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HOW TO USE THIS BOOK

This book contains descriptions of academic programs for 1977-78. It supplements the 1977-79 Bulletin, which gives a full account of the college and its policies. If you are new to Evergreen, you should read the Bulletin first, then come back to this book and turn to "Overview of Programs" on page 6. Incidentally, academic programs described in the Bulletin are examples from the past, not programs to be offered in 1977-78; 1977-78 offerings are found in this book.

Evergreen's programs are grouped in eleven general areas: Basic Programs, Annual Programs, and nine interdisciplinary specialties. All full-time students register in a specific program in one of these areas, or in Individual Contracts (individual study programs negotiated with a faculty member). In the "Overview" section you will find brief descriptions of these areas and of Individual Contracts. The "Overview" also tells you how to find a program in line with your interests, and it lists titles of programs, along with the page on which a detailed description can be found.

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 to obtain a current 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 Courses for credit.

Information on internships, self-paced learning, external credit, foreign languages workshops, and reading and writing skill development can be found in "Supplementary Modes," pages 75-78. 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.

HOW TO CONTACT FACULTY

In each program description you will find information about prerequisites, subjects emphasized, special costs, if modular courses may be taken, and the name of a faculty member to contact for further information. To reach faculty or staff members, call Campus Information, 866-6000, and ask for their office phone number. For faculty, also ask for the name and phone number of their program secretary. If you fail to reach the faculty member, the program secretary will often know how best to make contact.

ACADEMIC ADVISING

If after reading this book you are still in doubt about which program to choose, the Office of Academic Advising (Library 1221/866-6312) will be happy to help you.
REGISTRATION DATA

The procedures for registration were under review at the time this Supplement was published. The procedures for 1977-78 should be announced by March 1, 1977. Continuing students and those on leave can get registration information after that time from the Registrar's Office. New students should ask the Admissions Office.

Registration for Fall Quarter will most likely begin in May, with an additional period in September. We strongly encourage students to register, if possible, during May, for three reasons: first, it will be the time when more faculty will be available to answer your questions and/or approve your enrollment (remember that the final evaluation week and then summer vacations follow in June); second, it secures your enrollment for Fall Quarter; and third, it enables the college to plan better for Fall.

Registration for Winter and Spring Quarters will most likely begin shortly before the end of the previous quarter.

Reminder: contact the Registrar or Admissions after March 1, 1977, for full registration details.
OVERVIEW
OF PROGRAMS

Most college catalogs and bulletins list numerous courses which are repeated every year. Students normally take four or five courses at a time, some in a single major field, some outside.

At Evergreen, we use a simpler scheme. Students enroll in just one program each quarter, and this normally takes up their full study time. There are three kinds of programs: (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 60 to 100) studying a common theme or problem together using ideas and materials from several "major fields" (disciplines).

Group Contracts: A smaller type of program, usually one or two faculty with 25 to 45 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 73.

Group contracts and coordinated studies have this feature in common: they involve close working relationships between a small group of students (15 - 25) 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. We are trying to achieve greater flexibility and sufficient predictability at the same time, so some programs are repeated with only small changes, while others are brand new offerings designed from scratch. Students can participate actively in the planning of new programs and of modifications.

SUBJECT AREAS

Our offerings are grouped under eleven headings. You can find out much more about each of them in its section of this book, but here are some short definitions:

Basic Programs: Designed specifically for entering students, though open to all, these provide a chance to explore and start serious work on college-level subjects as well as to develop basic college skills and become oriented to Evergreen's system, people, and facilities.

Annual Programs: Chosen anew each year, these respond to short-term needs and opportunities, try out wholly new approaches, and provide for special continuing needs of some small groups of students.

Nine Interdisciplinary Specialties: Evergreen has organized a number of areas of particular strength for advanced work. Each area is interdisciplinary, drawing on several different "major fields" (disciplines). Coordinated Studies and Group Contracts relevant to each area will be available regularly and continuously. The areas are:

Environmental Studies
European and American Studies
Expressive Arts
Human Development in its Social Context
General descriptions of each area appear at the beginning of its section later in this book. These areas are not the only ones in which you might be able to find interdisciplinary work at Evergreen, if you have imagination, energy, and persistence. But the specialties are the areas of greatest strength in the college's faculty, facilities, and curriculum. Within them there is considerable breadth for working out an individual combination of studies — Evergreen does not restrict itself to only a few narrow paths. You may enroll in any program offered by any specialty, provided you satisfy any prerequisites that may exist. You do not have to stay within a single specialty.

The Coordinated Studies and Group Contracts described in this book will be given in 1977-78. In some areas, planning for the following year, 1978-79, is far enough along for us to give a list of programs to be offered then. As you plan your studies for 1977-78, you may find it useful to look ahead to 1978-79 as well. Students new to college, for example, should probably not seek to specialize too early, but should plan on increasing specialization in the second year. Getting a good general education should be an important goal. Elsewhere this is achieved by complex systems of course requirements. At Evergreen, we simply encourage all students to spend at least one year in a Coordinated Study program.

Once enrolled in a program, 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 Courses" and "Supplementary Modes." Modules — which closely resemble courses at other colleges — are offered in the late afternoon and evening. Many Coordinated Studies and Group Contracts count participation in modules (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."

PORTFOLIOS

When you have completed any contract or program for a unit or multiple units of credit, the quality of your performance will be evaluated in documents to be added to your Official Transcript. The Office of the Registrar will keep your Official Transcript, adding to it the three basic documents for each award of credit. Each unit of credit or block of units will be represented by at least three documents: 1) the Coordinated Studies program description of your contract; 2) an evaluation of your performance by your seminar leader or sponsor (and any subcontractors or off-campus supervisors), especially as it relates to your previous level of experience and capabilities; and 3) a statement by you, commenting on what you feel you have learned and evaluating the guidance and support which you received.

You and your seminar leader or sponsor will maintain your own larger "Portfolio," which is a folder or binder which contains copies of the basic official documents, as well as samples of your work — written, photographed, drawn, or taped. Your Portfolio will go along with you from sponsor to sponsor, from program to program, always growing in size and in specific detail. It is especially useful for advising purposes. It will give you and your prospective sponsors and seminar leaders an ever clearer comprehension of where you have been, where you are, and the direction in which you should be moving. Thus, in lieu of departmental majors or required tracks, it will make possible a con-
tinuity of planning for you and your advisors. If your interests make it advisable for you to transfer to another institution, the Portfolio will help to indicate what your Evergreen credit means. If you graduate from Evergreen, your Official Transcript will become the full record of your undergraduate career and will represent to employers or to professional schools the quality and extent of your work.

If you are just entering Evergreen and have not yet begun to build up a Portfolio, try to put together a similar collection of samples of your past school or college work. It will be useful for advising in the same way as a Portfolio.

WHERE TO FIND PROGRAMS IN YOUR AREAS OF INTEREST

In this section we will try to help you locate programs that speak to your interests for the year 1977-78 and for the rest of your time at Evergreen. Under the headings of Arts, Humanities, Natural Sciences, and Social Sciences are some suggestions about where students of different levels should begin looking for suitable programs. The titles of programs are given in italics; be sure to look at the full descriptions of them later in the book.

Obviously, a great deal of choice is available. There are thousands of different combinations of Evergreen programs, and it would be difficult to list them all or to decide which would be suitable for which students. So we have just tried to indicate some of the most useful possibilities.

THE ARTS AT EVERGREEN, 1977-79

Over the next two years, students interested in the arts will find offerings on introductory and advanced levels aimed both at developing conceptual and practical skills and at building an understanding of the interplay between the arts and their social and cultural environment.

Curricular areas with important emphasis on the arts:

Basic Programs
Annual Programs
European and American Studies
Expressive Arts

To develop skill in a particular artistic medium, students should take a modular course in that medium. These can be taken simultaneously with most of Evergreen's full-time programs (see "Modular Courses" for information about registration, evaluation, etc.). In 1977-78 and 1978-79 we expect to offer modules at the beginning and advanced levels in music fundamentals, music theory, acting, dance, drawing and painting, photography, ceramics, and printmaking. Further topics may be offered, if sufficient funds and faculty are available and if arrangements can be made.

With respect to full-time programs, students in their first or second year of college, and new to Evergreen, should take one of the Basic Programs. You can go on to further work in the arts from any of them. All Basic Programs cover a range of subjects to encourage exploration of interests and development of an integrated understanding. The ones which deal with the arts most directly are: for visual arts, 14,000 B.C. and Nature, Society, Design; for writing, Autobiography, Short Fictions, and Modern Art and Modern Life.

Students who have the background to go beyond Basic Programs should probably consider the Collaborative Arts Consortium. This program is designed for students who already possess basic college-level abilities in careful reading and effective writing, and who are ready to undertake work as artists and relate their art to the rest of the arts. Another possibility for those more interested in the interpretive and historical aspects of the arts would be Formation of Modern Society.
For more advanced students, two possibilities exist. First, there are Group Contracts. In 1977-78 there will be: in music, Explorations in Twentieth Century Music; in performing arts, Dance and English Theater; in visual arts, Stones, Bones, and Skin. In addition, Social Origins of Art and Ideology and Arts of India and Japan may also be of interest. There will be similar offerings in music, theater, and visual arts in 1978-79, though the titles and specific emphasis will change. Second, there are Individual Contracts. These are most suitable for advanced students who have the background and motivation to develop their skills and techniques through individual work, and whose instructional need is for critique.

THE HUMANITIES AT EVERGREEN, 1977-79

Over the next two years, a lively and exciting variety of opportunities will exist for students to do both general and specialized work in the humanities.

Curricular areas with important emphasis on humanities:

- Basic Programs
- Annual Programs
- European and American Studies
- Expressive Arts
- Human Development in its Social Context
- Northwest Native American Studies

First and second year students, new to Evergreen, are strongly advised to take one of the Basic Programs. Almost all of them have a strong humanities component, and will help you acquire the basic college-level skills in careful reading and effective writing and discussion you will need for later work, and in addition will provide opportunities for exploring a range of subjects and for learning about Evergreen’s facilities and resources. The Basic Programs which deal with the humanities most fully are: Family and Community; 14,000 B.C.; Human Development in Psychohistorical Perspective; Modern Art and Modern Life; Outdoor Education; Plato and Dante; Self Exploration Through Autobiography; Short Fictions.

If you are interested in the humanities and already possess the background developed by Basic Programs, you should consider enrolling in one of the specialty area programs aimed at intensive development of the intellectual skills, attitudes, and intuitions necessary for serious work in the area. These are usually Coordinated Studies, and they usually contain important amounts of social science material as well, in keeping with Evergreen’s attempt to promote integrated learning. In 1977-78 there are five such programs: Collaborative Arts Consortium; The Colonial Experience of the Americas; Formation of Modern Society; Helping Relationships; and Life Cycles and Cultural Systems. In 1978-79 Formation of Modern Society will be offered again with a change in theme. Planning is underway on programs which will replace the others listed but will perform the same function.

More advanced students will probably want to look closely at Social Origins of Art and Ideology (a Coordinated Study), at the various Group Contracts proposed in the areas of European and American Studies, Human Development in Its Social Context, Northwest Native American Studies, and Annual Programs; and at Individual Contract possibilities.
THE NATURAL SCIENCES AT EVERGREEN, 1977 - 79

All students interested in the natural sciences, whether thinking of scientific careers, of rounding out their general education, or of satisfying a casual curiosity should find appropriate and exciting possibilities in the curriculum of the next two years. Studies range from laboratory and field research to basic skill development, in both team and individual settings. Both deep specialization and broad integration with the Arts, Humanities, and Social Sciences are possible.

Curricular areas with important emphasis on natural sciences (including mathematics):

- Basic Programs
- Annual Programs
- Environmental Studies
- Human Development in Its Social Context
- Individual and Community Health
- Marine Sciences and Crafts

If you are in your first or second year of college, and are new to Evergreen, you should probably take one of the Basic Programs. Any of them will provide important preparation in careful reading, effective writing, knowledge of Evergreen resources, and academic decision-making. These abilities are vital in advanced work in the natural sciences, as in all areas. The majority also provide the opportunity of acquiring or refreshing basic mathematical and scientific skills needed for more advanced work. The Basic Programs which deal most directly with natural science are: Health: Individual and Community; Nature, Society, Design; and Political Ecology.

Those who already have the sort of background Basic Programs can give should consider several options, all of which involve more intense study of the scientific ideas and methods essential for upper-level work in these areas. First, you can take Foundations of Natural Science (to be given again in 1978 - 79), a full-time introduction to physical science subjects which are also indispensable for much advanced work in biology. Second, you can go into a project or case study oriented program — Applied Environmental Studies, Health Perspectives (to be given again in 1978 - 79), or Vancouver and Puget. These combine serious learning of natural and social science material, both of which are needed for a realistic understanding of the problems studied. Third, you can go into one of a number of Group Contracts in environmental biology such as Natural History of Washington or Marine Biology. Similar or equivalent programs will be given in 1978 - 79.

Several of these programs have prerequisites in mathematics, chemistry, or other topics which must be satisfied for entry. The needed knowledge can be learned through some Basic Programs or through modular courses. Consult program descriptions for details, and be sure to plan ahead.

Advanced students can expect Group Contracts in natural sciences (most of which require the equivalent of Foundations of Natural Science for entry) and in social sciences (some of which may require the equivalent of Introduction to Political Economy for entry). Individual Contracts and internships are also available.

THE SOCIAL SCIENCES AT EVERGREEN, 1977 - 79

Planned offerings for the next two years will provide a very broad, solid array of opportunities for study in the social sciences. The programs described in this Supplement will give students — both generalists and specialists — a chance to acquire broad knowledge and to develop specific skills as well as to participate directly in work on current social problems.
Curricular areas with important emphasis on social sciences:

- Basic Programs
- Annual Programs
- Environmental Studies
- European and American Studies
- Human Development in Its Social Context
- Individual and Community Health
- Management and the Public Interest
- Political Economy

Students who are just starting at Evergreen and are in their first or second year of college should probably enroll in a Basic Program. Many of these have an important component of social science in them. All will provide valuable preparation for further studies in social science, and more advanced programs will all assume that students have the general skills and background taught in them. The Basic Programs which deal most fully with social science material are: Family and Community; Health: Individual and Community; Human Development in Psychohistorical Perspective; Modernization and the Individual; Nature, Society, Design; Political Ecology; and Voices of the Third World.

For those who already have the sort of background provided by Basic Programs, it may make sense to take one of the specialty area programs which are designed as intensive introductions to the concepts and methods essential for serious continued work in these areas. These programs require commitment and hard work, but at the same time they open the way to deep and strong ability in the relevant areas. For 1977-78 they are: Applied Environmental Studies; The Colonial Experience of the Americas; Formation of Modern Society (to be given again in 1978-79 with different theme); Health Perspectives (to be given again in 1978-79); Helping Relationships; Introduction to Political Economy (to be given again in 1978-79); Labor and the Public Interest (to be given again in 1978-79); Life Cycles and Cultural Systems; Management and the Public Interest (to be given again in 1978-79). As indicated, some of these programs will be repeated in 1978-79; the others will be replaced by programs with similar goals and functions.

Some of the Annual Programs may also be attractive for students at this level, particularly Good Earth II and Peace, Conflict, and Social Change.

For more advanced students, there are advanced Group Contracts in most of the curricular areas listed as well as one advanced Coordinated Study in 1977-78 (Social Origins of Art and Ideology) and one in 1978-79 (Paradigms in Crisis). Some of these programs and contracts require the equivalent of Introduction to Political Economy for entry. Consult the individual descriptions for details.
Annual Programs

Evergreen stands for imaginative innovation in education as part of our commitment to alternative learning and teaching. All parts of our curriculum are involved in this effort, but the Annual Programs area is the part of Evergreen's curriculum most open for experimenting and for responding to temporary or special needs and opportunities. The title "Annual" refers to the selection process for these new programs each year. Basic Programs and the Specialty areas may repeat a high proportion of their offerings, but the Annals will be chosen from scratch each year. The area has three general goals: 1) response to short-term needs, such as strong student-originated proposals or an opportunity to serve a special group off campus; 2) seedbed for experiments, such as novel combinations of subjects; and 3) meeting small-scale special needs, such as rounding out preparation for graduate school in a few areas where the Specialties have done most but not all of the job.

The 1977-78 offerings are described below. In addition, we expect two to four additional Group Contracts to be organized by the opening of Fall Quarter 1977, but too late to be listed here.

All students, regardless of interest area, should look closely at the offerings described here. They may provide attractive alternatives to those described elsewhere in the Supplement.

ARTS OF INDIA & JAPAN/Emphasis on the Visual Arts & Music

Fall/Coordinated Study
Coordinator: Robert Gottlieb
Enrollment: About 40 students.
Prerequisites: None.
Special Expenses: Books; costs of sharing two pot-luck dinners, one Indian, the second Japanese.
Part-Time Options: None.

This program will stress both visual arts and music. Literature, theater and dance will also be included, though in a more peripheral fashion. The goal of this program is to bring to the student an increased awareness of the aesthetic concepts and artistic principles which have influenced the arts of India and Japan, and how these arts relate to Western concepts. We shall emphasize those aspects of the arts that are so different, and which consequently have become barriers blocking the appreciating and understanding of them.

The general format for this program will be: First week — a general introduction to Asian art with some background of history and traditions which have shaped the development of the arts of Asia. Weeks two through four — general readings in the history, philosophy, and literature of India. The art forms of the Hindu and Moslem cultures will be stressed (e.g., architecture, miniature paintings, sculpture, and music). The two major musical traditions of North India (Hindustani Music) and South India (Carnatic Music) will be compared, particularly as related to the vocal, instrumental, and dance forms of classical music. Week five — individual conferences with students to advise them on preparation of a paper dealing with any of the art forms of India. Weeks six through eight — the arts of Japan. This will include some general readings in Japanese history, religions, and philosophy. In music, we will stress the classical traditions of Gagaku, Noh, and Kabuki. Time permitting, we will also explore both religious and folk music. We will also discuss a topic which pertains to arts as a whole, the Japanese concepts of space, and their asymmetrical arrangements in architecture, painting, and elsewhere, which are so different from Western con-
cepts. In addition, we will study other art forms including the sliding screen (incorporating nature and garden into interior space), wood-block prints and hand scroll painting. Week nine — individual student consultations, primarily to help and advise students in completing their papers on one of the arts of Japan.

We will culminate the study of the Indian and Japanese traditions with mini-festival celebrations in weeks five and ten. Week five will be devoted to India, and we would like to plan this festivity around an Indian dinner, complete with music and some Indian dress and costumes. The final week of the quarter will celebrate Japanese culture, complete with a Japanese dinner, music and appropriate dress.

In addition to the two required research papers, there will be considerable required reading for seminars. The following books will be used as basic texts. (This list is incomplete. Additional titles will be added, particularly as required for seminar.) Sherman Lee, *The Arts of Asia*; Rowland, *The Arts & Architecture of India*; Poplev, *The Music of India*; Ravi Shankar, *My Music, My Life*; and Kishibe Shigeo, *The Traditional Music of Japan*.

Subjects Emphasized: Visual arts, music.

Program is preparatory for careers and/or further study in Asian art, ethnomusicology.

Modules: One module per quarter may be taken as part of this program (Music Fundamentals by Don Chan).

Internships: None.

**CHAUTAUQUA II: An Experiment in Learning**

Fall, Winter, Spring/Coordinated Study

Coordinators: Tom Foote, Jovy Peskin, Don Jordan

Enrollment: About 60 students.

Prerequisites: Audition, interview, portfolio.

Special Expenses: Field trip/workshop expenses.

Part-Time Options: Contact coordinators.

A definition: A Chautauqua is a form, an idea, a feeling, an assembly, a series of public dialogues, concerts, workshops, etc.

Another definition: Chautauqua is a sharing, a series of processes and products, a coming together, a gathering, a connection.

One more: The Chautauqua Production Company is a collaboration/coaltion of people dedicated to conceiving/creating/producing/presenting a contemporary chautauqua, an alchemy/collage of coalescing forms, heritages, and histories: choreographed to give information, to entertain/transform, and to inspire/delight, serving as a mirror to and reflection of the communities of which we are individually and collectively a part; and functioning as a form/vehicle/facilitator for community development of dynamics and communication.

And lastly: Chautauqua II is a three-quarter Coordinated Studies program in traditional and popular arts, designed for students interested in mythology, rituals, history, humanities, theater, music, communication and community dynamics and organization, and for those who want to work collectively to explore those things in man's humanity that are essential and shared.

Last year Chautauqua I went on tour throughout Southwest Washington and the Puget Sound with a traveling show of lectures, performances, theatrical, musical, poetic presentations, discourses in art appreciation, children's shows, community exchanges, etc.

Besides continuing to perform in rural and isolated communities, Chautauqua II will expand into urban areas, jun-
DANCE

Fall, Winter, Spring/Group Contract
Sponsor: Margaret Hunt
Enrollment: About 20 students.
Prerequisites: College level reading, writing, library research abilities, some formal dance experience (i.e., classes, practice, techniques), though students need not be on a particular technique level.
Special Expenses: Occasional out-of-town dance classes and concerts, some supplies (leotards, tights, sweat pants, makeup(?)).
Part-Time Options: None.

Dance is a basic form of human expression; it is almost a biological drive. In many cultures it is also a highly refined art. It is a flow of energy which can be channeled in a number of different directions. The direction is determined by who we are, by our history and environment. But the power which gives brilliance to the leap of a ballet dancer is the same power which causes a baby to jiggle in time with music, though the channel is different. In the Group Contract we will try to focus on this basic energy through different channels, some of which we will explore together, and some of which individuals will explore according to their own directions. We want to focus on dance physically, intellectually, emotionally, and spiritually.

Some of the logistics: The group will function as a learning support group and as a performing group. Various studio skills will be taught, through modules and by people within and outside the group. Depending on available resources, these will include some of the following: ballet, modern dance, movement theater, Alexander technique, and contact improvisation. Other forms of dance and movement will also be taught if interest and resources are present. Every student will study one of the conventional dance disciplines (ballet, modern dance) on whatever level he or she is ready for. The group will give various small-scale performances throughout the year, and one large-scale performance in the spring. In Spring Quarter students can work with members of the Twentieth Century Music contract, who will be doing musical projects.

Learning to dance intelligently also involves studying history and theory, exploring what it is we are doing and why, and where it came from. The study of dance history leads into anthropology, religion, and the related arts. Though
a few outside resource people will be brought in from around campus, most of the material dealt with in history/t
tyory seminar will be researched and presented by the students themselves. Some skills from other disciplines will be valuable for specific individuals; some students will take modular or sub-
contracted activities outside the program that have a direct bearing on their work within it.

Important: To function successfully in this program, students must be able — and willing — to do college-level
work in reading, writing, and library research. They must be ready to learn new forms of dance, to work as mem-
biers of a group. They must also have some background in dance. While there is no specific level of technique re-
quired, they must have experienced dance in some kind of conscious, formal way.

Subjects Emphasized: Dance, related arts, history of the arts.

Program is preparatory for careers and/or further study in dance.

Modules: One module per quarter may be taken as part of the program.

Internships: None.

ENERGY SYSTEMS: Conventional & Alternative

Fall, Winter, Spring: Group Contract

Sponsor: Stan Klyn

Enrollment: About 40 students.

Prerequisite: Foundations of Natural Science (FONS) or roughly its equivalent (basic college physics, chemistry,
and mathematics through first year calculus).

Special Expenses: There may be expenses associated with the experimental facility. We are going to try to get some
money from an outside agency. There is, of course, no guarantee that this will happen.

Part-Time Options: None.

This program will be a study of the science and the useful applications of physical energy systems in human soci-
etics. This will involve a study of selected topics from both classical and modern physics, the useful application of
these sciences (mechanical engineering), and the social and environmental effects of these applications. Although
we will study conventional systems in current use, the emphasis will be on the understanding and evaluation of
systems which may present themselves as viable alternatives to those in current use such as solar source systems,
hydrogen-based distribution systems, and mechanical storage systems.

The study will concentrate on methods of conserving energy as well as methods of conversion, distribution and
use. It will concentrate heavily on the relationships among energy consumption, economic structures and political
realities, and on related social and cultural manifestations of those relationships. It will also formulate a sound
scientific base necessary for the proper understanding of energy systems.

Within the limits of our facilities and budget, we will design, build and test a representative alternative system and
attempt to draw relevant conclusions on its social usefulness and effectiveness. We will select our experimental
system and its test site location so that it will be meaningful for our own southwest Washington area.

The program of study will run continuously for three quarters with roughly the following quarterly structure and
purposes.

Fall Quarter: Lectures and laboratories in physics, engineering, mathematics and technical drawing. Lectures, read-
ings, and seminars in selected topics of economics and social sciences. The primary purpose of this quarter is to
lay theoretical ground work, develop technical knowledge and skills, understand the social and cultural setting, and
begin to explore the feasibility and possible locations of a suitable experimental test site.

Winter Quarter: Continue to build on the work of the previous quarter with emphasis on the design and construction of the test facility. We will continue the theoretical studies and the readings and seminars in social sciences and related fields.

Spring Quarter: Complete the study with continuation of physical science and social science studies, and with concentration on analysis of data from the test site and evaluation of its potential for broad scale use.

Subjects Emphasized: Applied physics (classical and solid state), thermodynamics, heat transfer, technical drawing, math analysis, basic economics, analysis of social problems.

Program is preparatory for careers and/or further study in engineering, applied science, energy research, environmental law and other energy related fields.

Modules: Encouraged. One module per quarter may be taken as part of the program.

Internships: Possible but not designed into program. See sponsor.

GOOD EARTH II

Fall, Winter, Spring, (Summer) / Coordinated Study

Coordinator: Niels Skov

Enrollment: 60-80 students

Prerequisites: Interview with portfolio with faculty.

Special Expenses: None.

Part-Time Options: None.

This program will study farming as an academic subject. It will also involve field-oriented data collection and interlocking research programs designed and carried out by students.

We intend to investigate a wide variety of subjects related to farming. This will be accomplished through lectures, in-program modules, workshops and seminars organized by program faculty. Topics will include: 1) The origins of agriculture: domestication and dispersal of crop plants in Southeast Asia, the Middle East and the New World; the Boserup Hypothesis relating population density to plant domestication; planting and settlement patterns in the prehistoric world; ancient agricultural environments — dry land farmers, tropical forest farmers, mid-latitude farmers, forests and prairies; intensive agricultural techniques of the past; 2) Societies and agricultural technology in the primitive world; agricultural techniques in bands, tribes, chiefdoms and states; 3) The rise of agricultural civilization in Mesopotamia, Egypt, Latin America, the Mediterranean and China/Southeast Asia; 4) Commensals and cultivars of North America (native plants of North America, especially the Northwest, and their uses). 5) Ancient pharmacology and its relation to modern medicine; 6) Surpluses, trade and empire: the economics of farming from barter to money; 7) Soils: classification, maintenance, climate and the evolution of soils; 8) Agriculture in the Industrial Revolution; 9) World agricultural production versus food demand, and 10) The self-sufficient farmstead and alternative agricultural systems.

Students will work with faculty to develop a numerical model projecting food productivity as a function of population density and growth rate, frequency of cropping, level of food development, climate, soil quality, social organization and land ownership patterns.

About one-third of a student’s time will be spent in readings, lectures, and seminars on the historical, cultural and economic aspects of farming; about one-third in workshops on practical aspects of farming; and the remaining third on individually designed projects in practical cultivation, livestock handling, soil analysis, fertility testing, soil improvement, economic research, collection of production statistics, and related topics.
Subjects Emphasized: Agronomy, anthropology, economics, history, social science, soil science.

Modules: Yes, one Module per quarter may be taken.

Internships: Possibly; see coordinator.

MATHEMATICS AS A DESIGN TOOL

Fall, Winter, Spring/Group Contract
Sponsor: Matthew Hallant
Enrollment: 20 students.

Prerequisites: Intense motivation to work hard at design.

Special Expenses: Scientific calculator ($25 - up); drawing materials (drafting supplies); special texts.

Part-Time Options: Contact sponsor.

Purpose: To introduce the complete beginner to the real use of mathematics in the context of design-related problem solving. The significant novelty is that graphical procedures are used throughout the year, with mathematical techniques introduced and illustrated as alternative methods which students are free to adopt at their discretion. Evaluation each quarter will be based on fulfillment of a specified goal: design of a mechanical device Fall Quarter; design and construction of a piece of electronic apparatus Winter Quarter; measurement of position on the earth using a sextant or transit Spring Quarter. Thus the official goal is skill acquisition, but the program will be considered successful if students can be won over to the independent use of mathematics as a tool of their own choosing. The mathematics presented will include algebra, analytic geometry, conceptual calculus, complex numbers and trigonometry, and computer programming.

Fall Quarter: Introduction to drafting and its application to design of basic machines and sheet metal patterns. Numerical and algebraic methods will be demonstrated, and their power to save drawing effort will be seen. Students will have the choice of adopting the mathematical techniques or adhering to the purely graphical constructions. It is hoped this freedom will encourage those who are skeptical or afraid of mathematics to assess for themselves the value of such techniques.

Winter Quarter: Introduction to electronics, from elementary electricity to theory and use of vacuum tubes and transistors. Students will perform their own analysis of these devices, producing characteristic curves which then will form the basis of graphical methods of amplifier design. Complex numbers, trigonometry and conceptual calculus will be developed and used to support the design process, but again the student will have the option of adhering to purely graphical approaches.

Spring Quarter: Introduction to celestial navigation. Graphical methods for navigating by the stars will include the design and construction of special maps — mercator and gnomonic — and the Stereographic Projection. Mechanical aids will be designed and constructed, with support from wood and metal shops. Spherical trigonometry will be developed and used as the recommended mathematical approach.

Subjects Emphasized: Mathematics, mechanics, electronics, astronomy.

Program is preparatory for careers and/or further study in scientific, mechanical, electronics-related, mathematical, surveying or navigation fields, or any technical design field.

Modules: One module per quarter may be taken as part of the program.

Internships: None.
MYTHIC CYCLE

Fall, Winter, Spring/Group Contract
Sponsor: Kirk Thompson
Enrollment: 20 students (40 if additional faculty member is assigned).
Prerequisites: Basic-level Coordinated Studies program (or other college-level work) involving substantial reading and writing.
Special Expenses: None.
Part-Time Options: None.

What patterns underlie the great stories which have given meaning to life in non-Western as well as Western cultures? Which of these patterns are still meaningful in the contemporary world?

Members of the contract will study fairy tale, myth, comparative religion and literature, reopening four questions to which mythology has always responded: 1.) Creation myths: What is the origin and shape of the world? (Possible readings: von Franz, Creation Myths; Hesiod, Theogony; Genesis; I Ching.;) 2.) The hero and the savior: Is there an exemplary life on which all lives are patterned? (Possible readings: Campbell, Hero With a Thousand Faces; Gilgamesh; The Odyssey; The Gospel According to Matthew; The Life of the Buddha; a “Western”); 3.) Rites of initiation and passage: What are the great crises or turning-points in life? (Possible readings: van Gennep, Rites of Passage; Sophocles, Oedipus Rex, Elektra, Oedipus at Colonus; Goethe, Faust, part I; Grimm’s Fairy Tales; Hesse, Siddhartha;.) 4.) Modes of transcendence: How can one reach beyond the limits of ordinary experience? (Possible readings: Eliade, Shamanism; Dante, Divine Comedy; Black Elk Speaks; Castaneda, Journey to Ixtlan.)

This contract is offered as an alternative to the traditional humanities or Western civilization course. It has the traditional objective of reexamining the roots of ancient and contemporary psychology and culture, but it differs in the following ways: it includes non-Western as well as Western sources; it is not limited to objects of “high culture,” it emphasizes themes of contemporary rather than historical relevance; and it uses mythology, not chronology, as its organizing principle.

Weekly activities will include two book seminars, a writing workshop, and tutorials. There will be a major independent study project Winter Quarter.

Subjects Emphasized: Literature, mythology, folklore, comparative religion, psychology.
Program is preparatory for careers and/or further study in humanities.

Modules: One module per quarter may be taken as part of the program.

Internships: None.

PEACE, CONFLICT AND SOCIAL CHANGE

Fall, Winter, Spring/Coordinated Study
Coordinator: Peter Elbow
Enrollment: About 60 students.
Prerequisites: Reading, writing, seminaring; readiness to get down to hard work.
Special Expenses: $15 - $20 Lab fee.
Part-Time Options: Probably not.

The program is based on the belief that we cannot think satisfactorily about peace unless we think in a sophisti-
cated way about conflict and social change. The title stands for a progression of assumptions. Peace. It would be nice if people didn't fight. Or is that impossible? Or false? Conflict. There is conflict that involves shooting and conflict that involves shouting. If we got rid of the former, perhaps we could live with the latter. And there's conflict that ends in some form of mutually acceptable resolution, and conflict that merely ends — with the seeds of future conflict still germinating. Social change. It's no use trying to stop people from shouting or even from shooting if it means they remain locked in situations where they are exploited or oppressed. Without social change that promotes social justice, there is no hope for stable peace.

We will study the following questions: 1.) (Fall and Winter) Values. What are my values? Where do people get their values, ethics, religious commitment? What makes some people braver than others in holding to their values? The assumption here is that our work in the whole program cannot be value-free or ethically neutral; 2.) (Fall) Is human nature inherently violent? We will try to look at as much of the evidence and methodology as we can in biology, anthropology, psychology. This will be a technical, disciplined piece of work. 3.) (Fall) Conflict. We will examine in detail some models for understanding conflict and the resolution of conflict. What conditions or procedures help people avoid conflict, resolve conflict, manage conflict? 4.) (Winter) Economics. To what extent is conflict between persons, groups, or nations a necessary consequence of how capitalism operates? Here again, technical, disciplined work — studying economics to reach an answer we can trust. 5.) (Winter) Nonviolent social change. What are the various nonviolent methods people have used to bring about social change? What kinds of power are there other than violent power? 6.) (Spring) Futures. What, explicitly, would the future look like that we are trying to bring about? What are the methods people have worked out for designing futures and assessing what is feasible? 7.) (Spring) Action. The question here is very simple: what do I do if I want to work for peace or social change? Spring Quarter students will devote half their time to working in some way for peace or social change. The activity will be entirely the choice and responsibility of the student.

Students who wish to enroll must write a page or two showing how this program makes sense in their lives, how they are experienced in college level work, and how they are ready to put in the serious work that the program will demand.

Subjects Emphasized: Ethics; biology/ethology/anthropology/psychology; conflict studies; futures; social science; economics.

Program is preparatory for careers and/or further study in law, peace work, social work, community organizing, political economy, environmental studies, management.

Modules: One module per quarter may be taken as part of the program. Modules in economics preferred if available.

Internships: Possibly. Students will do off-campus practice Spring Quarter for about half their time. A few of these might involve internships; most probably will not.

STUDIES IN GREECE

Fall, Winter, Spring / Group Contract

Sponsor: Phil Harding

Enrollment: About 20 students.

Prerequisites: Language and history modules offered Spring 1976 - 77 and interview.

Special Expenses: Travel to and from Greece, travel within Greece (from $800 to $1300, depending on age, mode of travel, etc.)

Part-Time Options: None.
"We form our buildings and our buildings form us." The form of a town both responds to the site it occupies and alters that site. After a quarter of on-campus preparation, this program will spend two quarters of the 1977-78 academic year in Greece to study rural towns and villages as they embody the interaction of natural and social forces. The settlements studied will be remote and relatively static and can be viewed as having reached a sort of "equilibrium." The aspects examined will fall within the generic categories of humanity, nature, and society. Networks and shells, the physical forms of the settlements, will be seen simultaneously as "resultants" of those aspects and as factors that influence their development.

Students will pursue independent research into one aspect of several settlements and will be required to give a sequence of presentations and a final report to the group. These presentations will have two functions: first, to describe the aspect studied; and second, to develop "connections" with other aspects under study within the group. This work will parallel a common core of book seminars, workshops, lectures, and field trips. Equal emphasis will be placed on achieving the common goals of the program and increasing competency in each individual's particular interest area.

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

It is essential to the program theme that a diversity of study areas be represented. To that end, students representing sociology, architecture, economics, planning, history, environmental studies, cultural anthropology, and the humanities will be among those actively sought.

Spring Quarter 1977 will be used for preparatory studies in Greek history and language through modules. Fall Quarter 1977-78 will be spent on campus to prepare further in history and language, to refine and focus individual competencies, and to develop field research strategies. The modules offered during Spring, 1977 and the on-campus work Fall, 1977 are prerequisites for participation in the overseas component of the program.

Subjects Emphasized: Environmental planning studies, sociology, history.

Program is preparatory for careers and/or further study in environmental design, planning, architectural design.

Modules: Spring 1976-77: Modern Greek, History of Greece; Fall 1977-78: Same.

Internships: None.

TELEVISION & DRAMA

Fall, Winter, Spring, Summer/Group Contract
Sponsor: Andre Tsai
Enrollment: About 20 students.
Prerequisites: One year's preparatory college work in either acting, playwriting, or theater television production.
Special Expenses: None.
Part-Time Options: None.

Concept: The Group Contract is designed to engage in an in-depth study of the nature of two media, theater and television, as expressive art forms. Stage and television drama have long been viewed as separate and distinct entities. In reality, similarities between the two abound in such essential areas as aesthetic considerations, treatment and interpretation of materials, staging techniques, and social implications. We need to redefine what is dramatic—that core of elements in either a television or stage production that we deem as a unique artistic expression of human emotions and aspirations. We need to compare and explore commonalities in the technique of writing, acting and staging for these two media. We need to examine social ramifications arising from the interaction with the
community, the necessary role of social interpreter and critic, and the problem of censorship, either regulatory or self-imposed. Finally, we need to take a fresh look at the reciprocal action, the flow of influence between these two forms through an analysis of a series of television-adapted plays such as those produced under the aegis of Hallmark Hall of Fame and the distinctly television inspired techniques in stage plays such as telescoping and simultaneous staging.

Goals: In addition to seminars and the reading list, students will typically pursue skills grouped under the following areas of competence: playwriting, acting, or technical production. However, it is to be expected that students will try to acquire some working knowledge, if not proficiency, in areas other than their specialties. The divisions, it must be stressed, are also not necessarily mutually exclusive.

A small scaled state production and several experimental television productions of original materials will be produced throughout the year for public presentation. The program reading list includes: Shank's *The Art of Dramatic Art*, Hilliard's *Understanding Television*, Lewis's *The TV Director/Interpreter*, Benedett's *The Actor at Work*, Trapnell's *Teleplay*, and MacGowman's *A Primer of Playwriting*.

Admission Information: Students interested in the acting and technical production components should have at least one year's preparation acquired through such sources as a previous Evergreen performing arts program or theater classes and production credits from another college. Students interested in the writing component should have some background in playwriting. However, writers of high caliber in other forms of creative writing (fiction, poetry, etc.) will also be considered. Admission is by instructor permission and audition (for actors).

Subjects Emphasized: Theater (acting, directing, playwriting), dramatic literature, television (acting, directing, technical production).

Program is preparatory for careers and/or further study in theater and television.

Modules: One module per quarter may be taken as part of the program.

Internships: None.

VANCOUVER OUTREACH: Human Services & Human Personality II

Fall, Winter, Spring, and possibly Summer/Coordinated Study

Coordinator: Lowell Kuehn

Enrollment: About 60 students.

Prerequisites: Junior or senior standing.

Special Expenses: None.

Part-Time Options: Possibly (see coordinator).

This program is designed for residents of the Vancouver, Washington area who have completed their course work toward an Associate of Arts degree and who wish to obtain a Bachelor's degree from Evergreen. The Human Services and Human Personality program is now in its second year of operation. Most of the students involved have senior standing and expect to graduate in June, 1978. But there will be limited opportunities for students to enter the program who need only one year of college to graduate. Courses will be offered in the late afternoon and evening to accommodate students who work.
Because individual and social problems are so much a part of twentieth century life, we have tried to design a program to prepare students to take an active hand in the understanding, resolution, and control of those problems. It is our belief, though, that exposure to the theories and techniques of the social sciences are insufficient backing for a person who wishes to understand his or her place in society. Consequently, we have designed this program to draw from the humanities to make the student (and the instructor) aware of the humanistic, cultural, philosophical, and moral context of social and individual action.

Through a series of coordinated courses, seminars, and individualized modes of learning (internships and individual contracts), students pursue ideas that are relevant to careers in sociology, psychology, counseling, and casework. But at each step their learning is placed within a broader liberal arts context emphasizing literature, history, and philosophy. To the degree that students wish, they may follow their interests in the humanities, humanistic psychology, and the arts. Our goals are to help students acquire the skills they need to achieve their career goals, and to encourage their understanding of themselves and the world around them.

The offerings for each quarter are: Fall: Modules in complex organization, intergroup relations, and humanistic psychology, and a colloquium organized around students' internships; Winter: Modules in social action and planning, social change and social institutions, and humanistic psychology, a practicum in evaluative research methodology, and a seminar; Spring: Modules in advanced counseling techniques and humanistic psychology, individual contract work, and a colloquium. Some Modules may be offered Summer Quarter.

Subjects Emphasized: Sociology, psychology, philosophy, counseling.

Program is preparatory for careers in counseling and social work, or graduate study in social sciences.

Modules: None.

Internships: Internships are a possible component of this program. See description or contact sponsor for details.

IN PREPARATION

At the time of publication of this Supplement, preparation was well under way for two further Group Contracts in the Annual Programs area during 1977-78. A one-quarter Group Contract on natural healing, called ITAHITH, will be offered Spring Quarter. It will be a general survey of alternative approaches to healing, taught by a visiting faculty member (not yet chosen), with the possible participation of regular Faculty Member Betty Kutter. IMPORTANT: To qualify for entry, students must have a background in human physiology, anatomy, and chemistry equivalent to that in the first two quarters of Health: Individual and Community (see page 26). For further information, contact Betty Kutter (see "How to Contact Faculty," page 4). There will also be a one- or two-quarter Group Contract in craftsmanship, emphasizing both aesthetics/craft history and hands-on practice in one or two specific crafts. The exact structure of the program was not finally settled at publication time. Contact Bill Winden for details (see "How to Contact Faculty," page 4). Finally, it is worth repeating that two to four additional programs may be designed and approved during the year in response to special student needs or opportunities that may arise.
Basic Programs have been designed specifically to help students just beginning in college get off to a good, fast start. For most students, this means testing out interest and ability in different areas, seeing which talents or desires begin to develop into real skills and strengths, finding out what college is good for, building new kinds of personal relationships, learning how to organize the college’s resources to help achieve a personal goal, learning how to set personal goals and work toward them.

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

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

The 1977-78 offerings are described below. Most begin in Fall Quarter, but some not until Winter or Spring. They range in length from one to three quarters.

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

AJAX COMPACT III/You and Your Community

Fall/Group Contract
Sponsors: Carie Cable and Carolyn Dobbs
Enrollment: About 40 students
Prerequisites: A basic, introductory program open to women who have been out of school for several years.
Special Expenses: None.
Part-Time Options: Half-time study is available and encouraged. See description and contact sponsors for details.

This Group Contract is designed for women who are re-entering school and who want to participate in a program in which their real life experiences and concerns bear directly on their academic activities. It will provide fundamentals of academic skills — problem solving, writing, seminaring, recognizing and developing questions, and decision-making — plus career information, community advocacy options, and support for exploration of personal goals.

The theme of the contract, You and Your Community, is intended to demonstrate the various possibilities open to women for effecting greater roles for themselves in their communities. A key element of the program will involve an exploration of what it takes to be a “great” woman in a community and how some of the “great” women of the
Olympia area are effecting change in their communities. Readings for the seminars will include a selection of books by women who have taken risks to become involved in social issues and whose lives have affected the ways others live and think. Possible titles are: Margaret Mead, Blackberry Winter; Lillian Hellman, Pentimento; Jane Jacobs, Death and Life of Great American Cities; and Rachel Carson, Silent Spring.

Contract activities will provide students the opportunity to follow either a two-unit or four-unit track. All students will participate in twice-weekly lectures, one by women from the Olympia area and one by faculty and staff at Evergreen to orient students to the facilities and resources on campus. All students will also participate in seminars dealing with questions raised in the readings and with issues of personal goal definition and achievement. One book, one piece of writing, and six hours of lecture or seminar should be expected each week. For those students seeking full-time credit, workshops in research techniques, interviewing, and field study methods will be offered. Full-time students will also be required to complete field projects such as ethnographies, biographies of local women, or community advocacy program proposals. You and Your Community will allow students to build the self-confidence as well as the practical tools necessary to re-enter school full time, embark on career preparation, or participate more fully in community affairs. It will bring them into contact with other women who are answering similar questions, and expose them to possible models for changing their lives and their communities.

Subjects Emphasized: General humanities, general social sciences.

Program is preparatory for career choice, or intermediate college work in humanities, social sciences.

Modules: One module per quarter may be taken as part of the program.

Internships: None.

FAMILY AND COMMUNITY

Winter, Spring/Group Contract
Sponsor: Carie Cable
Enrollment: About 40 students
Prerequisites: None.
Special Expenses: None.
Part-Time Options: None.

Families surround us. Communities surround families. Most of our sense of other people, of ourselves, and of social life forms inside these intimate systems. Whether we are close to our families or estranged from them, it is clear that they have affected us deeply. Similarly, our families have been shaped by their integration into communities or their isolation from each other. Our images of these systems affect, in turn, the families and communities we help create. During the past 50 years, American communities have changed drastically. Partly in response to those changes, the shape of many American families has changed drastically during the past 20 years, as evidenced by the rise of single parents, second and third husbands and wives, communes, suburbs, and apartment houses. Many Americans are raising children in ways our grandparents would have found unthinkable. Studying the family and communities can help us see things about the peculiarities of our own world; it can also help us see ways of doing things which are not available through memory or emulation.

Students in Family and Community should be ready to integrate both experiential and analytical learning activities. There will be a lot of writing, centered in students' work on their own families and communities, but cross-cultural studies, historical explorations and examples from literature will also have large bearing on program work. It is expected that as the breadth of seminar topics widens, the work will move from the autobiographical toward the theoretical.
We will begin by considering one thematic issue per week — in students' own families and in a single text for comparison. For example, when we consider relatives, we will ask: How do our families define their relation to the rest of the world? Who are our relatives? How do they function within the family? Must we like them? During that time we will look at a variety of family structures and read ethnography of a culture with a kinship system considerably different from our own. When we examine communication within our own families we will ask: How is affection expressed? What are the rules about conflict and violence? Do we have family jokes, stories, nicknames? When do we use them? Selections as diverse as R.D. Laing, *The Divided Self* and Eugene Ionesco, *The Bald Soprano* may be used to demonstrate the difficulty and the irony people encounter in their attempts to communicate.

The second phase of this contract will be grounded in students' own relations to particular places and real communities. We will try to come to grips with what constitutes a community and what maintains a sense of community among the members. We will look at changes in communities and people's changing relations to their communities. Then we will try to find the structural causes for those changes. We will look back to our own childhood neighborhoods and look out to the kinds of communities in which we would like to grow old. We will look closely at the world of the central city and will ask: When does a neighborhood become a ghetto? How do the relations among urban citizens differ from those of suburbanites and country dwellers? What is city folklore? Readings during this phase may include Jane Jacobs, *Death and Life of Great American Cities*; Elliot Liebow, *Talley's Corner*; and William Carlos Williams, *Paterson*. When we consider the characteristics of rural communities we will supplement our reading and writing by going into the farming and logging towns near Olympia to witness the real activities and concerns of small American communities.

Much of this contract has been designed as a sequel to work in the Self-Exploration through Autobiography Coordinated Studies program. However, enrollment in that program is not a prerequisite for Family and Community. Students should expect to do a lot of writing; most program activities will be seminars.

**Subjects Emphasized:** General humanities, general social sciences.

**Program is preparatory for careers, and/or further study in intermediate level humanities, social sciences.**

**Modules:** One module per quarter may be taken as a part of this program.

**Internships:** None.

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14,000 B.C./A Program in Increasing Imagination

**Fall/Coordinated Study**
Coordinator: Susan Aurand
Enrollment: About 40 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Yes. Contact coordinator.

This program is an introductory investigation into art and life in Europe some 16,000 years ago.

Very few people today know anything about this topic. Even the people who know something about it know almost nothing about it. It is quite probable that no matter what happens now or in the future no one will ever know very much about this topic.

One way to find out something about art and life in Europe some 16,000 years ago is to study things from this period that were left behind. Some of these remains are: skeletons, paintings, etchings, drawings, sculptures, tools, other artifacts and caves. We don't have any of these remains at Evergreen. What we do have here are pictures of
some of them and written reports of people who have seen some of them or seen pictures of some of them. Is it possible for a group of people here to learn anything from these? We think that it is possible. It will require considerable reading, writing, seeing, and discussion. It will also require our best imagination.

Students in this program will attend one lecture, participate in two book seminars, one dream seminar, and one writing seminar each week. In addition, each student will complete three independent projects during the term. Topics discussed will include: knowing and not knowing, what makes cave art art, thinking abstractly, dating, children's art, how long ago is 16,000 years ago, what can an image mean, living in a stone age, making symbols, cause and effect, and magic.

Subjects Emphasized: Art, prehistory, philosophy.

Program is a good introductory program for more advanced undergraduate study in arts and humanities.

HEALTH, INDIVIDUAL & COMMUNITY

Fall, Winter, Spring/Coordinated Study
Coordinator: Russ Fox
Enrollment: About 80 students.
Prerequisites: None.
Special Expenses: About $25 for retreat; possible $10 Lab fee.
Part-Time Options: None.

Theme: The theme of the program is human health, both as individuals and as communities. What does it mean to "be healthy," to function normally or optimally — from a biological, psychological, and social point of view? This program is designed to broaden, rather than narrow, our perspective of what is a healthy state of being. We will study human biology, but also the very important societal influences on health, such as attitudes toward nutrition or exercise, or the procedures used by hospitals or public health officers. There will be a strong emphasis on improving basic learning skills, such as reading, seminar, different types of writing, library, lab and field research, and the personal and societal application of learning.

Goals: To emphasize wellness, as opposed to illness; 2.) to acquire basic knowledge in the biological and social sciences, with an equal emphasis on both; 3.) to improve basic learning and communication skills; 4.) to become healthier, happier and more aware individuals.

Content and Activities: Introductory material in the biological and social sciences will be presented through faculty lectures, guest speakers, films, seminars, labs, and field trips. This basic information will then be applied to interdisciplinary health-related themes, such as sexuality, nutrition, stress, and the ethics of health care, and to project and research-oriented modules, such as brain and behavior, aging, and environmental health. These will build on the basic material. Students will be given increasing options to choose and plan their own study as the year progresses.

Reading, writing and verbal communication skills will be developed through seminar readings (primarily literary and philosophical works), discussions, and regular writing assignments (including journals, essays, and research papers). Other activities will include an introduction to professionals working in various aspects of health in our society, and regular, student-organized, exercise programs to improve the mental and physical well-being of each student. Students will also be expected to take at least one math or writing Module outside the program, depend-
Subjects Emphasized: Biology, psychology, sociology, literature and composition.
Program is preparatory for careers or further study in environmental science, biological science, psychology, community planning, social work, politics, recreation, medicine.
Modules: Contact sponsor.
Internships: Yes. Spring Quarter only.

Prospective Students: Health is of concern to everyone. Each segment of the community, no matter how defined, has its own special health concern. Work in health-related fields, as doctor, paramedic, occupational health inspector, or some other role, is now opening up for non-white people and women; and this program should provide good background and awareness of these options for such students. Because of the great personal relevance of health questions, this program will thus have direct relevance for older students entering or re-entering college.

This program, with almost the same faculty, was offered in 1975-76. An extensive history of exactly what happened then and how well it worked is available from Faculty Member Russ Fox. Both on and off-campus students can also take part in the detailed planning of this program. If you think you might be interested, contact Russ Fox (see "How to Contact Faculty," page 4).

Subject Emphasized: Biology, psychology, sociology, literature and composition.
Program is preparatory for careers or further study in environmental science, biological science, psychology, community planning, social work, politics, recreation, medicine.
Modules: Contact sponsor.
Internships: Yes. Spring Quarter only.

HUMAN DEVELOPMENT IN PSYCHOHISTORICAL PERSPECTIVE
Fall, Winter, Spring/Coordinated Study
Coordinator: Richard Jones
Enrollment: 80 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: None.

This program aims to help students think carefully about themselves, their families, and their social setting in a way that promotes personal growth. At the same time, it will introduce first- or second-year students to basic ideas and materials in the humanities and social sciences. It may be especially useful to those who are thinking of an eventual career in one of the human service professions.

Fall Quarter will concentrate on mastering theoretical tools necessary for understanding the development of individual personalities in specific cultural contexts, through interdisciplinary perspectives provided by the emerging field of psychohistory. This approach seeks to trace the relationship between an individual's psychological development and the sociohistorical motifs which give definition to his or her times. To this end we shall study the complete works of Erik Erikson, the acknowledged master of the psychohistorical method, and related theories of human development. The major writing assignment will be to produce a critique of one of the many emerging psychohistorical studies such as those on Eleanor Roosevelt, Richard Nixon, Henry Kissinger, Jimmy Carter, or Gertrude Stein.

Winter Quarter will be organized around a research project in which students study the personal development of their parents in historical context. The major writing assignment will be to produce a critique of one of these studies.

Spring Quarter will be organized around the writing of an autobiographical psychohistory. The above sequence of study and research will be supplemented by corollary readings in biography, autobiography, and fictional works as amplified by weekly lectures, films, and seminars; and by weekly writing workshops and dream
reflection seminars. These latter have been perfected over the last five years at Evergreen and have been found to be singularly effective in helping students to find and to cultivate their own "writing voice."

Subjects Emphasized: Psychology, literature, history, sociology.
Program is preparatory for further advanced study in social sciences and humanities, and for careers in human service professions.
Modules: None.
Internships: None.

MODERN ART & MODERN LIFE

Spring/Group Contract
Sponsor: Thad Curtz
Enrollment: About 20 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Yes, during the day.

This contract will be devoted to studying the historical experience, the work, and the private lives of a number of major modern artists — American, English, and French. For convenience, we can mark our historical point of departure by the First World War. We will stay in the vicinity of Paris and London. Culturally, we will begin with the publication of *The Waste Land* and the first cubist paintings by Braque and Picasso. We will be concerned with various responses to the conditions of modern society in the life and work of figures like T.S. Eliot, Ezra Pound, James Joyce, Virginia Woolf, E.M. Forster, Pablo Picasso, Gertrude Stein, Ernest Hemingway, F. Scott Fitzgerald, the surrealists, Andre Gide, Marcel Proust, Colette, Henry Miller, Richard Wright, Anais Nin, Jean Paul Sartre, Simone de Beauvoir, and Albert Camus.

Some of the reading will be quite difficult, but the program does not assume any prior experience with the material. Students will be expected to write a paper each week. Most of the program's work will center on seminars; students should expect to be asked to research or work out some small question which will contribute to the seminar's work in preparation for each meeting.

Subjects Emphasized: Literature, history, history of art.
Program is preparatory for careers, and/or further study in art or humanities.
Modules: None.
Internships: None.

MODERNIZATION AND THE INDIVIDUAL

Fall, Winter, Spring/Coordinated Study
Sponsor: Matt Smith
Enrollment: About 80 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Available, part-time evenings.
Our beliefs, values and behavior are largely shaped by the society in which we live. Today we are confronted with
the critical question of finding significant ways to take part in a society in which mass consumption and mass pol-
itics, huge industry and government are the accepted forms of social behavior. The complexity of our society helps
to create both our relative abundance and pressing social and personal problems, such as fragmentation of the in-
dividual, dissolution of the family and loss of community.

In this program we will be exploring the history of industrialization and democratization in the West in order to
understand how changes in the economic and political order can compel people to make changes in personal be-
havior, self-perception, and ethical values. In particular, we will want to understand how people have changed as
workers and as citizens and how these changes have affected the family, friendship, and community relationships
people formed.

We will start with the French Revolution in order to see how the process of revolution reshaped the ways in which
European and American society was organized. The revolution claimed to promote democracy, equality and ration-
ality: we will try to understand the ideological significance of these claims by studying their origins in the pre-rev-
olutionary world and their role in promoting the rationalized production and marketplace democracy which fol-
lowed. We will read such writers as Locke, de Tocqueville, Stendahl, and Rousseau in this section.

During the remainder of Fall Quarter and extending into Spring Quarter, we will examine the period from 1815 to
the end of World War II. In this section we will be examining three major transformations. First, the rise of the fac-
tory system with its impact on class, family, and political relationships. Second, the development of a leisure class
in the late nineteenth century which was able to establish patterns of consumption, style, and value which dom-
inated the society politically and aesthetically. Finally, the development of mass production and mass markets which
democratized these styles after the turn of the century. In our effort to understand how these changes came about,
we will read both important historical works such as E.P. Thompson's Making of the English Working Class, and
major works of social theory such as Veblen's Theory of the Leisure Class, Marx's German Ideology, Weber's Pol-
itics as a Vocation, and Mill's Utilitarianism. To understand the ways these changes affected people's lives we will
read novels and literature of the period, for example, Flaubert's Madame Bovary, D.H. Lawrence's Women in Love,
and Arthur Miller's Death of a Salesman.

The balance of Spring Quarter will be concerned with the problem of how individuals relate to organizations and
with exploring the impact of patterns of consumption on the society and political action. We will read novels such as
Camus' The Plague, Heller's Something Happened, and Doris Lessing's The Four-Gated City, and essays by Mar-
cuse, White, Zaretsky and others. We will also be expecting to learn how to do research Spring Quarter.

The program will be one which emphasizes the pleasures of reading well, understanding issues and theories, and
being able to express oneself well, both orally and in writing.

Subjects Emphasized: History, humanities (literature), political and sociological theory.
Program is preparatory for careers, and/or further study in social sciences, social work, government, law.
Modules: None.
Internships: None.

NATURE, SOCIETY, DESIGN (Steps Toward an Ecology of Learning)
Fall, Winter, Spring/Coordinated Study
Coordinator: Richard Cellarius
Enrollment: 60 - 80 students.
Prerequisites: None.
Special Expenses: Week-long retreat costs; students will be expected to provide their own materials for the design exercises and project.  
Part-Time Options: None (except by special arrangement).

The future will require a whole person — one who will make all of his or her education meaningful by seeking a natural balance between intellectual and emotional power; a person who seeks to understand the whole of life and who, in the process, will employ his or her powers in formulating a "real" blueprint for creative living. This program seeks to assist students in developing those abilities. Our primary objective is to become better able to understand, explore and express ourselves in the natural and social worlds around us. We will emphasize the development of the ability to ask meaningful, creative questions and to design effective problem-solving strategies. We will do this as we explore our relationships to our physical biological, social and cultural surroundings, what is known about these surroundings, and how our relationships and knowledge affect our own actions. The first activity, occupying most of Fall Quarter, will be a series of short problem-solving/design exercises aimed at experiencing what a scientist, artist, planner, politician and/or poet does. The series will not necessarily have a common theme; their major value will lie in the personal relevancy, power and fun of experiencing different approaches to learning and problem solving. The exercises will happen against a background of weekly lectures, writing assignments and book seminars that expand on these experiences and provide ideas for alternative views of our environment. The reading list will include such titles as Koestler, The Watershed; Sommer, The Poetic Logic of Art and Aesthetics; Hall, The Silent Language. Lectures and seminars will continue throughout the year, with opportunity for the students to help select the books and topics, consistent with the objectives of the program. Winter Quarter will be devoted to a series of classes designed to provide students with specific tools that can be used for their own problem-solving activities. These will cover topics in the natural and social sciences and in design, such as basic environmental science and planning or poetry as a design tool. Whenever possible, they will be taught jointly by two faculty from different disciplinary backgrounds. Students will also begin to design Spring projects as described below. Spring Quarter we will pull together and apply the things learned so far. All students will be expected to design and undertake problem-solving/creative projects of their own. These will be formidable, intensive efforts, encompassing half of the learning effort for a quarter. They may be undertaken individually or in groups, and each student will be expected to produce a final essay describing the process of the project and integrating the learning and the insights gained from having done it. During the project period, work group meetings will be held, where students and faculty share ideas and critiques of the progress of the projects. This program should be of interest to students who seek a basic understanding of the methods and subject matter of the natural and social sciences and design fields, as an introduction to further study in any of the sciences, planning fields, or the arts. The program should demonstrate that there is no single right approach to learning, research or problem solving, and that the biologist or physicist or sociologist or politician can give as important and new a perspective on problems of artistic creativity as the artist or poet can give new insights to our study and understanding of nature and society. Subjects Emphasized: Natural science (biology, environmental studies); humanities (literature); art, poetry, social science (psychology/sociology). Program is preparatory for careers and/or further study in natural sciences, social sciences, arts/humanities. Could serve as entry point to any of the interdisciplinary specialties. Modules: One module per quarter (Winter and Spring only) may be taken as part of this program. Internships: Part-time internships are a possibility for third quarter project option.
OUTDOOR EDUCATION

Fall, Winter, Spring/Coordinated Study
Coordinator: Willi Unsoeld
Enrollment: About 60 students.
Prerequisites: None.
Special Expenses: Field trip travel and food expenses. Outdoor activity equipment purchase or rental.
Part-Time Options: Contact sponsor.

The basic theme will be Education: Its Theory and Practice. The emphasis from which this theme flows rests upon two presuppositions: 1) our environment greatly influences our value systems; and 2) the natural transmitter of values in America today is the educational system. This emphasis leads directly to the content of the program which might be grouped under three main headings: 1) environmental trends and their probable effects on the human species; 2) human values in the light of environmental trends; and 3) the role of twentieth century American education in teaching people values, both directly and indirectly. The outdoors will be used as a particularly effective means of approaching the problem of value transmission.

Outdoor Education is designed to prepare students for teaching careers with special emphasis on outdoor and environmental education.

IMPORTANT: This program will not lead directly to certification as a teacher, though it will provide useful groundwork. Students interested in certification will need to do further work at other institutions.

Studies will encompass the basic theory, history, and philosophy of education, humanistic and developmental psychology, ethics and morals, and readings in environmental literature including the history of the movement and attitudes towards the land. These studies are in preparation for our focus on the objectives and methods of outdoor education. A secondary emphasis will be on basic outdoor skills development, group skills, and field sciences to prepare for more advanced work in these areas.

Books which are presently being considered for inclusion in the program include: Leopold, A Sand County Almanac; Nash, Wilderness and the American Mind; Abbey, Desert Solitaire; Waters, The Man Who Killed the Deer; Dewey, Experience and Education; Ruggiero, The Moral Imperative; Fletcher, Situation Ethics; Rogers, Freedom to Learn; Erikson, Young Man Luther; Illich, Deschooling Society; Second Club of Rome Report; and Herrigel, Zen and the Art of Archery.

Subjects Emphasized: Educational history and philosophy, ethics, developmental and humanistic psychology, group dynamics, philosophical ecology.

Plato & Dante

Winter, Spring/Group Contract
Sponsor: Mark Levensky
Enrollment: About 20 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Contact sponsor.

Plato and Dante is an introductory investigation into the lives, work, places, and times of Plato and Dante. It is designed for people who want to begin serious study of philosophy, literature, and/or culture. At the end of this Group Contract, students will know something valuable about Plato and Dante. They also will be able to read, write and talk about difficult but significant books with more facility and greater understanding.

Required activities for students in this contract: 1.) Reading: The principal texts for the Winter Quarter are Plato, Apology, and Plato, Republic. The principal texts for the Spring Quarter are Dante, La Vita Nuova, and Dante, The Divine Comedy. In addition, a variety of secondary readings will be assigned. All principal texts will be read and studied in English translations. 2.) Writing: Each week each student will write a short piece on some portion of a principal text. Towards the end of each quarter each student will write a longer essay on some connection between Plato or Dante’s life, work, place, and times. Students will also participate in a writing seminar once a week which will be designed to help them improve their formal writing. 3.) Talking: Each student will give a short talk for the program at least once each quarter on some aspect of Plato’s or Dante’s life, place, and/or times. In addition, all students in the program will participate in three book seminars each week. During these book seminars some small portion of a principal text will be discussed in detail.

If space is available, students may enter this contract at the beginning of Spring Quarter.

Subjects Emphasized: Philosophy, literature, social studies.
Program is preparatory for careers and/or further study in: European and American studies, advanced work in humanities, or social sciences.
Modules: One Module per quarter may be taken as part of this program.
Internships: None.

POLITICAL ECOLOGY
Fall, Winter, Spring/Coordinated Study
Coordinator: Mike Beug
Enrollment: About 80 students.
Prerequisites: None.
Special Expenses: Travel, up to $25 per student per quarter may be required.
Part-Time Options: Doubtful, individual basis of consideration. Contact coordinator.

Political Ecology is designed for students who are interested in a holistic approach to understanding the interplay of human forces and desires on natural systems. 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.

After studying basic principles, students will plan and implement a study of the lower Puyallup River Valley. In the last 100 years this valley has been transformed from a rich forest, home of the Puyallup Indians, to a prosperous agricultural region. Population pressures are causing continuous change in this area. The aim of the study will be to prepare a blueprint for the area’s futures, based on the history of the human communities, the agricultural situation, and the past and current ecological impact of humanity’s activities.

Students will be learning about history, ecology, economics, political science, chemistry, and historical geography.
There will be a strong emphasis on developing ability in writing and reading, and students should expect to put in considerable time on these activities. There will also be regular lectures, book seminars, laboratory exercises, and field studies.

Subjects Emphasized: Chemistry, ecology, political economy, historical geography.

Program is preparatory for careers and/or further study in political economy, environmental studies, management and the public interest, land use planning.

Modules: One Module per quarter may be taken as part of this program. See coordinator for further details.

Internships: None.

SELF-EXPLORATION THROUGH AUTOBIOGRAPHY

Fall/Coordinated Study
Coordinator: Thad Curtz
Enrollment: About 80 students.
Prerequisites: None.
Special Expenses: $10 - $50, depending on choice of project.
Part-Time Options: None.

To come to grips with your past: to understand, to experience more fully and in a sense to accept the events of your life, can be a source of wisdom and of energy. Formative influences such as families, communities and their particular cultures, religions, schools, and other social institutions leave us with a set of unconscious and inarticulate assumptions which shape our views of the world and our choices.

In order to explore our experiences and the assumptions which derive from them, students and faculty in this program will write extensively about their lives, read 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 about their own pasts and clearer about the sources of their future choices, and will be able to write and read better and more easily.

Program Requirements:
1.) Write 15 pages of rough draft material every week and share some of it with other students in a weekly writing seminar. This writing must be about your life, more or less, and it must be trying to be true, more or less. 2.) Read a selected autobiography every week and participate in a seminar on it. We will read work by a number of authors of both sexes and varying cultural and economic backgrounds, such as Richard Wright, Sylvia Plath, Black Elk, Gertrude Stein, C.G. Jung, and Robert Lowell. 3.) Share some of what you write each week with at least one other person in the program and respond to their writing. 4.) Participate in several scheduled tutorial conferences with your seminar leader. 5.) Attend the Module on theories of human development if it is offered, or a weekly lecture series which the program will provide if the Module is not given. 6.) Produce a booklet containing at least one piece of your writing and make a copy available to any other member of the program who wants one, or produce a short autobiographical slide tape show and present it to the program at the end of the quarter. Brief introductions to the technical skills involved in this work will be part of the program, but students will have to provide their own materials, which will cost a minimum of $10 for booklets or $50 for slide tape shows. All students should bring as many old photographs (up to a shoebox full) of themselves and their families as they conveniently can.
Subjects Emphasized: Literature, psychology, writing.
Program is preparatory for further study and/or careers in humanities, social sciences, writing and helping professions such as counseling or teaching.
Modules: None.
Internships: None.

SHORT FICTIONS

Winter/Group Contract
Sponsor: Thad Curtz
Enrollment: About 20 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Available during the day; for further details contact sponsor.

Everyone produces and consumes short fictions all the time. You tell a friend about the dream you had last night. That is a very short fiction. So is a television commercial about next year's Flashbach 32, 87 miles to the gallon and guaranteed to make your acquaintances' eyes blur as you drive by. We will spend the quarter writing somewhat longer stories than these, reading them, sharing them, thinking about where they come from and trying to find out why the ones which matter to us make a difference. If you like reading stories, or want to try writing them, or are interested in the psychological and social functions of art, this program will be useful.

Program Requirements: 1.) Write a story between 1,500 and 3,000 words long (5 to 10 typed pages) each week. 2.) Study several short fictions each week and participate in two seminars on them. These seminars will be devoted to discussing the minute particulars of these works, to interpret their meanings and methods carefully. 3.) Read a theoretical book every week and participate in a seminar about it. These books will be about the psychology of the creative process, or about the individual and social functions of art, or about the process of interpretation of anthropological, philosophical, literary, psychological texts by authors like Freud, Jung, Marx, Collingwood, and Virginia Woolf. 4.) Participate in a weekly writing workshop. 5.) Attend one film a week and participate in a discussion afterwards. 6.) Write a paper each week, alternating between a paper on the theoretical piece for the week and a paper on one of the fictions to be discussed that week. 7.) Participate in a weekly feedback group, in which students will read and respond to each other's stories.

Subjects Emphasized: Literature, writing, psychology, philosophy of art.
Program is preparatory for careers in literature, creative writing, or humanities.
Modules: One Module per quarter may be taken as part of this program, if student works hard. The program is not designed to be three-fourths time.
Internships: None.

VOICES OF THE THIRD WORLD

Fall, Winter/Coordinated Study
Coordinator: York Wong
Enrollment: 40 - 60 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Contact sponsor.

CONCEPT/GOAL: The majority of humanity lives in Asia, Africa, and Latin America: the Third World. But ignorance of its history has led us to assume that its past and indeed its present resemble earlier stages of the minority areas, Europe and North America. For this reason we look at emerging nations as "backward," "developing" and "immature." We assume that they will follow the steps of the industrialized West. We do worse: much of our attitude toward the Third World is mirrored against the Blacks, Latinos, Native Americans and Asian-Americans at home. Almost one-fifth of Americans struggle daily for survival in a hostile society which is largely insensitive to their root cultures.

Yet the Third World increases in political, economic, and moral importance every day. We must listen to its voices and learn to travel together into the future.

CONTENT/STRUCTURE: We will begin with descriptions of Third World peoples before the phase of European contact and conquest. Next we will try to understand the effects of colonization on pre-existing cultures — political upheavals and realignments, the exchange of unfamiliar and virulent diseases, economic exploitation, and religious and cultural pressures. In studying this complicated period, so full of change and conflict, we will read individual accounts as well as more generalized, larger-scale works. We will then follow the struggle for independence, paying attention to the efforts of individuals to find identity, freedom, and dignity; to the problems of building a new nation in a world of powerful political and economic forces; and to alternatives and aspirations for the future.

The program is based on the case-study approach to examine major revolutions in the Third World and national movements within the U.S. We will thus pay special attention to such worldwide socio-economic events as the emergence of China, Mexico, Algeria, and Tanzania, and development of Black, Chicano, Native American, and Asian-American movements in the U.S. As we follow these struggles we will encounter certain general subjects — colonialism, racism, role of women, ideology, American interests within the context of East/West tension — and we will branch off to examine them in greater depth. We plan to use current events to update our analysis.

The program is structured around a common core of reading material, lectures, films and seminars. To the extent possible, we will locate Third World sources such as Fanon, A Dying Colonialism; Nyerere, Freedom and Development; Armstrong, I Have Spoken; Rendon, Chicano Manifesto; Quotes of Mao Tse-tung; and Armah, The Beautiful Ones Are Not Yet Born. Students will read an average of one book and write at least three to five pages each week. Program activities must be carried out — lectures, seminars, projects — for award of full credit.

AUDIENCE: Open to ANYONE who is concerned with the hearts and minds of two-thirds of humanity. This program is obviously relevant to non-whites and women whose experience in America runs parallel in many ways to that of their counterparts in the Third World.

Subjects Emphasized: Political economy, urban studies, international relations, Third World studies.

Program is preparatory for careers and/or further study in urban studies, international relations, Third World studies.

Modules: One Module per quarter may be taken as part of the program.

Internships: None.

1978 - 79 Basic Programs: We are in preliminary stages of planning a similar set of programs for 1978-79. Some of the programs described here will be repeated; others will be brand-new. All will share the general goals described at the beginning of this section, and a similar variety of subjects will be represented.
INTERDISCIPLINARY
SPECIALTY AREAS

Environmental Studies

The main focus of Environmental Studies at Evergreen will be interdisciplinary studies of ecosystems and their political, economic, and social aspects. We will stress the management of environmental resources including protection, exploitation, and the broad areas in between. Emphasis on the Pacific Northwest will allow for a maximum of field work and for dealing with real-life issues.

The Environmental Studies curriculum has been designed to provide a comprehensive set of experiences over a period of two to three years. Identifiable foci are ecosystem studies, planning and environmental design and alternative agriculture. It will serve as an interest area with options for preprofessional training. It is set up to work with all other specialty areas at Evergreen, especially Individual and Community Health, Management and the Public Interest, Marine Science and Crafts, and Political Economy.

The Environmental Studies curriculum will try to offer at least one coordinated study, one group contract and several individual contracts each quarter. Group Contracts will usually be one quarter in length. They will alternate in subject matter to offer work related to broad areas such as zoology, botany, and planning. Again, we emphasize that not everything will be available during any given quarter. However, with this fairly regular schedule a student will be able to plan ahead.

The 1977-78 offerings are described below.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 23-35. Students just beginning in the Environmental Studies should probably enroll in Applied Environmental Studies or Natural History of Washington.

APPLIED ENVIRONMENTAL STUDIES (AES)

Fall, Winter, Spring/Coordinated Study
Coordinator: Kaye V. Ladd
Enrollment: About 60 students
Special Expenses: Some travel in Puget Sound area. Lab breakage fee.
Prerequisites: Either one-to-two years of college level social sciences or one year of college chemistry; interview with faculty on intermediate level training in either the natural or social sciences, plus interview.
Part-Time Options: None.

The program theme will be the integration of ideas and methods from environmental chemistry, environmental geology, history and planning through working together on a series of specific environmental problems. Working in teams, members of the program will investigate environmental decisions which have been made, and do original work to be applied to decisions yet to be made. Thus, learning skills will be developed in lab and field settings which stress real life.

Fall Quarter, the program will focus on three “case studies” — situations where an important environmental decision has already been made. We will choose cases which have been important to western Washington, and by
tracing the sequence of events from start to finish, the program will examine how people have used this area's resources. Skills in history, historical geology, physical geology, environmental chemistry, and social science field research will be developed as we go.

In addition, students will formulate "projects" which will be the central program activity for the rest of the year. The projects will be work by groups of students on current environmental problems where the final decisions have not yet been made. Usually, the student project group will work out a formal agreement with a state government agency or other public body to perform the field sampling, laboratory, library, and other study required to help the agency or body arrive at a well-grounded decision.

These projects are major undertakings and the program will build up to them carefully. The first step to be taken Fall Quarter is for students, helped by the program faculty, to compile a list of interesting potential projects. This will involve interviewing people from relevant agencies and organizations and doing library background research as well. Next, in the first week or so of Winter Quarter, program members will vote on which specific projects the program will undertake. Special skills related to the projects will be developed during the remainder of the quarter.

Spring Quarter will be spent working full-time on the projects, getting ready for whatever final presentations, reports, etc. have been agreed on. If the need arises for further special skills such as graphics, workshops will be held to develop them.

Throughout the year there will be readings, outside speakers, and discussions which develop the program theme.

As part of the program the natural and social science groups will work together, establishing communication by exchanging disciplines. In addition to their normal teaching role, faculty members will serve as facilitators in this exchange. Students entering this program should have a strong commitment to teaching and learning from other students and to working in groups.

Subjects Emphasized: Environmental geology, environmental chemistry, American history, environmental planning, environmental impact statements (EIS).

Program is preparatory for careers and/or further study in environmental chemistry, environmental geography, environmental planning and internships in these areas.

Modules: Negotiable on an individual basis.

Internships: None.

ENVIRONMENTAL LAW

Winter/Group Contract

Sponsor: Jeanne Hahn

Enrollment: About 20 students

Prerequisites: Some introduction to Social Science, reading, writing and analytical skills; knowledge of the library and how to use it.

Special Expenses: None.

Part-Time Options: None.

The primary purpose of this Group Contract is to scrutinize the developing field of environmental law with an eye to the question of whether the legal system can effectively handle the demands placed on it by environmentalists and whether a viable jurisprudence of the environment will emerge. This goal will be achieved through three means: by developing the basic skills/knowledge needed to understand and analyze environmental litigation; by engaging
in careful and close analysis of the pertinent case law; and, through the research and writing of an analytical paper, by enabling students to develop expertise in particular areas of environmental law. The assumption will be that students have not yet studied the legal system and/or judicial process. Students will, however, be expected to have some background in the social sciences and in environmental studies.

Since environmental litigation is a fairly new phenomenon, much of its theory and many of its concepts have been drawn from more conventional areas of law. As the quarter progresses, we will explore these legal areas, study current impediments to successful environmental litigation (such as failure to recognize a public trust doctrine), read and analyze court decisions, and attempt to project where the law is heading and what the limits of the legal system might be in this area. In large part, the contract will be run on the "case" method with detailed discussion of the developing case law. In addition, considerable time will be devoted to exploring the impact of a number of the decisions, the effectiveness of National Environmental Protection Act, the relationship of administrative agencies and the courts in this area, and the problem of citizen access to public decision-making bodies. We will rely on court cases, statutory law, and other primary materials wherever possible.

Subjects Emphasized: Environmental law, environmental politics; judicial decision-making — i.e., political science, law and general social science.

Program is preparatory for careers and/or further study in law school, any graduate program in the social sciences, or environmental studies/sciences.

Modules: None.

Internships: None.

NATURAL HISTORY OF WASHINGTON

Fall/Group Contract

Sponsor: Don Humphrey

Enrollment: About 20 students

Special Expenses: Up to $20 for field trips. Bring camping gear.

Prerequisites: Basic math skills, equivalent of one year of college biology. Sponsor's signature required. Interview with portfolio required.

Part-time Options: None.

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.

Students will be required to take extended field trips to four areas: (1) Central and North Cascades; (2) Columbia Basin; (3) Olympics and Coast, Ozette to Oysterville; (4) Puget Sound, Olympia to Anacortes.

Students will be expected to demonstrate a satisfactory knowledge of the names and distributions of representative plants and animals in the state, to know the principal features of geologic formations — soil types, climatic fac-
tors, etc. Each student will have an opportunity to develop a special project, and will be asked to present a paper on some aspect of the natural history of the region on completion of the program.

In addition to the field trips, discussions, seminars, laboratories, films, and visiting lecturers will supplement required and optional reading assignments.

Subjects Emphasized: Information from earth sciences, social sciences, and biological sciences. Major disciplines include geology, geography, meteorology, botany, zoology, ecology, economics, and statistics.
Program is preparatory for careers and/or further study in: ecology, organismic biology or earth science; cultural anthropology.

Modules: None.
Internships: None.

VERTEBRATE BIOLOGY: Ornithology

Spring/Group Contract
Sponsor: Steven Herman
Enrollment: About 15 students
Prerequisites: Basic understanding of biology, initial experience in field work, ability to write a simple declarative sentence.
Special Expenses: Approximately $340 field room and board fee.
Part-Time Option: None.

This advanced Group Contract in ornithology is designed to provide students with a sound background in avian science, with emphasis on the behavior, ecology, and adaptive physiology of wild birds. Identification and record keeping will be important components of the program.

The first month of the quarter will be spent on campus, reading completely and discussing Welty's *The Life of Birds*, second edition, and other relevant references, as a means of developing background. Field project proposals will be researched, written, and critiqued, in preparation for the second phase of the program.

For the remaining weeks of the quarter, we will be working out of Malheur Field Station on the Malheur National Wildlife Refuge 30 miles south of Burns, in southeastern Oregon. This is an area of rich bird diversity, in the high desert at the northern margin of the Great Basin. The station has complete living facilities, including dormitories and a mess hall, and is an ideal base for field studies.

Suggested Background: Some experience in the field identification of birds, coupled with a strong interest in natural history, including plants, and an understanding of basic biology. The instructor will expect a strong commitment from students.

Required Materials: *The Life of Birds*, second edition, Joel Welty; *A Field Guide to Western Birds*, Roger T. Peterson; *Birds of North America*, C.S. Robbins, B. Brunn, and H.S. Zim; *Field Journal and Notebook materials*, as prescribed by the instructor; and a pair of high quality binoculars.

The primary expense to students will be the approximately $8 per day room and board while we are at Malheur Field Station. The accommodations are good and the food is excellent.

Subjects Emphasized: Writing, wildlife management, ecology, biology.
Program is preparatory for careers and/or further study in resource management, landscape interpretation, graduate work in vertebrate zoology.
Modules: None.
Internships: None.

Students who wish to acquire a strong introduction to calculus and the physical sciences should carefully consider taking "Foundations of Natural Science" (page 53); for a strong introduction to relevant social science material, look closely at "Introduction to Political Economy" (page 68.). For other closely related offerings, see under Individual and Community Health (Health Perspectives), Annual Programs (Energy Systems; Good Earth III), Marine Sciences and Crafts (Vancouver and Puget; Marine Organisms), Political Economy (Applied Research: The Nuclear Power Issue).

1978-79 OFFERINGS. We have scheduled two Group Contracts for Spring and Summer Quarters, 1979 — Evergreen Environment and Agricultural Systems. In addition, three to five other programs will be given, with the general goals and emphases described in the introduction to this section. For more information contact Oscar Soule or Carolyn Dobbs (see "How to Contact Faculty," page 4).

European & American Studies

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

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

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

The 1977-78 offerings are described below.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 23-35. Students who are just beginning in the European and American Studies area should probably take Formation of Modern Society.

FORMATION OF MODERN SOCIETY: The Sacred and the Secular
Fall, Winter, Spring/Coordinated Studies
Coordinator: Betty Estes
Enrollment: About 60 students
Prerequisites: College level reading and writing skills
Special Expenses: Attendance of two or three dramatic or musical performances per quarter.
Part-Time Options: Contact Coordinator.

Each year from now on, faculty members concerned with European and American Studies will offer an intermediate-level coordinated studies program under the heading "Formation of Modern Society." Each of these programs will examine a cluster of problems or otherwise striking phenomena in our Western cultural consciousness. Literature, history and philosophy — in the general context of cultural history — will form the core of the problem. Students will be encouraged and helped to develop: a historical sense; a keener sense of language, as both readers and writers; an ability to comprehend and to interpret ideas and other symbolic expressions; and an increased cultural awareness.

The program for 1977-78 treats the problems which have arisen while Western consciousness was turning from the sacred to the secular. The planners assume that one central aspect of the history of European and European-American civilizations has been a movement from a sacramental, mythical world to a world of mechanical causes, numerical measurements, empirical rationality, and scientific method. In the process, we have gained much and lost much. Prejudices, superstitions, magic, alchemy — the concepts of Earth as the center of the universe and humanity as its unique master race — all those have passed away. But so has a good deal of what we have meant to ourselves. We will study how the process of secularization is reflected in some significant works of thought and art, what it has meant to those who have been part of it and have tried to deal with it, and what predicament it has prepared for us.

Fall Quarter we shall study the predominantly sacred world of Judaism and Christianity up to the time of the sixteenth century Reformation, together with literature from some other traditions, such as that of classical mythology. Winter Quarter, we shall study conflicts between the sacred and the secular during the last four centuries and the triumph of secularity in what we most often take to be The Truth. Spring Quarter we shall study our modern predicament through the posing of problems and various solutions in the nineteenth and twentieth centuries. We shall examine the massive impact of secular European practices upon Third World cultures as such practices were suddenly thrust upon them through various forms of imperialism and cultural penetration. We shall attempt to understand the appeal of sacred practices of the Third World to European-Americans in finding that their own cultural history is now devoid of rich meaning.

We shall study such works as: the Bible, Greek dramas, the body of Classical and other European mythologies, medieval narratives, Renaissance plays and prose writings, metaphysical religious poetry, manifestos of scientific revolutions, the modern "spiritual autobiography," religious music of the past and such modern hybrids as Britten's War Requiem and Bernstein's Mass, and modern historical or critical treatments of the problem of secularization. Moses, Aeschylus, Plato, Shakespeare, Hobbes, Newton and other members of the Royal Society, Goethe, Emerson, Darwin, Blake, Dostoevsky, Freud, Joyce, and others will probably keep us company for part of the way. We shall be aided by such modern interpreters as: Ernst Cassirer, Carl Becker, Perry Miller, Joseph Campbell, Bronislaw Malinowski.

Our work will proceed through readings, writings, seminar discussions, lectures, and, if needed, tutorials on strengthening skills necessary for dealing with our crucial problems. Writing will include research papers every quarter.

Subjects Emphasized: Literature, cultural history, comparative religion, philosophy.
Program is preparatory for careers and/or further study in literature, history, comparative religion, philosophy.
Modules: None.
Internships: None.
SOCIAL ORIGINS OF ART & IDEOLOGY

Fall, Winter, Spring/Coordinated Study
Coordinator: Stephanie Coontz
Enrollment: About 60 students (possibly 80)
Prerequisites: Advanced reading and writing skills, bring portfolio or sample of written work to interview.
Special Expenses: None.
Part-Time Options: Contact Coordinator.

This advanced program is designed to explore the connections between historical social processes and modes of thinking, seeing, and expressing. We will look at the different types of social relationships out of which various artistic, philosophical, and ideological trends arise. We’ll read Arnold Hauser, The Social History of Art, and test his approach in three specific periods. In each, we will undertake a detailed study of the social conditions and of numerous works of art, philosophy, and literature.

First quarter we will study fifth century B.C. Athens, which has left us the first recorded manifestations of many social processes that characterize all our periods: urbanization, class conflict, the development of an international consciousness, and an ideological struggle over the political implications of contending philosophies. We will discuss how these affected the origins of drama, written history, and philosophy, which formulated many central questions in this period such as the dialectics of Heraclitus, the idealism of Parmenides, the relativism of the Sophists. An example of our approach might be the intensive analysis of Sophocles’ Oedipus. Since this can be interpreted as an expression of dialectics, it provides a nice parallel with the study of Hegel second quarter and a counterpoint to Freud’s interpretation, which we’ll cover third quarter.

Second quarter we’ll cover Europe in the Age of Revolution (1789-1848), where urbanization, trade, internationalism, and political struggle rise on a different scale and a different base, undermining rather than depending on slavery. We will examine the philosophical and artistic reactions to the French Revolution, and the subsequent disengagement of the artist from the existing order as the once revolutionary bourgeoisie becomes conservative.

Third quarter we’ll examine the Age of Empire (1880-1920), which shows the darker side of the social processes studied earlier — the rise of colonialism and world war, the seemingly uncontrollable spread of technology. Many of the philosophical achievements of the earlier period take on a new character. Relativism becomes not an assertion of humanity’s infinite capacity, but a denial of all meaning; idealism turns away from Hegel’s grand historical goals to the minute examination of the individual psyche. Nietzsche and Freud reject rationality as an explanation of human acts. Writers and artists portray a world where nothing is what it seems to be. Bartok finds the diatonic scale insufficient to express the new concerns of music. Wittgenstein declares language to be incapable of even describing our thoughts.

This program will require a strong commitment to reading, writing, and critical analysis. Student initiative in seminars, projects, and presentations will count heavily. This program will be receiving grant support from the National Endowment for the Humanities, which will make possible greater faculty depth and increased budget for presentations and materials.

Subjects Emphasized: History, literature, philosophy, art history.
Program is preparatory for careers and/or further study in any job that requires writing and critical analysis; graduate study in above areas.
Modules: None.
Internships: None.
For other closely related offerings, see under Annual Programs (Mythic Cycle; Chautauqua II; Studies in Greece; Peace, Conflict and Social Change), Human Development in its Social Context (Life Cycles and Cultural Systems), Marine Science and Crafts (Vancouver and Puget), Northwest Native American Studies (Cultures of the Pacific Northwest), and Political Economy (The Colonial Experience of the Americas, Labor and the Public Interest).

1978-79 Offerings: We have scheduled two Coordinated Studies — Formation of Modern Society (intermediate; thematic emphasis not yet defined) and Elizabethan Studies (advanced) — and three Group Contracts — Women Writers; Slavery and Freedom; American Transcendentalism, 1830-1860. These programs will pursue the general goals and develop the sorts of knowledge described in the introduction to this section. For more information, contact David Powell (see "How to Contact Faculty," page 4).

Expressive Arts

The emphasis of this specialty is on the progressive development of students' artistic skills and concepts, and on their understanding of the relationships among all the arts and between art and ideas. Many traditional arts programs teach technique without content and separate arts which should work together. Expressive Arts, on the contrary, will encourage students to learn how the different arts can support and reinforce each other, and how studying the human experience of individuals and groups can give depth and richness to artistic expression.

This specialty has four different kinds of offerings: Type A, collaborative programs which cut across all arts and seek to teach those basics (concepts, skills, and history) common to the arts, and to examine the historical and contemporary role of the artist in society; Type B, Group Contracts, Individual Contracts, Modules and Internships aimed at providing focus and specialization in the individual arts of music, visual arts, and theater/performance; Type C, Coordinated Study programs designed to foster interdisciplinary collaboration among the arts at the advanced undergraduate level; Type D, programs designed to provide for integration of arts with the other study areas of the college. Ordinarily, basic skill development will take place in Modules and very advanced work in a particular art form will be done under an Individual Contract.

Study in the Expressive Arts will draw on the disciplines of music, dance, painting, theater, writing, and arts history and criticism, among others.

The 1977-78 offerings are described below.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 23-35. Students who are just starting in the Expressive Arts area should probably enroll in the Collaborative Arts Consortium.

COLLABORATIVE ARTS CONSORTIUM

Fall, Winter, Spring/Coordinated Study
Coordinator: Sid White
Enrollment: About 100 students
Prerequisites: Basic TESC program or equivalent.
Special Expenses: Lab fees and field trip expenses.
Part-Time Options: Contact Coordinator

The goals of the Consortium are central to those of the Expressive Arts Specialty Area (see above). Thus, instead of
viewing any one art as an activity separate from all other arts, the Consortium will provide students and faculty with opportunities for exploring the many ways in which movement, design, structure, texture, sound and rhythm make themselves a part of all the arts. Our focus on the common elements of all the arts does not blind us to the recognition that each artist in fact must do at least one art well. Therefore, the Consortium is organized around a balancing of attention between time spent examining arts in a broad perspective and focusing laboratory work in one specific art form.

WHAT AND HOW. The program has the following mandatory components:

Perspective: Lecture presentations which examine the history of the arts beginning with the most recent developments and working back to the past emphasizing the distinctive characteristics of the arts, shared aesthetic and cultural factors, and instances of artistic community and of isolation.

Discussion Seminars: Here participants respond to the lectures while incorporating ideas generated from common reading, films, exhibits, and performances.

Exploration: Program-wide workshops in which students and faculty will explore, through examples and interactions, the ways each area deals with fundamental phenomena such as shape, form, color, texture, rhythm, by doing each other's art.

Focus: Laboratory sessions will be conducted in each of the areas of specialty represented by the faculty: music, dance, theater, visual arts, basic design, creative writing. The focus laboratories will emphasize artistic elements which are fundamental to a given form of expression, and will not deal with skills and technique as ends in themselves. Skills and techniques will be treated, but only as an integral part of an overall process in which idea and perception play a prominent role. Thus some drawing will be done in the Visual Arts Focus Lab, but only as it relates to problems of perception, visualization, and ideation. Modules will be offered outside the program to provide intensive skill and technique training.

Requirements: All students must participate in all of the above sections for three units of credit, the fourth unit being obtained as described below.

Additional Fourth Unit: Students can take any module offered inside or outside the program or a book seminar offered within the program entitled Art and Society.

Tentative Schedule (Fall and Winter Quarters):

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<th>Monday</th>
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<tr>
<td>Focus Lab (9 - 12)</td>
<td>Discussion Sem. (9 - 10)</td>
<td>Students work on lab probs. (9 - 12)</td>
<td>Focus Lab (9 - 12)</td>
<td>Students work on lab probs. (9 - 12)</td>
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<tr>
<td>Lecture Series (2 - 4)</td>
<td>Explorations Workshops (10 - 12)</td>
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<td></td>
<td></td>
<td>Art &amp; Society Seminar (1 - 3)</td>
<td>(Module times are 12 - 1:30, 4 - 6, 7 - 9 Monday to Friday.)</td>
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Spring Quarter students will spend most of their time in specialized laboratories, e.g. poetry, and will work on collaborative projects.

Subjects Emphasized: Visual art, literature, theater, dance, music, arts history and aesthetics.

Program is preparatory for careers and/or further study in arts, cultural sciences.

Modules: One module per quarter may be taken as part of this program.

Internships: None.
ENGLISH THEATER: From Script to Stage to London

Fall, Winter, Spring/Group Contract
Sponsor: Ainara Wilder
Enrollment: About 20 students
Prerequisites: Two to three years of some college work in theater arts.
Special Expenses: Spring Quarter travel to England of about $2,000.
Part-Time Options: None.

This one-year study of theory and practice will focus primarily on the English Theater and the English play. The purpose of this study is to allow the already knowledgeable student in Theater Arts to focus entirely on the wealth of the English stage: romance, realism, intellectual comedy, rough humor, bawdry, satire, horror, pathos, ghosts and fairies, kings and clowns, patriotic sentiment, social and political problems, fantasy, history, murder, love, and the country wenches. We will be learning about the history of theater, as well as conducting careful interpretation of the meanings of plays. In historical perspective, our focus of study will move from the Medieval period to the Modern. Playwrights to be explored include: Marlow, Kyd, Jonson, Dryden, Etherige, Otway, Congreve, Shaw, Barker, Coward, O'Casey, Eliot, Christie, Fry, Osborne, Pinter, and Beckett.

The study of the play will absorb approximately one-third of students' study time. The rest of the time will be spent in the advancement of performing skills: acting, voice and diction, movement for stage, and rehearsal.

Since the great dramas of the English maters, without a single exception, were intended to be played rather than read, participants of this group will stage a full length English work during the second quarter.

To take advantage of the special, intimate knowledge to be gained by viewing actual performances of a variety of works this one-year academic "family" will travel to England during Spring Quarter. While in England, we will meet English actors, tour theaters, meet technical staffs, company members, and hold seminars on what we see then as opposed to what we read and produced at Evergreen.

This program aims to serve students who: 1) already are able to put into practice a presentational acting style, 2) are able to analyze dramatic literature for staging purposes, 3) like history and like to assume responsibility for independent research, 4) need advanced skill development to participate in live performance, 5) can afford the approximately $2,000 Spring Quarter adventure in England.

Subjects Emphasized: English theater history, English drama, presentational acting, voice and diction, staging of a play.
Program is preparatory for careers and/or further study in theater arts, performance, teaching (not for certification), arts management.
Modules: One module per quarter may be taken as part of this program.
Internships: Internships are a possible component for this program (in lieu of trip to England). See sponsor for details.

EXPLORATION IN TWENTIETH CENTURY MUSIC: A Composer's View

Fall, Winter, Spring/Group Contract
Sponsor: Greg Steinke
Enrollment: About 20 students
Prerequisites: Prior experience as music performer (intermediate level); one year music theory minimum; some music
Subjects Emphasized: Composition — conventional and electronic; applied music studies — individual and ensemble; contemporary music history; music theory.
Program is preparatory for careers and/or further study in: Music teaching (not for certification), composition, music performance, relevant to most all graduate study in music.
Modules: One module per quarter may be taken as part of the program.
Internships: None (tentatively).

STONES, BONES AND SKINS

Winter, Spring/Group Contract
Sponsor: Paul Sparks
Enrollment: About 20 students
Prerequisites: Prior track record and/or perceived motivation.
Special Expenses: Supplies and materials for personal work, funds for frequent field trips, and a three-week retreat
Spring Quarter
Part-Time Options: None.

This contract will concentrate on the students' personal development as artists against a backdrop of an extended
study of primitive or naive modes of expression. This survey will be eclectic in the extreme and will not be on an anthropological or historical basis. Instead it will be organized to become directly incorporated into students' own work as artists. A heavy emphasis will be placed on firsthand encounters with artists and art works, and an ongoing central issue of the program will be personal power and magic. We will explore primitive currents in contemporary art and the expressions of pre-industrial societies, as well as the naive manifestations of our own culture such as signs, graffiti, and yard art.

This exploration will be open to students from the extended range of disciplines usually defined as visual arts, crafts, performing or media arts. However, extensive craft skill training in these media will not be given and students will be expected to hone their own native abilities in terms of the means and skills they already have at hand. Advanced technical skills will not be a criteria for admission, but this program will be advanced in the sense that students will be invited to participate on the basis of a personal interview, where the principal criteria will be their perceived interest, motivation, or prior academic achievement. Students from non-art disciplines will receive equal consideration with those who have experience in the arts.

Expectations and Goals: Students can expect to:
- develop some perception of themselves through exercising their own personal creativity;
- develop some realization of art as a process of invention, perception, and communication;
- become sensitive to the fact that being an artist is not an isolated function but in fact is integrated with all of life and living.

In turn, students will be expected to:
- regularly participate in all program activities;
- exhibit growth in terms of their own chosen modes of expression;
- be open to new ideas and perceptions;
- be willing to work both as individuals and as members of a group.

Structure: This program will center on an extended critique/seminar group. This will become the focus for problem sessions and workshops, as well as the forum for the students' own personal work. By the end of the program all students will be expected to have developed a focused and polished body of personal work in their own media. Students will have a wide-range of facilities open to them, but will be expected to provide the necessary supplies and materials to support their own work. The program will make extensive use of off-campus resources and facilities, as well as undertaking an extended (two or three week) retreat in the middle of Spring Quarter. Students should expect these expenses as a part of their participation.

Subjects Emphasized: Visual arts, performing arts, media arts, creative writing.
Program is preparatory for careers and/or further study in any of the above.
Modules: One module may be taken as part of this program Winter Quarter only.
Internships: None.

For other closely related offerings, see under Annual Programs (Chautauqua II, Arts and Music of Asia, Dance, Television and Drama) and European and American Studies (The Social Origins of Art and Ideology).

1978-79 OFFERINGS: We have scheduled one Type A program — Collaborative Arts Consortium, one Type C — Advanced Collaborative Arts, and one Type D — Space, Time and Form, and Type B offerings in music, theater and visual arts. All will follow the general goals outlined in the introduction to this section.
Human Development In Its Social Context

This specialty will study people as individuals and as relating members of human groups. Often this is done only in terms of individual psychological development. At Evergreen we will deal with psychology, but also with facts, ideas, and theories from anthropology, sociology, biological evolution and the evolution of human behavior, literature, and art. People's relationships to each other will be as important as people's individual feelings and thoughts. You will be able to study the peculiarities and problems encountered at the different phases of a person's life and how these life events relate to the various social roles and cultural systems.

As indicated, academic learning will draw on the disciplines of anthropology, psychology, sociology, biology, literature, and art. Both theoretical work (theories of personality, social structure, and cultural systems) and practical work (internships with industry and government and counseling) will be available. As much as possible, we will integrate the different subjects and kinds of study into a complete picture of human development.

The 1977-78 offerings are described below.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 23-35. Students just beginning in the area of Human Development and Its Social Context should probably take Life Cycles and Cultural Systems.

BIOLOGICAL BASES OF HUMAN SOCIAL BEHAVIOR

Spring/Group Contract
Sponsor: Larry Eickstaedt
Enrollment: About 40 students.
Prerequisites: None.
Special Expenses: Possible field trip expenses.
Part-Time Options: None.

For many years, the study of social behavior was pursued in a wide variety of ways by workers in relatively isolated fields of research. Recently, diverse lines of inquiry have begun to merge into a more holistic synthesis, and what were once barriers between disciplines have now been transformed into fruitful and exciting areas for interchange and growth. Consistent with this trend, this program will be concerned with an interdisciplinary examination of topics, issues and questions related to human social behavior. To achieve this goal, we will rely heavily on information derived from the study of animals, particularly non-human primates.

A strong evolutionary thread will run throughout this program, and relevant aspects of development, endocrinology, ecology, and genetics will be examined with an eye towards relating this information to the development, modification, and control of social behavior. Among topics which will be considered are: classical notions of behavior, ontogeny of behavior, sexual behavior, aggression, mother-infant interactions, group structure, rank, leadership, role development, spatial influences, bonding, imprinting and learning. Where appropriate, models taken from biology, sociology, anthropology, and psychology will be compared and contrasted.

Both book-centered and topic-centered seminars, as well as lectures and films, will be used to cover and discuss as much information as possible. Students will be expected to do a considerable amount of library research, and each student will produce a final paper on a topic of his or her choice. A certain amount of laboratory and field investigation will also be undertaken.
This program will be open to all serious students. An entrance interview with the faculty will be required prior to admission into the program.

Subjects Emphasized: Biology, anthropology, sociology, psychology.
Program is preparatory for careers and/or further study in biology, anthropology, sociology, psychology, ecology, animal behavior and human development.
Modules: None.
Internships: None.

EARLY CHILDHOOD DEVELOPMENT (A Third World Perspective)

Fall, Winter, Spring/Group Contract
Sponsor: Not yet assigned. Contact Will Humphreys (see “How to Contact Faculty,” page 4).
Enrollment: About 40 students. Signature of faculty, interview and written questionnaire required.
Prerequisites: Reading and writing standards will be set. Contact sponsor.
Special Expenses: Travel for interns.

The majority of child care 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 “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 them.

This Group Contract is committed to the community concept. It seeks to teach 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 be admitted.

The first two quarters will be spent on campus. Mondays will involve lectures by outside speakers and films. A common reading list will provide topics for 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 direct discussion. The second evening seminar will be led by faculty.

Students will negotiate internships and contracts on an individual basis Spring Quarter. Internships will allow 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 Evergreen’s Office of Cooperative Education and contract faculty members. The third-quarter internship will take place off campus for most students. Some additional travel expense might be involved, and students will be unable to work full-time unless their job and internship are combined. Students who wish to concentrate on development of curricular materials may opt to continue working with faculty in research and material development Spring Quarter.

NOTE: This program was originally scheduled for 1976-77, but had to be cancelled because of a last-minute faculty resignation. The college is firmly committed to offering it in 1977-78.

Subjects Emphasized: 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. Modules One per quarter may be taken.

HELPING RELATIONSHIPS

Fall, Winter, Spring/Group Contract
Sponsor: Earle McNeil
Enrollment: About 40 students.
Prerequisites: Basic psychology, third or fourth year standing.
Special Expenses: Workshops, if required by student.
Part-Time Options: None.

All helping situations, be they chance encounters, extended friendships, family, employment, or psychotherapy, have common elements grounded in the nature of human social, psychological, and physical make-up. It is the nature of all these relationships which we intend to investigate. We shall talk about the differences between professional and non-professional roles, rules and behavior only after a solid grounding in the universal similarities.

Fall Quarter students will be expected to learn: 1.) the characteristics of effective helping relationships; 2.) the social/political/ethical implications of helping relations; 3.) some basic elements (strengths and weaknesses) of their own personalities in relation to their desired or attempted helping roles; and 4.) to develop at least the beginnings of their personal philosophy of helping.

Each student who expects full credit Fall Quarter from this Group Contract must: 1.) be involved as a participant helpee in some type of personal insight work; 2.) prepare a reflection paper prior to and for each seminar; 3.) write or otherwise present at the end of the quarter a position paper which comprehensively delineates and supports her/his growing personal philosophy of helping relationships; 4.) participate in a communications/group dynamics workshop or workshop series as made available for the program.

Winter Quarter will focus on counseling theory models and schools. Books will include a text comparing and contrasting models with auxiliary readings representing a cross section of philosophies and techniques of talk therapies, body therapies and behavior modification. Short workshops will involve professionals whose work represents the areas under study.

Spring Quarter students will be involved in internships. They will continue to meet in seminars to share learning experiences, discuss alternative ways of dealing with problems encountered and focus more closely on the target groups that have special significance for themselves and their professions.

There is a 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. There is also an increasing demand for counselors from these groups. This program is particularly designed to develop the skills and perspectives necessary to serve these groups.

Important: Despite provision of both practical and theoretical skills and knowledge, this program is not designed to train students to be counselors. Its main function is to impart the necessary perspectives and experiences through which students may make rational and well-founded choices for their future training and career.

Subjects Emphasized: Sociology of interpersonal behavior, counseling theory, involuntary commitment and the law, helping relationships.

Program is preparatory for careers and/or further study in social welfare work, casework, psychology, counseling.
LIFE CYCLES & CULTURAL SYSTEMS

Fall, Winter, Spring/Coordinated Study
Coordinator: Eric Larson
Enrollment: About 60 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Contact sponsor.

Life Cycles and Cultural Systems is a three-quarter Coordinated Study aimed at developing a general understanding of certain methodology and theory in anthropology, sociology, psychology, and art, and with special reference to the way people develop as individuals and as members of society. For example, we will identify and seek to explain the tensions created when the idiosyncrasies of a personality must be fit to a prescribed social role. What happens when a person in modern society finds work a source of alienation and frustration? What alternatives are available to a New Guinea tribesman, who is expected to interact with his fellow kinsmen and village compatriots by contributing pigs to a community feast but who by temperament would rather remain to himself? How is it possible that Plains Indian society, in which cultural norms for men stress fighting and raids on other tribes, also finds a useful and important place for transvestites? We will also explain how people of the two sexes in different cultures become socialized into the established patterns of family, peer, school, and community life. What social and economic conditions selected from a worldwide sample of societies tend to contribute, say, to young females being taught responsibility and young males self-assertion? Again, in regard to socialization, can we distinguish between an ideology of male dominance and the actual playing out of sex roles in everyday life? Other questions will center around the relationship of art, religion, ritual, and symbolism to the objective conditions, including the power structure of society. These and other questions will form the substantive core of the program.

The program will integrate various modes of learning, including internships in industry and government, ethnographic field work, small group interaction and problem-oriented solution projects, seminars, lectures, and films. We will be reading such books as: Bateson, Naven; Liebow, Tailey's Corner; Turnbull, The Mountain People; Hall and Lindsey, Theories of Personality; Erikson, Identity, Youth, and Crisis; Bellow, Humboldt's Gift; May, Psychology and the Human Dilemma, and other materials in biography, literature, art history, drama and social science.

Arrangements for part-time participation in this program are possible. Please contact Eric Larson (see page 4 for how to do this).

Subjects Emphasized: Anthropology, sociology, psychology and art.
Program is preparatory for graduate study in anthropology, sociology, psychology, and careers in governmental agencies.
Modules: One Module per quarter may be taken as part of this program.
Internships: Are a possible component of this program. See description or contact sponsor for details.
Individual & Community Health

This broad area will integrate the biological, chemical, and laboratory skills required for the various medical and allied health fields, with the political, social, economic and psychological aspects of health care. The normal course of training and professional life tends to isolate the different aspects of medical work from one another. Here at Evergreen however, students interested in all aspects of health care will participate in an overlapping study program sequence. Students will develop a basic understanding of the natural sciences, as well as an ability to tackle problems and find solutions. By working with other people interested in health care they will learn the important social, political, economic and ethical questions involved in this changing field today. In short, they will be in a unique position to become both practitioners and changers of all aspects of health care. As an alternative outcome, students will be prepared to enter graduate school to prepare for a scientific or social science research career.

Study in this area will draw on the disciplines of biology, economics, biochemistry, sociology, mathematics, psychology, and physical sciences among others.

IMPORTANT NOTE: Further work at other schools will be necessary for students who want professional certification. Evergreen's program will provide a strong foundation, but it will not by itself satisfy the certification requirements.

The 1977-78 offerings are described below.

<table>
<thead>
<tr>
<th>FROM CELL TO ORGANISM</th>
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<tr>
<td>Winter, Spring/Group Contract</td>
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<tr>
<td>Sponsor: Don Humphrey</td>
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<tr>
<td>Enrollment: About 20 students</td>
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<tr>
<td>Prerequisites: Foundations of Natural Sciences or equivalent, some organic chemistry. Bring portfolio to interview.</td>
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<tr>
<td>Special Expenses: None.</td>
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<td>Part-Time Options: None.</td>
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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 well as the basic statistics required for genetic analysis.

Spring Quarter the emphasis will shift to comparative anatomy and physiology, as well as to 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: 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.

Internships: None.

FOUNDATIONS OF NATURAL SCIENCE (FONS)

Fall, Winter, Spring/Coordinated Studies
Coordinator: George Dimitroff
Enrollment: About 80 students
Prerequisites: Students must pass an exam over algebra and trigonometry; a chemistry module is highly recommended.
Special Expenses: $25 lab fee.
Part-Time Options: None.

Foundations of Natural Science is designed to provide a unified course of study in mathematics and the natural sciences, focusing on the concepts, theories, and structures which underlie all of the natural sciences. You should take this program if you wish to go on to more advanced and specialized work in mathematics, physical science, or biological science, or if you simply wish a rigorous exposure to these fields. The program will come close to fulfilling the requirements for entrance to medical schools in physics, chemistry, and mathematics. While the subject of biology will get less than half the attention of the other subject areas, the material of this program is essential for serious work in all areas of biology, including environmental science. A rough outline of the program content follows.

Fall Quarter: Introduction to differential and integral calculus, general and introductory physical chemistry (including stoichiometry, molecular structure, and chemical equilibria); thermodynamics, introduction to physics and mechanics (including force, work, and energy), applications to biology.
Winter Quarter: Differential and integral calculus (continued), organic chemistry, electricity and magnetism, applications to biology.

Spring Quarter: Students will normally take two out of a number of advanced offerings in physics, chemistry, mathematics, and perhaps biology, which draw on and amplify the material covered during the Fall and Winter Quarters.

The Spring Quarter options will be open, with the permission of the faculty, to qualified students who were not enrolled in the program Fall or Winter Quarter.

For Fall and Winter quarters, there will be six one-hour lectures each week in physics, chemistry, and mathematics, with an occasional lecture applying these fields to biological topics. The hours for the lectures will be fixed but the subjects will be rotated so that highlights of the material are presented in a proper sequential order. There will also be problem sessions, extra help sessions, a book seminar, and two laboratory exercises per week for each student. Students should expect to spend 15 to 18 hours per week in classroom activities and an additional 20 to 30 hours per week on preparation; the average student should expect a 50-hour week! Clearly, a solid background in algebra, trigonometry, and basic chemistry will be immensely helpful in making this heavy workload much easier to handle.

To enter the program, students will have to pass an exam in algebra and trigonometry. Each student is strongly urged to take a chemistry module or at least study Drago's Prerequisites of College Chemistry before the program begins. Precalculus and chemistry modules will be offered in Spring Quarter 1977 for students needing help to prepare the prerequisites for this program.

Subjects Emphasized: Physics, calculus, physical chemistry, organic chemistry.

Program is preparatory for careers and/or further study in physics, biology, chemistry, mathematics, marine science, medicine and allied health, environmental science.

Modules: None.

Internships: None.

HEALTH PERSPECTIVES: An Analytical Approach to Health Problems

Fall, Winter, Spring/Coordinated Study

Coordinators: Russ Lidman and Betty Kutter

Enrollment: About 60 students

Prerequisites: Reasonable competence in biology or economics and sociology.

Special Expenses: Retreat

Part-Time Options: For those with a strong background in the subject matter.

Attacking this country's health and health care problems requires the concerted efforts of both natural and social scientists. This program is designed to help students from both fields acquire the skills necessary to research key problems and work together effectively.

Students might enter Health Perspectives from a basic program, from Foundations of Natural Science, or an intermediate level social-science program. They must be able to read, write, seminar and use the library effectively to explore an issue. They will also need to be reasonably competent (at the level expected after a one-year program) in either economics or biology or economics and sociology and should have some familiarity (such as through a Module) with the others. The required portion of the program will take only three-fourths of a full-time load, so
students will be able to take a module or do other work to remedy weaknesses, go further in their strong areas, or explore other interests.

Fall Quarter will focus on the economics and politics of health care. In lecture and seminar, we will consider division of the health-care dollar and the roles played by various institutions, allocations of manpower and the effects of the expanding roles of paraprofessionals, the particular problems of low-income and Third-World people in receiving adequate health care; preventative versus curative approaches in medicine; and regulation of the food and drug industries. At the same time, you will be developing skills and knowledge in applied statistics and in genetics, with emphasis on human genetics, mutagenesis and carcinogenesis, virology, drug resistance and epidemiology.

Later in the quarter, the emphasis will shift to research seminars, with teams of students researching particular topics and presenting panel discussions. Possible topics include the "war on cancer," control of mutagens and carcinogens in food and drugs; the recombinant-DNA genetic engineering controversy; the treatment of problems of special relevance to minority groups such as sickle-cell anemia; the abuse of antibiotics.

Winter Quarter the central issues will be licit and illicit drugs and mental health. Alcohol and tobacco will receive considerable attention. We will delve into social attitudes toward various "drugs," historically and in other cultures; the effects on society of prohibiting drugs considered acceptable by many; the social and financial cost of alcohol and alcoholism; the role and power of the alcohol and tobacco industries. We will also look intensively at physiological and metabolic effects, such as the function, nature and distribution of various neuro-transmitters and how they are affected by different substances. Specific research topics for student presentation in seminar might include: smoking and cancer, the use and abuse of drugs in the treatment of mental illness, or the social effects of narcotics addition and of its control.

Spring Quarter the core of the program will drop to half time so students can pursue an internship, take a Foundations of Natural Science Spring option, etc. Students will participate in deciding on the issues for the program that quarter; possibilities include occupational health, eugenics and genetic engineering, or mental health and internal chemistry.

Subjects Emphasized: Economics, genetics and social psychology. Program is preparatory for careers, and/or further study in health professions, health research, economics, law and sociology.

Modules: One module per quarter may be taken as part of this program.

Internships: Possibly.

MOLECULAR BIOLOGY

Fall, Winter, Spring (possibly)/Group Contract
Sponsor: Burt Gutman
Enrollment: About 20 students.
Prerequisites: Approximate equivalent of Foundations of Natural Science; consultation with sponsor.
Special Expenses: None.
Part-Time Options: Contact sponsor.

This Group Contract is for students who want serious work in modern biochemistry and molecular/cellular biology, primarily as preparation for the health professions or for graduate school. It is planned for two quarters, with the option of continuing for a third quarter on an original research project.
Topics to be covered include: Basic cellular biology, primarily of bacteria — composition, structure, growth and metabolism; molecular genetics as an integrating theme for understanding cellular function; protein and nucleic acid structure; enzymes and biochemical reaction mechanisms; energy metabolism; intermediary metabolism, with emphasis on biosynthetic pathways and their regulation; genetic analysis of bacteria and viruses; membrane structure. As time permits, we will choose other topics on the basis of student interest, primarily excursions into eucaryotic cell biology such as Mendelian genetics, chromosome structure and function, immunobiology, hormonal regulation, and developmental biology. The program will be run through informal lectures and through seminars presented by students. There will be a lot of writing and emphasis on developing analytical skills through solving problems. The work will be intense; students should consider the program only if they are willing to get deeply involved and work hard, but we will also play hard for balance and sanity.

The laboratory will occupy more and more time as the year progresses. It will be designed to develop facility with modern biochemical techniques and the techniques of handling bacteria and viruses, particularly on performing genetic manipulations. Students will learn to operate an assortment of fine modern instruments. They should expect to go a long way toward becoming skilled, accurate, self-confident, critical investigators. Original research projects, particularly with bacterial viruses, can be discussed for Spring Quarter.

Students should have approximately the preparation that can be obtained from Foundations of Natural Science, but a general mathematical and physico-chemical sophistication is more important than any specific body of factual and theoretical knowledge. It is important for students to be basically literate and to know how to use library resources effectively, but these skills will be developed during the program.

We will continually try to emphasize the philosophical and societal implications of the science we are learning, because scientists ought to be broadly educated people who think about the relationship of their work to our whole culture. Moreover, the program is designed for only 75 percent of the students' work and they are expected to enroll in some non-scientific module to broaden their perspectives.

Subjects Emphasized: Biology, chemistry (microbiology), philosophy and sociology of science.

Program is preparatory for careers and/or further study in health sciences, especially medicine; graduate study in biology or biological chemistry.

Modules: One module per quarter is required as part of this program.

Internships: Possible as fourth unit in lieu of module, but not to be advised or particularly emphasized.

In addition to these group programs, Individual Contracts for participation in research, and internships in health care situations are also available.

For other closely related offerings, see Human Development in Its Social Context (Life Cycles and Cultural Systems, Helping Relationships) Environmental Studies (Applied Environmental Studies). A one-Quarter Group Contract on natural healing, called ITAHITH, will also be offered in the Spring Quarter of 1978. Planning is still in process for this offering, and interested people should contact Rob Knapp (see "How to Contact Faculty," page 4).

1978-79 OFFERINGS: We have scheduled two Coordinated Studies — Health Perspectives and Foundations of Natural Sciences — and have started to make arrangements for Advanced Group Contracts in cellular and molecular biology and in the social aspects of health care. These programs will follow the general goals and draw on the disciplines described in the introduction to this section. For more information, contact Betty Kutter or Don Humphrey. (See "How to Contact Faculty," page 4.)
Management & The Public Interest

This specialty has a two-year sequence, consisting of a Coordinated Studies program by the same name for the first year and a changing series of Group Contracts, individual contracts and internships for the second year. The first year of the program both focuses on the capability of the American business system to meet the public’s needs and provides students with the opportunity to acquire essential management concepts and skills. In the second year the offerings enable the student to specialize in one or more areas of business or public administration. Students can enroll in the program on either a full-time or a half-time basis. Many activities will occur during the late afternoon and evening to accommodate those half-time students who must work during the day.

The program is designed to prepare students for careers in business or public administration. It also provides strong preparation for graduate work in business or public administration or law programs. Among the subjects treated in this two-year sequence are economics, organizational psychology, financial management, managerial accounting, computing, and small business management.

The 1977-78 offerings are described below.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 23-35. Students just beginning in Management and the Public Interest should probably enroll in the Coordinated Study program with the same title.

MANAGEMENT AND THE PUBLIC INTEREST

Fall, Winter, Spring/Coordinated Study
Coordinator: Virginia Ingersoll
Enrollment: About 80 students
Prerequisites: Junior standing
Special Expenses: Travel to and from practicum site
Part-Time Options: Contact sponsor

This program is designed to equip people with essential management concepts and skills and to address a growing concern about the possibility of the American business system meeting the public’s needs. It serves as the first year of both the two-year business administration curriculum and the two-year public administration sequence. 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 interest. Business defenders, on the other hand, argue that the public good cannot be served without a strong business system and that business is doing a good job of meeting its social responsibilities. A third voice says 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 people are 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, they need 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? What role does government play in seeing that business meets its public responsibilities? Second, to understand what it means for business to meet public needs, one must also know what it takes to keep an organization going. That is, one must have a grasp of the “internal” operations of a business. For instance, how does management acquire and keep track of the organization’s resources? A study of accounting and financial management provides answers to this question. What is required to maximize human resources? Studying personnel management and organization behavior will provide some clues.

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 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 1978-79.

In the practicum students will conduct a study of several organizational efforts to meet the needs of the public. 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 or public administration study; it will be a demanding one.

Subjects Emphasized: Economics, organizational psychology, business administration.
Program is preparatory for advanced study in management, business administration, public administration, or law school.
Modules: One module per quarter may be taken as part of this program.
Internships: None.

MANAGING TECHNOLOGY

Spring/Group Contract
Sponsor: York Wong
Enrollment: About 20 students
Prerequisites: Intended as an option for second year Management and the Public Interest students.
Special Expenses: None.
Part-Time Options: None.

This one-quarter Group Contract will focus on the economic and social issues raised by modern technology and the concomitant rationalization of the labor process. We will pay particular attention to its impact in the administrative, technical and professional occupations where, in our opinion, no amount of “humane management” and “job enrichment” can wash away the despair of a workplace that causes violence to the body — and spirit. As we trace the development of modern systems and try to understand the views of supporters and critics, several issues will surface: What are the real costs of receiving benefits from technology? Are there better ways to direct the forces unleashed? Is there a turning point?

We will further concentrate our analysis on specific developments. For example, students will work in teams to examine the role of computers in managerial decision-making; techniques over the control of education, research and development; division of labor in professional pursuits; and other projects to evaluate mass technology.
At the same time we will look at the counter movements to mass systems, with emphasis on appropriate technology in which machines and methods are congruent with the culture and environment where applied.

Students will read an average of one book and write at least three to five pages each week in addition to carrying out a group project. Sample reading: Bowditch & Ramsland, *Voices of the Industrial Revolution*; Braverman, *Labor and Monopoly Capital*; Brodeur, *Expendable Americans*; Schumacher, *Small is Beautiful*; Asimov, *I, Robot*. Attendance at lectures, seminar and scheduled program activities is mandatory for credit.

**Subjects Emphasized:** Computer science, management science, political economy, sociology, history.

Program is preparatory for careers, and/or further study in computer science, management science and political economy.

**Modules:** None.

**Internships:** None.

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**THE WORLD OF SMALL BUSINESS: A Consultative Approach**

**Winter/Group Contract**

**Sponsor:** Not yet determined, contact Virginia Ingersoll (See “How to Contact Faculty, page 4.)

**Enrollment:** About 20 students

**Prerequisites:** Complete of Management and the Public Interest or its equivalent.

**Special Expenses:** None.

**Part-Time Options:** None.

To accurately perceive the world of small business, one needs to perceive the problem areas confronting the small business environment. This contract will have students act as consultants to selected small businesses to diagnose the effectiveness of their organizations. Business firms to be studied will be selected by the Small Business Administration, which will attempt to match the requirements of the firm with the skills of the student consultants. Consulting teams will be assisted by a faculty member who will provide guidance through the mechanics of the consulting process.

Students will spend approximately two weeks at the outset of the contract becoming knowledgeable on the following material: *Small Business Management Fundamentals*, Steinhoff (McGraw Hill 1974); *Manual for Project Directors of the SBI* (1975 - 76); and *A Manual for Student Counselors of the SBI*. After this initial orientation, they will move on to the actual counseling.

**Subject Emphasized:** Finance, accounting, management, marketing, computer.

**Program is preparatory for running small businesses or a career in counseling.**

**Modules:** One module may be taken per quarter as part of this program.

**Internships:** None.

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In addition to these group programs, Individual Contracts and the possibility of internships will be available in this specialty. If you are interested, contact Virginia Ingersoll (see “How to Contact Faculty,” page 4).

For other closely related offerings, see under Political Economy (Introduction to Political Economy; Applied Research: the Nuclear Power Issue; Labor and the Public Interest).

1978-79 OFFERINGS: A set of Coordinated Studies and Group Contracts generally similar to those described above will be given in the 1978-79 academic year. Emphasis and detailed contents may well differ from those of the 1977-
78 programs, but the area of Management and the Public Interest will keep the same general goals and set of sub-
jects, and will prepare for the same kinds of careers.

Marine Sciences & Crafts

A student in this specialty can get a basic background and acquire skills in marine crafts (the study of nets, boats
and other objects used in work, research and recreation on the sea) and sciences (primarily, the study of marine
organisms, ecology, and oceanography). Other studies such as seacoast planning, aquaculture, pollutant analysis
and marine economics will be available to link the marine science and craft studies with each other and with other
Evergreen specialties. Many marine courses are available on a regular basis; others are offered as student need arises.
Learning by doing is emphasized. At present, design, construction, and outfitting of a sailing research vessel is un-
derway at the college. Marine biological and oceanographic studies include field work and actual practice of tech-
niques described in textbooks as well as the possibility of internships.

Persons completing marine studies at Evergreen are able to pursue many options. These include graduate study in
oceanography or fisheries science, entry to marine extension work, and work with planning agencies, water pollu-
tion control and environmental impact assessments, and aquaculture.

The 1977-78 offerings are described below.

Students in their first year of college are strongly urged to take one of the Basic Programs described on
pages 23-35. Students just beginning in the area of Marine Sciences and Crafts should probably enroll in
Vancouver and Puget.

**MARINE BIOLOGY**

*Fall/Group Contract*
Sponsor: Peter Taylor
Enrollment: Not more than 30 students.
Prerequisites: General biology (college).
Special Expenses: Field trip expenses of up to $25.
Part-Time Options: None.

This Group Contract is about the animals and plants of the open sea and marine coastal waters. Marine organisms
will be surveyed comprehensively, emphasizing invertebrates, but also including algae, vascular plants and verte-
brate animals. Participants can expect to learn the principal characteristics of the plant and animal groups, field
and laboratory methods for their study, the main features of the marine environment as a biological habitat, and
the adaptations of organisms to life in the sea. We plan to spend some time at the University of Washington's Fri-
day Harbor Laboratories on San Juan Island. Practical studies will be supported with lectures, seminars and read-
ing.

Subjects Emphasized: Marine zoology, marine botany, marine ecology.

Program is preparatory for careers, and/or further study in biological sciences, earth sciences, marine fisheries, ma-
rine aquaculture, coastal zone management and other environmental studies. Also preparatory for "Tropical Reef
RESEARCH VESSEL DESIGN

Fall, Winter, Spring/Group Contract
Sponsor: James Gulden
Enrollment: About 20 students.
Prerequisites: One year at Evergreen.
Special Expenses: $50 - $100 for hand woodworking tools over the year.
Part-Time Options: None.

The hull and decks of a 38-foot experimental sailing-fishing vessel were completed at The Evergreen State College as a project of the Marine Studies and Crafts Coordinated Studies Program during the 1976-77 academic year. The Research Vessel Design Group Contract will complete this vessel. We expect to gather information from varied sources, develop design and working drawings, and complete the cabin, work areas, and rigging of the Evergreen 38 for service in experimental fisheries and general oceanographic research both in inland waters and off shore. The content of the program will include: design processes, marine history, a survey of oceanographic research methods, experimental fisheries of Puget Sound, history and philosophy of craftsmanship and boat construction methods.

Fall Quarter, design information will be gathered, making use of data from all content areas mentioned above. By mid-quarter sufficient design work will have been completed to permit actual work on the deck and cabin of the Evergreen 38. Throughout the remainder of Fall and well into Winter Quarter, design and construction will be balanced in such a way that by March we will launch the best designed and built boat possible. Spring Quarter, as refinements continue on the craft, emphasis in the program will change to experimental fisheries of Puget Sound and independent study projects making use of the sample gathering capacity of the Evergreen 38.

Subjects Emphasized: Design processes, marine history, history of craftsmanship, oceanographic research methods.
Program is preparatory for careers, and/or further study in industrial design, woodworking, oceanography.
Modules: One module per quarter may be taken as part of this program.
Internships: None.

IMPORTANT: This program is contingent on availability of adequate funds for materials and instruments.

TROPICAL REEF ECOLOGY

Winter/Group Contract
Sponsor: David Milne
Enrollment: Not more than 30 students.
Prerequisites: Knowledge of marine zoology, marine ecology, early contact with faculty, willingness to do preparatory reading previous to the program.
Special Expenses: Travel and living expenses — $1,000.
Part-Time Options: None.

The Tropical Reef Ecology program will be conducted at an Atlantic or Pacific reef location. Program objectives
are: 1.) to study and observe the diversity of species and the complexity of organization of a reef community; 2.)
to study theories and mechanisms of reef building, and evidence of these processes; 3.) to study and observe evi-
dence of major oceanic zoogeographic processes; 4.) to study the oceanography and productivity of tropical wa-
ters; and 5.) to compare the structures and diversities of reef and temperate coastal communities.
Basic material, including an introduction to local reef species and to the general features of the tropical oceans,
will be provided via lectures by program faculty and visiting authorities. Field exercises will involve identification
of species, delineation of community structures and trophic pathways, and comparison with similar studies of the
northwest Washington coast. Seminar discussions based on journal articles describing reef productivity, community
stability and other topics will be held. Each student will be responsible for conducting an autecological study, iden-
tified in advance.
If time and opportunity permit, attention will be given to the relationships between local people and resources of
the reef on which they depend.
Prospective students should consult with faculty well in advance of the starting date and should expect to spend
part of Fall Quarter collecting and reading journal articles for use in this program. Good health, willingness to live
in primitive accommodations for two months, and ability to participate in team support efforts, such as cooking
and sanitation, are essential.
This offering is tentative, and depends on several unknowns. These include sufficient student interest and ability
to participate, and the college's ability to locate and arrange safe, reasonable, relatively inexpensive accommoda-
tions at a remote reef location.
An effort will be made to find funding for a few students who could not otherwise afford this program. For these
reasons, interested persons should contact the program sponsors as early as possible.

Subjects Emphasized: Reef ecology, tropical oceanography, comparative community diversity/structure studies.
Program is preparatory for careers, and/or further study in fisheries, biological studies and Peace Corps work.
Modules: None.
Internships: None.

VANCOUVER AND PUGET

Fall, Winter, Spring / Coordinated Study
Coordinator: Bob Sluss
Enrollment: 40 students.
Prerequisites: Must have sophomore standing or higher.
Special Expenses: Must provide own camping and foul weather gear.
Part-Time Options: None.

This Coordinated Study program will focus on a modern exploration of South Puget Sound. Students will divide
their time between classroom study and field study. Classroom study will include natural history and field biology
methods, aspects of sociology, history (Native American and modern settlement of Puget Sound) and literature.
Students can expect to develop the following skills: bird and marine organism identification, observation, seaman-
ship, and writing. Idea and book seminars will be a normal part of the program using books as the focus. These
books will include, Homer, The Odyssey; Hemingway, The Old Man of the Sea; Slocum, Sailing Alone Around the
World — books which explore man's journeys of exploration.
Subjects Emphasized: Sociology, history, Indian history, natural history, ecology.

Program is preparatory for careers and/or further study in environmental sciences, maritime studies, sociology.

Modules: None.
Internships: None.

The first six weeks of the program will be devoted to background materials (skills and reference books) and to construction of four-person skiffs. Thereafter, students will normally spend alternate weeks in field exploration and campus study.

Typical exploration week: students would take supplies, pick up skiffs and carry out field plans Monday through Friday. Faculty will work in the field one to two days each week. Students will be expected to supply their own camping and foul weather gear.

Typical campus study week: Monday, a.m. — individual conferences on student's logs and journals, p.m. — seminar and group discussion of student writing; Tuesday, a.m. — lecture-discussion, p.m. — book seminar; Wednesday and Thursday, research and preparation of field proposal for the following week; Friday, a.m. — conference to go over field plans, p.m. — group discussions of proposals and summary seminar.

Typical exploration week: students would take supplies, pick up skiffs and carry out field plans Monday through Friday. Faculty will work in the field one to two days each week. Students will be expected to supply their own camping and foul weather gear.

Typical campus study week: Monday, a.m. — individual conferences on student's logs and journals, p.m. — seminar and group discussion of student writing; Tuesday, a.m. — lecture-discussion, p.m. — book seminar; Wednesday and Thursday, research and preparation of field proposal for the following week; Friday, a.m. — conference to go over field plans, p.m. — group discussions of proposals and summary seminar.

Students who wish to acquire a strong introduction to calculus and the physical sciences should carefully consider taking Foundations of Natural Science (page 53).

For other closely related offerings, see Management and the Public Interest (Management and the Public Interest), Environmental Studies (Environmental Law).

1978 - 79 OFFERINGS: We have scheduled one Coordinated Study — Marine Studies and Crafts — and two Group Contracts — Resources of Puget Sound and Seacoast Management. These, and perhaps one additional Group Contract, will all follow the general goals and approaches described in the introduction to this section.

Northwest Native American Studies

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

Evergreen recognizes the unique position that Native Americans hold as members of communities which have sovereign legal status within the United States. This specialty area is designed to accommodate Native American students who are developing skills which will allow them to provide community leadership in the context of traditional values. The Native American faculty working in this specialty area clearly represent the traditions and values upon which these communities are founded. Programs offered in this area will range from those which are concerned with culture history and arts to those which focus on the development of skills useful in tribal government, community controlled educational systems, and business management.

In addition, students who, broadly speaking, are interested in the methods and theory of anthropology, culture history and cross-cultural differences can find advanced coursework within this specialty area. The Pacific Northwest offers unique opportunities for the study of prehistoric migrations to the New World, human ecology, acculturation
including the impacts of contacts with Russia, the fur trade, and the gold rush, and the impact of the pipeline on Alaska Native communities. There are rich opportunities for field study and internships throughout the Pacific Northwest for students interested in these areas.

The offerings for 1977-78 are described below.

Students who are in their first year of college should probably enroll in A Separate Reality, or in one of the Basic Programs described on pages 23-35.

A SEPARATE REALITY: A Coordinated Program of Individual Study

Fall, Winter, Spring/Coordinated Study
Coordinators: Mary Ellen Hillaire and Maxine Mimms
Enrollment: About 60 students
Prerequisites: None.
Special Expenses: None.
Part-Time Options: None.

American culture today is dynamic and is composed of many different cultural influences. Schools seldom have paid serious attention to what might be called the “separate realities” and the varied goals and learning styles of many of the students. This program, A Separate Reality, is designed specifically to build on unique perspectives of Native American students, Black students, and others who are concerned about understanding and maintaining significant cultural differences in America.

A Separate Reality will offer on and off-campus opportunities for learning. Program activities will include some features in common with all other students in the program, such as attendance at group seminars and lectures, yet will emphasize the development of individualized learning plans by each student. The program will hold group meetings on campus in Olympia and off-campus at locations convenient to the students, including Tacoma.

The program will be taught by three full-time faculty — one Native American, one Black, and one White. The faculty composition reflects the program’s philosophy: that democracy can exist only when very different viewpoints may be shared in an environment of mutual respect. This program is an outgrowth of several years of independent work by the faculty and students concerned with strategies for self-determination in Native American communities; occupations and life-styles in the Black community, and concerns about preparing students to live successfully in a multi-cultural society.

A Separate Reality is designed with flexibility to accommodate students who have a variety of needs, are at different levels of experience, and live in various geographical areas. There is room in this individualized interdisciplinary program for: 1.) Students who need to assess what they know and who need to develop an idea of what they want to do with “formal education;” 2.) Students who have developed an idea of what they want and are at the stage of researching and refining their idea in a more advanced way; and 3.) Students who wish to broaden their experiences and exposures through work experiences and community involvement.

This program is especially recommended for students who are interested in pursuing advanced studies in anthropology, sociology, and education.

Subjects Emphasized: Education, anthropology, sociology.
Program is preparatory for careers, and/or further study of education, anthropology, community planning, Native
American or Black studies, sociology.

**Modules:** One module may be taken per quarter as part of this program.

**Internships:** Possible, if appropriate to students' plans.

### CULTURES OF THE PACIFIC NORTHWEST

Fall, Winter/Group Contract  
Sponsor: Lynn Patterson  
Enrollment: About 20 students  
Prerequisites: Some social science recommended strongly, but not required.  
Special Expenses: Perhaps field trips.  
Part-Time Options: None.

Cultures of the Pacific Northwest is a two-quarter Group Contract designed to give students a broad view of Native American life in the Northwest while familiarizing them with the methods and techniques used by anthropologists in reconstructing cultural pasts.

The first quarter will be spent reading ethnographies, studying the archaeological record of precontact, and reading accounts of early contact written by fur traders, explorers and missionaries. Students will begin the quarter with two overview works, Gunther's *Indian Life on the Northwest Coast of America* and Drucker's *Cultures of the Northwest Coast*. Ethnographies of specific tribal groups to be studied Fall Quarter include: Elmendorf's *The Structure of Twana Culture*, McLlwraith's *The Bella Coola Indians*, Gunther's *Klallam Ethnography*, Boas' *Kwakiutl Ethnography*, Garfield's *Tsimshian Clan and Society*, Oberg's *Social Economy of the Tlingit*. In addition, there will be three field trips: to the Portland Museum to see the Rasmussen Collection of Northwest Coast Art; to Victoria, B.C. to visit the Provincial Museum, and to Ozette to visit an excavation under the direction of Washington State University.

Winter Quarter will deal with theoretical questions in Northwest ethnology. We will study arguments concerning the Northwest Coast Potlatch, concentrating on developing an understanding of the "ecological" and "structuralist/alliance" models of analyzing cultural systems. Lectures will supplement seminars, providing a background in the major conceptual frameworks which social and cultural anthropologists use to study culture. In these lectures, Northwest Coast examples will be placed in a broader context.

Students should have a good grasp of seminar discussion techniques, willingness to work in the library, decent reading and writing skills, and at least some familiarity with basic library research techniques. Some background in anthropology is helpful, but not necessary. If students have no background in anthropology, they should read the Self-Paced Learning Unit booklet, "How to Study Anthropology at The Evergreen State College," for an introduction to resources available here, and should take the time to read through the introductory Hoebel textbook, and workbook recommended in the "How to Study..." booklet. Students should be prepared to read and discuss one ethnography per week Fall Quarter and to write assigned papers, including short research papers on some problem in Northwest Coast ethnology.

Admission to the group will be by interview and students are expected to present portfolios or examples of past academic work (if transferring to the college).

**Subjects Emphasized:** Social anthropology and history.

Program is preparatory for careers, and/or further study in anthropology, economics, human ecological studies and Native American Studies.

**Modules:** None.  
**Internships:** None.
EXPLORING NATIVE AMERICAN ART: Southwest

Winter, Spring/Group Contract
Sponsor: Mary Nelson
Enrollment: About 20 students
Prerequisites: Work in jewelry, pottery, weaving, ceramics, anthropology or Native American Studies. Interview with portfolio required.
Special Expenses: $25 - 30 for field trip.
Part-Time: None.

This Group Contract will study the jewelry, weaving, and pottery of the Native American peoples of the Southwestern United States. After extensive preparation in the art, culture, and history of the area, students and faculty will make a month-long trip to the Southwest to see and experience these things first-hand.

Winter Quarter will be devoted to preparing for the trip with intensive study of the peoples involved — the Pueblos (pottery), the Zuni (silversmithing), and the Navajo (weaving and silversmithing) — by reading, researching, viewing films and photographs, holding seminars with people from the Southwest and with guest artists, etc. There will also be extensive preparation in slide taking, slide developing and slide arranging for the final project, and a mini-course in sound taping to prepare for the forthcoming trip. The latter is absolutely essential!

The field and research trip (four weeks during Spring Quarter, 1978) will include sessions with two potters from the Pueblos, at least two jewelers (one Zuni and one Navajo), and a blanket-rug weaver from the Navajo nation. These will be the basis for the art research in the trip, but we will also visit other pueblos, ranchitos, studios, museums, archeological sites, ruins, and schools. College vehicles will be used for transportation, and some central base will be arranged in Santa Fe or Albuquerque to provide a place in which to review and consolidate our work in their field. But when it comes to housing and food, students should be prepared to rough it. The remaining weeks of the quarter will be spent back on campus, putting together the slide/tape shows from the trip, writing evaluations, and concluding program activities.

At the end of Spring Quarter, students will present their completed slide/tape set to the library at Evergreen so others may benefit from their studies.

Subjects Emphasized: Jewelry, pottery, weaving, photography, tape recording, cultural studies of the Southwest people.
Program is preparatory for careers and/or further study in art, Native American studies, anthropology, sociology.
Modules: None.
Internships: None.

For other closely related offerings, see Human Development in Its Social Context (Life Cycles and Cultural Systems), Basic Programs (Family and Community; Voices of the Third World), Annual Programs (Good Earth II, Mythic Cycle), and Environmental Studies (Natural History of Washington).

1978-79 OFFERINGS: Preliminary planning has begun for programs which share the same general goals as those described here, but firm details have not yet been settled. For more information, contact Mary Ellen Hillaire or Betsy Diffenfal (see "How to Contact Faculty," page 4).
Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 23-35. "Introduction to Political Economy" or its equivalent is a prerequisite to all advanced offerings.

Political Economy

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

The 1977-78 offerings are described below.

APPLIED RESEARCH: The Nuclear Power Issue

Winter, Spring/Group Contract
Sponsor: Chuck Nisbet
Enrollment: About 20 students
Prerequisites: Junior or Senior standing, proven writing skills
Special Expenses: Travel and expenses for one week in Richland, Washington.
Part-Time Options: None.

The oil shortages of 1973 and the leap in the prices of petroleum products pushed "energy" into the national lime-light. The rapid growth in demand leads some to believe our electrical capacity will need to be six to eight times greater by 1995 than today. Over the past 30 years the only new energy technology developed to the point of commercial use has been nuclear power. About 50 nuclear plants have obtained licenses to operate in the U.S., and the utility companies press on for more new plants without delays. By 1980 total investment could reach 60 billion dollars in the nuclear power industry.

However, a glance at the daily newspaper or peek at the nightly news program will tell that all is not well. Individuals and groups are coming forth to challenge the rush towards the production of nuclear power. In 1976 eight states placed citizen initiatives on the ballot designed to limit nuclear power. Groups such as the Union of Concerned Scientists have recommended that nuclear power be de-emphasized and ultimately replaced by other sources of energy.

This Group Contract will study the pros and cons of nuclear power within the context of a national energy policy. The emphasis will be on applied research with a regional focus. Our primary objective in this contract will be to write a monograph entitled Nuclear Power in the Northwest. The exact research design will depend on student skills and interests. However, such topics as federal and/or state regulation, safety, environmental impact, cost effec-
tiveness, economic impact, public or private interface, past history and future plans of individual sites, will likely be covered.

The contract will start Winter Quarter with a one-week field trip to Richland, Washington, for seminars, lectures and conferences at the Hanford Nuclear Reservation. Approximately two-thirds of Winter Quarter will be spent in lectures, seminars and tutorials obtaining background on the nuclear power industry. The remaining time will be used designing a research strategy and undertaking preliminary research. The first half of Spring Quarter will be devoted to full-time research activities and the last half to writing and editing the group monograph.

Only upper division students with proven writing skills are eligible to join this group research project. It is assumed the group will be composed of a wide variety of students from the natural and social sciences. This contract will not teach the scientific aspects of energy production or assume students bring scientific expertise with them into the contract. Students who wish to be considered for and/or help plan this contract should see Chuck Nisbet and bring along their portfolios.


Subjects Emphasized: Social science research methodology, environmental and energy economics, senior thesis. Program is preparatory for careers and/or further study in economics, business administration, public administration, law, planning.

Modules: None. Internships: None.

INTRODUCTION TO POLITICAL ECONOMY

Fall/Coordinated Study
Coordinator: Chuck Nisbet
Enrollment: About 80 students
Prerequisites: Sophomore standing
Special Expenses: None
Part-Time Options: Contact Coordinator.

The study of political economy assumes that social, political, and economic theory develops within an historical context to meet specific historical needs. We recognize that political, economic, and social factors may be distinguished for purposes of conceptual convenience. However, any complete economic analysis which divorces its subject matter from its wider historical context falsely represents the real world.

This program will have two interwoven components; 1.) mainstream and radical economic theory, and 2.) American and European history with particular emphasis on political, economic, and philosophical developments. These components will be taught through lectures, seminars, and workshops. By studying all these subjects together in the same program and with a coordinated faculty team, the traditional study of economics will be broadened into political economy. Orthodox and radical assumptions will be scrutinized as will institutional arrangements such as
private property, the banking system, the corporation, and the military.
This one-quarter program will provide the foundation to do advanced work in political economy as well as providing very important and fundamental material useful in the specialty areas of Management and the Public Interest, Environmental Studies, and Individual and Community Health. It will be offered annually Fall Quarter and is not open to first-year students. Students who only want principles of economics can enroll on a two-unit part-time basis.

Subjects Emphasized: Economics, United States history, political economy, political science.
Program is preparatory for careers and/or further study in business, labor, law.

Modules: One module per quarter may be taken as part of this program.
Internships: None.

LABOR AND THE PUBLIC INTEREST

Winter, Spring
Sponsor: Tom Rainey
Enrollment: About 40 students
Prerequisites: Introduction to Political Economy is strongly recommended for full-time students, but is not a pre-requisite.
Special Expenses: None.
Part-Time Options: Contact Sponsor.

Labor and the Public Interest offers a program of study designed for union members and leaders, people working in labor relations, full-time students, and others interested in labor problems. It will consist of a core program and a series of satellite modular courses. The core program will focus primarily on the following topics: labor history, women and non-whites in the contemporary work force, current political economic issues facing working people, the impact of "scientific management" on working conditions, labor legislation and public policy, and questions of socialization and popular culture as they apply to working people.

The modular courses will offer more specialized study in the following specific areas: labor law, public sector labor relations, labor economics, and industrial organization. Logistics and budget permitting, active members of the labor movement will be recruited to teach some of the modular courses.

Labor and the Public Interest will be open to full and part-time students. Full-time students will be expected to take the core offering of the program and one module per quarter. Part-time students may sign up for one or more modules. Part-time students who wish to sample the core offering should make arrangements with the faculty. The modules may be held off campus to maximize participation of working people. Full-time students should plan to engage in an applied research project during the spring quarter.

Readings for students taking the core program may include the following: Brecher, Strike; Zaretsky, Capitalism, The Family and Personal Life; Jones, The Autobiography of Mother Jones; Boggs, Notes of a Black Worker; Tabb, Political Economy of the Ghetto; Lewinson, Working Class Majority; Aronowitz, False Promises; Braverman, Labor and Monopoly Capital; and Le Master, Blue Collar Aristocrats.

Subjects Emphasized: American history, ethnic studies, women's studies, political science, economics, sociology. Program is preparatory for careers and/or further study in political economy, history, sociology, labor studies, management studies, public administration, labor movement.
The political-economic crisis that besets almost all the countries, developed and underdeveloped, of the global market system has deep historical roots, profoundly affects the quality of current economic, political and even cultural life, and promises to leave its stamp on the world to be inherited by future generations. Our goals in this contract will be: 1) to understand the economic/historical conditions that gave rise to the current crisis, 2) to examine carefully the present dynamics of the crisis, and 3) to assess the impact the crisis is apt to have on the future of American democracy.

We will examine three perspectives on the economic crisis: the “conservative” view as represented by, for example, Milton Friedman; the “liberal” view reflected in the work of economists as diverse as the (relatively) orthodox Paul Samuelson and the (relatively) heterodox John K. Galbraith; and the “radical” analysis of economists/theoreticians will be compared, contrasted and evaluated with respect to their ability to shed light on such key problems as growth and stagnation, economic and political development in the “Third World” countries, and the impact of both economic growth and economic stagnation on political democracy.

We will begin with a review of the economic and philosophical foundations of classical liberalism, conservatism and economic individualism, their modern counterparts, and the Marxian reaction. We will then consider Keynes and the post-Keynesian synthesis, Schumpeter’s analysis of capitalist transformation, and some contemporary reactions to both Keynes and Schumpeter. For this part of the contract, we will read the anthology Competing Philosophies in American Political Economics, edited by J. Elliott and John Cowie.

Against this background, we will deal with some of the salient features of domestic and international economies: economic concentration, “stagflation,” credit expansion, the banking system, the role of the state, energy policy, foreign aid and trade, and the relation between economic growth and political democracy; shifting patterns of world trade, the role of multinational corporations, demands of Third World countries for a “new economic order,” economic relations between the capitalist and socialist countries, and other issues.

Each week we will have about three seminar meetings of which one will be devoted to reading the current business press (Fortune, Business Week, and similar publications). In addition to the basic program readings, students will be asked to choose further readings from a program bibliography and write at least one major paper.

Subjects Emphasized: Economy, political economy, political theory, philosophy.
Program is preparatory for careers and/or further study in economics, political economy, economic history, political theory.
Modules: None.
Internships: None.
THE COLONIAL EXPERIENCE OF THE AMERICAS

Fall, Winter/Coordinated Study
Coordinator: Peta Henderson
Enrollment: About 60 students
Prerequisites: Basic Coordinated Studies or the equivalent (one or more years college work).
Special Expenses: None.
Part-Time Options: Contact Sponsor

This program will introduce students to the history, economics, anthropology and literature of Latin America. Our aim is to discover how the historical experience of colonization affected the process of social, cultural, economic and political development of this part of the Third World. In order to achieve this, we will focus on the concept of colonialism in a broadly interdisciplinary and comparative manner, looking first at the common experience of the Americas as colonies of Europe, and then at the spread of United States-style colonialism in the twentieth century. Spanish language will be taught as an option within the program.

During Fall Quarter we will study the historical background of European colonization and its expression in the social structure and literature of North and South America. We will look first at the common struggle for political independence from Europe, and then at the attempts of the United States and Latin America during the nineteenth century to escape from the confines of British economic hegemony and colonial cultural dependence. Our understanding of the similarities and differences in the experience of North and South America will lay the foundation for a consideration of their divergent relationship as colonizer and colonized during the twentieth century, which will be the focus of our study during Winter Quarter.

In this second part of the program, material will be selected to illustrate the theory of imperialism in the Latin American context and its effects on the social structure, culture and political organization of the area. We will look at the multi-national corporation, transformations in rural and urban living patterns, corresponding changes in the lives of women and men, development of revolutionary responses in Mexico and Cuba, and the politically committed stance of Latin American writers.

Weekly program activities will include one lecture, two book seminars and a workshop in which students will be offered an opportunity to study introductory Spanish or another specialized area such as the theory of economic development or anthropology. The language/workshop component is intensive, and will require 10 to 15 hours of work weekly. Students are expected to write two brief papers Fall Quarter and a longer paper Winter Quarter. Full participation in all program activities is required for credit. No partial credit will be awarded.

Book selections may include Wolf, Sons of the Shaking Earth; Van Alstyne, The New American Empire; Stein & Stein, The Colonial Heritage of Latin America; Garcia Marquez, One Hundred Years of Solitude; Frank, Capitalism and Underdevelopment in Latin America; and selections from the literary works of Asturias, Neruda, Marti and Gabriela Mistral.

Subjects Emphasized: Anthropology, Latin American literature, Spanish language, history, economics.
Program is preparatory for careers and/or further study in international law and business; foreign service; Peace Corps type experience; advanced work in political economy; graduate study in above disciplines; teaching.

Internships: None.
THE CONSTITUTION & THE ECONOMY

Spring/Group Contract
Sponsor: Jeanne Hahn
Enrollment: About 20 students
Prerequisites: Basic program and some college introductory social science and American history. Reading, writing and analytical skills; knowledge of the library and how to use it. Introduction to Political Economy is strongly recommended but not required.
Special Expenses: None.
Part-Time Options: None.

The purpose of this contract is to explore the relationship between the U.S. Constitution, the Supreme Court, and economic development. The contract will attempt to determine how, under the "fixed" Constitution of 1787, the country moved into and through laissez faire individualism to the corporate state without fundamental amendment of the basic law. What were the social, economic, and political dynamics at work that allowed for the fusion of political and economic power without expressly altering the original theory and formal law of the Constitution?

We will trace the broad historical relationship between economic institutions and constitutional law by looking in detail at the Court's decisions and the direction of the country's economic development from the first attempts of the Marshall Court to foster the establishment of a strong, national economy to the current Burger Court decisions affecting the economy. In light of the Court's contemporary involvement in civil liberties and civil rights litigation, we will need to carefully consider whether the idea of the Supreme Court as providing a nexus between our fundamental law and our fundamental economic institutions is still valid or only applies to the past.

Through careful reading and writing we will attempt to determine how the Court, through the affirmative use of the law to furnish instruments and procedures and to impose patterns of behavior, has interpreted the commerce clause, the contract clause, the due process clause and those aspects of the Constitution pertaining to property rights, economic liberties, and fiscal power in a way that directly impacts economic behavior. The contract will draw not only on legal material (both case law and jurisprudence) but also on relevant materials in history, political science, sociology, and economics. There will be three or four seminar meetings each week, which will be spent partly in close analysis of legal cases, and partly in more wide-ranging discussion. One major research paper will be assigned during the quarter.

Subjects Emphasized: Political science, American history, judicial politics, economics.
Program is preparatory for careers and/or further study in law school, graduate school in any of the social sciences, anything that requires reading, writing and thinking.
Modules: None.
Internships: None.

For other closely related offerings, see under Management and the Public Interest (Management and the Public Interest, Managing Technology), Individual and Community Health (Health Perspectives), Environmental Studies (Environmental Law), European and American Studies (The Formation of Modern Society, The Social Origins of Art and Ideology).

1978-79 OFFERINGS: We have scheduled three Coordinated Studies — Introduction to Political Economy, Labor Studies, and Paradigms in Crisis — and two Group Contracts — Economic Cycles and Mexico: Studies in Social Transformation. Individual Contracts will also be available for students prepared for senior thesis work. An additional Group Contract — Social Theory — is tentatively scheduled. All of these offerings will follow the general goals and draw on the disciplines mentioned in the introduction to this section.
INDIVIDUAL CONTRACTS

A full description of this kind of teaching/learning arrangement appears in the Bulletin. Briefly, an Individual Contract is an individualized study program worked out between you and a faculty member, where you agree to complete some specified work, and the instructor agrees to help in specified ways, usually through a weekly conference. If this kind of learning appeals to you, please prepare yourself carefully for it, by reading closely the material below and the description in the Bulletin, and by consulting with the Academic Advising Office well in advance of the starting date of the contract. Doing Individual Contracts has special difficulties. To avoid trouble, prepare yourself ahead of time.

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 sponsors' duties in preparation, working sessions, and evaluation of all their students, as well as their other commitments to the college, severely limits the time which can be spent with you each week. You should not expect your sponsor to have answers to all your questions or to do your project for you. But you should expect your sponsor to 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.

Each year a number of faculty members are assigned to spend the bulk of their teaching time on Individual Contracts. In addition, the faculty in Coordinated Studies and Group Contracts can sometimes take a small number of contracts if the program's enrollment and their other duties allow it. The assignment of faculty for 1977-78 had not been completed when this Supplement was published, but this information will be announced before the spring registration period and before the beginning of each quarter. Check with the Academic Advising Office for this and other useful information.
MODULAR COURSES

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

The following subjects will definitely be offered in 1977-78. IMPORTANT: A substantial number of additional modules will be offered each quarter. A brochure entitled “Part-Time Studies” will be published about a month before each quarter begins; it will contain descriptions of all modules (as well as other opportunities for part-time students).

Music Fundamentals
Music Theory (Beginning, Intermediate, and Advanced)
Jazz Ensemble, Chamber Singers, and Woodwind Ensemble (performance)
Acting (Beginning and Intermediate)
Dance (Basic and Intermediate)
Drawing and Painting (Basic and Intermediate)
Photography (Basic and Intermediate)
Filmmaking (Basic and Intermediate)
Ceramics (Basic and Intermediate)
Printmaking (Basic and Intermediate)
Precalculus Mathematics
High School Mathematics Refresher
Calculus
General Chemistry
Introductory Chemistry
Organic Chemistry
Spanish (four levels)
French (four levels)
German (two levels)
Chinese (two levels)
Russian (two levels)
Norwegian (two levels)
Japanese (two levels)
SUPPLEMENTARY MODES

COOPERATIVE EDUCATION (Internships)

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 regular programs or in an Individual Contract. The covenants or requirements of the program or contract 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 bulletin.

Programs with internship components in 1977-78 include: A Separate Reality; Chautauqua; Early Childhood Development; English Theater: From Script to Stage to London; Health: Individual and Community; Health Perspectives; Helping Relationships; Life Cycles and Cultural Systems; and Vancouver Outreach.

In addition, internships (under Individual Contract) are an important feature of advanced work in the Management and the Public Interest specialty area.

SELF-PACED LEARNING

The Self-Paced Learning Center is located in two places on the first floor of the Laboratory Building at the college. Both places are open from 9 a.m. to 9 p.m. (Monday through Thursday); 9 a.m. to 5 p.m. (Friday); and Saturday and Sunday afternoons.

The self-paced approach emphasizes learning on an individualized, personalized basis. Basic skills, manipulatory activities, concepts, and even the content of traditional course subject matter can be learned at mastery levels of the students’ own choosing, at their individually chosen rates of progress. Frequently, this is done by filling in gaps in their background information, through Self-Paced Learning Units (SPLUs) which are designed to present efficiently some important aspect of a subject. In a SPLU, a study program directs the activity of one student at a time; the senior instructor, in a sense, becomes the student’s private tutor.

The Center makes use of a wide range of educational devices, making it possible to align the exposure with the learning experience in sequences that will be most effective. Slidetapes, film loops, movies, videotapes, laboratory experiments, workbooks, programmed texts, and computer-assisted programs are available in such diverse areas as chemistry, math, physics, biology, psychology, music, sociology, photography, drafting, language study, statistics, typing, and acoustics.
The Center is unique in the sense that Evergreen faculty and students have prepared a significant amount of the materials in use. Local production and adaptation of commercial materials has been carried on actively to assure that Evergreen students receive a variety of appropriate, high quality instruction. Calculators, computer terminals, microscopes, balances, typewriters, drawing sets, and appropriate work stations are available as well as complete laboratory setups with oscilloscopes, spectrophotometers, growth chambers, etc. 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 regular programs. Experience to date has revealed that success in this learning method requires a high level of self-motivation and strong discipline toward mastery of the skill or concept to be learned. Anyone considering an Individual Contract would be well advised to investigate the resources available in the Center, since with a faculty sponsor's help they might become a central part of the contract's material. Tutorial work or drill in chemistry and mathematics is possible. An aide is on duty at all times to help find materials and resources, set out needed equipment, and provide special assistance.

FOREIGN LANGUAGE STUDY

Foreign language instruction is offered in the form of modules which are given in the late afternoons and evenings to accommodate students involved in full-time programs, full-time jobs, or other pressing day activities. They are taught by faculty with good backgrounds in language and in teaching and are designed for the serious language student with an emphasis on learning to converse. Reading, writing, and listening are also integrated into the programs of study.

The following languages are available: French, Spanish, Russian, German, Norwegian, Chinese, and Japanese. French and Spanish are offered on four levels from beginning to advanced; the other languages are offered on the beginning and intermediate levels only. If resources permit, additional languages or levels may be added. Spanish will also be taught in a more intense way as part of the Coordinated Studies program, Colonial Experience of the Americas.

If you register for two or more units of credit in a given quarter, you may be able to take a foreign language module for one of those units as part of your Coordinated Study, Group Contract, or Individual Contract program. Talk to your program coordinator or contract sponsor about making the arrangements, and do it before the quarter begins, if possible, so you don’t lose any time. If you register for a single unit of credit in a quarter, you can enroll directly in a module. Students may also audit a module, but class size is limited, and students enrolled for credit will be admitted first. Requirements for both credit and audit students are regular attendance (meeting four hours or so per week), completion of assignments, and an evaluative tape recorded at the end of the quarter. The module faculty member will write an evaluation for each student receiving credit.

CENTER FOR THE DEVELOPMENT OF READING AND WRITING (C-DRAW)

The Center for Development of Reading and Writing provides limited basic help for students who need skills development in reading and writing. This work is offered mostly for academic credit — through seminars, modules, and self-paced learning units of various types. The program's central goal involves service to students who need to develop their verbal abilities — not only for purposes of doing better and more satisfying college work, but also to lay some groundwork for the broader purposes of enhancing their creative, societal, and human potential through the development of these two vital tools of communication. The current coordinator is Dr. E. Jackson Webb (Member of the Faculty — Literature and Linguistics). Office: Library 3409. Phone: 866-6464.
THE EXTERNAL CREDIT PROGRAM

The External Credit Program at Evergreen offers students an opportunity to earn academic credit to apply toward a bachelor's degree for the learning and understanding that grew out of a non-academic experience. Evergreen believes it is appropriate to emphasize writing as a way to communicate what you have learned. So, the External Credit Office requires you to write a document that communicates your learning. It must demonstrate four things to a Review Committee: 1.) That you have had a non-academic experience of some sort, from which 2.) you have learned some things which are similar to things ordinarily learned for credit in college, and 3.) you understand what you have learned. 4.) You must demonstrate that the learning and understanding grew out of your experience. A brochure is available through the Office of External Credit, Library 1209, which describes the basic philosophy of the program, rules for participation, and some recommendations for writing a document.

UPSIDE-DOWN DEGREE PROGRAM

There are numerous technical two-year college programs which are not normally transferable to four-year colleges. However, it has been our experience that many people who complete those programs can and do wish to continue on to a bachelor's degree program. The Upside-Down Degree Program is designed to allow that in many cases. It is restricted to persons holding degrees (such as an Associate of Applied Science or Associate in Technical Arts) from accredited two-year colleges.

Your plan of study, which is worked out between you and the External Credit Coordinator, is reviewed by a committee of faculty upon admission to the college. In general, you should expect the committee approving your plan of study to insist on a good deal of work in liberal arts oriented Coordinated Studies and Group Contracts. The point of this is to assure that your level of general education is comparable to other bachelor's degree recipients.

Once your two-year curriculum is approved, transfer credit will be awarded for your previous degree up to 90 quarter credit hours or a total of 23 Evergreen units.

When you have completed your two years of study at Evergreen, as agreed upon with your committee, you will be recommended for a bachelor's degree. (Contact the Office of External Credit, Library 1209, for further details.)

COMPUTER SERVICES

Evergreen's arrangements for learning computing and related subjects are unique because of the ease with which students can gain access to the facilities and the extensive opportunities for hands-on experience with a variety of computing equipment. The college owns a timesharing computer which supports a variety of terminals including graphic display and a voice synthesizer. Programming is done in a version of the BASIC language which was developed here at Evergreen by advanced students. The college also owns an analog/digital hybrid computer and two laboratory mini-computers and has access via telephone line to a computer at Washington State University which can handle large-scale computing in FORTRAN and a variety of other important computer languages.

In 1977-78 students will be able to receive instruction in many aspects of computing through Individual Contracts with members of the Computer Services staff as well as with faculty, through Modular Courses, and through workshops given in Coordinated Studies and Group Contracts. Topics available are likely to include: introduction to programming, scientific programming, systems programming, data processing, digital logic, data structures, and social implications of computers.
For more information about study opportunities, in this area, contact the Office of Computer Services, Seminar Building 3109, 866-6232.

**MASS COMMUNICATIONS**

Evergreen does not currently have an interdisciplinary specialty in the area of mass communications. The possibility of such a specialty is being reviewed carefully this year. The college does, however, have a group of faculty (Bob Barnard, Gordon Beck, Craig Carlson, and Margaret Gribkov) who will provide advice and guidance for students interested in film production, print journalism, radio broadcasting, television, and writing for media. Such students have sometimes been able to put together successful study programs here.

Our group programs, Coordinated Studies and Group Contracts, do not usually include basic skill training, but they can provide a good environment in which to identify and pursue serious themes and stories which can be presented by appropriate communications techniques. There are opportunities to work on the college newspaper (Cooper Point Journal) and at the radio station (KAOS), both sponsored by the Student Services and Activities Board. Internships with professional groups in mass communications (newspapers, recording studios, and the like) are available to qualified students. Finally, skill development in some areas will be possible through modules. Contact the above-mentioned faculty members for further information (see “How to Contact Faculty,” page 4).
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