students whose welfare in America finds its parallel to their international counterparts. The program is obviously important to anyone who is seriously concerned with the role that America plays today on the world stage.

Typical Weekly Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>Individual Research</td>
<td>Lecture</td>
<td>No Scheduled Activity</td>
<td>Faculty Seminar</td>
</tr>
<tr>
<td>PM</td>
<td>Conferences</td>
<td>Seminar</td>
<td>Activity</td>
<td>Seminar</td>
</tr>
</tbody>
</table>

Subjects emphasized include: history, economics, political science, cultural anthropology.
Program is preparatory for careers and/or further study in: history, economics, political science, Third-world studies.
One module per quarter may be taken.

Performing Arts Today

Fall, Winter, Spring/Divisional/Four Units Each Quarter
Coordinators: Bob Barnard, Fall (Lab 2014/Phone: 866-6711); Greg Steinke, Winter (Sem 4121/Phone: 866-6610); Ainara Wilder, Spring (Sem 4113/Phone: 866-6136)
Enrollment: About 70 students. Audition or interview and coordinator’s signature required. Contact coordinator for audition information.

Program Concept and Purpose. This program is designed for students wishing to pursue performing arts in a serious and coordinated manner. It offers students an opportunity to study several performing arts forms as currently conceived in America. This program will also encourage and expect competence and dedication in the pursuit, practice, and understanding of the above art forms.

Program Design. Performing and production skills will be developed in classes of varying grades in each of the five art forms. This means, while continuing his/her advanced work in one area, a student can expect to develop basic skills in other areas.

Special interest groups will be formed to study a particular subject, its theory and technique. As an example: electronic music and the use of the Buchla synthesizer, avant garde trends in dance, cinema, contemporary theories in staging, and topics chosen from student interest. These groups will design their own reading lists and seminar topics, will coordinate lecturers, performers, or other needed resource personnel.

Major productions and concerts will serve as an integral part of program activities. These major works will be faculty-directed and the entire Evergreen community may audition. We also
envision special performing groups such as: an improvisational group in music and/or dance, readers’ theater, children’s theater, small music ensembles, and other student-conceived performing groups.

Spring quarter, students will be encouraged to participate in off-campus internships with performing groups and organizations. The search for such cooperative projects will take place throughout the year.

Reading Material
Contemporary performing arts publications, topics covering contemporary staging trends and experiments, scripts and scores used in performances throughout the country today, and works dealing with growth of creativity and imagination.

Admission to the Program. A student who intends to enroll full-time should have a primary interest as a performer in one discipline (e.g., theater) and at least a second interest in another (e.g., music). The program will also admit students whose primary interest is in the technical side of theater and film production.

In addition, program faculty will offer basic- and intermediate-level modules in theater, music, dance, and film for part-time students and students enrolled in other programs. Modules for the fall quarter will be announced in summer.

Typical Weekly Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10:40</td>
<td>Seminars,</td>
<td>Open</td>
<td>Seminars,</td>
<td>Special Interest Seminar</td>
</tr>
<tr>
<td></td>
<td>Lectures</td>
<td></td>
<td>Classes</td>
<td></td>
</tr>
<tr>
<td>10:30-noon</td>
<td>Seminars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>noon-1:00</td>
<td>Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-4:00</td>
<td>Rehearsals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00-6:00</td>
<td>Modules</td>
<td>Modules</td>
<td>Open</td>
<td>Modules</td>
</tr>
</tbody>
</table>

Subjects emphasized include: theater, music, modern dance, film, and television. Program is preparatory for careers and/or further study in: theater, music, modern dance, film, and television; as performers and technicians in professional repertory companies; recreational directors, dancer-therapists, high-school teachers.

One module per quarter may be taken.

20 Divisional
Intermediate

Coordinated Study Programs

The following programs are theme- or problem-centered. Most are designed for students in their second or third year of college, but some are suitable for first-year students. Prerequisites, if any, are noted.

Chautauqua /An Experiment in Learning

Fall, Winter, Spring/Intermediate/Four Units Each Quarter
Coordinators: Joyce Peskin (Sem 3158/Phone: 866-6525)
Tom Feote (Sem 3161/Phone: 866-6676)
Don Jordan (Sem 4131/Phone: 866-6720)
Enrollment: 80-100 students. Interview and signature required — any faculty member of program may sign.
Prerequisites: Competence or curiosity in experimental theater forms, music, creative writing, arts management, community development.
Special Expenses: Field trips
Part-time options available.

Chautauqua is a three-quarter program in folk arts designed for students interested in the humanities and arts who want to work collectively to explore those things in man's humanity that are essential and shared. The exploration focuses on the Storyteller of oral tradition through myth, folklore, music, and theater. Who are the storytellers? Why a story? Who comprises the audience? What is the relationship between storyteller and audience? What conditions serve this relationship best? How do we do it? Chautauqua is a means of articulating and altering the nature and meaning of learning. It is an experiment in dealing with, and overcoming, newmown grass and greyness — a movement into mandala. It is about knowing our story and singing our song.

During the first quarter, we will explore the storyteller with emphasis on those oral traditions which originate in Native American, Black American, and White American cultures. We will read northwest creation myth, look at the relationship of black blues and country music, explore the link between Homer and Stagloee, go to auctions, country fairs, hold spelling bees, etc.

During the second quarter we will refine our technique of performance and improve our skills. We will examine the forms of Chautauqua such as the medicine shows, the circus, vaudeville, carnival, and the San Francisco Mime Troupe. Through this expenditure of time we will prepare and make arrangements for the third-term experience, where we will enlarge the process and move into the rhythm of the community.

In the third quarter, the traveling Chautauqua goes on the road. We will stage and document mini-Chautauquas organized around a theme, problem, or issue consisting of lectures, performance, musical presentations, poetry readings, discourses on art appreciation, children's shows, community exchanges, etc. We want to learn from the audience. We want the audience to learn from us.
An integral part of Chautauqua will be the reading circles which will provide the framework for discussing great and significant books. We will have mini-Chautauquas by marvelous, interesting people; lectures on matters of importance; special interest workshops; and many other activities.

Subjects emphasized include: theater, music, writing, art management, community development, American folklore, ethnic studies.

Program is preparatory for careers and/or further study in: theater, music, writing, art management, community development, American folklore, ethnic studies.

One module per quarter may be taken.

French Language, Culture, and Civilization

Fall, Winter, Spring/Intermediate/Four Units Each Quarter
Coordinator: Therese Bonin (Lib 2106/Phone: 866-6049)
Enrollment: 40 students. Faculty signature required.

This coordinated study program is designed (1) to give students the opportunity to acquire a functional knowledge of French; (2) to familiarize students with the value system of another people as it is expressed in their patterns of everyday life as well as in their history, social institutions, and cultural artifacts; (3) to give students an understanding of the dynamic interplay of natural conditions, inherited institutions and systems of beliefs, historical events and the contributions of outstanding individuals, in the shaping and evolution of a culture; (4) to acquaint students with the various insights and methods from social sciences and humanities as they are brought to bear upon the study of a given culture; (5) to give students the opportunity to apply the knowledge they acquire in one part of the program, to the study of other aspects of its content.

Students should gain a better and more critical understanding of their own language and cultural heritage; a greater curiosity towards and appreciation of ways of life and systems of values different from their own (including the many sub-cultures that exist within this country); a better understanding of the complex network of forces that contribute to shape a culture as well as of the various disciplines that attempt to unravel and analyze these forces.

The two basic components of the program will be: (a) study of the French language and (b) familiarization with the French culture and civilization.

The first quarter will be devoted to intensive language study (3 hours daily) and introduction to the basic concepts of linguistics and cultural anthropology as they relate to the study of a foreign culture. During the second quarter, language study per se will continue (2 hours daily) and equal time will be devoted to the study of contemporary French culture and society. French will be studied only one hour daily but most of the lectures, presentations and discussions will be in French. It is hoped that in summer, 1977, a follow-up program of travel and study in France will be offered. It would consist of 10 weeks spent in a French village studying the local society, economy and cultural heritage.

This program is contingent upon availability of staff and minimum enrollment.
Subjects emphasized include: French language, linguistics, cultural anthropology, history, sociology, geography.

Program is preparatory for careers and/or further study in: teaching (although not certification-oriented), translation, foreign trade, advanced study.

One module permitted fall quarter for students with previous background in French.

Images/Philosophy, Psychology, and Visual Art

Winter, Spring/Intermediate/Four Units Each Quarter
Coordinator: Marilyn Frasca (Lib 3508/Phone: 866-6418)
Enrollment: 40 students. Interviews and faculty signature required.
Special expenses: Possible workshops outside the program.
Part-time options available, contact coordinator.

The purpose of this program is to help people make and understand their own images. Sometimes people who make images want to make their own images, but make other people’s images instead. Sometimes people who make images make images they can’t understand. In this program, students will work toward making their own images and understanding some of them.

The program is not designed to teach or learn technical skills of image making. Students will learn any technical skills they need in modules or workshops outside the program, or from friends, or on their own. Students will use whatever technical skills they have to make their own images and understand some of them.

The program will involve carefully-planned use of individual conferences with each student every other week, an all-program critique meeting once a week, a Journal Workshop and a Seeing Workshop once a week. Each student in the program will make images every week as part of his or her independent work.

Typical Weekly Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Work Time</td>
<td>Journal Workshop 8:00 - 10:00</td>
<td>All Program Critique 9:00 - noon</td>
<td>Seeing Workshop 10:00 - noon</td>
</tr>
<tr>
<td>PM</td>
<td>Faculty Seminar 2:00 - 4:00</td>
<td>Individual Conferences 1:00 - 5:00</td>
<td>All Program Lunch noon - 1:00</td>
<td>Individual Conferences 1:00 - 5:00</td>
</tr>
</tbody>
</table>

Subjects emphasized include: art, psychology of vision, writing, communication, aesthetics.

This coordinated studies program will help students make more of their own images in future work.

One module may be taken each quarter.
Intermediate Humanities / Some Great Books, East and West

Winter, Spring/Intermediate/Four Units Each Quarter
Coordinator: Richard W. Alexander (Lib 3507/Phone: 866-6410)
Enrollment: 40-60 students. Faculty signature required.
Part-time options available by arrangement with faculty.

The materials for this program will be classics of literature, philosophy, and the sciences, from both the western and the far eastern traditions, chosen for their intrinsic interest, their historic importance, and their contacts with one another.

Final selection has not been made, but the following tentative list of possible seminar materials provides a rough outline of our intentions:

**Winter**

**Epic (masculine):**
- The Iliad
- The Tiara Clan Saga (Japanese), or Water Margin (Chinese)
- Mailer, The Naked and the Dead

**Ethics:**
- Aristotle
- Mencius (Confucian tradition)
- Sartre

**The Novel (feminine):**
- The Tale of Genji
- George Eliot, Middlemarch
- Doris Lessing, The Golden Notebook

**Spring**

**Aesthetics:**
- Lao-Tzu, Tao-Te-Ching
- Seami, The Art of No, and The Book of Tea
- Horace, The Art of Poetry
- Dewey, Art and Experience

**The Erotic:**
- Tristan and Isolde
- The Dream of the Red Chamber
- D.H. Lawrence, Sons and Lovers

**Science:**

Our intention is that the materials should be constantly applied to each other, that (for instance) the ethics implicit in the epics will be discussed in the epics seminars, and the ethical principles studied afterwards would then be applied to the epics and also to all subsequent works (including the science); that aesthetic principles would be discussed throughout, and their intimate relation to moral issues and to the lived life would be constantly under consideration; that the relations between men and women, the obligations of family life, the duties and rights of the citizen, the problems of knowing the truth, alienation and connection, the human and the divine — would always be discussed everywhere, and persistent comparisons be made from work to work, from genre to genre, from discipline to discipline, from culture to culture, from the past to the present.

The seminars will meet probably only once a week. Each student will be responsible for thoroughly researching a major question about the work at hand, writing a careful research paper on that question, and discussing that paper and the other papers in seminar every other week. Students will be entirely responsible for the conduct of the seminars.
The rest of the week can be devoted to lecture/discussions on history, backgrounds, additional works of the same sort (in epics — the Aeneid, Paradise Lost, The Bhagavad Gita, for instance); on the broad topic upcoming (lectures on aesthetics, for instance, while the seminars work with the novels); on basic skills in research, writing, and analysis. Some additional reading material will probably be required in connection with these lectures/discussions.

In addition, each student will do an individual project related in some fashion to the subject of the program. In this way, a student who wishes to study the Hindu ethic tradition, or to study medieval romances by women, or to study Greek and Roman erotic poetry, or several modern aesthetic systems, can do so.

The program thus will demand a workload roughly equivalent to a three-course load at a conventional college. Students should be prepared to read intensively, to do serious, deliberate library research, to take initiative in the conduct of the seminar, to do a lot of careful writing. The faculty will give the student help in all these things. But a student with very poor reading and writing ability will undoubtedly find the program rough going.

The program will offer an opportunity for genuinely exciting seminars in the humanities, for a broad introduction to the humanities themselves, and for a rare chance to see how intimately interconnected the humanities are with each other and also with disciplines ostensibly disconnected from the humanities. Students from the sciences, the social sciences, and the arts who want "a change," or to satisfy their curiosity about the humanities, are particularly welcome.

Students should note how central male/female sex roles are to this program. And, perhaps, how the program's organization reflects Plato's triad of the Good, the Beautiful, and the True.

Subjects emphasized include: literature, philosophy, history and philosophy of science, expository writing.

Program is preparatory for careers and/or further study in: law, teaching (in the humanities); any career where careful reading and writing, and cross-cultural understanding would be important. One module per quarter may be taken.

---

Management and the Public Interest

Fall, Winter, Spring/Intermediate/Four Units Each Quarter
Coordinator: Virginia Ingersoll (Lib 1413/Phone: 866-6166)
Enrollment: 40 students. Open sign-up for students with two years of undergraduate work; faculty signature required for all others.
Special expenses: practicum travel between Olympia and TESC.

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

Critics of the American business system charge that the modern corporation cannot be made responsible to the public — that by its nature business will serve only its own interests. Business' defenders, on the other hand, argue that the public good cannot be served without a strong business system and that business is doing a good job of meeting its social responsibilities. A
third voice can be heard saying that the business system as we know it is an outdated artifact of another era, that neither business nor the public interest will be served much longer by our present set of institutional arrangements. It is one purpose of this program to come to grips with the issues raised in debates of this sort.

If a person is to determine 1) how well business is meeting the public interest, 2) whether or not the public interest can be fully served under the current system, and 3) how the present system measures up to the available alternatives, she/he needs to deal with two dimensions of organizational life. First, there is the relationship between business and the rest of society, including government. This program will explore this “external” dimension by addressing questions such as: How has the American business system developed over the last 200 years? How have the needs of society changed during that time? What effort has business made to serve the public in selected areas? How have changing technologies altered the relationship between business and the public? Second, to understand what it means for business to serve public needs, a person must also know what it takes to keep a business going. That is, she/he must have a grasp of the “internal” operations of a business. For instance, how does management acquire and keep track of a business’ resources? A study of accounting and financial management provides answers to this question. What is required to maximize human resources? Studying personnel management and organizational behavior can provide some clues.

Management Concepts and Skills

While this theme sets forth a conceptual agenda to which the program’s discussions will return again and again, a substantial portion of the program is devoted to instruction in the “internal” operations of business via the study of management concepts and skills.

To accommodate both full- and part-time students, the program is divided into four components: a lecture series, offered in the late afternoon; a seminar series, offered in both morning and evening; a module series; and a practicum. Full-time students will register for all four components, while part-time students will enroll for lecture and seminar the first year and take the other two components in 1977-78.

In the practicum students will conduct a study of several organizations’ efforts to meet the public interest. As they plan, execute and analyze their work in this task they will receive faculty evaluation on their performance in making decisions, planning, communicating, and directing the efforts of others.

This program is designed for students just beginning business study; it will be a demanding one.

Subjects emphasized include: economics, organizational psychology, business administration, management, communication theory, personnel, statistics.

Program is preparatory for specialization study in management, business administration, generalist preparation for careers in business or public administration.

Full-time students will take one prescribed module per quarter.
The Northwest Coast / Studies in Human Settlements and Regional Change

Coordinator: Bill Brown (Lib 2211/Phone: 866-6618)
Enrollment: 40 students. Signatures of both faculty members required.
Part-time options available, contact coordinator.

Without a doubt the Pacific Northwest is a very special and beautiful place. It remains so in spite of more than a century of occupation by people whose livelihoods have turned increasingly to employment in its growing cities. However, we in the Pacific Northwest are clearly in the midst of a process of urbanization, and it is the purpose of this program to identify and analyze alternative strategies in the creation of more humane environments — within the city and without.

Three cities have been selected for study; Seattle, Portland, and Vancouver, B.C., representing the major nuclei of a possible future single Northwest city, already dubbed by some as “Pugetopolis.” We will be actively concerned with the desirability and/or inevitability of this ever occurring. What has already happened on the east coast, and what is now happening on the west coast, particularly in the San Francisco Bay area, are instructive examples in super-urbanization from which we will draw valuable lessons in the course of this study. But we will be emphasizing first-hand observations in the above-named urban areas and hinterlands, examining them formally and informally. Our studies will include not only the dynamics of urban growth and planning, but the idea of the city, its history, and changes in the quality of life accompanying its growth.

This year's program is expected to serve as a model for further studies in regional planning and community studies that will be potentially applicable to areas as diverse as the independent republics of the U.S.S.R., the American south, or regional development in West Africa.

Urbanization and regional change as it affects the state of Washington will be given special attention for obvious reasons, not the least of which is the state's initiation of a participatory planning venture through its Alternatives for Washington program.

Program Content and Activities

The focus of the whole program will be the development of a conceptual framework which can begin to describe and help predict the social and physical interactions within human settlements and their regional settings. Particular reference will be made to the urbanization of the Puget Sound.

A most important part of the program will be the cooperative group and individual off-campus field investigations in the urban settings of Seattle, Portland and Vancouver. Students will pursue research into aspects of several urban settings and will be required to give a sequence of presentations and a final report. These comparative studies can be in the areas of housing, health care, education, recreation, transportation, commercial and industrial development, municipal government, quality of human welfare, and employment.

During the fall quarter introductory material in the natural and social sciences will be presented through lectures, guest presentations, book seminars, research laboratories, and field trips. Preparation will begin on the design of individual and group research projects. During winter quarter work will start on the actual field research in addition to continued presentation and discussion of the overall conceptual framework. Spring quarter will be focused on the completion of the comparative research and the preparation of a final group report.
Subjects emphasized include: natural science, social science, geography, anthropology, environmental planning and design, regional and community development.

Program is preparatory for careers and/or further study in: urban planning, regional and community development, urban geography and anthropology, environmental studies; internships in governmental planning agencies, human service agencies.

One module per quarter may be taken.

<table>
<thead>
<tr>
<th>Resources for Self-Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, Winter, Spring/Intermediate/Four Units Each Quarter</td>
</tr>
<tr>
<td>Coordinators: Betsy Diffendahl (Sem 3170/Phone: 866-6602); Mary Ellen Hillaire (Lib 3406/Phone: 866-6661)</td>
</tr>
<tr>
<td>Enrollment: 40 students. Faculty signature and interview with faculty required. Special costs: only if student plans include travel. Part-time options may be available, contact coordinator.</td>
</tr>
</tbody>
</table>

"Give me a fish and I'll eat for a day; teach me to fish and I'll eat for a lifetime."

This is a program primarily designed to meet the unique needs and interests of Native American students of the Pacific Northwest. The main objective of the program is to give each Native American student access to the resources — people, experiences, knowledge, skills — required for the student's own growth. In particular, it is anticipated that these will be resources which will help the student move toward the more general personal and community goal of self-determination and self-direction.

Each student will prepare a learning contract which will spell out his/her objectives and proposed activities in the program. These activities will include some features in common with all other students in the program, such as attendance at group meetings with faculty or with invited visitors. These group experiences will be carefully planned with the students, and could cover such topics as sources of funds available to Native American communities, the structure and workings of tribal governments in the Northwest, how to write a grant proposal, economic development projects being undertaken by Northwest Native American communities, and new resources for Native American children.

In addition, the faculty assigned to this program will sit with each student to help assess where each is in his/her own learning process. When individual needs and interests have been identified, the faculty will help the students design the individualized portion of their study programs, drawing upon all of the school and community resources available. The faculty will act as resource coordinators providing information to the students about the activities — speakers, performance opportunities, films, etc. — going on in other on-campus programs.

The program will be composed of two full-time faculty — one Native American and one non-Native American — who have been working together during the 1975-76 academic year in a Native American Triad Project. Additional faculty will be brought into the program on an as-needed basis to meet specific requirements of individual students for information and consultation.

Resources for Self-Determination is designed for flexibility to accommodate Native American
students with a variety of needs, at different levels of experience, living in various geographic areas. There is room in this individualized interdisciplinary program for:

1. Students who need to assess what they know and need to develop an idea of what they want to do with "formal education."

2. Students who need opportunities to broaden their experiences and exposures in the larger community — jobs, involvement in self-determination activities in the community, etc.

3. Students who have a clear, concise assessment of what they want to do — and who may be doing it — and are ready to acquire the information and skills required to do it most effectively.

This program will offer students an open opportunity for learning about learning through listening, problem solving, goal setting, and practicing interpersonal relations. In addition, it will provide students an opportunity to make use of the broad resources of the Evergreen community and larger community.

Please accept our invitation to talk with us about this program.

Subjects emphasized include: individualized learning (see text), Native American studies. This program emphasizes individual career development. Students may participate in modules as they fit into the individual's learning plans; only one per quarter.

**Russia — USSR**

Summer 75-76, Fall, Winter, Spring 76-77/Intermediate/Four Units Each Quarter
Coordinator: Andrew Hanfman (Lib 2107/Phone: 866-6632)
Enrollment: 40 students. Interview with faculty required for admission to program.
Special expenses will be required if study and travel can be arranged in the U.S.S.R. — $1500 maximum.

The program is designed for students who want to obtain a comprehensive understanding of the Russian-Soviet civilization and society and learn the Russian language well enough to develop it into a usable tool in their graduate studies or careers. The core subjects of the program are the political, economic, social and cultural history of both the pre-revolutionary and post-revolutionary periods; literature of the 19th and 20th centuries; history of Russian art in all its significant manifestations (visual arts, music, theater, film); Soviet economics; and Russian language. The program will also offer special workshops on such topics as government and party structure, nationality and minority problems in the USSR, and women's role in the Soviet society. Time and resources permitting, interested students will be encouraged to organize self-directed small-scale lab productions in performing arts.

The program will offer essentially two "tracks" for interested students who can follow them separately or jointly: language and area. The program will begin with intensive language training in summer '76, which will last 10 weeks and teach students contemporary Russian, as it is spoken
in the USSR today. The language study will continue, though less intensively, throughout the entire program, culminating probably in a 6-8 week study and travel period in the USSR. The summer language program is open to all students who wish to acquire the fundamentals of the Russian language or develop their previously acquired proficiency, even though they might not elect to sign up for the entire program. On the other hand, students who do not wish to participate in the language study can join it in fall quarter without previous language training. All lectures, seminars, and workshops will be conducted in English. Students who will not take the Russian language will be expected to take part in at least two program workshops each quarter. Obviously, the greatest benefit in terms of language proficiency and area expertise will accrue to students who participate in all facets and offerings of the program in all four quarters.

The area component of the program is not recommended for freshman, although exceptions can be made for highly motivated students on the basis of an interview with the faculty of the program. The requirement for admission is not a formal, but a personal one: it is a commitment to work hard and consistently, learn the elements of research, write regularly and participate actively in seminars or special interest workshops. In the seminars, the emphasis will be on orderly and articulate discussions based on clearly pre-defined topics and/or papers and presentations prepared by individuals or groups of students, in which opinions and statements have to be documented from reading and research. Each student will be expected to reflect in writing on each major book or topic discussed in the lectures.

Part-time students can participate in the program by attending the weekly lectures, reading a reduced number of books from the required reading list, and submitting a term paper at the end of each quarter. One Evergreen credit unit (equivalent to four quarter hours) will be awarded for this work.

The program addresses itself in equal measure to male and female students, non-white and other minorities who wish to become familiar with one of the leading societies of the Second World and the way in which it tries to resolve its social, economic, racial, and ethnic problems.

Subjects emphasized include: Russian language, communications, history, literature, art history, economics, political science.

Program is preparatory for careers in government, journalism, research, translation, and graduate study in Slavic (literature, history, Soviet affairs).

A Woman's Place /Historical Perspectives on Being Female

Fall, Winter, Spring/Intermediate/Four Units Each Quarter
Coordinator: Stephanie Coontz (Lib 2221/Phone: 866-6623)
Enrollment: 40 students. Preliminary interview and faculty signature required (no portfolio necessary).
Prerequisites: basic reading and writing skills.
Part-time and auditor options available, contact coordinator.

We will approach the origins and evolution of women's role in various cultures from an interdisciplinary perspective. Fall quarter we will examine and critique the contention that "anatomy is destiny." We'll read some literature on primate social organization and consider the validity of extrapolating from the lower primates to humans. We'll study the origins of the
family, including the debate over the matriarchy, and attempt to develop an explanatory framework for the varying roles women seem to have played in evolving societies. Finally we will explore the status of women in ancient civilizations, using myths and literature as well as historical and archaeological evidence.

Second quarter we'll move rapidly through the Middle Ages to concentrate on the effect on women of the transition from feudalism to capitalism. We'll study the changing role of the family and women's position in it, the effect of the women's work, and women's image in religious and literary writings. We'll study how women participated in and were affected by the great bourgeois revolutions in Europe and America. Finally we'll consider the effect of the Industrial Revolution.

Third quarter we'll examine the forces that have affected women since the end of the 18th Century and the increasingly conscious action of women to change their position. We'll study the origins of the women's movements in England and America, tracing both their external causes and their internal dynamics. The remainder of the quarter will deal with women in the colonial world, the workers' states, and among national minorities in America.

Reading, writing, and critical analysis will be stressed. Women's history is not an independent variable that can be treated in isolation: students will be expected to gain a basic grounding in cultural anthropology and the history of western civilization so as to be able to discuss intelligently the determinants of woman's place — as well as how to change it.

Lectures and films will be on Monday and Wednesday evenings to facilitate attendance by community people, and seminars will meet during the day.

Subjects emphasized include: cultural anthropology, history, economic history, sociology, literature and women.

Program is preparatory for careers and/or further study in: the history of Western civilization, writing, critical reading, analytical investigation of causation.
Advanced
Coordinated Study Programs

The following advanced programs are intended for students who are in their later years of college work. Prerequisites are noted.

Advanced Analysis

Fall, Winter/Advanced/Four Units Each Quarter
Coordinator: David Milne (Lab 3026/Phone: 866-6724)
Enrollment: About 40 students. Interview and coordinator's signature required.
Prerequisites: Computer programming. Two of the following three: chemistry, calculus, and marine or field biology.
Special Expenses: Travel, if student's research problem requires it.

This program will examine advanced techniques for interpretation and measurement of physical, chemical and biological quantities, and for prediction of future trends in disturbed natural systems. Topics will be selected from several areas, including analytical chemistry of certain pollutants, computer simulation, interpretations of patterns in nature, problems of biological sampling and statistical hypothesis testing.

A polluted marine community will serve as the focus of the program's efforts. Insofar as is possible in two quarters, the organisms will be identified, censused and analyzed for one or more pollutants (such as lead). Trophic pathways and age structures will be delineated, pertinent water quality parameters (such as dissolved oxygen content) will be examined as the need arises, and simulation models of movements of pollutants through the system will be developed. An objective will be the prediction, via simulation, of changes in the system resulting from increased or decreased concentrations of the pollutants.

Lectures, laboratory work and reading in chemistry will examine the concentration and biomagnification of pollutants by organisms, measurement and environmental chemistry of certain pollutants (mostly heavy metals), and sources of these substances in industrial society. Computer topics will include digital and analog simulation of ecosystems, with case histories, sensitivity analysis in modelling, and simulation philosophies. Biological work will include rigorous identification of marine species, age structure and survivorship curve analysis, census and sampling techniques and use of marine sampling gear. A review of basic statistics will be included.

Students considering this program should have intermediate level proficiency in computer programming and any two of the following three subjects: marine or field biology, chemistry, calculus.

Subjects emphasized include: statistics, analytical chemistry, computer simulation, marine ecology.

Program is preparatory for careers and/or future study in: marine/environmental sciences, EPA and other agency work, environmental quality control, engineering.
The Elegant Vintage

Fall, Winter, Spring/Advanced/Four Units Each Quarter
Coordinator: David Powell (Library 1416/Phone: 866-6040)
Enrollment: About 40 students. Coordinator’s signature required.

The core of the study plan is to examine six of the most important documents of the 18th century in the depth that they demand. They are:

- Early Poems, Jerusalem — Blake
- Preface to The Phenomenology of the Spirit — Hegel
- Sartor Resartus — Carlyle
- Walden — Thoreau
- Middlemarch — Eliot (Evans)
- The Education of Henry Adams — Adams

Each of these major texts will be studied for one-half of a quarter; they will be the focus of the lectures and the seminars.

The second element of our study is to expose these to the creative tension of comparison with a companion work. These are:

- "The Late Quartets" — Beethoven
- Manfred, selected poetry — Byron
- The Emerson - Carlyle Correspondence — Emerson/Carlyle
- The Economic and Philosophic Manuscripts — Marx
- Leaves of Grass — Whitman
- The Autobiography of an Idea — Sullivan

One seminar per half-quarter will be devoted to the companion work.

The third link in the program model is to tie both of the above activities together in a personalized and particularized program of reading, writing, and research. Each student's research studies will be divided into the same half-quarter blocks as the seminars and will culminate with a paper on a topic relevant to the study area and texts. This research will demand large amounts of reading and investigation into such fascinating areas as: letters and journals, commentaries, biographies, social, economic, cultural, and political histories, reproductions of paintings and drawings, essays, and periodical literature; as well as the works of other poets, philosophers, historians, autobiographers, and novelists. Students will be given help and guidance by their faculty seminar leaders in choosing research areas and paper topics. The entire program is designed so that students will have sufficient time to do serious reading, research, and writing. This is hard and demanding, exciting and fulfilling work. It requires meeting regularly with seminars that depend on all the members to contribute in understanding challenging books. It requires long periods of individual reading, writing, looking, listening, thinking. For those who wish to follow, the trail will wind through some of the most exciting and varied intellectual countryside produced by any civilization; the possible rewards are fantastic — protection against boredom is guaranteed.

This program is fully relevant to the needs of women and men, of non-whites and whites, who want to know how our modern consciousness was shaped, what questions and challenges it has shaped from, and what forms that shaping took.
Activities required of students: 1) participation in two seminars per week; 2) weekly reading, writing, investigation of a research topic; 3) writing two research papers per quarter; and 4) some joy in learning and discovery.

Subjects emphasized include: literature, philosophy, history, autobiography, history of culture. Program is preparatory for graduate study in humanities, history; careers in writing-editing, law, politics.

Modules can be taken if related to program content.

**Environments /Chemistry, Ecology, and Politics**

Fall, Winter, Spring/Advanced /Four Units Each Quarter

Coordinator Kaye V. Ladd (Lab 200S/Phone: 866-6712)

Enrollment: 40-60 students. Signature required. Interview with faculty, portfolio required, precalculus math test required.

Special Expenses: Some travel expenses in Puget Sound area.

Prerequisites: Background equivalent to Foundations of Natural Science, or one-to-two years of college social science; precalculus math.

The program theme will be the integration of the natural and social sciences through focusing and working together on a particular environmental problem. Learning skills will be developed primarily in lab and field settings.

This program is designed for people with intermediate level training in the natural or social sciences and precalculus training in mathematics. The natural and social science groups will work together and establish communication by exchanging disciplines. The faculty will serve as facilitators in this exchange and teach advanced environmental studies. Student teams will formulate, develop, and resolve a particular environmental problem with respect to its natural and social science implications. This program will provide advanced training in environmental sciences with emphasis on chemistry, political science, ecology, and environmental planning, as well as training in teaching, statistics, and computer modeling.

Students entering this program should have a strong commitment to teaching and learning from other students.

**Fall and Winter Quarters**

**General Goals:** Getting project statements and project teams together. Such statements must contain at least ecological, chemical, and political components.

**Specific Goals:**

A. Learn research design, choose and formulate projects for spring quarter;
B. Obtain advanced training in environmental science emphasizing chemistry, ecology, political science and environmental planning; people with expertise in political systems would study planning, environmental law, and other topics; people with expertise in natural science would study environmental analytical chemistry and ecology;
C. Gain basic understanding of environmental, natural, and political sciences in those areas in which a deficiency exists;
D. Learn computer modeling and statistics.
SPRING QUARTER

General Goal: Work on group projects and explore methods of implementation. Those who are interested in actual implementation can work during the summer term, 1977.

For review or study of basic chemistry and math, use Problems for General and Environmental Chemistry by Pisen and Flynn and Basic Mathematics by Kruglak and Moore. These books will be available in the bookstore.

A complete reading list will be developed in Spring, 1976, during the planning sessions by faculty and students.

Subjects emphasized include: environmental analytical chemistry, political science, ecology, environmental planning, environmental law.

Program is preparatory for careers and/or further study in: environmental chemistry, environmental planning, ecology, environmental law, and preparation for internships in these areas.

Modules will be negotiable on an individual basis.

---

The Roots of Our Romanticism

Fall, Winter, Spring/Advanced/Four Units Each Quarter
Coordinator: Charles Teske (Lib 2413/Phone: 866-6643)
Enrollment: 40-plus students. Interview with program faculty; program faculty signature required.

We shall study the strong correspondences between the Romantic Movement and our contemporary culture. We shall concentrate upon selected works, events and principles in literature, music, the visual arts and aesthetics from the late 18th century until the present, treating these topics within their political, social, philosophical, and economic contexts. The issues will include: democracy vs. aristocracy; nationalism, ethnic awareness and primitivism; the cultivation of individualism; the new emphasis on nature; the Redemptive Woman of Romantic fiction and the creative women of the movement; and the preoccupation with eccentricity, genius, madness, and altered states of consciousness. We shall investigate the paradoxical connections of immense, triumphant works of art to "cultural Fascism;" powerful acts of the imagination to no less remarkable self-indulgence; boundless idealism to desperately ironic perceptions of our human lot. We shall see how the fascinating personalities of the movement articulated new assumptions about art, artists and the creative process — many of which have endured to our own day, acting upon us all the more powerfully when we are ignorant of their history.

Our readings, listenings, seeings, and discussions will deal with such artists and thinkers as: Coleridge, Byron, Mary Shelley, Carlyle, Kubrick, Mozart, Beethoven, Berlioz, Mahler, Ives, Gericault, Turner, Cezanne, Henry Moore, Helen Frankenthaler.

We shall also deal with such surges within the larger movement as: the emphasis on folklore, cult of the hero, cult of the exotic and primitive, Gothic, fascination with the monstrous, nationalism, abstract expressionism, the "Counter-Culture."

We shall be aided by such commentators as: Herbert Read, Kenneth Clark, Kenneth Rexroth, Irwin Panofsky, John Ruskin, George Sand, Clement Greenberg, Alma Mahler, Edward Hanslick, Susanne Langer, Herbert Graf, Tom Wolfe.

Advanced 35
The range of our interests may be suggested by this juxtaposition:

"Thou wast not born for death, immortal Bird!" (Keats, "Ode to a Nightingale")

"This sounds like yet another eulogy to Charlie Parker." (A student's comment)

And in a sense, it is, though Keats and Bird both died young, many years apart.

Program events each week will include: a lecture/presentation period by a faculty member; a "core seminar" for small-group discussion of the main assigned topic of the week; a "faculty fishbowl" discussion of the main topic, the lecture, and the findings of the several core seminars; a "project seminar" devoted primarily to analytical presentations by students; a film-viewing, music-listening, or guest-lecture period; and individual conferences. These activities and the preparations for them will account for 75% of the students' efforts. The remaining 25% will be devoted to a module, a workshop, individual lessons, a foreign-language class or a performing ensemble. (Some of these opportunities will be offered by program faculty members; others may be chosen by consultation with each student's advisor/seminar leader.) These supplementary activities will allow students to continue their development as artists or humanists; the program itself will emphasize hard thinking and vigorous discussion. Each student will also make an analytical presentation each quarter in her or his "project seminar" and then submit a paper (with audiovisual materials, whenever appropriate) documenting this presentation.

NOTE: *The Roots of Our Romanticism* has been designated as the second of three "Advanced Coordinated Studies in the Humanities" to be supported with special funding by a grant from the National Endowment for the Humanities. This funding provides for:

- an expanded faculty team to allow for close collaboration of students with faculty members,
- additional resource people and visiting lecturers,
- assistance for enhanced research work at Evergreen and research travel for program members (though students will have to bear the costs of tickets to performances and exhibitions visited on program field trips),
- support for a thorough documentation of the program to serve as a model for advanced programs in the future.
- in general, an opportunity to study hard together.

Subjects emphasized include: art history, literature/literary history, music history, history of ideas.

Program is preparatory for careers and/or further study in: humanistic fields (including cultural history); creative and performing arts; arts administration/management.

Modules: One may be taken each quarter.

**The Theory and Practice of Modern Evil**

Fall, Winter, Spring/Advanced/Four Units Each Quarter

Coordinator: Beryl Crowe (Lab 1012/Phone: 866-6099)

Enrollment: About 60 students. Coordinator's signature required. Interview with faculty prior to admittance with portfolio deposited with faculty member 24 hours prior to interview.

Prerequisites: Advanced skills in reading, writing.

The central hypotheses around which this program will be built are:

1. The prime evil from which we all suffer in our civil lives is the loss of an awareness of evil as a social and political reality.
II. The recovery of civility in the human condition is contingent upon a definition of modern evil which will give meaning to what one does (or fails to do) in daily life.

III. This consciousness of evil must come about through a parsing out of all the old theological connotations of evil, and developing a new behavioral conception of evil based upon the perspectives and insights of the behavioral sciences and humanities.

IV. This new conception of evil must be firmly rooted in, and responsive to the social, economic, and political environment we experience in this age of holocaust. The program grows out of a recognition that, in spite of a half-century of intellectual domination by schools of philosophic, moral, cultural, pragmatic, and political relativism (aided and abetted by psychological apologetics) we are daily brought up against the existential reality that: "... there is in this world here and there again and again a great parting of the ways — the one way wrong, the other right, in some vast and eternal sense." (W. E. DuBois, John Brown, pp. 339-40.)

Thus the evil of our time is not the loss of the awareness of evil, but rather the ability to talk about evil without using an outmoded, behaviorally irrelevant moral vocabulary. The goal of the program is to create a new, biologically sound, psychologically relevant, humanistically acceptable, and historically realistic vocabulary of modern evil. The absolute need for such a vocabulary grows out of the recognition that man is by nature a political animal, but cannot act politically upon those things which he cannot talk about.

The pursuit of this course of study will be structured in the following way:

**Fall Quarter: Apologetics**
- **Topics**
  - Psychological Apologetics
  - Political Apologetics
  - Anthropological Apologetics
  - Economic Apologetics
  - Biological Apologetics

**Winter Quarter: The Age of Holocaust**
- **Death Camps**
- **Death Cities**
- **Death Nations**

**Spring Quarter: Reconstruction**
- **Crime and Punishment**
- **New Man and Evil**
- **New Politics and Evil**

**Example Readings**
- Freud, *Totem and Taboo*
- Lindblom, *The Intelligence of Democracy*
- Benedict, *The Chrysanthemum and the Sword*
- Olson, *The Logic of Collective Action*
- Lorenz, *On Aggression*
- Bettelheim, *The Informed Heart*
- Lifton, *Life in Death: Survivors of Hiroshima*
- Sanford and Comstock, *Sanctions for Evil: Sources of Social Destructiveness*
- Kovel, *White Racism: A Psychohistory*
- Ehrenzweig, *Psychoanalytic Jurisprudence*
- Cluckman, *Order and Rebellion in Tribal Africa*
- Gutman, *Post Super-Ego Man*
- Bakan, *The Dualities of Human Existence*
- Zweig, *The Heresy of Self-Love*
- Arendt, *The Human Condition*

A typical program week will include two lectures, two seminars, individual tutorials, weekly writing, films accompanied by discussions, and skills workshops. One of these seminars will concentrate on a reading from the social sciences relating to one of the topical points of the week, and the second seminar will concentrate on a reading drawn from the humanities which constitutes a counterpoint to the arguments generated in the social science seminar. For example, the week we read *The Logic of Collective Action* we would also read *Darkness at Noon*, and the week we read *White Racism* we would also read *Native Son*. 

Advanced 37
Students would be responsible for a weekly writing assignment, once they have acquired mastery of the classical confession as the common literary mode, in which they document their complicity in the day-to-day experience of modern evil. In selecting this program, the student should recognize that it is "bookish," "intellectual," "analytical," and not either "action-oriented," nor devoted to the uncritical experiencing of experience. At the end of each quarter a decision will be made to grant full credit or no credit. This decision will be based on the criterion of full and conscientious participation in all aspects of the program. Course equivalencies will be given in consultation with the faculty.

Subjects emphasized include psychology, sociology, philosophy, literature, political theory. Program is preparatory for careers and/or further study in humanities, behavioral sciences, helping professions, law and politics.

Wealth and Power

Winter, Spring/Advanced/Four Units Each Quarter
Coordinator: Russell Lidman (Lib 1506/Phone: 866-6601)
Enrollment: About 40 students. Coordinator's signature required. Interview with faculty. Bring portfolio or other evidence of written work. Essay may be required.
Prerequisites: Completion of an introductory level study in economics (module available fall quarter); plus at least one year of social science; precalculus math.

Wealth and Power is a two-quarter advanced coordinated study in the social sciences. Students will study competing theories of the distributions of wealth, income, and power and evaluate these theories with reference to selected institutions. In addition students will examine some of the consequences of inequality and analyze a number of measures and strategies which have been proposed to alleviate inequality or its consequences.

The winter quarter will be devoted to theory, institutional studies, and statistics. Theory will be taught in the first half of the quarter, most probably via lectures and discussion. We will study, for example, the neoclassical economic paradigm's explanation of the distributions of income and wealth as well as criticisms of these explanations. Subsequently, relying to a greater extent on seminars, we will study the roles selected institutions play with respect to distributional matters. The institutions we will examine may not have as their main concern the distribution of wealth or power but they nonetheless influence the outcome. The following are representative of the four institutions we will study — education, philanthropies, the tax system, and public assistance. Seminar discussions will be on research papers students will have prepared on topics related to the institutions under study. Introductory social statistics will be taught throughout the winter quarter; material up to ordinary least squares regression will be covered. An alternative to this can be arranged for students with prior background in statistics.

The spring quarter will involve far more individual or small group work. Most of the student's time will be devoted to studying an organization or institution with the goals of determining its impact upon the distribution of wealth, income or power and evaluating it with reference to its explicit or implicit objectives. These studies may be based wholly upon research but preferably upon research and a part-time internship with the subject of the student's study. The thesis-length study resulting from this research will enable the student to demonstrate his/her competence in
interdisciplinary social science analysis. One full day, or perhaps two part days, per week of the spring quarter will be devoted to studies of two important topics related to distribution: namely, consequences of inequality and proposed methods of reducing inequality. The research projects of the spring quarter can provide the student with the opportunity to study in depth, albeit from a particular vantage point, an organization, career or job which (s)he is contemplating as a possible next step following graduation.

This program will require a good deal of commitment. That is a cost. The benefit is that we will be examining a number of interesting and important questions. Has the educational system provided a vehicle for intergenerational upward mobility? Will it continue to do so, and then be of assistance to currently disadvantaged groups? To what degree would a guaranteed annual income redress income inequality? What are other desirable and undesirable features of such schemes?

Detailed planning for this program will take place during the fall quarter and interested students will be encouraged to participate in this process.

Subjects emphasized include economics, statistics, computer statistical analysis, social science. Program is preparatory for careers and/or further study in: research analysis, legislative policy analysis, social science careers, social work, law, economics, public affairs/administration, social science.
Group Contracts

Programs in this section are designed for intense, small-group study. They range from intermediate to advanced. Prerequisites are noted. The listing is alphabetical by title.

Advanced Field Biology

Fall, Winter/Four Units Each Quarter
Sponsor: Steven G. Herman (Lab 2012/Phone: 866-6671)
Enrollment: About 20 students. Sponsor’s signature required.
Prerequisites: Background in ecology and field natural history.

This project oriented contract will involve field studies on the Evergreen campus, Nisqually delta and other appropriate locations. Emphasis will be placed on zoology (including especially ornithology), mammalogy, wildlife management and detailed field projects in animal behavior and ecology. Students should have background in field ecology principles and field techniques - i.e., have taken such contracts as Field Biology and Ecology, Evergreen Environment, Ornithology, or equivalent. In particular, this contract is seen as an excellent opportunity for students to conduct research for, and/or complete, a senior thesis in ecology.

Subjects emphasized include: general ecology, ornithology, field botany, scientific writing, animal behavior.
Program is preparatory for careers and/or further study in: wildlife management, National Park Service, Field Naturalist, Environmental Science, U.S. Forest Service, senior thesis, graduate studies, biology, or zoology.
One module per quarter may be taken.

Ajax Compact II /You and the Future

Fall/Two Units
Sponsor: Nancy Taylor (Lib 2103/Phone: 866-6097)
Enrollment: About 20 students. Sponsor’s signature required.
Prerequisites: A basic, introductory program open to women who have been out of school for several years.
Part-time options available, contact sponsor.

This part time group contract is especially designed for women who have been out of school for some time and want to ease back in gradually. It is intended to provide intellectual stimulation, training in academic skills (reading, writing, critical thinking), career information, and support for exploration of personal goals.
The books for the contract will be drawn from the humanities and the social sciences. They will all be concerned with helping you understand yourself, helping you decide what kind of
future you want for yourself, your children, and your country. Some possible titles include: Man's World, Woman's Place, Elizabeth Janeway; Democracy in America, Alexis deTocqueville; Ariel, Sylvia Plath; Obligation and the Body Politic, Joseph Tussman; Antigone, Sophocles and Orlando, Virginia Woolf.

The group will meet Tuesdays and Thursdays from 11:30 to 1:30. The first meeting each week will concentrate on the book of the week through lecture and discussion; the second meeting will be devoted to workshops in career planning, journal writing, college and community resources, and exploration of personal goals. This contract will allow you to build self-confidence, to learn about college ways, to meet lots of new people who are searching for something just like you, and to think about what to do next. It is the equivalent of half-time college work and involves four to five hours of class a week, approximately one book to read each week and weekly informal writing.

Subjects emphasized include: general humanities, general social sciences.
Program is preparatory for career choice, or intermediate college work in humanities, social sciences.
One module per quarter may be taken as part of this program if student is registered for more than two units.

Aquatic Biology
Spring/Four Units
Sponsor: Larry Eickstaedt (Lab 3005/Phone: 866-6559)
Enrollment: About 40 students. Sponsor's signature required.
Prerequisites: General biology
Special expenses: Student to share in cost for field trips.
Part-time option available. Contact sponsor.

This group contract will serve as a broad introduction to the biological, ecological, physical, and chemical features of local marine and fresh water habitats. These features will be examined through lectures, field trips to ponds, lakes, streams, and various salt water habitats, laboratory and field physicochemical analyses, identification and study of organisms, films, and seminar discussions. Attention will be focused on the similarities and differences among various habitats and the adaptations displayed by the organisms encountered will be studied. Reading material will be supplemented with discussion of articles from the current literature.

Subject emphasized: biology
Program is preparatory for careers and/or further study in: field biology, marine or fresh-water biology, fisheries, ecological research, pollution analysis, teaching (not certification), graduate studies in biology.
One module per quarter may be taken as part of this program, with instructor's approval.
Back to the Land
Winter, Spring, Summer / Four Units Each Quarter
Sponsor: Robert Filmer (Lab 1002 / Phone: 866-6076)
Enrollment: About 40 students. Sponsor's signature required, and interview with program faculty.
Prerequisites: Willingness to make commitment to group; biology background helpful.

This group contract is intended to prepare students who are considering returning to the land, for the realities of self-sufficient or partially self-sufficient living and farming. Our goal is to provide the student with a general understanding of all facets of such an undertaking including soil building, ecology, botany, soil science, food preservation and storage, nutrition, alternative energy sources, alternative and low-cost structures, animal husbandry, wood lot management, agricultural economics, land acquisition, land trusts and the list goes on. The topics will be dealt with in modules, workshops, panel discussions, case studies, lectures, readings, seminars, and projects.

Within that structure there will be considerable flexibility as to topics, and manner of presentation and the overall emphasis will be on individual responsibility in the self-directed learning process. The material will not be presented on a platter. Students will be largely responsible for organization of the course, schedules, contacting persons, lecturers, etc.

We intend that there be a healthy mix of theory and practice. Soil preparation, planting, cultivating, mulching, and harvesting will take place on the college's organic farm or on other acreage close to the college. An important consideration will likely be the growing, harvesting and distribution of food for needy families — a legacy from previous programs. Everyone will be expected to take part in work activities on a regular basis as well as to keep up with the reading material and seminar discussions, etc. We anticipate “full” weeks and there will be little time for activities outside of the program. We think this will be lots of fun and also represent a significant and broadening learning experience.

Subjects emphasized include: economics-management, agronomy, biology; ecology, botany; silviculture, pomology, animal husbandry.
Program is preparatory for careers and/or further study in: self-sufficiency; further study in areas above.

Changing Status of Homosexuals
Fall / Four Units
Sponsor: Nancy Allen (Lib 1604 / Phone: 866-6592)
Enrollment: About 20 students. Faculty signature required; interview — bring portfolio.
Prerequisites: Reading, writing, research, discussion skills comparable to one year basic coordinated study or the freshman year at another college. Students who have not attended college, but have gained similar skills through work experience should contact Nancy Allen for a personal interview.
Part-time option available, contact sponsor.
This group contract is designed to give students an overview of the changing status of homosexuals. First, we will study the epochs of tribalism, feudalism, capitalism, and socialism, concentrating in each epoch on one period when the social position of homosexuals was dramatically altered. Our study will focus on the matriarchy, Classical Civilization, Nazi Germany and Russia 1917-1934, thus laying the groundwork for an in-depth examination of homosexuals in today's society. Throughout the quarter we will draw connections between the socio-economic status of gay people and that of women and racial minorities. The fields of history, economics, psychology, anthropology, and literature will be included in the study.

This is a fast-paced cooperative study group. Everyone in the group will refine analytical skills through reading, writing, research, and discussion. Seminars will encourage debate based on critical reading of the books. Every week students will write answers to an essay question based on the reading. During the second week the group will choose individual topics for final papers, and each student will work on his/her paper for the rest of the quarter. When the group contract is over, students will have an introduction to history from a minority perspective. Their understanding of the relationship between homosexuality and society will help prepare them to work with sexual minorities in counseling jobs or social service agencies.

The group contract is designed to accommodate students from the community outside Evergreen. Therefore, a typical week for full-time students will include: an evening lecture, one afternoon and one evening book seminar, and a tutorial. For one unit of credit, part-time students will attend the evening lecture series, read one book per week, and discuss that book in the evening seminar. For two units of credit they will add to the activities listed either the writing of a major paper or another Evergreen modular course.

Subjects emphasized include: history, economics, anthropology, psychology, literature. Program is preparatory for careers and/or further study in: counseling and social service work; history and economics of oppressed groups. Each student is encouraged to take a module.

Community Advocacy
Fall, Winter/Four Units Each Quarter
Sponsor: Russell Fox (Lab 3008/Phone: 866-6723)
Enrollment: About 40 students. Sponsor's signature required; interview — bring portfolio.
Prerequisites: Community action experience or social science background; demonstrated writing and analytical ability.
Special Expenses: Travel to Tacoma.
Part-time option available, contact sponsor.

Too often the needs of a community are unacknowledged or disregarded. Availability of information and skills seems to depend upon wealth, position, education, race or sex. Professionals, institutions, and agencies are clouded with a mystification that prevents many of us from recognizing, challenging, and changing the forces which influence our lives.

In this program we will prepare for and initiate community projects designed to prevent or resolve problems through collective awareness, education and action. All students will participate in a core segment of the program where an analysis of community issues and the
teaching of advocacy skills will prepare us for effective action projects. To minimize scheduling conflict for students already involved in community work, these core activities will not involve more than six hours of class per week, will be scheduled in the late afternoon and early evening, and will be held at various places in Tacoma and Olympia, as well as at TESC. For working students, individualized research and skill development will supplement the core activities.

The core part of the program will include student researched presentations on social issues, skill-building workshops, preparation of community forums, and seminars focusing on literary and philosophical perspectives. During fall quarter the presentations on issues will bring together the academic research of on-campus students with the practical expertise of working students. The topics will be selected from the myriad of elements that characterize survival in our society in modern times — for example: tenant-landlord relations, access to health care, environmental sanitation, family relationships, energy policy, transportation and mobility.

There are two general categories of skills that will be introduced in the core segment and expanded upon in the project segment of the program. We will learn how to do power and administrative structure analysis — how to understand the economic/political/legal forces that influence the quality and style of our lives. We will also learn the skills necessary to undertake community advocacy work. These will include theories and methodologies of community organization, participation and self-help education; access to existing information; social science field research methodologies; strategies of data generation, organization, analysis, and presentation; basic statistics; legal research skills; grant and proposal writing; and other relevant written and oral advocacy tools. Writing and public speaking will be emphasized.

As the program progresses, increasing emphasis will be directed toward sharing and reinvesting our knowledge in response to community needs. A tenant-rights organizing group could make available information, assist in rent strikes, help tenants negotiate leases, and file claims in small claims court or a consumer protection newsletter or a utility consumer's union might respond to specific community needs.

Subjects emphasized include: community planning, law.
Program is preparatory for careers and/or further study in: para-legal services, community social action, community development, community organization, social program administration.
One module per quarter may be taken.

The Creative Jazz Musician

Fall, Winter, Spring/Four Units Each Quarter
Sponsor: Don Chan (Sem 4164/Phone: 866-6669)
Enrollment: About 25 students. Signature of faculty required, and interview/audition.
Prerequisite: Good instrumental facility, one or two years of theory preferred.

This group contract will explore the performance, theory, and history of jazz music and musicians.

Students in this program will rehearse and perform a wide variety of literature composed or arranged for jazz ensemble by such noted musicians as Count Basie, Stan Kenton, Quincy Jones, Woody Herman, Thad Jones, etc. This literature will not be limited to large ensembles as students will be able to formulate small groups to read music composed for this purpose.

Students will devote their theory sessions to working on jazz improvisation, scoring/arranging,
and composition. Students deficient in theory will be expected to take modules in fundamental theory to make up these deficiencies.

The final part of this program will be devoted to lectures, films, research papers, and a reading list that discusses the evolution of jazz, jazz musicians, as well as career planning and placement.

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

**Typical Weekly Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-noon</td>
<td>Lectures, Films, Jazz Improvisation Lecture, Workshop</td>
<td>Improvisation Lecture, Workshop</td>
<td>Open</td>
<td>Composition, Arranging Seminars</td>
<td>Lessons, Research, Practice Time for Small Groups</td>
</tr>
<tr>
<td>1:00-3:00</td>
<td>Large - group Rehearsals</td>
<td>Large - group Rehearsals</td>
<td>Large - group Rehearsals</td>
<td>Same as a.m.</td>
<td>Same as a.m.</td>
</tr>
<tr>
<td>3:30-5:00</td>
<td>Small - group Projects, Rehearsals</td>
<td>Small - group Projects, Rehearsals</td>
<td>Small - group Projects, Rehearsals</td>
<td>Small - group Projects, Rehearsals</td>
<td>Small - group Projects, Rehearsals</td>
</tr>
</tbody>
</table>

Subjects emphasized include: music theory, music history, improvisation, ensemble performance, arranging.

Program is preparatory for careers and/or further study in: music performance, graduate studies in music, teaching (not for certification).

**Early Childhood Development / A Third World Perspective**

Fall, Winter, Spring/Four Units Each Quarter
Sponsor: Carol Spence (Sem 3152/Phone: 866-6675)
Enrollment: About 40 students. Signature of faculty, interview and written questionnaire required.
Prerequisites: Reading and writing standards will be set, contact sponsor.
Special Expense: Travel for interns.

The majority of childcare workers today are inadequately trained to deal with Third World children. The academic arena in which these teachers are trained, and their own cultural and socio-economic backgrounds are relatively far removed from those of Third World people whose needs and feelings are not understood or met. To remedy the situation, teachers must know and understand the cultures of Third World people. Books alone cannot bring this about without "out in the field" experiences to supplement the learning process. Students must be submerged in, and exposed to Third World cultures; they must literally become a part of it.

This group contract is committed to the community concept and we seek to learn through exchange of various cultural experiences (contemporary and traditional), rather than through a monocultural experience. Therefore, although there is a preference for Third World students, white students will not be excluded.
The first two quarters will be spent on campus. Mondays will involve lectures by outside speakers and films. There will be a common reading list that will be the topic of seminars held two evenings a week. The first evening seminar will be led by a student who will give a presentation of the material, and lead the discussion. The second evening seminar of the week will be led by the faculty.

Students will negotiate internships and contracts on an individual basis spring quarter. Internships will allow the students to gain practical application of the methods and materials studied/developed. Students will be placed in internships in Third World communities with the help of Cooperative Education and the contract faculty members. The third-quarter internship will take place off campus for most students, given the composition of the Olympia community. Therefore some additional travel expense might be involved and students would be unable to work full-time unless the job and internship were combined. Students who wish to concentrate on development of curricular materials may opt to continue working with the faculty member in research and material development spring quarter.

Subjects emphasized include: comparative child development, early childhood education, social services, literature of childhood, writing about childhood.
Program is preparatory for careers and/or further study in education and social services for Third World children.
One module per quarter may be taken.

**Earth Environments / Past and Present**

Winter, Spring/Four Units Each Quarter
Sponsor: Peter Taylor (Lab 3024/Phone: 866-6659)
Enrollment: About 60 students. Signature of faculty and interview required.
Prerequisites: College biology and/or chemistry; recommended preparation: Marine Organisms, Northwest Forests, or Natural History of the Northwest.
Special Expenses: $50 for travel costs.

The history of life on earth and the distribution of living organisms today are strongly allied to past geologic events and present features of the earth's surface. Views of ancient and modern organisms and their environments provide a sense of continuity and of our place in the time and space of earth history. The purpose of this program is to apply learning in biological and earth science to gain a holistic understanding of earth history and processes and life in modern environments.

We shall emphasize fundamental studies in geoscience and bioscience featuring physical geology, historical geology, oceanography, marine biology, and terrestrial biology. During the winter quarter when weather is more limiting, we shall concentrate on these subjects through reading, lectures, seminars, laboratory studies, and some field work. During the spring quarter, field studies will be emphasized to provide first hand experience with field biology and geology. In addition to learning basic concepts we shall gain skills in elementary structural geology, identification of rocks, minerals and fossils, other techniques of field geology, identification of plants and animals and other techniques of field biology.

There will be assigned readings in pertinent texts and journals and students will be expected to write short topical reports and keep field notebooks and journals.
Students should be prepared to do field work and live in campgrounds. Good boots, outdoor clothing, sleeping bags, tents, and safety glasses are necessary items. To help defray the high costs of transportation involved in field trips, including a two week trip to Death Valley, students will be expected to pay $50 in addition to normal registration fees.

Subjects emphasized include: biology, earth science
Program is preparatory for careers and/or further study in: advanced studies in biology, marine crafts, geology.
One module may be taken in winter as part of this program; none in spring because of extensive travel.

**Exploring Native American Art / The Kwakiutl**

Spring/Four Units
Sponsor: Mary F. Nelson (Lib 1415/Phone: 866-6608)
Enrollment: About 20 students. Sponsor's signature required.
Prerequisites: Native American studies, anthropology, or primitive art. Group contract in Native American art winter quarter, 1977, strongly recommended.
Special expenses: $40 - $60 for field trip expenses.

The first two weeks will be spent in preparing for the trip to the Kwakiutl Reserve in Canada. The art of this nation is wood carving, mask carving, and some jewelry. The reading and research will stress these mediums, as well as the history and culture of these people. There will be an extensive book list; short museum trips, guest artists, slide presentations, and quality films that concern these people, to prepare for the trip to the reserve. Time will also be set aside for mini-courses in videotaping, slide preparation, and sound taping so that the trip can be recorded for the future use of other people back on campus and elsewhere. The field trip will involve three weeks on the Kwakiutl reserve. During this time at least three field artists will demonstrate and lecture in the art of carving, painting, and jewelry making. Pre-arrangements will be made so that students can visit and experience interactions with the people in their homes, in their ceremonies, etc. A central home base will be rented on the reserve so that we may spear out from there. School vehicles will be used for the trip. Be prepared to rough it! The final two weeks will be back on campus to set up and edit slide shows and tape recordings, do evaluations, and wind up other work of the course.

Subjects emphasized include: North American area studies, anthropology, Native American art.
Program is preparatory for careers and/or further study in: art history, Native American education, primitive art in education, work in Native American culture and/or communities.
An understanding of the U.S. founding period (the assumptions, beliefs, and ideological premises upon which its politics was based) is prerequisite to a clear understanding of 20th century political and economic reality. Yet there exists a welter of interpretations as to the motives of the founders which have been advanced with cogency, sophistication, and documentation; and various aspects of 20th century reality have been explained as being shaped by one or more of these views of the founding period.

The primary goal of the fall quarter will be to understand as fully as possible those philosophical and ideological assumptions upon which this country was founded. We will begin by looking at those 17th and 18th century European philosophers/political theorists who greatly influenced the political thinking of the early republic. In this context we will read, for example, Locke's Second Treatise on Government and Montesquieu's The Spirit of the Laws. We will read and textually analyze the basic founding documents: The Declaration of Independence, Articles of Confederation, and the Constitution. An investigation of these documents will help us better understand the philosophical responses to the evolving political reality between 1776 and 1787. In addition, we will study the contrasting visions of the republic as embodied in the Federalist and Anti-Federalist literature. Finally, the early Marshall Court will be studied in some detail as an example of the translation of these philosophical principles into the emergent constitutionalism which significantly shaped future political and economic relations.

The assumptions underlying the founding documents have had a profound and continuing impact on the subsequent development of our political economy and culture. Winter quarter will trace the effects of these ideological/philosophical positions on later American thought, particularly, but not exclusively 20th Century thought.

Subjects emphasized include: modern political philosophy, historiography, American political thought, political science.

Program is preparatory for careers and/or further study in: social sciences, political science, history, law, and occupations requiring: reading and writing about difficult, critical material, conceptualization.
This group contract will tackle the descriptive details of cell, tissue, organ and organismic structure, and function. Control mechanisms will be investigated, and skills in microtechnique, advanced microscopy including electron microscopy, and genetic analysis will be developed. Winter quarter will emphasize cell and tissue structure and function as well as introductory genetics and cytogenetics. An underlying theme will be the problem of perception and interpretation at the micro level. Students will learn all aspects of microscopy and scientific photography. Cell and tissue preparation techniques will be mastered, as will the basic statistics required for genetic analysis.

Spring quarter will see the emphasis shift to comparative anatomy and physiology, as well as an analysis of growth and development. Students will have some choice in the relative emphasis placed on any one of these areas depending on interest and need. Exceptional opportunities exist for research projects on biological structure using both scanning and transmission electron microscopy, on the physiology of exercise using the exercise testing laboratory, or for scientific photography. While human anatomy can be studied as an option, no cadavers will be available for dissection. Excellent models are on hand, and through comparative methods thorough anatomical studies are possible.

Students in the contract will be required to demonstrate good laboratory skills, adequate knowledge of genetic control mechanisms, understanding of anatomical, physiological, and developmental relationships in both plants and animals. In addition, seminar reports and at least one research project will be required. Publication of outstanding research results will be encouraged.

Subjects emphasized include: Biology, specifically cell biology, organismic genetics, anatomy (both gross and microscopic), histology, plant and animal physiology, electron microscopy. Program is preparatory for careers and/or further study in: health or life sciences, medicine, dentistry, pharmacy; graduate and research work in laboratory biology. One module per quarter may be taken.

The Good Life in the Good Society / Plato to Marx
Fall, Winter, Spring/Four Units Each Quarter
Sponsor: Alan G. Nasser (Lib 1409/Phone: 866-6242)
Prerequisites: Interview. Preference given to students with strong humanities-social science background.

In this contract we will examine the historical development of both moral and political philosophy, from Plato and Aristotle to Karl Marx. But we will not be concerned merely with the history of philosophy. The contract will be guided by the notion that moral and political theories originate in and develop through history, and this implies that a rational and informed choice of moral code and/or of a political commitment requires an understanding of the historical soil from which the major ethical and political theories grew. Thus, all of the moral and political thinkers we will study will be examined and evaluated in the light of the specific economic, political, sociological, and cultural contexts in which they theorized. Accordingly, our evaluation of Plato and Aristotle will require that we study the ancient Greek city-state, its social structure, political institutions, culture, conceptions of nature, convention
and society, etc. Our analysis of medieval ethical/political theory will require that we familiarize ourselves with the social institutions of feudalism, the manorial and guild systems, and the religious and political roles of the Church. Understanding Hobbes and Locke will mean that we must study the conditions leading to the Glorious Revolution, the formation of the Whigs, and the changing class composition and shifting political alliance of 17th Century England. And our study of Marx will require a good look at the Industrial Revolution and its impact upon the workplace, the family and culture.

We will be concerned mainly with the work of Plato, Aristotle, Augustine, Thomas Aquinas, Machiavelli, Luther and Calvin, More, Hobbes, Locke, the “Founding Fathers,” Rousseau, Hume, Kant, Hegel, Bentham, Mill, and Marx.

Note well: (1) When possible and appropriate, we will read works by contemporary disciples of these thinkers, i.e., works by 20th century Aristotelians, Thomists (followers of Aquinas), Kantians, Marxists. (2) We will bear in mind that these thinkers, where their theories have been influential, have had a differential impact on people of color, gays, and other minorities. We will want to trace the roots of this to the theories themselves.

Subjects emphasized: philosophy, political economy, sociology, history.
Program is preparatory for careers and/or further study in: philosophy, social science (except psychology), journalism, law.

Helping Relationship Skills

Fall, Winter, Spring/Four Units Each Quarter
Sponsor: Earle McNeil (Lib 2606/Phone: 866-6574)
Enrollment: About 20 students. Sponsor’s signature required.
Prerequisites: Previous seminaring experience, psychology.
Part-time options available, contact sponsor.

The objective of this group contract is to assist the student in becoming a more effective helper. This will involve teaching, sharing, and using helping skills with a continual examination of the social/political context and impact of the helping relationship.

The contract will emphasize four basic goals:
1) understanding of counseling theory,
2) knowledge of helping skills,
3) experience in applying these skills,
4) development of personal politics of therapy.

The first quarter of the contract will focus on counseling theories and political analysis. The group will meet regularly for book seminars and discussions with professionals in the counseling field.

Second quarter activities will focus on specific counseling skills and techniques. The major activities will shift from book seminars to practicum workshops. The workshops will involve professionals from the community.

During the third quarter, students will be involved in internships. They will continue to meet regularly in seminars to share learning experiences and discuss alternative ways of dealing with problems encountered.
There is growing acknowledgement in the counseling field of the necessity for counselors to have an understanding of the needs of women, third world, and sexual minorities. Also, there is an increasing demand for counselors from these groups. This program is particularly designed to develop the skills and perspectives necessary to serve these groups.

Subjects emphasized include: applied psychology, political science, sociology, women’s studies, Third World studies.

Program is preparatory for careers and/or further study in: helping professions, social service work, organization development, counseling, people-to-people jobs.

One module per quarter may be taken.

**Human Ways/Studies in Anthropology and Sociology**

Fall, Winter, Spring/Four Units Each Quarter  
Sponsor: Eric Larson (Lib 2412/Phone: 866-6644)  
Enrollment: About 20 students. Sponsor’s signature required on a first-come basis; some positions held for new students.  
Part-time options available, contact sponsor.

Human ways is a three-quarter group contract addressed to current issues in anthropology and sociology. Selected problems from the two disciplines will be defined and approached from a consideration of methodological application, theoretical orientation, and substantive verification. For example, conflicting theory in comparative political economics posits differences in economic motivation. Do people behave “rationally” and maximize individual economic ends as described by Adam Smith in *Wealth of Nations*? Or are they more naturally inclined to consider social relations, such as friendship patterns, extended kinship ties, or community membership, as most significant in determining how they will negotiate economic transactions? We will read case studies and ethnographies dealing concretely with people’s behavior to resolve the issue. We will also analyze the assumptions according to the established standards (or “conventional wisdom”) or broader social theory.

A second topic to examine is cultural ecology — the relationship between the environment and the behavior characteristic of a particular population. For example, the mere invention of small-scale irrigation, altering the environment and affecting the activities of horticulturalists, may have been crucial to the establishment of incipient monarchy and more rigid and absolute power relationships in human society. Cultural ecology is addressed more broadly to interesting variations of society according to the degree of social stratification, forms of kinship systems, residential patterns, and the kinds, amounts, and distribution of resources in the physical universe.

In a third, more general category of study, we will learn of world views substantially different from our own. For example, as Westerners, we perceive of time in a very precise and abstract manner, and we view history as a linear progression from one point on a continuum to another. But such notions are not absolute in all human groups. The Nuer, an East African people, had at one period telescoped the whole of history within a frame of a “genealogical cognitive map.” The origin of Nuer society down to the present generation was subsumed in what would amount by Western computation to only several hundred years. Moreover, the span of Nuer beginnings to the present remained constant — historical time was cumulative.
These are a sample of the issues we’ll be addressing in the group contract. We will proceed as a unit in probing the given topics over the three quarters. Some topics will be chosen by the instructor, as those described above, others by the whole group. Seminars will meet twice a week to develop analytical, synthetic, and rhetorical capacities. In addition, individuals will research and write papers in one or more of the topics treated during the year. Thus, one will be expected to become a “specialist” in a given area(s) and a “generalist” over the entire range of the contract’s subject materials. Individual conferences between the student and the sponsor will be arranged according to the convenience and time schedules of the two people.

Subjects emphasized: sociology, anthropology.
Program is preparatory for careers in governmental agency work, social service work; graduate studies in sociology, anthropology, political science.
One module per quarter may be taken.

Law, Power, and Political Change

Spring Quarter/Four Units
Sponsor: Jeanne Hahn (Lib 1408/Phone: 866-6506)
Prerequisites: Reading, writing, analytical skills, some background in social sciences, history.

What is the function of law? What is the relationship of law to order? — to justice? — to liberty? What is its relationship to the political and economic sectors of society? In what sense is law an instrument of public policy? Why has law traditionally been associated with maintenance of the status quo and political stability? Can it be successfully used as a creative force, or as an instrument for political and social change?

The aim of this contract will be to probe these questions in detail and thereby to understand the predominantly conservative role of law in complex society and to explore ways in which law can be used to foster social change. These concerns will be approached through the analysis of specific case law, through a consideration of aspects of jurisprudence, and by drawing on the literature of the sociology of law. The contract could develop along any one of a number of lines and with a focus on any one of a number of substantive issues; e.g., we could focus on the role of the law in underwriting and channeling economic development, the politics of civil liberties, or the impact of public interest law on public policy. I would prefer to make these decisions with the group of students who will be enrolled in the contract.

The assumption will be that the student has not yet studied the legal system and/or the judicial process. The contract will proceed by reading, writing, and seminars on the above questions. Students will be expected to engage in individual or small group research projects.

Subjects emphasized include: modern political philosophy, historiography, American political thought, political science, sociology of law.
Program is preparatory for careers and/or further study in political science, history, law, social science; occupations that require reading and writing about difficult, critical material, conceptualization, and clear thinking.
The first quarter of "Marxism: Theory and Practice" will introduce three major movements which preceded Marxism; we will study French utopian socialism, German idealist philosophy, and English political economy in historical context. This will be followed by intensive study of Marx and Engels.

Second quarter we will examine revolutionary strategy, as debated by 20th century interpreters who were involved in political action. This will primarily involve European theorists (Lenin, Trotsky, Kropotkin, and Stalin in Russia, Luxemburg in Germany, Gramsci in Italy). We will also investigate major issues of Third World revolution: the revolutionary potential of guerilla warfare and of classes other than the proletariat (Mao, Debray).

Third quarter we will inquire about the relevance of Marx's economic theory and his followers' political strategies to present realities. This will involve readings on 20th century American history, the political economy of late industrial capitalism, the historical failure of American socialist movements, and contemporary leftist organizations.

Program reading will be rigorous, and we will write and share short papers every week. Students will give at least one lecture during the year; there will be a required project third quarter. The contract will sponsor two book seminars and a periodical seminar each week. There will be at least one weekly lecture, scheduled in the evening to accommodate part-time students and interested visitors. Equally important, and structured into our work, will be attendance at lectures in other programs and contracts, in order to utilize Evergreen's resources and to make inroads on the insulation and isolation of the group contract mode.

This is a serious contract designed primarily for advanced social science students. Students planned it in consultation with the sponsor, and will continue to share responsibility. We intend to do analytical work in the spirit of Marx's Eleventh Thesis on Feuerbach: "The philosophers have only interpreted the world... the point, however, is to change it."

Subjects emphasized include: history, philosophy, economics, political science, sociology. Program is preparatory for: analytical studies in a number of fields, especially social sciences; politics; law.
Molecular Biology

Fall, Winter/3-4 Units Each Quarter
Sponsor: Betty Kutter (Lab 2006/Phone: 866-6719)
Enrollment: About 20 students. Interview and sponsor’s signature required. Bring portfolio, samples of previous work.
Prerequisites: Background equivalent to Foundations of Natural Science, lab skills, mathematical adeptness.
Limited part-time options available, contact sponsor.

The student should have a firm understanding of basic concepts of chemistry, and biology, such as chemical bonding, free energy, the structure of prokaryotic and eukaryotic cells, and basic principles of genetics, and should be able to work with exponential numbers, calculate molar concentrations, and use the metric system. If s/he has not had organic chemistry, s/he should study those portions of an elementary organic text which are relevant to biochemistry over the summer.

Objectives:
1. To attain a working knowledge of the basic principles of biochemistry and molecular biology.
2. To be prepared to read and critically analyze scientific papers written for a general scientific audience.
3. To be able to formulate a research problem and attack it using a variety of microbiological, biochemical, and genetic techniques.
4. To be able to analyze the results of experiments and communicate them to others, both orally and in writing.

Components of the program:
1. Formal course work in biochemistry and microbiology, with emphasis on protein and nucleic acid structure, synthesis, and intracellular function; nucleotides and their roles in cellular metabolism; metabolic pathways; lipids and membranes; hormones and nutrition, largely based on Lehninger's Biochemistry, supplemented with Wood et al's Biochemistry: A Problems Approach.
2. Journal Club: A weekly seminar on relevant current research developments, with one student preparing a formal seminar in discoveries also to be discussed.
3. Introduction to basic laboratory techniques, such as working with bacteria and viruses; determining properties of nucleic acids and proteins; analyzing genetic factors in microorganisms; and using radioactive isotopes as labels.
4. Individual research in molecular biology depending on the students' background and interests.

All students will be strongly encouraged to spend one-fourth of their time doing things outside the program, such as taking modular courses in the arts, humanities, or social sciences.
Advanced part-time students, or students subcontracting from other programs, could take part in components one and/or two.

Subjects emphasized include: biochemistry, biochemical genetics, microbiology, nutrition, immunology, lab techniques.
Program is preparatory for careers and/or further study in: biochemistry, microbiology, physiology, developmental biology, health professions, nutrition.
One module per quarter strongly recommended.
Native American Art Experiences /Then and Now

Winter/Four Units
Sponsor: Mary F. Nelson (Library 1415/Phone: 866-6608)
Enrollment: About 20 students. Interview and sponsor's signature required; bring portfolio of art work.
Prerequisites: Some skills in art — drawing, painting, sculpture.

This group contract provides a basic knowledge and understanding of the various art modes of the Native American, past and present, by exposing students to the aesthetics of the non-Western European artist; by selected reading; and by exposing him/her to a variety of art activities such as exhibits, museums, guest lecturers and artists, slide presentations, quality films, reservation and urban Indian center visits when applicable, which may also include sessions devoted to actual creation of forms of this art work.

A critical awareness of the power and potential of writing is necessary, and much research and writing will be involved. We will study the Native American in social institutions, customs, and practices to reveal the nature of culture, cultural conflict, and social change. One cannot study the art of a people without going into this; be prepared to experience much of it.

Subjects emphasized include: intercultural studies, Native American art, writing and research. Program is preparatory for careers and/or further study in: teaching and counseling of Native Americans (not a teacher certification program), and art history.

One module may be taken, particularly in ceramics or sculpture.

Natural History of Washington

Fall 1976 & Fall 1977/Four Units Each Quarter
Sponsor: Don Humphrey (Lab 3006/Phone: 866-6672)
Enrollment: About 20 students. Sponsor's signature required. Interview with portfolio required.
Prerequisites: Basic math skills, equivalent of one year of college biology.
Special Expenses: Some for field trips. Bring camping gear.

This group contract will intensively study the natural history of Washington including the geological history, physiography, climate and weather, biomes, flora, fauna, early cultures, present culture and population patterns, economic use of natural resources, and projections of Washington's future under increasing human demands.

Extensive field trips will provide data for analysis and give students first hand acquaintance with biomes, regional differences, natural resources, and ecological characteristics in the state. Skill development in nature photography, plant and animal identification, sampling methods, and analysis and interpretation of data will be stressed.

This contract should serve biologically and environmentally oriented students as well as others who want to get to really know Washington. An important element of the program will be the study of early cultures and the subsequent impact of European settlers on the landscape.

Four extended field trips are required: (1) Central and North Cascades; (2) Columbia Basin; (3) Olympics and Coast, Ozette to Oysterville; (4) Puget Sound, Olympia to Anacortes.

Group Contracts 55
Subjects emphasized include: humanities, literary studies, critical analysis, sociological techniques, writing.
Program is preparatory for careers in professional writing, editing, book and film review; graduate study in literature.
One module per quarter should be taken.

Northwest Forests

Fall/Four Units
Sponsor: Richard Cellarius (Lib 2603/Phone: 866-6031)
Enrollment: About 20 students. Sponsor's signature required. Portfolio for returning students; essay questionnaire.
Prerequisites: Good writing ability; ability to use technical literature in soil science, biology, economics, or resource management; library skills.
Special Expenses: Field trip expenses; backpacking equipment.

This group contract will undertake an in-depth examination of the management alternatives for the forest resources of the Pacific Northwest, including an analysis of both the basic facts and the competing values which must be considered in making management choices. Topics include the history of forest use; principles of tree physiology, ecology, silvics, silviculture, wildlife management, and land-use planning; and the environmental, social-political, and economic impact of such management alternatives as high-yield forestry, recreation, and wilderness preservation. The detailed list of topics will be selected by the members of the group during an initial camping and backpacking trip in the first week. Activities will consist primarily of presentations on the selected topics of members of the group. We will also have some outside speakers from environmental groups, governmental resource agencies, and the forest product industries; visit research stations and forest industry installations; and read and discuss novels or historical literature on logging in the Northwest. In addition to preparing written versions of their presentations, students will be expected to apply the principles developed during the quarter to a land-use management study of a specific area of forest land.

This contract should provide members of the group with the facts on which they can make informed judgments on the controversial issues involved in forest management. It will be most successful if it includes a mixture of people with backgrounds in resource management and planning, biology and the social sciences, especially economics and political science. (It is open primarily to third- and fourth-year students who can locate, read, understand and interpret technical literature in at least one of the above areas.) They must be able to write and to organize information for both written and oral presentation. Specific background in forestry is not required, but students should read Stoddard, Essentials of Forestry Practice (2nd Ed.) before the beginning of the contract, to get an overview of the topic.

Subjects emphasized: Biology; forest science; environmental law; land use planning; communications and technical writing.
Program is preparatory for careers and/or further study in: forest biology research, natural resource management, environmental assessment, conservation, writer/science journalist, recreation management, forestry (but not for professional qualification as "Forester").
Outdoor Education / From Humptulips to Hoboken

Fall, Winter, Spring / Four Units Each Quarter  
Sponsor: Willi Unsoeld (Lib 2405 / Phone: 866-6648)  
Enrollment: About 40 students  
Prerequisites: Sponsor’s signature required; also essay of approximately 1000 words (due May 3) on experience and goals, and interview with sponsor. Second-year college standing; intermediate outdoor skills; enrollment will close May 3, 1976.  
Special expenses: Figure approximately $200 for fall and winter in travel and rental costs; need basic outdoor gear (list available).  

“Outdoor Education: Its Objectives and Methods” will be our focus. Other outdoor programs will be studied and associated skills developed. Our main emphases will be on educational philosophy, instructional techniques, the logistics of programming, and humanistic psychology and group dynamics. Our secondary emphases will be field sciences, outdoor skills, and communication skills. In addition students will pursue individual specialities and we will set up a procedure so the whole group can benefit from individual expertise. We intend to balance theory with practice, testing our ideas by sharing skills with other members of the group and with the Evergreen community.  

In conjunction with researching other outdoor programs, we will establish an open-access resource center giving information on such programs worldwide.  
Fall and winter quarters will be spent primarily on campus acquiring skills and background knowledge. Spring quarter will be devoted to projects and internships.  
The theoretical aspects of our study will be discussed in seminars. Such discussion will help connect our reading with our experiences in a coherent fashion. Among the books we are considering are: Lansing, Endurance; Illich, Deschooling Society; Postman, Teaching as a Subversive Activity; Van Matre, Acclimatization; and Herrigel, Zen and the Art of Archery.  

Subjects emphasized include: educational theory and philosophy, outdoor programming, and instructional techniques, humanistic psychology, group dynamics and theory. Program is preparatory for careers and/or further study in: outdoor or other forms of education (not for teacher certification), experiential program instruction (e.g., Outward Bound, National Outdoor Leadership School). Modules may be taken as part of this program with program permission.  

Painting

Fall / Four Units  
Sponsor: Marilyn Frasca (Lib 3508 / Phone: 866-6418)  
Enrollment: About 20 students. Sponsor’s signature required.  
Prerequisites: A year’s work in drawing or painting.  
Part-time options available, contact sponsor.
In this contract students will define goals for their own painting. Together we will learn to see our work better and help each other articulate problems we are having and possible ways to solve them. We will proceed individually on our own course finding an approach to subject matter through independent work in the studio. In our work-discussion seminars we will focus on imagery, technique, and language.

This is an intermediate group contract offered for fall quarter only. Students will be accepted who have worked with painting or drawing for at least a year.

Subjects emphasized include: painting, art history. Program is preparatory for careers and/or further study in fine arts. One module may be taken.

Recent Art History / Painting and Photography

Spring/Four Units
Sponsor: Sid White (Seminar 4123/Phone: 866-6148)
Enrollment: About 20 students. Sponsor's signature required. Interview. Bring portfolio, samples of previous work.
Prerequisites: Prior study in art history or photohistory, research skills. (Recommended background: Library Research module.)
Special Expenses: Expenses for field trips to Seattle or Portland.

This program will feature an intensive, inter-related study of painting and photography in the 20th Century, with attention devoted to earlier origins in the 19th Century. Careful consideration will be given to recent developments in the Arts as well as to their "roots" as they are found in the work of such artists as Imogen Cunningham, Marcel Duchamp, Thomas Eakins, Kathe Kollowitz, Maholy-Nagy, Georgia O'Keefe, Man Ray, Ben Shahn, Charles Sheeler, and Alfred Steiglitz.

A thematic approach will be used in this study to provide social and cultural perspective. Special consideration will be given to the following relationships: Realism and Abstraction, "Painterly" and "Camera" vision, Art and Ideology, the Artist and the Public, Art and Anti-Art, Regionalism and Internationalism.

Program Design and Requirements

1. Three hours weekly attendance and participation in "19th and 20th Century Art" Module, to hear lectures and view films, slides and slide-tapes. Read basic text and write art survey journal.
2. Three hours weekly attendance and participation in "Art and Society" reading and discussion seminar. Examples of common reading list: Barrett, Irrational Man; Coke, The Painter and the Photograph; Hauser, The Social History of Art; Malreux, Museum Without Walls; Newhall, History of Photography; Pelles, Art, Artists and Society; Read, A Concise History of Modern Painting; Rose, American Art Since 1900; Schaar, Art and Photography; Tompkins, The Bride and Bachelors.
3. Completion of a twenty-page research paper by mid-quarter, to be followed by the production of a narrated slide-tape "digest" by the end of the quarter for possible inclusion in the library collection.
4. Five hours weekly. Practicum (to be negotiated individually). Related research or public
information projects in cooperation with the State Capitol Museum, the Washington Arts Commission, the TESC Gallery or other academic programs.

5. One hour weekly. Individual conference.

Subjects emphasized include: art history, history of photography, social history, audio-graphic design, communication.

Program is preparatory for careers and/or further study in: art history, cultural studies, art education (not for certification), museum and gallery work, public art information programs.

---

Religion in the Life of Human Groups

Fall, Winter, Spring/Four Units Each Quarter
Sponsor: Carol Olexa (Seminar 3156/Phone: 866-6657)
Enrollment: About 20 - 40 students. Sponsor’s signature required.
Prerequisites: Competence in reading and writing.
Special Expenses: Transportation, field trips.
Part-time options available, contact sponsor.

This program will explore the world's major religions, e.g., Buddhism, Hinduism, Christianity, Judaism, etc., by examining their basic ontological arguments, epistemological beliefs, social values, institutional practices and historical effects upon the social order. Special attention will be directed toward consideration of the social consequences of particular religious beliefs and vice versa. The purpose of the program will be to gain an understanding and appreciation of the significance of religion in the lives of social groups.

Extensive reading and discussions of the teachings of great religious teachers and their contemporary exponents will be combined with an inquiry into the orally transmitted religions of the African and Native American peoples. Understanding will be sought through lectures and seminar discussions, workshops with visiting consultants and local church ministers, and participation in a variety of church activities.

Central to the program will be an ongoing comparison and analysis of the basic values, beliefs, and attitudes exemplified in the religions studied with the personal experience and understandings of program participants. This will be accomplished by each participant maintaining a structured personal journal and regularly sharing it with other program members.

Full-time students will be expected to carry out community internships with local religious organizations as part of their group contract commitment. Internships will be available with Church Women United, Associated Ministries of Thurston County, and Campus Faith Center. We will also arrange internships with organizations such as Survival American Indian Church, Church of the Indian Fellowship, Spanish Christian Fellowship, Bahai Fellowship, etc. These internships will provide an experiential balance for the program's reading and analytical activities as well as an opportunity for real participation and commitment in the community.

Full-time students will be expected to read an average of one book a week to discuss within their seminar. They will also be expected to write periodic papers analyzing historical and contemporary problems and situations. The program will accommodate part-time students by holding its weekly core meeting in the evening.
Subjects emphasized include: religion, sociology, social psychology. Program is preparatory for careers and/or further study in theology or sociology, work in community organization.

One module per quarter may be taken, with faculty permission.

**Shakespeare and Writing**

Winter/Four Units  
Sponsor: Peter Elbow (Lab 1008/Phone: 866-6113)  
Enrollment: About 20 students. Sponsor's signature required.  
Prerequisites: Bring portfolio or specimen of writing.

I believe you can read literature better if you are also writing, and you can write better if you also are 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.

Subjects emphasized include literature, Shakespeare, writing. Program is preparatory for careers and/or further study in writing, editing, study in literature, humanities. Module in writing or language may be taken.

**The State in Contemporary American Society**

Fall, Winter, Spring/Two Units per Quarter  
Sponsor: Margaret Cribskov (Lib 1404/Phone: 866-6656)  
Enrollment: About 50 - 60 part-time students  
Prerequisites: Open to full-time state and local government workers who do not have a bachelor's degree.

This is a part-time program.

This is a half-time (two units) program for state and local government employees who are employed full-time. Seminars and lectures will be scheduled in the evening and on Saturday.
For most Americans most of the time, the state is the most significant governmental entity, despite the glamour associated with federal activities. The state is responsible for the provision of local public education as well as higher education. It builds most of our highways (often with federal money) and patrols them. It regulates (or fails to regulate) major businesses and industries. The state also administers welfare and unemployment insurance, helps unemployed persons find jobs, and runs mental hospitals and prisons. Yet few persons understand how state government operates or how much money it spends. Fewer still understand all the influences that play upon state government, not only special interests which lobby the legislature but also the cultural and historical assumptions underlying the design and operation of state agencies.

The objective of this program is a broad but also detailed examination of state government, especially in the state of Washington. Students in the program will study the history, scope, and politics of state government, and how these affect particular issues (e.g., urban planning) and individuals (e.g., minorities).

Development of student's reading, writing, and study skills also will be an important part of this program.

For additional information about this program or about admission to the college, call or write to Margaret Gribskov, The Evergreen State College, Olympia 98505. Telephone 866-6656 or 866-6605; Eves. 456-4139.

Subjects emphasized: history, political science, sociology, composition.
Program is preparatory for careers and/or further study in public administration, especially in state government.
One module per quarter will normally be taken.

Study in Afrika /Toward Self-Understanding Through Others

Fall, Winter, Spring/Four Units Each Quarter
Sponsor: Dumisani Maraire (Lib 2213/Phone: 866-6075)
Enrollment: About 20 students. Sponsor's signature required. Interview. Bring portfolio, samples of previous work.
Prerequisites: Some background in anthropology, ethnomusicology, African/Afro-American Studies, American foreign relations.
Special Expenses: Air fare round trip to Africa $1,804; individual expenses in Africa for year $3,000.

“Afrika, you went through a lot, babe.”

Earth was once one with you in the center; through nature’s force, earth cracked-pieces of land drifted away from you forming continents and islands of today, leaving you linked with Europe and Asia.
You drifted away, children, though dissatisfaction in life later cut you off from Europe and Asia for the silk, gold, and spices of India, calling these devastating divisions the Suez Canal and Strait of Gibraltar.
You remained stagnant and stubborn. They went around calling you uncivilized, untamed jungle of the world, whose climate was a burning oven.

62 Group Contracts
Three-fourths of a century ago, you drifted away. Children came back to you as traders, missionaries, educators, explorers, scholars, etc. Giving credit to their recent descendants and none to you, they colonized you. Your indigenous children were taken all over the world to give bread and life to different communities since they were strong and resistant to manual work and disease — "slavery."

You learned all you could from everybody else and nobody seemed to have learned from you.

Later, your indigenous children — not standing for exploitation and other evils brought back by your drifted away children — used the methods imposed on them to clean out the bad behaviors. Everybody calls this "independence."

Today the world is realizing you are indigenous to creation, fresh and rich in natural resources. The evolution of man is traced all the way back to your KENYA. I realize this too.

Some of your grandchildren, dissatisfied with earth, are drifting towards the moon; we are coming back to learn from you, you original coordinated interdisciplinarian. We will be of different colors — you understand that we are all your grandchildren whose fathers' survival lies in your hands.

We're sorry for the current bloody pollution inside your Angola being imposed by your technologically great children — China, Russia, and the U.S. You will survive this and clean out the pollution, as you always have.

We plan to learn from you from September 1976, until September, 1977. You have institutional centers, e.g., universities, mission centers where we can learn about you. Most of all we want to learn from your indigenous women, men, and children in your fresh forests. We want to live, dance, play music, eat, drink, and pray with them — sharing all we can.

Subjects emphasized include anthropology, ethnomusicology, political science, sociology, domestic science.

Program is preparatory for further study in music and dance (ethnic), history, philosophy, anthropology, Black studies, religion, political science; or for careers as instructors, teachers, politicians, counselors of Black Americans, advisors in U.S.-African relations.

This program is contingent upon funding and minimum enrollment.

Three-Dimensional Form

Fall, Winter, Spring/Four Units Each Quarter

Sponsor: Peggy Dickinson (Lab 2026/Phone: 866-6678)

Enrollment: About 20 students. Sponsor's signature required. Interview. Bring portfolio, samples of previous work.

Prerequisites: Second-year level seminaring and writing skills; intermediate technical skill in at least one area of 3-D design: ceramics, weaving, wood, metal, or glass.

Special Expenses: Money for materials, possibly some for travel to exhibitions and lectures.

Involvement in this program is based on the premise that commitment to dealing with three-dimensional form unites art and craft. The content will revolve around work in design, art history, art and craft techniques, and further development of personal style and imagery. Design will include assignment of problems evolving from two to three dimensions, and require that students work in other than their accustomed media. Most "final projects" however, can be
done in the student's choice of media (given available facilities and ingenuity). Readings will include material on design, on art history, and occasionally on anthropology — the artist's and craftsman's place in cultures.

For students interested in becoming independent craftsmen, modules and small group study can be done in accounting and small business practices, presentations for commissions and other relevant topics. Those interested in teaching will be helped to explore requirements, credential programs, and hopefully teaching aide practice in local schools. This group contract will require student initiative and cooperation, although work will be dealt with as individual creative expression.

Subjects emphasized include three-dimensional design, two-dimensional design, art history, aesthetics, anthropology (as related to art history).

Program is preparatory for careers as artist/craftsman, teacher (not for certification), recreation program manager, or graduate studies in art.

Modules, one per quarter, may be taken as long as they relate to contract work or students' career needs.

**Transport Phenomena /Chemistry, Physics and Mathematics Unified**

Fall, Winter/Four Units Per Quarter

Sponsor: Jacob B. Romero (Lib 2116/Phone: 866-6050)

Enrollment: About 20 students. Sponsor's signature required. Bring portfolio or outline of prior work.

Prerequisites: Background of Foundations of Natural Science or equivalent — i.e., math, physics, chemistry through sophomore level.

Special Expenses: Some books will be expensive; field trips.

This group contract is designed for students who wish to study the sciences in an integrated and applied way. The fields of chemistry, physics, and mathematics will be unified through studies of transport phenomena, the field which treats the analysis of problems involving the conservation of mass, energy, and momentum. The aim is to develop practical expertise while concurrently improving basic theoretical background in these disciplines.

To achieve integration of these disciplines, detailed feedback between the practical application and the theoretical principles will be used. For example, applications in hydrodynamics will reveal the necessity of theoretical background in physics (mechanics, EM theory), physical chemistry (gas dynamics, colligative properties), and math (vector analysis). Diversions will be taken into these fields as necessary to develop these backgrounds and to feed back into the original practical application.

The student completing this contract, besides developing a sound theoretical background in physics and chemistry, will be able to apply his/her know-how to many practical problems in chemistry, physics, and biology. Emphasis will be given to the application of mathematics in the interpretation of physical phenomena. Typical problems which will become amenable to analysis occur in thermodynamics, fluid flow, diffusion, MHD, and neutron transport. The applications are many, and student initiative in areas of interest will be encouraged. The contract is not experimentally oriented; however, the use of laboratory equipment by individual students in pursuit of relevant measurements will be encouraged.

Instruction will be at the junior/senior level in chemistry, physics, and mathematics.
Subjects emphasized include mathematics (vector analysis, applied advanced calculus), physics, physical chemistry, transport phenomena. Program is preparatory for careers and/or further study in chemistry, physics, certain applied sciences; work in fields of nuclear reactors, alternate energy systems, mass transport in biological systems.

Women's Literature
Fall, Winter, Spring/Four Units Each Quarter
Sponsor: Karin Syverson (Lib 2210/Phone: 866-6628)
Enrollment: About 20 students. Sponsor's signature required. Interview. Bring portfolio, samples of previous work.
Prerequisites: Advanced reading and writing skills.
Part-time options available, contact coordinator.

This is a group contract for students who want to write at least ten pages a week of critical prose, poetry, or fiction. At least one finished piece of critical writing and one finished piece of creative writing will be required each quarter. We will work together on our writing, reading it aloud to each other, doing exercises to improve it. An Intensive Journal Workshop and a dream workshop are ways we may use to discover a voice, or more voices, or more shapes for our writing.

At the same time we will read and discuss the published writing of women. During the first quarter our subject will be contemporary women's writing, including books by Doris Lessing, Muriel Rukeyser, Denise Levertov, Sylvia Plath, Anne Sexton, Margaret Atwood, and others, some of whom we will choose together. We will not aim to define woman's imagination or woman's consciousness, although we will read some psychological theories about women, especially by women, (for instance, Karne Horney, Helene Deutsch, Barbara Hannah, and Juliet Mitchell).

During the second quarter, our subjects will be women's writing from the Middle Ages to the end of the 18th Century. This tortured and mainly derivative (from men) body of writing has meaning only in its historical context. That context will be provided by lectures given by the faculty members of A Woman's Place group contract. We will read some of their booklist to help us see and interpret correctly these writers in their proper social, economic, political, and intellectual atmosphere.

During the third quarter, our subject will be women's writing from the Romantic Revolution to the death of Virginia Woolf, from Mary Wollstonecraft Shelley's Frankenstein to the burgeoning of a branch of women writers in the beginning of the 20th century. We will participate in the lectures and read part of the booklist of A Woman's Place group contract, as we did second quarter.

Subjects emphasized include literature, creative writing, women's studies.
Program is preparatory for careers and/or further study in literature, writing, fields requiring verbal skills such as law, sales, advertising, teaching.
One module per quarter may be taken.
Writing and Thought

Fall, Winter, Spring / Four Units Each Quarter
Sponsor: Will Humphreys (Seminar 4128/Phone: 866-6078)
Enrollment: About 20 students. Sponsor’s signature required. Interview, with Evergreen portfolio, or 10 - 20 page sample of writing in literature or philosophy.

The core of the contract will be the development of writing skills, and the philosophical understanding of assumptions which underly various writing styles. While emphasizing the connection between ideas and their written expression, we will not concentrate solely on rhetorical analysis. It will also be a study of the ideas of contemporary philosophy, literary criticism, and literature; especially, theories of language and, through them, metaphysics and epistemology.

Readings will be chosen from a wide range of historical periods. We will compare the style of one period to that of another. We will read in both speculative and analytical philosophy, and in modern literary criticism to identify the various metaphysical and epistemological assumptions at work in these fields. Finally we will read literary works and ferret out the features distinctive to literary expression that lend it its peculiar power.

Readings for the contact will include selections from such authors as Sartre, Jaspers, and Heidegger; Wittgenstein, Ayer, and Quine, Defoe, Conrad, and Faulkner; R. S. Crane and Robert P. Warren.

Assignments involving different types of writing will be made, including: short papers to solve specific rhetorical problems, longer critical papers on specific ideas as they are developed in the works of their proponents, logical analysis of arguments, literary sketches or short stories, stylistic emulations of various authors, and journalistic pieces.

Subjects emphasized include literature, philosophy.

Program is preparatory for careers and/or further study in philosophy, literature, history, law, journalism, free-lance writing.

One module should be taken.
In Preparation

Several group contract offerings in addition to those listed will be available during 1976-77. Faculty member Kirk Thompson, on leave through the 1975-76 school year in order to study the work of Carl Jung in Switzerland, will return to offer a group contract titled "Analytical Psychology and the Humanities."

The Foundations of Visual Art coordinated study program plans to develop group contracts in art for spring quarter, 1977, in conjunction with students enrolling in FOVA during fall and winter. For information, contact faculty members Phil Harding or Susan Aurand.

Finally, it is planned that a group contract comparable to the Evergreen Environments program of recent years will be developed for the spring and summer of 1977. For information, contact faculty members Steve Herman or Al Weidemann.

Individual Contracts

Our experience so far has suggested that individual contracts will normally be most useful for advanced students continuing their studies at Evergreen in independent learning. If you will be entering Evergreen for the first time, you should plan to begin with a group activity rather than with an individual contract. Exceptions will normally be made only for older and more experienced students who, because of obligations off campus, cannot enroll full- or part-time in coordinated studies programs or group contracts. In addition, we prefer to have individual contracts developed on a quarter-by-quarter basis rather than year-long.

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

If you cannot enroll in a group activity on campus and contemplate pursuing study through an individual project to be performed mostly off campus, you should recognize that your contract sponsor may expect some on-campus activity. Importantly, you should also recognize that the College does not guarantee that you will be able to do all of your study through the contract mode.

The assignment of faculty members to the individual contract mode had not been completed prior to publication of this supplement. The names of sponsors and the subject areas in which they are able to sign contracts will be announced prior to spring registration and before the beginning of each quarter.

Policies and procedures for the individual contract mode are currently under review. Guidelines for negotiating contracts will be issued in advance of spring registration.
# Modular Studies

Additional titles will appear prior to the beginning of each quarter

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Energy</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>Environments and Man</td>
<td>Genetics</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Precalculus Mathematics</td>
<td>Precalculus Mathematics</td>
</tr>
<tr>
<td>Misunderstandings about Chicano Behavior</td>
<td>Judicial Politics</td>
</tr>
<tr>
<td>1976 Election</td>
<td>Nature of Man</td>
</tr>
<tr>
<td>Principles of Economics</td>
<td>Psychology</td>
</tr>
<tr>
<td>Social Statistics</td>
<td>Chamber Orchestra</td>
</tr>
<tr>
<td>Chamber Orchestra</td>
<td>History in Novels</td>
</tr>
<tr>
<td>Modern Drama</td>
<td>Writing</td>
</tr>
<tr>
<td>Modern Novel</td>
<td>Dance Performance</td>
</tr>
<tr>
<td>Music Theory</td>
<td>Intermediate Ballet</td>
</tr>
<tr>
<td>Writing</td>
<td>Life Drawing</td>
</tr>
<tr>
<td>Dance Performance</td>
<td>Two-dimensional Design</td>
</tr>
<tr>
<td>Intermediate Ballet</td>
<td></td>
</tr>
<tr>
<td>Life Drawing</td>
<td></td>
</tr>
<tr>
<td>Two-dimensional Design</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td></td>
</tr>
<tr>
<td>Cosmology</td>
<td></td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td></td>
</tr>
<tr>
<td>Legislative Process</td>
<td></td>
</tr>
<tr>
<td>Research Design in Social Science</td>
<td></td>
</tr>
<tr>
<td>Chamber Orchestra</td>
<td></td>
</tr>
<tr>
<td>Great Biographies</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Dance Performance</td>
<td></td>
</tr>
<tr>
<td>Intermediate Ballet</td>
<td></td>
</tr>
<tr>
<td>Life Drawing</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

68
Self-Paced Learning at Evergreen

Two self-paced learning centers are located in Phases I and II of the Laboratory Building at the College.

The self-paced learning approach allows students to learn on an individualized, personalized basic skills, concepts, and even the content of traditional course subject matter at a mastery level of their own choosing and at their individually chosen rate of progress.

Basic materials including slide-tapes, film loops, movies, videotapes, laboratory experiments, workbooks, programmed texts, and computer-assisted programs are available in such diverse areas as physics, psychology, biology, chemistry, sociology, arithmetic, language study, music theory, photography, drafting, mechanical drawing, algebra, and basic statistics.

Faculty and students, with the help of a sizable grant from the National Science Foundation, are adapting commercially-available learning materials and are developing self-paced learning units suited to student needs. For example, anyone who wishes to invest the time and energy can learn basic geology or college biology through work in the SPLU Center.

The Self-Paced Learning Centers are open from 8:30 a.m. to 9:00 p.m. Calculators, typewriters, microscopes, balances, fume hoods, drawing sets, and many other learning tools are readily available to students, as well as computer terminals, oscilloscopes, gas chromatographs and even radiation counters. Many Evergreen students find it a place to learn things not available in regular curricular offerings, or as a supplement or alternative to teaching and learning approaches being used by a regular program. Students, with the help of a faculty sponsor, may develop credit-earning study programs incorporating extensive self-paced learning. Experience to date has revealed that success in this learning mode requires a high level of self-discipline and strong motivation toward mastery of the skill or concept to be learned.

Foreign Language Workshops

Evergreen offers language study on a workshop basis, in which students study individually and then share their knowledge in group meetings. Emphasis is placed on individual study, and a large number of tapes are available in the Self-Paced Learning Center.

A faculty coordinator of foreign languages hires native informants to lead workshops in each language. In the past, we have offered the following languages: Spanish, French, German, Japanese, Norwegian, Russian, Italian, and Chinese. If resources are available we will continue to offer these languages. Additional language studies in Russian and French will be available in the programs Russia/USSR and French Language, Culture, and Civilization.

Students may or may not receive credit for attending these workshops. One must attend the workshop three hours a week, write a weekly paper in the language being studied, and record an evaluative tape at the end of each quarter. If a person studies foreign language for academic credit, and requirements are met, an evaluation will be written by the tutor, and one unit of credit will be granted through a contract or program. Students may earn a maximum of two credits for each language studied.

These workshops are organized during the first two weeks of each quarter. All levels are offered, but beginning classes are usually offered only fall and winter quarters. For information contact Andrew Hanfman, Lib 2606, phone 866-6574.
Learning Services Center

The Learning Services Center is a developmental learning center designed to service faculty, students, and staff. The Center is staffed with an Intake Screener, faculty, and students. The faculty are skill consultants. They counsel external credit applicants, and conduct various skill development workshops. The student tutors essentially work with students on skill development, but are also available to design activities on a student need basis: typing classes, spelling and vocabulary workshops, listening skill development workshops, English as a second language programs, etc.

The Office of External Credit is located in the Learning Services Center. The faculty/counselor in that office will assist older students returning to college with work or independent study experience in documenting that experience so as to demonstrate competence and petition for academic credit. Such credit will not be granted for attainments which have already been recognized by awards of credit elsewhere. The Office of External Credit has available summary statements of Evergreen's external credit policy and procedures. Students who believe that they might have experience which could generate academic credit should begin an inquiry with the External Credit Office. For information regarding fees, contact the Learning Services Center, Intake Screener (Lib 3404, 866-6072).

Cooperative Education

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. The 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.

If you plan to intern at any time during the academic year you should contact the Office of Cooperative Education to arrange an appointment with a Co-op Coordinator. The Coordinator will 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 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 also offers assistance through the Career Learning Program.

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 internships 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.

Curriculum for 1977-78

Most of these titles are tentative but are indicative of the areas to be covered. Additional titles will appear in the 1977-78 Supplement.

Basic Coordinated Studies

Autobiography — Humanities and Communication
Health, Individual, and Community — Natural and Social Science
Human Growth and Development — Social Science and Humanities
Nature and Society — Natural and Social Science
Self Expression in Society — Social Science, Humanities, Art, and Communications

Intermediate

Chautauqua II — Humanities, Art and Communications
Environmental Design — Natural and Social Science
Liberation: Male and Female — Humanities and Social Science
Marine Studies — Natural and Social Science
Peace Studies — Humanities and Social Science
Unmasking Human Nature — Humanities and Social Science

Divisional

Alienation and Freedom — Social Science
Foundations of Natural Science — Natural Science
Foundations of Visual Arts — Art

Advanced

Environmental Analysis and Planning — Natural and Social Science
Ritual Process and Cultural Dynamics — Art and Social Science
Seven Ages of Man — Natural and Social Science and Humanities
Social Origins of Art and Ideology — Social Science, Humanities, and Art

Special Programs

Management and the Public Interest
Public Administration
Group Contracts

Science
Advanced Field Biology
Alternative Energy
Earth Environments
From Cell to Organism
Humane Engineering
Marine Organisms
Molecular Biology and Biochemistry
Natural History of Washington
Unified Physics, Chemistry, and Mathematics

Humanities
American Studies
Foreign Language
Literature
Philosophy
Writing (e.g., journalism, expository, creative)

Social Science
Anthropology
Counseling
Economics
History (e.g., American, European)
Political Science
Psychology
Public Policy

Art
Art History
Basic Art Design
Exploring Native American Art
Music History
Performing Arts
Three-dimensional Art
Two-dimensional Art

Other
Communications Media
Environmental Education
Index of Academic Subjects

The index below gives page references to coordinated studies and group contracts according to subject matter covered. It is important to read the descriptions of the programs carefully in order to see what emphasis is given to particular subjects and how they are combined with other subjects.

Modular courses are not referenced in this index. Therefore, if you do not find a subject listed here, you should check the module listing on Page 68 (and the 1977-78 curriculum listings as well).

New students should bear in mind that it is not possible to combine parts of two or more coordinated study or group contract programs in order to make a full-time load.

If, after checking through the index, you do not find what you are looking for, contact either the Admissions Office or the Office of Academic Advising for assistance. It is possible that what you are seeking is available at Evergreen through individual contract work, or in additional modular courses (to be announced in late spring, 1976).

Aesthetics 16 - 17, 23, 63 - 64
Agronomy 42
Anatomy 48 - 49
Animal Behavior 40
Animal Husbandry 42
Art (See: Aesthetics, Art History, Design, Painting, Three-Dimensional Art)
Art History 16 - 17, 23, 29 - 30, 33 - 34, 35 - 36, 47, 55, 58 - 59, 59 - 60, 63 - 64, 67
Autobiography 8 - 9, 33 - 34
Biochemistry 15 - 16, 54
Botany 40, 42, 55 - 56, 67
Business Administration 25 - 26
<table>
<thead>
<tr>
<th>Subject</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>15 - 16, 64 - 65</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Analytical</td>
<td>32, 34 - 35</td>
</tr>
<tr>
<td>Organic</td>
<td>15 - 16</td>
</tr>
<tr>
<td>Physical</td>
<td>15 - 16, 64 - 65</td>
</tr>
<tr>
<td>Child Development</td>
<td>45 - 46</td>
</tr>
<tr>
<td>Communications</td>
<td>8 - 9, 14 - 15, 23, 25 - 26, 29 - 30, 59 - 60</td>
</tr>
<tr>
<td>Community Planning</td>
<td>27 - 28, 43 - 48</td>
</tr>
<tr>
<td>Computer Studies</td>
<td>15 - 16, 32, 38 - 39</td>
</tr>
<tr>
<td>Conservation</td>
<td>13, 34 - 35, 40, 46 - 47, 55 - 56, 57, 58, 67</td>
</tr>
<tr>
<td>Drama (See: Theater, Literature, Shakespeare)</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>19 - 20</td>
</tr>
<tr>
<td>Design</td>
<td>11 - 12, 23, 63 - 64, 67</td>
</tr>
<tr>
<td>Audiographic Design</td>
<td>59 - 60</td>
</tr>
<tr>
<td>Drafting</td>
<td>11 - 12</td>
</tr>
<tr>
<td>Earth Science</td>
<td>46 - 47, 55 - 56</td>
</tr>
<tr>
<td>(See also: Geology, Oceanography)</td>
<td></td>
</tr>
<tr>
<td>Ecology, General</td>
<td>13, 32, 34 - 35, 40, 42, 55 - 56</td>
</tr>
<tr>
<td>Education</td>
<td>8 - 9, 45 - 46, 58</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>45 - 46</td>
</tr>
<tr>
<td>Electron Microscopy</td>
<td>48 - 49</td>
</tr>
<tr>
<td>Environmental Planning</td>
<td>13, 27 - 28, 34 - 35</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>18 - 19, 21 - 22, 28 - 29, 45 - 46, 47, 55, 62 - 63</td>
</tr>
<tr>
<td>Ethnomusicology</td>
<td>62 - 63</td>
</tr>
<tr>
<td>Film</td>
<td>14 - 15, 19 - 20</td>
</tr>
<tr>
<td>Folklore</td>
<td>21 - 22, 62 - 63</td>
</tr>
<tr>
<td>Forestry</td>
<td>13, 57</td>
</tr>
<tr>
<td>French</td>
<td>22 - 23, 69</td>
</tr>
<tr>
<td>(See also: Language Studies)</td>
<td></td>
</tr>
</tbody>
</table>
Genetics 48 - 49, 54
Geography 13, 22 - 23, 27 - 28, 55 - 56
Geology 13, 55 - 56
Government 61 - 62
(See also: Political Science, Law)
Group Dynamics 50 - 51, 18

Histology 48 - 49

Humanities, General 9 - 10, 24 - 25, 33 - 34, 35 - 36, 36 - 38, 40 - 41, 56 - 57, 59 - 60, 60 - 61, 61, 65, 66
(See also: Aesthetics, Art History, History, Language Studies, Linguistics, Literature, Moral Curriculum, Philosophy, Writing)

Immunology 54
Internships 70

Journalism 14 - 15
Jung 67

Land Use Planning 57
Language Studies 22 - 23, 29 - 30, 69
Law 34 - 35, 43 - 44, 52, 57
Linguistics 22 - 23, 66

Marine Studies 11 - 12, 32, 41
Mathematics 11 - 12, 15 - 16, 64 - 65
(See also: Calculus, Statistics)
Media 14 - 15, 19 - 20
(See also, Film, Journalism, Photography, Radio, Television)
<table>
<thead>
<tr>
<th>Subject</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meteorology</td>
<td>55-56</td>
</tr>
<tr>
<td>Microbiology</td>
<td>41, 48-49, 54</td>
</tr>
<tr>
<td>Moral Curriculum</td>
<td>9-10</td>
</tr>
<tr>
<td>Music</td>
<td>19-20, 21-22, 35-36, 44-45</td>
</tr>
<tr>
<td>Arranging</td>
<td>44-45</td>
</tr>
<tr>
<td>History</td>
<td>33-34, 35-36, 44-45</td>
</tr>
<tr>
<td>Folk and Ethnic</td>
<td>21-22, 62-63</td>
</tr>
<tr>
<td>Performance</td>
<td>19-20, 21-22, 44-45</td>
</tr>
<tr>
<td>Theory</td>
<td>19-20, 35-36, 44-45</td>
</tr>
<tr>
<td>Native American Studies</td>
<td>28-29, 47, 55</td>
</tr>
<tr>
<td>Nutrition</td>
<td>54</td>
</tr>
<tr>
<td>Oceanography</td>
<td>11-12, 41, 46-47</td>
</tr>
<tr>
<td>(See also: Marine Studies)</td>
<td></td>
</tr>
<tr>
<td>Ornithology</td>
<td>40</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>58</td>
</tr>
<tr>
<td>Painting</td>
<td>16-17, 47, 55, 58-59</td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
</tr>
<tr>
<td>(See: Dance, Theater, Music)</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>9-10, 24-25, 33-34, 36-38, 49-50, 53, 60-61, 66-67</td>
</tr>
<tr>
<td>Political</td>
<td>9-10, 36-38, 48, 52, 53, 61-62</td>
</tr>
<tr>
<td>(See also: Aesthetics, Moral Curriculum)</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>14-15, 59-60</td>
</tr>
<tr>
<td>Physics</td>
<td>15-16, 64-65</td>
</tr>
<tr>
<td>Physiology</td>
<td>15-16, 48-49</td>
</tr>
<tr>
<td>Pomology</td>
<td>42</td>
</tr>
<tr>
<td>Psychology</td>
<td>8-9, 10-11, 23, 36-38, 42-43, 45-46, 50-51, 58</td>
</tr>
<tr>
<td>Analytical</td>
<td>67</td>
</tr>
<tr>
<td>Organizational</td>
<td>25-26</td>
</tr>
</tbody>
</table>
Radio 14 - 15
Religion, Comparative 60 - 61
Russian 29 - 30
(See also: Language Studies)


Shakespeare 61
Silviculture 42
Social Psychology 18 - 19, 45 - 46, 50 - 51, 51 - 52, 60 - 61

Social Science (See: Anthropology, Community Planning, Economics, Geography, Political Philosophy, Political Science, Psychology, Social Psychology, Social Services, Sociology)

Social Services 10 - 11, 28 - 29, 43 - 44, 45 - 46, 50 - 51, 61 - 62
Statistics 25 - 26, 32, 38 - 39, 55 - 56

Television 14 - 15, 19 - 20
Theater 19 - 20, 21 - 22
Third-World Studies 18 - 19, 28 - 29, 45 - 46, 47, 50 - 51, 55, 62 - 63
Three-Dimensional Art 47, 55, 63 - 64
Transport Phenomena 64 - 65

Transportation (See: Community Planning)

Women's Studies 30 - 31, 40 - 41, 50 - 51, 65
Woodworking 11 - 12
Writing 8 - 9, 10 - 11, 11 - 12, 21 - 22, 23, 24 - 25, 33 - 34, 35 - 36, 45 - 46, 55, 56 - 57, 61, 61 - 62, 65, 66
Scientific 40
Technical 57

Zoology 40, 41, 48 - 49, 55 - 56, 57