The Evergreen State College

Academic Program Offerings Supplement

1978/79
How To Use This Book

GET TO KNOW EVERGREEN
This book contains descriptions of Evergreen’s academic programs for 1978 - 79. The information here supplements the 1977 - 79 Evergreen State College Bulletin which describes fully how studies are organized at Evergreen and what the general policies of the college are. If you are new to Evergreen, you should read the Bulletin carefully, then come back to this book and turn to “Overview of Programs.”

Important note: Evergreen offers many new programs each year and changes many of those it repeats. The accurate descriptions of 1978 - 79 programs are found only in this book.

READ THE “OVERVIEW OF PROGRAMS”
All full-time students register in a single academic program or in Individual Contracts (individual study programs negotiated with a faculty member). In the “Overview” section you will find brief descriptions of the different kinds of programs, and some hints about finding one in line with your interests.

USE THE INDEX
For specific questions about a subject (for instance “what does Evergreen offer in psychology?”), the “Index of Academic Subjects” (p. 86) gives page numbers for every academic program which deals with that subject.

READ PROGRAM DESCRIPTIONS CLOSELY
For each program faculty members have written short statements which describe the general ideas the programs will deal with, what their important activities will be, and what you can expect to learn. Read these descriptions closely to find out how a given program can help you make progress toward your academic goals.

Information on internships, self-paced learning, external credit, and reading and writing skill development can be found in “Special Forms of Study,” pages 83 - 85.

TALK TO FACULTY
If you are interested in a program but are still unsure about how it will work or whether it will suit you, consult the faculty member whose name is given in the description. 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.

IMPORTANT NOTE: Faculty are usually busy with their present students and are often unavailable in the summer, so allow plenty of time and try to make contact while college is in session.

USE THE ACADEMIC ADVISING OFFICE
For further assistance about Evergreen academic programs consult the Academic Advising Office (Library 1221, 866-6312). The advisors there will be happy to talk to you and to show you the Academic Advising Resource Guide which contains profiles of faculty members and other useful information about what the college can offer.
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WHEN TO REGISTER

Registration for the 1978 - 79 academic year will be possible at the following times:

Fall Quarter — September 25 - October 9.
Winter Quarter — November 29 - December 15 and January 3 - 10.
Spring Quarter — February 28 - March 16 and March 28 - April 4.

The end of the registration period is the sixth class day of each quarter, and by that time students must have completed the registration process. Students on Individual Contract must finish negotiating their contracts and submit the completed contract form by the fifth class day of each quarter.

It is possible that additional periods for registration will be arranged during Spring Quarter 1978 and during Summer Quarter 1978. Both continuing students and newly admitted students will receive adequate and early notice of these additional times, if they become available.

HOW TO REGISTER

MAKE SURE THE REGISTRAR HAS YOUR UP-TO-DATE ADDRESS.

The college will be mailing each student a packet of registration materials which contains the registration card and information about health insurance, tuition and fees and other matters. This packet will only reach you if the college has an up-to-date address for you.

CHOOSE A PROGRAM

The next step is to select a Coordinated Study or Group Contract or to negotiate an Individual Contract. As you make up your mind, read carefully the program descriptions in this book and talk with the appropriate faculty members if you have further questions.

As an additional help in providing information about the programs, two Academic Fairs will be held, the first in Spring Quarter 1978 (May 17) and the second just before the beginning of Fall Quarter 1978 (September 25). At these two times, faculty from all programs will be present in the same location at the same time, and it will be easy to locate and talk to particular faculty members and to find out about the reading lists, range of activities, weekly schedule, and other specific details of any programs that interest you. Academic Fairs also provide excellent opportunities to start Individual Contract negotiations or to get acquainted with the faculty who will be teaching a given program.

We strongly encourage students to attend these Academic Fairs.

GET FACULTY SIGNATURE, IF NECESSARY

All Individual Contracts, most intermediate and advanced programs, and some others require that you get the approval of one of the faculty members before you can enroll in the program or contract. Usually this involves having a short interview with the faculty member in which she or he reviews examples of your previous work and talks with you about it to make sure that you have the proper background to do well. Many other colleges have specific written rules about what background is necessary for a given course. We prefer the interview arrangement because it allows us to be more sensitive to the different ways an individual may have acquired the necessary background. If the faculty
member approves your entry into the program or contract, he or she will sign your registration card. The Registrar will not accept your registration into a program with a signature requirement or into an Individual Contract without the proper faculty member’s signature on your registration card. Faculty will be available to give this approval during the Academic Fairs and at other announced times during registration periods. Please make every effort to contact appropriate faculty members during these times as they will be harder to find at other times.

TURN IN YOUR REGISTRATION CARD
Once you have decided on a program and, if necessary, gained faculty approval, submit your registration card to the Registrar’s Office on the ground floor of the Library Building, Lib 1100.

PAY TUITION
The last stage in securing your enrollment for a given quarter is to pay the proper tuition. When you turn in your registration card, you incur an obligation to pay tuition and fees unless you officially withdraw by the sixth day of classes. To avoid penalties, pay in full by the sixth day. If you do not, you will be assessed a $15 late payment fee. You must pay in full by the thirtieth calendar day of the quarter, or the college will cancel your enrollment.
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 three to 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 CONTRACTS: Individual study programs negotiated with a faculty member (see detailed description on p. 82).

Group Contracts and Coordinated Studies have an important 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, critical 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 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

Evergreen’s academic programs cover a wide range of different subjects. They are grouped in 12 areas. You may enroll in any program offered in any area provided you satisfy any prerequisites that may exist. Thus there are many possible combinations of programs available to you as you work toward completing your degree. If you want or need to cover a broad range of different subjects, you can; or if you wish to specialize, opportunity for this is also available. You can find out much more about each of the 12 areas 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.

TEN 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
- Individual and Community Health
- Management and the Public Interest
- Marine Sciences and Crafts
- Northwest Native American Studies
- Political Economy
- Scientific Knowledge and Inquiry.

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. You do not have to stay within a single specialty.

TRANSCRIPTS & PORTFOLIO
You and your seminar leader or sponsor should maintain your "Portfolio," which is a folder or binder which contains samples of your work (written, photographed, taped, or whatever), as well as copies of the basic official documents — a program description, a faculty evaluation, and your self-evaluation for each academic program you have completed. (See the Bulletin for a more complete description of these documents, which make up your Official Transcript.) Your Portfolio will go with you 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 where you should be going.

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.
THE ARTS AT EVERGREEN. 1978 - 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.

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 1978 - 79 and 1979 - 80 we expect to offer modules at the beginning and advanced levels in music fundamentals, music theory, acting, dance, drawing and painting, and photography. 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: Perceptions, The Character, Love in the Western World, and Journey to the East.

Students who have the background to go beyond Basic Programs should probably consider The Arts in Social Perspective. 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.

For more advanced students, two possibilities exist. First, there are Group Contracts. In 1978 - 79 there will be: in music, Design in Music; in performing arts, Alternative Theaters; in visual arts, Studio Project, Shadows, Camerawork, Recording and Structuring Light and Sound, and Images in Sequence. Students interested in creative writing should consider taking The Novel Experience or Shakespeare and the Age of Elizabeth. If you are interested in the history of drama, literature, and the visual arts, look at The Classical World, Mythic Cycle, and Shakespeare and the Age of Elizabeth. There will be similar offerings in music, theater, and visual arts in 1979 - 80, 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. 1978 - 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.

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: Perceptions, The Character, Outdoor Education, The Human Condition, Journey to the East, Making Changes, Love in the Western World and Poetry and Science.

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, where the main emphasis is on history and literature but they usually contain important amounts of material from the arts or social sciences as well in keeping with Evergreen's attempt to promote integrated learning. In 1978 - 79 there are two such programs: Politics, Values, and Social Change, and Shakespeare and The Age of Elizabeth. A related program that may be of interest is The Arts in Social Perspective. Several Group Contracts may also be appropriate at this level: The Novel Experience (creative writing and literature), French Culture and The Etruscans (foreign language and culture), and Social Structure, Family Life and Female Roles.

More advanced students will probably want to look closely at Shakespeare and The Age of Elizabeth (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.

NOTE ON FOREIGN LANGUAGES: Foreign language instruction will be offered through two full-time programs in 1978 - 79 — French Culture and The Etruscans (Italian). Both programs combine language with studies of the related culture and history.

Modular courses will also be offered in French and Spanish. Additional languages — Russian, Japanese, German, and Chinese — will be taught if there is sufficient student interest. These courses 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 NATURAL SCIENCES AT EVERGREEN. 1978 - 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.

In 1978 - 79 Evergreen will establish a new interdisciplinary specialty area called Scientific Knowledge and Inquiry. Programs in this specialty will deal with the natural sciences, mathematics, computer science, and philosophy, for their own sake and also as they relate to the rest of our culture.

Several other curricular areas also emphasize the natural sciences (including mathematics).

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 Life and Health, Origins of Life and Intelligence and The Human Condition: Sociobiology and Human Values.
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 undertake a full-time natural science program. *Introduction to Natural Science* requires no background beyond high school and covers material from physics, chemistry, and biology. For more sophisticated students with a stronger background *Dynamical Systems* may be appropriate. Students who are interested in natural history or field biology should consider *Evergreen Environment VI*. Second, you can go into a program which emphasizes the application of science to specific problems: *Salmon, Life Span Development or As You Sow*. These combine serious learning of natural and social science material both of which are needed for a realistic understanding of the problems studied. Similar or equivalent programs will be given in 1979 - 80.

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 *Introduction to Natural Science* for entry). These are listed under the Specialty Areas: Scientific Knowledge and Inquiry, Environmental Studies, Marine Sciences and Crafts, and Individual and Community Health. Individual Contracts are also available as described in the section on Scientific Knowledge and Inquiry.

THE SOCIAL SCIENCES AT EVERGREEN, 1978 - 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.

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: *Life and Health; The Human Condition; The Character; Outdoor Education; and Journey to the East*.

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 1978 - 79 they are: *Environmental Design; Politics, Values and Social Change; Life Span Development; Introduction to Political Economy; Politics of American Labor; and Management and the Public Interest*. Some of these programs will be repeated in 1979 - 80; the others will be replaced by programs with similar goals and functions.

For more advanced students, there are Group Contracts in most of the curricular areas listed covering such subjects as counseling, developmental psychology, social theory, and economics. In addition, there is one advanced Coordinated Study in 1978 - 79 (*Shakespeare and The Age of Elizabeth*, which includes considerable humanities material as well).
Basic Programs

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 learning how to write easily and well in various modes, how to read carefully, analyze and critique logical arguments, work cooperatively in small project or discussion groups, work with the ideas of several traditional disciplines, and begin to understand interdisciplinary study. Basic Programs also aim to help students connect their studies with their own intellectual and personal concerns and to make responsible decisions about their education.

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 1978-79 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.

THE HUMAN CONDITION: Sociobiology & Human Values
Fall, Winter, Spring/Coordinated Study.
Coordinator: Larry Eickstaedt.
Enrollment: 80.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Yes. Consult sponsor.

Why do we behave the way we do? Sociobiology, a synthesis of evolution, ecology and behavior, represents a very recent attempt to answer certain aspects of this large question. Although the suggested answers have been primarily derived from biology, they have aroused the interest and skepticism of persons in a wide variety of disciplines. Therefore, a careful examination of basis for the excitement and controversy surrounding sociobiology will provide us with an excellent educational opportunity.

In this program we will seek to develop a thorough understanding of sociobiological theory, critically examining the implications of the theory for human values and social institutions. To achieve this objective, we will employ an historical approach — both to ac-
quire an understanding of the developments leading up to sociobiology, and to examine the interplay between society and the natural sciences through time.

As we look to the past, we will pay particular attention to two time periods which will prove to be especially important for our purposes. We will begin with an examination of social and political thought and the foundations of science in classical Greece, then progress to the development of Darwinian evolutionary theory in the 19th Century and the diverse social repercussions this theory produced. Finally, we will focus on current issues surrounding sociobiology. Throughout, balanced attention will be devoted to prevailing social conditions which influenced developments in scientific thought and the impact new scientific theories have on society itself.

Analyses of conceptual and theoretical developments in the social and natural sciences will be explored through lectures, seminars, workshops and readings. Expression and interpretations of these developments in works of literature, philosophy, science, and history will be examined in weekly seminars. Weekly writing will provide an additional avenue for reflections on the readings. A major paper will be required on a topic related to the quarter’s studies and will serve as the capstone for each term of our collaborative work. Conscientious participation in these efforts will provide you with a broad, firm foundation from which you will be able to pursue advanced studies in other fields.

**Subjects Emphasized:** Animal behavior, genetics, biology, history, political philosophy, literature. Program is preparatory for careers and/or further study in biology, behavior, philosophy, history, political science, sociology, literature.

**Modules:** None.

**Internships:** None.

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**JOURNEY TO THE EAST**

*Fall, Winter, Spring/Coordinated Study.*

**Coordinator:** David Hitchins.

**Enrollment:** 60 - 100.

**Prerequisites:** None.

**Special Expenses:** None.

**Part-Time Options:** Consult coordinator.

American thought and development have centered on the translation of dreams into active reality. At the same time, we confront a contemporary diffusion — or disassociation — of both original dream and current reality. *Journey to the East* will introduce beginning students to the origins of much of the “American Dream;” carefully examine the flowering of that vision; and investigate the crisis which enveloped both elements in the decade just past.

There will be three key locations on which we will focus our study, but we will radiate out from these to confront the breadth of each stage of American physical and mental migration. Therefore, Fall Quarter will be centered on Concord, Massachusetts where the Transcendentalists and others articulated a sense of what America ought to do and how it ought to think about itself.

In addition to the Transcendental Movement, this program Winter Quarter will examine the Chicago World’s Fair, the rapid growth of cities, the appearance of urban poor and the changing status of women, the great strikes, the beginning of the settlement house movement to serve the poor and oppressed, the rise of an American architecture, and the exclusion of Native Americans from an expanding society and economy.
Spring Quarter our study will take us to the Berkeley of student riots, rock concerts and the Watts uprising of the 1960s as examples of the growth of the inner consciousness movements and the turn to Eastern thought; the drawing of battle lines between black and white America, and the explosive growth of mass culture, mirroring the confrontation of conflicting definitions of both the dream and the reality.

Journey to the East will come alive through Thoreau's *Walden*; Margaret Fuller's *Woman in the 19th Century*, Emerson's *Essays*; Hawthorne's *The Blithdale Romance*; Dreiser's *Sister Carrie*; William James' *Pragmatism and Other Essays*; Jane Addams' *Democracy and Social Ethics*; George Herbert Mead's *Mind, Self and Society*; Black Elk's *Black Elk Speaks*; Upton Sinclair's *The Jungle*; Eldridge Cleaver's *Soul on Ice*; Herbert Marcuse's *One Dimensional Man*; Ken Kesey's *Sometimes a Great Notion*; selected poetry of Dun can, Creeley and Snyder; and selected architectural examples. In addition, three works will be read throughout the year: Walt Whitman's *Leaves of Grass*; Edgar Lee Masters' *Spoon River Anthology*; and Allen Ginsberg's *Howl*.

This is a basic skills training program for students to gain the means for making choices. Through workshops and other activities, students will read for comprehension; write to achieve strength and control of both idea and form; develop logical and creative thinking and learn to discuss ideas with clarity and sophistication. Attendance at all program events will be required for students who wish credit. Women's and Third World concerns will be a central element in and of our program's study.

As a nation we have moved from the Atlantic Seaboard to the Pacific Rim, still pursuing a sense of our own destiny, still perplexed by the complexity and breadth of our possibilities, and still looking, to our society outside or to our "soul" inside, for the Eden of our expectations.

**Subjects Emphasized:** American studies, cultural history, literature. Program is preparatory for careers and/or further study in all areas.

**Modules:** None.

**Internships:** None.

**LIFE & HEALTH**

**Fall/Coordinated Study.**

**Sponsor:** Don Humphrey.

**Enrollment:** 60 students.

**Prerequisites:** None.

**Special Expenses:** None.

**Part-Time Options:** None.

*Life and Health* provides an introduction to the Evergreen learning experience, health careers, human biology and human development. During the quarter students will sharpen study and seminar skills, explore career opportunities in various health fields, develop individual four year study programs designed to fulfill entrance requirements to professional programs as well as to meet individual needs for intellectual growth, and do introductory study in human biology and human development.

An important part of the program will address the question of what constitutes a healthful, meaningful life in our rapidly changing world. Students will be able to use the college fitness testing laboratory to establish and monitor individual fitness programs, as well as to learn about this important new field of preventative health care. Exercise, diet, study habits, and daily living routines can be designed and tried in order to maximize
life and health. Seminars will deal with problems, ethical issues, and alternatives in the health sciences. Students will read and write extensively about these questions as well as discuss them in seminars.

Students choosing Life and Health Fall Quarter will find Origins of Life and Intelligence a good follow-up Coordinated Study for Winter and Spring Quarters.

Subjects Emphasized: Human biology, human development, health, physical education. Program is preparatory for careers and/or further study in sciences and humanities, especially in health-related fields.

Module: None.
Internships: None.

LOVE IN THE WESTERN WORLD
Winter, Spring/Coordinated Study.
Coordinator: Nancy Allen.
Enrollment: 40.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: See coordinator.

Love and marriage, happy or unhappy, are central experiences in most American lives. Through them we often live by our images — this program will study the sources and consequences of our images of love. As a basic program, it will involve careful individual attention to students' writing and discussion as well as a solid introduction to literary criticism and interpretation in the social sciences which will be useful preparation for a wide range of future study. These skills and theories will be central to the work of the program — examining the social origins and psychological dynamics of love, looking at our cultural expectations about love and marriage in the light of their origins in Western history, and talking about some searching presentations of the experience in old and recent literature.

Winter Quarter we will consider love at three historical moments — in classical Greece, in medieval France, and in Europe one hundred years ago, during the Industrial Revolution. Each time, we will read one or two major literary works, pieces reflecting society and culture at the moment they were written, and modern attempts to explain why the images of love we find in the literature should have occupied the center of men's and women's emotional lives then. The first section will consider the image of a marriage in Homer's Odyssey, images of love's role in education from Plato's Symposium, and modern attempts to understand love and marriage through studying the exclusion of women from public roles and other elements of Greek social organization. In the second section, we will read Heloise and Abelard's letters or a romance with knights and ladies, and ask whether courtly idealization of women gave them any actual power. In the third section, we will read one major novel by a woman writer, setting it against social changes which have given women, as readers and writers, a major role in the history of the novel since the Industrial Revolution. Thus students should reach a deeper understanding of several historical moments than Western Civilization courses usually offer, a thorough grasp of the ways in which psychological or sociological theory can be used to explain people's present emotions as well as historical ones, and a greatly increased ability to understand hard texts and connect them with their own concerns.

Spring Quarter will begin with a review of the theoretical material, to orient any new students and to solidify continuing students' grasp of these theories as coherent systems.
The remainder of the quarter will be organized around a few topics which program stu-
dents and faculty choose cooperatively during Winter Quarter. Again, we will use some
famous literature, but the reading will probably involve less theory and more popular
books which offer practical advice about personal life.
Each week the program’s schedule will include a lecture, small group discussions of the
readings in theory and literature, a small group for autobiographical exercises and dis-
cussion, and a short assigned paper.
Subjects Emphasized: History, literature, social psychology, women’s studies. Program is
preparatory for careers and/or further study in humanities and social sciences, careers
in counseling and human services.
Modules: See coordinator.
Internships: None.

MAKING CHANGES
Fall/Coordinated Study.
Coordinator: See below for sponsors of individual components of program.
Enrollment: 40 students in each component.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Two components (Ajax Compact and Evolution) are specifically for
part-time students; part-time study also possible in Early Changes by arrangement with
sponsor.
Making Changes is really three separate groups, each aimed at helping a specific group
of students make the transition to college work. Although groups will operate separately,
they are included under a single title to better enable faculty with a wide range of ex-
pertise to work together and provide more films and guest speakers for their students.
Students will join one of the following groups:

EARLY CHANGES
Sponsor: George Dimitroff.
Audience: Students who have recently left high school.
This will be an introductory college program in which to explore future choices of career
and life-style, do some reading, develop writing and discussion skills, and explore some
individual interests.
In the reading material the lives of real and fictional people who have experienced dra-
matic changes in their lives will be studied with an eye to exploring the larger questions
of how or why people make decisions that greatly change and affect their lives. Students
will also write about their own lives, exploring the persons they have been and the ways
they are making and will make important future decisions and changes.
The weekly schedule for full-time students will consist of reading one book, writing six-
teen pages, attending and participating in reading and writing seminars, workshops, tu-
torials, and other program activities. Part-time students will be welcome. Some of the
books to be read during the quarter are Gandhi by Louis Fischer, Zen and the Art of
Motorcycle Maintenance by Robert Pirsig, and The Woman Warrior by Maxine Hong
Kingston.
AJAX COMPACT
Sponsor: Nancy Allen.  
Audience: Women making the transition from home to school, from an identity as full-time wife and mother to an identity as at least part-time student. The group will provide a place for the women who join it to gain confidence in their ability to learn, develop academic skills in an individualized way, meet lots of new people, and think with those people about what to do next. The focus of our study will be lives of people who have made changes, either voluntarily or by facing inevitable changes and making something of them. Through readings in literature and autobiography, we will study the lives of some people very similar to us, for self-affirmation, and of some others very different from us, to jog our minds out of our rut. In every book, we will look for ways to assume conscious control of our lives and to create change in them. We will also look back at our own origins and patterns, write about them, and share them, finding the direction for the future in an understanding of the past. Margaret Laurence’s The Stone Angel and Maxine Hong Kingston’s The Woman Warrior will be important books for us. Every week, students registered for two units of credit will read one book, write eight pages of autobiography, and spend about five hours with the group. Our class time will be divided into a discussion of the reading, a discussion of the writing, and a lecture, film, or other special event. Women who have time for a full-time program will take one of Evergreen’s modular courses, do extra writing, and develop it by the end of the quarter into a biography, a story, poems, or a paper. The faculty sponsor will meet individually with full-time students every other week, to discuss progress in areas beyond the basic group work.

EVOLUTION: Personal & Professional  
Sponsor: Bill Aldridge.  
Audience: Persons employed full-time or with substantial past employment history. As a person grows beyond the years of late adolescence, a variety of changes occur. On the job, the worker learns that he or she may lack the skills to communicate effectively with colleagues, supervisors or subordinates. In all areas of the work world people puzzle over how to effectively change the organizations in which they work. Time demands, especially for professionals, may be extreme with job expectations eroding family life. There are continuing issues of leadership stress that affect physical and emotional health. In the personal life of people moving into or out of middle age, even deeper changes occur. Marriages, children, new homes, death of loved ones, divorce, life-style change, physical and mental aging, all require adjustment. Management of time and movement must be modified. More important, the reaching or failure to reach life goals requires a general reassessment of one’s life. The continued popularity of Gail Sheehy’s book Passages indicates the pervasiveness of change in adult life in America. This program is intended to help provide the skills required to navigate effectively through these important and emotionally charged changes. Reading will be largely from the humanistic psychologies and other literature. We will focus on discovering major themes in the human growth and motivation processes and the ways they are manifested in the lives of this program’s participants. We will also work toward effective change in our own lives through workshops in assertiveness training, leadership, stress reduction, and communication skills.
The weekly schedule will be geared toward full-time employed persons, using lunch-time lectures (at a place convenient to the participants), an evening seminar and Saturday workshop combined with individual conferences. Students may be enrolled either full or part-time. Those wishing to continue during Winter and Spring Quarters will have an opportunity to develop a course of study suited to their personal needs.

Subjects Emphasized: Literature (especially biography), humanistic psychology, history, writing. Preparatory for any further college study.

Modules: One per quarter.
Internships: Possible. Consult sponsors.

ORIGINS OF LIFE & INTELLIGENCE

Winter, Spring/Coordinated Study.
Coordinator: David Milne.
Enrollment: 60 - 80.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Yes. Consult coordinator.

Origins will deal with the sciences and humanities necessary for understanding the phenomenon of “intelligence.” Sciences will include introductory chemistry, astronomy, physics, mathematics, computer programming, and biology — all at a level sufficient to understand the nature of matter, the structure and evolution of stars and planets, the organization of living cells, and the nature of life processes, including evolution. Studies in the humanities will focus on the earliest origins of human civilization on earth and the processes which led to such developments, and early and contemporary human perception of the stars and the universe.

Central to Origins is the question “are there intelligent civilizations elsewhere in the universe?” Using the understanding of basic sciences and human origins developed throughout the program, we will also explore other topics related to this theme, including the possibility of intelligence in marine animals, recent scientific efforts to detect extraterrestrial signals, the nature of “artificial intelligence” in computers, and modern attempts to assess the probability of occurrence of extraterrestrial life and intelligence, such as the Mars life-detection experiments and others.

Students who select this program will be prepared for entry into intermediate level science or humanities programs, in subsequent quarters.

In addition to acquiring a good background in science and humanities concepts and facts, students will also have improved their skill at writing, critical reading, and verbal discussion.

Subjects Emphasized: Introductory chemistry, biology, agronomy, computer programming, human prehistory and the early history of civilization. Program is preparatory for careers and/or further study in science or humanities.

Modules: None.
Internships: None.

OUTDOOR EDUCATION

Coordinator: Willi Unsoeld.
Enrollment: About 80 students.
Prerequisites: None.
Special Expenses: Field trip travel and food costs. Outdoor equipment purchase or rental. Medical insurance premium.
Part-Time Options: Consult sponsor.
The basic theme will be Education: Its Theory and Practice, with particular attention paid to the effect which the environment has on our value systems and the important role which public education plays in transmitting these values. Included for study are environmental trends and their probable effects on human values assessed, as well as the role of public education in value formation and transmission. The outdoors will be used as a uniquely appropriate approach to laying a strong foundation for both a personal and a social ethic.

Outdoor Education is designed to prepare students for a variety of teaching jobs with special emphasis on outdoor and environmental education.

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

Studies will encompass the basic theories, history, and philosophy of education, humanistic and development psychology, ethical analysis, and readings in environmental literature, including the history of the movement and attitudes towards the land. The objectives and methods of Outdoor Education will bring these topics to a sharper focus, and a secondary emphasis on outdoor skills development, group skills, and field sciences will prepare students for more advanced work in these areas. Books being considered for the program include Leopold's *A Sand County Almanac*; Nash’s *Wilderness and the American Mind*; Abbey’s *Desert Solitaire*; Dewey’s *Experience and Education*; Roger’s *Freedom to Learn*; Illich’s *Deschooling Society*; The Second Club of Rome Report; and Herrigel’s *Zen and the Art of Archery*.

Subjects Emphasized: Educational history and philosophy, ethics, developmental and humanistic psychology, group dynamics, philosophical ecology. Program is preparatory for careers in teaching (all types), environmental studies, and counseling.

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

Internships: None included in basic program activities, but students who wish to make special arrangements for internships are encouraged to do so.

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OVERCOMING MATH & WRITING ANXIETIES

Fall, Winter, Spring/Group Contract.
Sponsors: Kaye V. Ladd and Margaret Gribskov.
Enrollment: About 25 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: This is a half-time program principally for part-time students. Full-time students may participate if compatible with their other programs.

This is a half-time developmental program for older students, students who have been out of school for some time, or students who have experienced difficulties with either mathematics or writing. It is not a remedial program, but rather a program designed to build both skills and confidence. This program will be helpful to those who wish to utilize writing and math skills at work or in college.

Program activities will include both reading and seminars, with seminars centered on
solving problems in mathematics and writing problem-solving (not in the same seminar, however). The program aims to provide a supportive learning environment in which students can try out new techniques for dealing with writing and math problems.

Actual problems previously encountered by the students who enroll in the program will provide the nucleus for what is taught in the program this year. In other words, if a student wants to increase his/her competencies in a specific area, such as basic report writing or bookkeeping, that is what the student will learn. In addition, students will be taught workable approaches to mathematics and writing.

In order to accommodate working students, class sessions will take place two evenings per week from 7 - 10 p.m.

Subjects Emphasized: Mathematics, analytic writing. Program is preparatory for careers and/or further study in any area.

Modules: See part-time option above.

Internships: None.

PERCEPTIONS

Fall, Winter/Coordinated Study.
Coordinator: Charles Teske.
Enrollment: 60 - 80.
Prerequisites: None.
Special Expenses: Materials and perhaps processing costs for individual projects; admission and transportation costs for visits to performances and exhibits.

Part-Time Options: Yes.

Vigorous thoughts about aesthetics — how we perceive and shape images in space and time — will guide this program. Normal McLaren titles one of his films "The Eye Hears, The Ear Sees." Susanne Langer finds the "keynote of all humanistic problems" to be the "fundamental notion of symbolization." Aristotle understands the common principle of all arts to be "imitation." W.B. Yeats talks about the pathosness of us mortals "unless/Soul clap its hands and sing ... /Nor is there singing school but studying/Monuments of its own magnificence." Wingy Manone is reported to have said that music "swings" "when it sounds like it's speeding up, only it isn't."

We shall study intensively poetry, music, dance, visual art, drama, and design, as well as individual works, specific art forms and combinations of forms, in both "literary" (printed, scored, fixed) and improvising (jazz, "folk song," etc.) traditions. Exercises in making and interpreting symbolic patterns as a group and through individual projects and readings from major statements of aesthetic theory will aid our study. Though our focus will be the arts and humanities, including some philosophy and cultural history, we will look to physics, cognitive psychology, anthropology, and mathematics to give us perspective. We should achieve substantial gains in understanding how we make and perceive our world, deepening our sense of cultural contexts, and getting better control of techniques for creating and interpreting symbolic forms.

Fall Quarter we begin with categories and problems of perception by selecting for study each week 1) selected works of art (let's say, several poems by Yeats, music by Stravinsky, and paintings by Klee); 2) theoretical reading (a section of Langer's Philosophy in a New Key); 3) exercises (Make some freehand sketches of the "shapes" you find in some passages of music; can your seminar mates match the sketches with the passages? Why?); and 4) writing your understanding of the principles involved.
Winter Quarter we will turn to \textit{embodiments of major themes}, applying the principles we are learning to such persistent topics as the traditions of Faust, Antigone, Don Juan. What might be the tonal similarities to us between scenes in \textit{King Lear} and Beckett’s \textit{Waiting for Godot}? Again, analytical exercises will allow us to open up the works (What musical dynamic markings could apply to this speech in this play?). We shall look for the shapes and gestures which recur in expressive media to foster “communities of perception.”

Weekly program events will include two whole-group meetings for lectures or viewing and listening sessions, two seminar meetings for discussion of “core” assignments and presentation of students’ projects, and individual conferences. These will account for 75 percent of the students’ efforts, with the remaining 25 percent devoted to a course, workshop, individual lessons, or work in a performing ensemble. Courses in dance and poetry will be offered by program faculty; others may be chosen in consultation with the seminar leader.

\textit{Perceptions} will stress clear thinking, speaking, and writing. Its emphasis on practical problems of aesthetics will be particularly useful to students planning to do advanced work in \textit{Expressive Arts, European and American Studies, and Human Development} — or as an opportunity for synthesizing previous specialized learning. Options are available for students attending the college part-time.

\textbf{Subjects Emphasized:} Aesthetics, art, creative writing, dance, literature, performing arts, philosophy of art. Program is preparatory for careers and/or further study in human development, European and American studies, advanced work in expressive arts.

\textbf{Modules:} Student may take a module concurrently with the program.

\textbf{Internships:} None.

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\textbf{POETRY \& SCIENCE}

\textit{Spring / Coordinated Study.}

\textbf{Coordinator:} Craig Carlson.

\textbf{Enrollment:} 40 students.

\textbf{Prerequisites:} None.

\textbf{Special Expenses:} About $25 for project, trips to Seattle and Port Townsend, and the Evaluation Retreat.

\textbf{Part-Time Options:} Yes. Consult coordinator.

\textit{"In the beauty of poems are the tuft and final applause of science."} — Walt Whitman

Science cannot be set against poetry because they are structurally similar activities. Analysis cannot be set against synthesis because each is the precondition of the other’s working. Mathematics cannot be set against metaphor because each is an instrument for models in the mind.

Beginning with the story of Orpheus by Ovid and continuing through the writings of Shakespeare, Darwin, Elizabeth Sewell, \textit{The Co-Evolution Quarterly}, Gary Snyder and others, this program will concentrate on the relationships between poetry and science. Central to the study are these questions: What power and place has poetry in the living universe? Are poetic and scientific language reconcilable? What are the important relations between art and technology? What is the role of intuition, play and poetic logic in the scientific method and vice versa? What use is the electron microscope or a hologram to the poet? What use is metaphor or a villanelle to the scientist? Is it important for a poet to know that the loon is the only bird with solid bones? What can \textit{A Midsummer Night’s Dream} teach the botanist?
Some of the reading will be quite difficult, but students need no prior experience with the material. Students must be willing to explore experiential/sensual modes of learning as well as be tolerant of and willing to deal with rigorous analytical approaches to knowledge. Papers will be required every week and a research paper and independent project are due at the end of the quarter. Students will attend one lecture/film, participate in two book seminars, one poetry writing workshop, and one scientific methods workshop each week. We shall talk with practicing poets, explore the scientist's laboratory, visit small publishing operations, and listen to scientists discuss current research.

This program should be of interest to those who seek a basic understanding of the inventors and subject matter of the natural sciences and arts, or want to continue study in any of the sciences, design fields or the arts. Aspects concerned with the nature and work of technology should interest students in the social sciences. The program should demonstrate that there is no single right approach to learning, research or problem solving, and that the scientist can give as important and new a perspective on problems of artistic creativity as the poet can give new insights to the study of science.

Subjects Emphasized: Natural science (biology, ecology, scientific writing); art (creative writing, design process, poetry). Program is preparatory for careers and/or further study in natural sciences, arts/humanities, design, environmental studies, writing.

Modules: One course may be taken as part of this program. Contact coordinator for further details.

Internships: None.

THE CHARACTER: A Psychological, Historical & Theatrical Inquiry
Fall, Winter/Coordinated Studies.
Coordinator: Ainara Wilder (Off-campus teaching assignment in Spring Quarter 1978. Consult Wini Ingram for information.)
Enrollment: 60.
Prerequisites: Basic writing and reading skill. Faculty signature required.
Special Expenses: $10 - 15 for attendance of live performances.
Part-Time Options: None.

Motto: "They (actors/characters) are the abstract and brief chronicles of the time."
— Hamlet

This Basic Program is designed for students who wish to be introduced to studies in humanities, social sciences, and the arts in a novel and unconventional way through the exploration of characters in dramatic literature. Students and faculty together will examine human personality through the study of characters in plays rather than through cases in files, trying to recognize the historical, psychological and dramatic perceptions that gave shape to the characters in the minds of their creators (playwrights). We will explore such questions as: “what is the difference between reality and art?”, “what is the difference between a character and a personality?” “to what extent does a dramatic character embody current ideas about the human personality and its reaction to the outer world?”, “how does a character reflect his/her times?”, “how do we portray truthful life on stage?”. In short, we will approach the selected dramatic literature and the characters in the individual plays from the points of view of a modern psychologist, a cultural historian, and a dramatic critic/ stage director.

We will attempt to synthesize the different approaches to introduce students to an interdisciplinary interpretation of the human personality, starting from the condensed artistic reality of a play. In this matter we hope to lead students gradually and systematically into
the world of knowledge and ideas which they will need later for further studies in the humanities (literature, history), psychology (personality theory), theater arts. We expect students to learn how to proceed from a limited number of esthetic experiences to more generally valid methods of inquiry into psychological, historical and theatrical problems. We will also strongly emphasize the development of skills in close reading and expository writing, both of which are necessary prerequisites to productive studies in college.

As a rule, we will start studying any material with collective play reading. Subsequent lectures will provide students with the psychological, historical or theatrical information necessary for a better understanding of the plays and their characters, but only after students have experienced the impact of the play in its entirety. Seminars will be dedicated to interdisciplinary interpretation of characters in the plays, with emphasis on psychological, social and dramatic elements, motivational factors and their contemporary significance. Seminars will be structured and indeed led by faculty seminar leaders, but a freer and less formal discussion opportunity will be provided by another novel feature of program — student-faculty round-table discussions. Special interest workshops of shorter duration, limited to themes or subjects clearly related to the central theme of the program, may be organized if dictated by the needs of the program and requested by a sufficient number of students. Acting, staging or other production workshops are not foreseen in this program.

Each quarter, program participants will study ten to twelve plays and two books dealing with history, psychology and theatrical arts. Students will be required to submit short weekly papers on plays or problems developed during the lectures and seminars, as well as a term paper based on individual research. Plays will be selected from works of major playwrights representing most areas of the globe since exploration of the human personality requires us to look beyond the narrow limits of one single cultural or ethnic tradition.

Our tentative reading list may include such plays as:
Euripides, Medea (classical Greek); Shakespeare, Othello, Stoppard, Jumpers (English); Miller, After the Fall (American); Brecht, Mother Courage (German); Gorky, The Lower Depths; Chekhov, The Three Sisters (Russian); Birģidere, Spriditis (Latvian); Lorca, The House of Bernarda Alba (Spanish). Other authors might include Aristophanes, Strindberg, Ibsen, Pirandello, Anouilh, and Synge. Plays by African, Chinese, Japanese, and South American playwrights will also be part of our character study.

While students are not expected to have any specific previous academic preparation or qualifications, they must have adequate background in reading and writing to enter this program. Program faculty will help students develop these skills but will not offer remedial workshops within the program.

Subjects Emphasized: Dramatic literature, psychology, literature, history. Program is preparatory for careers and/or further studies in psychology, theater arts, history and literature.

Modules: Students may take a module concurrently with the program with special permission by program faculty.

Internships: None.
Annual Programs

All students, regardless of interest area, should look closely at the offerings listed here. They should provide attractive alternatives to those listed under the Basic Programs and the Specialties.

COUNTRY MUSIC

Fall, Winter, Spring/Group Contract.
Sponsor: Tom Foote.
Enrollment: 20.
Prerequisites: None.
Special Expenses: Small fee each term for visiting lecturers and for voice instruction for entire group.
Part-Time Options: Consult sponsor.

This Group Contract will be organized in a four part framework: Music Theory, Seminar and Research, Workshops in Skills Acquisition, and Performance. Each part will have equal weight in credit awarded.

Music Theory: All students will study some aspect of music theory Fall Quarter. Music fundamentals (notation and simple harmony) will be available as an activity with the program. More advanced study will be possible through out-of-program courses. Students will be encouraged but not required to continue the study of music theory in Winter and Spring Quarters.

Seminar and Research: We will meet in seminar at least once weekly to discuss history, economics, politics, religion, geography, and the other elements that make up the sound of Country Music as we now know it. The book list will contain both recognized literary works as well as more contemporary material, e.g., Steinbeck's *Grapes of Wrath*, Loretta Lynn's autobiography, life of Hank Williams, life of Bob Wills, Bill C. Malone's "Country Music, U.S.A.," *Bluegrass* by Bob Artis, and related works such as *Star-making Machinery*, an explanation of the mechanism behind the hit records in the rock scene. Students will be expected to conduct research into an area of their own interest that relates to the music (Blues, Ragtime, Western Swing, Bluegrass, etc.) and present to the group.

Workshops in Skills Acquisition: Students will meet twice weekly with faculty or a workshop instructor to study the playing styles of American folk instruments. An attempt will be made to accommodate both beginning and advanced students. A vocal workshop is planned if a suitable instructor can be arranged.

Performance: Everyone in the group will be expected to do something connected with performance. Some students will be more interested in being media technicians and producers than in the actual performing. Provision for both aspects will be made.

In this Country Music Group Contract we will read, write, research, perform, "pick," and have fun — not necessarily in that order. We will hold weekly or biweekly concerts at noon to further our development as audio producers as well as performers. We will have access to a very high quality portable public-address system and several excellent
instruments from Gibson Mastertone banjos to the exotic pedal steel guitar. Workshops will be conducted in all the string instruments of country music as interest warrants.

Subjects Emphasized: Cultural history, ethnomusicology, folklore, music performance, folk and ethnic music. Program is preparatory for careers and/or further study in professional musicianship, and cultural history.

Modules: Student may take a course concurrently with the program.

Internships: None.

DECENTRALIZATION: Social Systems on a Human Scale

Fall, Winter, Spring/Group Contract.

Sponsor: Russ Fox.

Enrollment: 20.

Prerequisites: Community action experience or social science background; writing and analytical skills demonstrated by portfolio or other documents. Sponsor's signature required.

Special Expenses: Field trip expenses.

Part-Time Options: Consult sponsor.

As our social, political, and economic structures become more and more centralized, we, as individuals, have less and less control over our lives. This dependency affects us psychologically, socially, and economically, leaving increasingly less opportunity for individuals and communities to define and control their own destiny. At the same time, this centralization endangers our very existence through nuclear annihilation, economic collapse, and ecological catastrophe. Our hope for the future lies in scaling down these structures or creating new ones so that individuals and communities can assume greater and greater responsibility for their own mental and material needs.

The goals of this program include 1) gaining the background knowledge and practical skills we need to create decentralized and humane social/political/economic structures; and 2) applying this knowledge to our own lives and to our communities by initiating action projects.

We will gain our understanding of the concepts and principles of decentralization by reading an average of one common book per week, drawing on the expertise of a wide range of faculty at Evergreen, and sharing the results of individual and small group research done by the students. The historical, philosophical, political, economic, ecological and psychological bases of decentralization will be examined through the works of authors such as Paul Goodman, Ivan Illich, E.F. Schumacher, and Murray Bookchin. The program will emphasize learning and practicing field and library research skills. The research will result in written and oral presentations, as well as knowledge and ideas to be contributed to our seminar discussions. Emphasis on student research will also enable us to realize another primary goal of the program — that students be responsible for teaching each other and for taking a major share of the responsibility for the direction of the program.

We will also take several field trips throughout the Northwest to visit and learn from people studying and applying decentralist concepts in their lives. As the year progresses, we will identify and undertake projects to put into practice what we have been learning. Possible examples include starting a community-based credit union, organizing a self-help housing cooperative, writing and advocating legislative bills that would authorize and support decentralized political structures, forming a support group for people in the
Olympia area who may be seeking more control over their lives, etc. We also intend to work in close association with students and faculty in the Environmental Design, Applied Environmental Studies, and As You Sow programs. Our projects could possibly involve students from these programs as well. Contact the faculty sponsor for information about how to get involved in more detailed planning.

Subjects Emphasized: Environmental studies, political philosophy, political economy, social psychology, community advocacy. Program is preparatory for careers and/or further study in community action, social services, social sciences.

Modules: Consult sponsor.
Internships: None.

THE ETRUSCANS

Fall, Winter, Spring/Group Contract.
Sponsor: Stan Klyn.
Enrollment: 20.
Prerequisites: Interview and sponsor’s signature required.
Special Expenses: Travel to and from Rome (about $500), partial tuition at John Cabot International College (about $200/quarter), living expenses while in Rome ($200 - 300/month).
Part-Time Options: Fall Quarter only.

The Etruscans Group Contract will spend Fall Quarter on the Evergreen campus and Winter and Spring Quarters in Rome. The program seeks to study the culture of the Etruscans who immediately preceded the Romans in Central Italy. We will be interested in all aspects of this fascinating culture — history and origins, life-style, political, economic, and cultural institutions, crafts and trades, and particularly the art and social/religious values. Although the Etruscans have not received as much attention as either the Greek or Roman cultures, theirs was an important culture in its own right and stands in stark contrast to that of the Greeks and Romans in many ways. During the span of their culture (about 800 years) they developed a unique art style, a fairly sophisticated technology which was later assimilated and expanded by the Romans, a cultural structure where men and women held equal stature in the society, and a life-style that emphasized pleasurable pursuits and social harmony.

Fall Quarter will be spent studying the general history of the Mediterranean area both before and after the Etruscans, beginning a "textbook" study of the Etruscans, and learning the Italian language.

Winter and Spring Quarters will be spent in Italy (living in Rome and traveling to nearby communities), continuing to study the Etruscan remains on location as much as possible. Half of this study will be done by taking course work through John Cabot International College in Rome, the other half on an independent basis within the Group Contract coordinated through the sponsor. At John Cabot College students will be able to select from courses in art history, classical studies, languages, studio arts, archeology and other related areas. Credit earned there will be transferred as Evergreen credit. The Evergreen-based study will include readings and seminars on topics relevant to Rome, thus the group will operate as one Group Contract for the entire year.

The Etruscans is a culture history program intended for students who are in their second, third or fourth year in college. The program ends in Italy, so it provides a natural opportunity for further study and travel in Europe.
NOTE: This Group Contract is offered tentatively, pending the completion of final arrange-
ments with John Cabot College. The status of the group will be settled and an-
nounced by May 17, 1978, the date of the spring Academic Fair (see page 4).

Subjects Emphasized: Archeology, art history, cultural history, language studies. Pro-
gram is preparatory for careers and/or further study in art history/cultural history, clas-
sical studies, Italian language, international relations.

Modules: Student may take a modular course concurrently with the program Fall Qua-
ter only.

Internships: None.

FRENCH CULTURE: Language, Myth & Reality
Summer, Fall, Winter, Spring/Coordinated Study.
Coordinator: Susan Fiksdal.
Enrollment: 40.
Prerequisites: None.
Special Expenses: Round trip ticket to France Spring Quarter.
Part-Time Options: Yes.

"Each language draws a magic circle around the people to which it belongs: a circle
from which there is no escape, save by stepping out of it into another."

— Wilhelm V. Humboldt

We use many different tools of inquiry to understand other cultures. In this program we
will use anthropology, linguistics, and language study as tools for looking at French civ-
ilization, past and present. Our aim is two-fold: to analyse some of the complex forces
that make a society what it is, through contrast and juxtaposition of social development;
and to acquire a good working knowledge of the French language. Students can hope to
gain a better understanding and appreciation of value systems and ways of life different
from their own.

During the summer of 1978 we will devote six weeks to an intensive study of French of-
ered on beginning, intermediate, and advanced levels. We will spend four and one-half
hours each day in class learning how to read, write, speak and listen to French, with an
emphasis on developing conversational ability. Some additional ways of learning French
will be offered through cuisine classes and films.

Fall Quarter we will focus primarily on learning the basic tools: cultural anthropology,
introductory linguistics (especially cultural and psycholinguistics), and French language
study. One of the first elements we will question is how the "magic circle" affects a peo-
ple's world view and, conversely, what limitations culture places on language. We will
explore how concepts of space and time vary in different cultures and which methodol-
ogy anthropologists use to discover those concepts.

Winter Quarter we plan to continue the study of French language, by means of lectures
and texts in French. Using the anthropological and linguistic tools we have acquired, we
will study two main periods of French history, the Ages of Classicism and Revolution.
These two periods are particularly interesting for the contrasts they provide between the
static society of the 17th Century and the social and political upheaval of the 18th and
19th Centuries. We will focus on the cultural artifacts and social institutions both in re-
lation to each other and as they reflect the concepts of the individual in those centuries.

Spring Quarter we will travel to France to carry out individual research projects using
the tools we have developed to examine contemporary French society. The geographical
location will be chosen to accommodate students wishing to study rural as well as urban society.

Subjects Emphasized: Anthropology, French, history, foreign language studies, linguistics. Program is preparatory for careers and/or further study in foreign language studies, anthropology, linguistics, international business.

Modules: None.

Internships: None.

THE NOVEL EXPERIENCE

Fall, Winter/Group Contract.
Sponsor: Sandra Simon.
Enrollment: 40.
Prerequisites: Ability and willingness to read and understand 250 pages a week; basic familiarity with literary and social science vocabulary. Sponsor’s signature required.

Special Expenses: Some books only available in hard back.

Part-Time Options: Consult sponsor.

One way to get a novel written is to take a two years’ lease on a cheap apartment and lock the door behind you. Another way is to take our two-quarter contract and let the French, British, and American novelists of the 18th, 19th, and 20th Centuries show you how they solved their problems of content, structure and theme. What these writers could not validate without outside help, however, was the worth of looking at an individual’s life as something more than a good model or just material for a historical document. It was the social scientists who finally provided the theories and methodologies for this validation. We too will plot out the rise and intertwinings of the novel and social sciences. For example, the sociologist Weber speaks of the isolation of the factory worker, but so do authors Dickens, Melville, Ellison, and Celine. We will read Zola’s Germinal, as well as his theories on the relationship of art to society, as well as the social scientist Taine, who formulated the theory of social determinism from which Zola drew. Or we may use A.L. Kroeber’s cultural relativity studies to pinpoint some of the technical problems in Gide’s The Immoralist, Bellow’s Henderson the Rain King, and Maugham’s Of Human Bondage.

Each novel read will be the impetus for asking what the social and literary problems of that author were: how critics have assessed that novel; how alienation, isolation, and anomie are both theory and theme; and what sociological and literary insights to character or setting each student can use in his/her own writing. There will be two writing assignments each week, one an analytic piece focusing on the literary or sociological readings, the other a creative writing exercise embodying a technique from the novel read and a hypothesis from the sociology. For instance, with Taine and Zola, the exercise might be a piece in which a character realizes that his heredity might limit the fantasies he has had.

The program’s goal is to encourage the student interested in creative writing, literary theory, and history of the social sciences to integrate seemingly diverse disciplines and contradictory methodologies. Consequently all aspects of the program — lectures (four hours per week), seminars (four hours per week), creative writing critiques (two hours per week) — will be team taught by a writer and a social scientist.

You may be interested in this course if you want time to read novels carefully; need some background in history of ideas, critical theory, or literary history for graduate
school; are in the social sciences and want to learn how present theories have evolved; or would like to write in the novel format.

Spring Quarter, Sandra Simon will take Individual Contracts for students who are ready to turn the rough drafts and insights they have accumulated into a novel.

Reading list: Consult the sponsor on or after May 17, 1978, the date of the spring Academic Fair, for a final list.
Subjects Emphasized: Aesthetics, creative writing, humanities, literature, social science.
Program is preparatory for careers and/or further study in literature, social sciences, novel writing.

Modules: None.
Internships: None.

PROBLEMS OF PHILOSOPHY
Fall / Group Contract.
Sponsor: Mark Levensky.
Enrollment: 30.
Prerequisites: Evidence of willingness and ability to do abstract intellectual work. Faculty signature required.

Problems of Philosophy is an intermediate, one-quarter group contract for students who want to learn to do philosophy. It will focus on a small number of difficult philosophical problems in ethics, metaphysics, and epistemology and the life and times of three great philosophers who tried to solve them. Students in this Group Contract will develop skills in reading, writing about, and discussing difficult philosophy; in setting out, understanding and evaluating extended arguments; in finding, evaluating, and using secondary sources; and in doing serious, independent thinking about an important philosophical question.

Book seminars will be held on the following major texts: Aristotle, Nicomachean Ethics; Descartes, Discourse on Method, Meditations on First Philosophy; and Russell, Problems of Philosophy. In addition, many historical essays, philosophical commentaries, and contemporary readings in philosophy will be assigned and suggested. A three to five page paper will be due each Tuesday at the Book Seminar. The topics for these papers will be assigned each week and will concern the text for the Book Seminar. A long essay on some philosophical aspect of a Book Seminar text and the author's life and times will be due at the end of the quarter. Each student will be expected to participate in five program group meetings each week. Hence, each student will be expected to come to these meetings awake, prepared, and on time.

Level of the Program:
Problems of Philosophy is an intermediate program. Prerequisites for admission to the program are: 1.) evidence of an ability and interest in reading and writing about difficult books on abstract subjects, and 2.) signature of a faculty member in the program.

TECHNIQUES OF VISUAL ANTHROPOLOGY
Spring / Group Contract.
Sponsors: Sally Cloninger, Lynn Patterson.
Enrollment: 40.
Prerequisites: Background in anthropology or strong background in media production;
Techniques of Visual Anthropology is a one-quarter Group Contract designed to familiarize students with methods of recording ethnographic data. Through discussions, "seeing" seminars, readings, screenings and production work, we will explore the theoretical, practical, aesthetic and ethical concerns of the anthropological imagemaker. (Readings will include Hocking's *Principles of Visual Anthropology*; Collier's *Visual Anthropology: Photography as a Research Method*; and Hymes' *Reinventing Anthropology*.)

The first part of the quarter will be devoted to 1) sharing and developing skills (either in anthropological theory or media production), 2) examining films and photographs by selected ethnographic imagemakers (Robert Gardner, John Marshall, Timothy Asch, Chick Strand, Jean Rouch, Lewis Hine, Jacob Riis, Edward Curtis, Margaret Mead, Gregory Bateson, etc.) and, 3) designing pilot-projects in visual anthropology which utilize field opportunities and resources available in the Pacific Northwest.

The second part of the quarter will be devoted to the execution and evaluation of these pilot-projects. Students will be encouraged to refine their research proposals and test their visual methodologies. Those whose projects show unusual promise will be encouraged to continue their research under an Individual Contract.

Participants should either have 1) background in anthropology or 2) a strong background in media production with an interest in the application of their skills to anthropology. Separate workshops will be offered to each population in order to make informed collaboration easier.

Students should be prepared to submit several short papers as they develop their own theoretical models for visual anthropology and to produce one original ethnographic document.

Admission to the group will be by interview and students are expected to present portfolios or examples of past work.

Subjects Emphasized: Anthropology, photography, film, Native American studies. Program is preparatory for careers and/or further study in anthropology, visual anthropology, documentary film, media production, visual research.

Modules: None.

Internships: None.

VANCOUVER OUTREACH: 'The Development of Communities & Citizens'

Fall, Winter, Spring/Coordinated Study.

Coordinator: Richard Brian.

Enrollment: About 60 students.

Prerequisite: At least two years of college work.

Special Expenses: None.

Part-Time Options: Possible. Contact coordinator.

This program is designed for residents of the Clark County, Washington area who have junior standing or an Associate of Arts degree and who wish to obtain a Bachelor's degree from Evergreen. *The Development of Communities and Citizens* is a two-year program which begins in the fall of 1978. It is expected that students enrolling for the program will normally continue for two consecutive years and complete the program and
their Evergreen degree. Instruction will take place in the late afternoon and evening to accommodate employed students.

Our roles as citizens and community members take on an increasing challenge in these times and we have tried to design a program which would explore and add new meaning to these responsibilities.

As we develop the theme of "Communities and Citizens" we will reach back through the history of western civilization to examine the roots of our present society, contrasting the nature of citizenship and the structure of community life in the Classical Greek Period, Roman Era, Renaissance, and the 19th and 20th Centuries. We will discuss democracy, tyranny, power, and decadence, as well as the conceptualizations of several utopian communities. We will examine the origin and growth of communities in the Northwest, work through the complex problems which deal with the relationship between individual rights and community needs, and discuss the problems of privacy in a highly technological society.

Along with these central theme studies, there will be opportunities for building skills in writing, statistics, grant writing, and critical thinking and listening. There will also be additional courses which will include such topics as Literature of the Northwest and Community Arts Management.

Subjects Emphasized: History, philosophy, literature. Program is preparatory for careers and/or further study in political philosophy and community management.

Modules: None.

Internships: Will be offered in community organizations to provide an opportunity to gain practical experience and community management skills.

ADDITIONAL OFFERINGS: We expect to offer a program on the history, design, and techniques of crafts; but arrangements for it had not been finished by the time this book went to press. An additional two to five offerings will be selected during Winter Quarter 1978. Complete announcements of these additional programs will be made by the time of the spring Academic Fair (May 17, 1978).
**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 conservation, 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.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 11 - 22. Students just beginning in Environmental Studies may enroll in any of the programs described in this section. Related offerings in other specialties are mentioned at the end of this section.

**EVERGREEN ENVIRONMENT: The Nature of Natural History**

*Fall, Winter, Spring/Group Contract*

Sponsor: Al Wiedemann.

Enrollment: 45.

Prerequisites: Basic biology and basic inorganic chemistry desirable but not mandatory.

Special Expenses: Field trips; Fall Quarter, one week, Malheur Field Station (About $50); Spring Quarter, three weeks, Pacific Northwest (About $100).

Part-Time Options: None.

The purpose of this program is the study of historical, theoretical and practical natural history. The principal objective of the program is for students to attain the knowledge and skills necessary for the careful observation, recording and interpretation of natural phenomena. Keeping a field journal according to a prescribed format will be a required activity. A focus for field work will be the study of a local natural landscape unit. Supporting knowledge and skills in identification and interpretation will be developed in lecture and laboratory sessions. Field trips will be scheduled to acquaint the student with the natural history of the Pacific Northwest. (There will be a one-week trip early in Fall Quarter; a three-week trip late in Spring Quarter; and several one day trips through the year.) To provide a historical perspective, students will study the lives and writings of past and present prominent naturalists. Two major papers will be required. To indicate the subject matter to be covered in the program, and the approximate time to be devoted to each, the following list of topics and proportions of emphasis is provided (covers all three quarters of the program):

(20%) Field Biology (principles and techniques of observation, recording, and interpretation; quantitative assessment; scientific writing and graphics)
(35%) Field Botany and Zoology (identification and biology of plants and animals, with special emphasis on birds)
(25%) Geology (structure; rocks and minerals; landforms; soils; climatology)
(10%) The Nature of Natural History (history, lives of naturalists)
(10%) Plant and Animal Taxonomy (classification and evaluation).

Under present plans, Monday, Tuesday and Thursday mornings of each week will be devoted to lectures, with the corresponding afternoons occupied with laboratory work. Friday will contain a seminar discussion on program readings, followed by further lab work or a field trip. No program activities are scheduled for Wednesdays. Students should also expect some weekend time to be spent in field study. The times of these activities may be rearranged, but the amount of time for each will remain the same.

Students will need to equip themselves with: journal binder and paper (type to be specified), technical pen, basic dissecting kit, hand lens (10x), good quality binoculars (7x35), and rock hammer. Please contact the program faculty (A.M. Wiedemann, S.G. Herman, and J.M. Stroh) for advice on the choice and purchase of this equipment.

It is emphasized that this is a rigorous program, and students will be expected to devote full time to its activities. Evaluation through observation and examination will be continual, and students completing all three quarters will have basic competence as naturalists and will be prepared for advanced work in geology and organismal biology.

Subjects Emphasized: Botany, ecology, geology, ornithology. Program is preparatory for careers and/or further study in natural science, and careers with natural resource agencies.

Modules: None.
Internships: None.

ENVIRONMENTAL DESIGN: Patterns for Living

Fall, Winter, Spring/Coordinated Study.
Coordinator: Rainer Hasenstab.
Enrollment: 40 - 60.
Prerequisites: None.
Special Expenses: Approximately $30 for field trips.
Part-Time Options: Yes. Consult coordinator.

This intermediate program is intended for students interested in design and environmental planning. The overall goal is to develop an understanding of the interrelationships among social patterns, the patterns of the natural environment, and physical structures and other patterns made by people.

We will analyze ways in which environments act upon us, so that we in turn may choose the ways in which we act on our environment. We want to learn how to identify real design problems, to understand their implications, and to form practical and realistic solutions. We will ask the following questions:

How do we use environments, both physical and social ones?
How do environments influence use?
How do we design our social and physical environments?

Our goals will be:
to emphasize the relationships among space, form, and human activity;
to acquire a basic knowledge of design concepts, strategies, and skills;
to apply our understanding by designing personal and public environments; and
to improve our ability to communicate visually, literally, and orally.

Fundamental material in design, architecture, and social sciences will be presented
through faculty lectures, guest speakers, films, seminars, studio instruction, and field
trips. Heavy emphasis will be placed during the early part of the program on improving
visual literacy, developing a design "vocabulary," and recognizing patterns of social be-
behavior. The middle phase of the program will include a case study of another culture and
its patterns of living. The final phase of the program will emphasize creative applications
of what we have learned about the possibilities for designing ways in which we may live
with respect and responsibility for our personal and public environments.

We intend to actively collaborate with other Environmental Studies programs and in
Winter and Spring Quarters to work in close association with the students and faculty in
Applied Environmental Studies, Decentralization, and As You Sow.

Subjects Emphasized: Architecture, environmental psychology, design process, drafting,
environmental law, humanities, social anthropology, visual art. Program is preparatory
for careers and/or further study in architecture, interior design, product design, urban
planning.

Modules: Student may take a module concurrently with the program.
Internships: Yes.

AS YOU SOW: A Study of the Small Farm

Winter, Spring, Summer/Coordinated Study.
Coordinator: Carolyn Dobbs.
Enrollment: 40 - 60.
Prerequisites: Basic college ability in writing, critical reading, discussion; basic back-
ground in natural sciences.
Special Expenses: None.
Part-Time Options: Not yet determined. Consult sponsor.

This three-quarter program will study the small farm as an imperiled institution in con-
temporary society. We will begin by examining the farm's roots in the family and village
community and — through a study of the origins of domestication and the development
of agrarian societies through history — come to understand the nature of agriculture as
a human experience. We will adopt as our theme the impact of technological innovation
in agriculture on the farm, on the community, and on the soil. Particular emphasis in
this regard will be directed toward understanding the scope of agricultural change
through the industrial revolution's recent extension into agriculture, bringing widespread
mechanization and reliance on petroleum-based fertilizers and crop protectants. We will
compare and analyze various predicted scenarios for the future of agriculture and esti-
mate the continued viability of the small farm as an option for land stewardship, resource
conservation, and production efficiency.

The program designers also assume that if small farms are to survive, farmers must be-
come aware of the political arenas within which agricultural land uses exist. Therefore,
environmental planning, as it pertains to agricultural land use, will be studied. Students
will be introduced to a range of planning tools that can be used to preserve agriculture
and will be given a comprehensive understanding of the various political and legal fac-
tors that affect small farms.

If small farms are to play a part in our agricultural future, there will be a need for more
practitioners of the arts of husbandry. A significant portion of the program will therefore be devoted to studies in practical agriculture and the agricultural sciences. We will maintain the college's Organic Farm both as a garden and as a prototype small farm. Students will maintain a notebook detailing all farm activities and recording observed results. A series of researched reports will relate farm observations to information exposed by other aspects of the programs. We will survey all of the agricultural sciences which relate to small farm management — economic botany, horticulture, agronomy, soil science, entomology, plant pathology, and agricultural economics — in order to become more proficient and insightful as farmers and gardeners. We will develop a view of farms as specialized ecosystems which are subject to all of nature's laws and predilections. A new dimension of our understanding of agriculture in terms of human experience will emerge as we view farming as an ecological discipline and as a shared way of life.

Students entering this program should have some background in natural sciences, an interest in environmental planning and a desire to apply these to understanding agriculture. Students should also be willing to divide their time between involved academic pursuits and physical participation at the Organic Farm. The format will include lectures, seminars, individual research, laboratory courses, as well as a possible tour of farming areas in the state.

Subjects Emphasized: Agricultural science, environmental planning, history, law. Program is preparatory for careers and/or further study in small-scale agriculture, environmental planning, environmental studies.

Modules: None.
Internships: Possible. Consult coordinator.

APPLIED ENVIRONMENTAL STUDIES: Alternative Energy Systems
Fall, Winter, Spring/Group Contract.
Sponsor: Byron Youtz.
Enrollment: 20.
Prerequisites: Adequate physical science or social science background to undertake fairly independent project research. Sponsor's signature required.
Special Expenses: Some possible travel in the Puget Sound area.
Part-Time Options: Consult sponsor.

The study of Alternative Energy Systems provides an opportunity for original work combining aspects of technical design and applied science with political, economic, social and environmental concerns of our current society. The goal of the program is to allow students in the natural and social sciences to develop expertise at an advanced level in one or more of these aspects in an atmosphere in which all of the other aspects share an equal importance.

One of the early tasks of the program will be the selection of several relevant and significant group projects for this geographical region, based upon acquisition of technical information and "case studies" of Pacific Northwest resources, energy projections, energy policies and energy systems designs. This project selection task will require the collection of data and information from a variety of sources including the published literature, state agencies, the energy industry, and other "alternative energy" efforts in the Puget Sound area. A wide variety of project possibilities exist including solar heating, biomass conversion, energy storage, economic analysis, alternative energy policy proposals, hydrogen fuel systems, energy analysis of alternative life-styles, etc. After initial selection,
the function of the projects is to give a real-world, hands-on focus to the overall study and to try to produce serious and useful results as an end product. The final objective of the project work is a set of publishable material on energy alternatives and energy systems for the Puget Sound Region.

Throughout the program, certain shared activities will supplement the project orientation in order to increase technical competence and broad awareness of the overall problems. These activities include: a technical lecture series by program faculty on the science, engineering and economics of energy; a book seminar series dealing with the political, social, economic and life-style aspects of energy; student-organized workshops for the sharing of technical skills such as electronics, computer-programming, and shop practice; and a program of self-paced study in Calculus and Differential Equations.

We intend to actively collaborate with other Environmental Studies programs and in Winter and Spring Quarters to work in close association with the students and faculty in Environmental Design, Decentralization and As You Sow since many of their concerns overlap with ours.

After having developed the necessary technical proficiencies, we will make ourselves available as consultants to other people and projects in this region interested in alternative energy and energy self-sufficiency questions.

Although the projects and skills development parts of the program can be tailored to various levels of student background and sophistication, some previous training in one of the social or natural sciences will be required for admission to the program. Entrance will be by personal interview.

Subjects Emphasized: Energy technology and policy, applied mathematics, technical design, laboratory research in physics and physical chemistry. Program is preparatory for careers and/or further study in applied physics, resource planning and management, energy policy research, energy-related careers.

Modules: Student may take a module concurrently with the program.

Internship: Possible Winter or Spring.

ADDITIONAL OFFERING: We are hoping to offer Northwest Forests, a Group Contract (Fall, Winter; 40 students) on the ecology and management of forest resources. Arrangements were not complete when this book went to press, but definite word should be available by the time of the spring Academic Fair (May 17, 1978).

OTHER 1978-79 OFFERINGS CLOSELY RELATED TO ENVIRONMENTAL STUDIES:

First year students should consider taking The Human Condition or Journey to the East.

For intermediate and advanced students:

- Decentralization
- Introduction to Natural Science
- Dynamical Systems
- Salmon
- Resource Inventory of Puget Sound
- Introduction to Political Economy
- Uses of the Past
- The Crisis of American Democracy
- Big Decisions
- Politics, Values & Social Change
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 descendants 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 the 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 concepts, techniques, and 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.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 11 - 22. Students just beginning in European and American Studies should probably enroll in the Politics, Values and Social Change program. Related offerings in other specialties are mentioned at the end of this section.

1978 - 79 PROGRAM OFFERINGS:

POLITICS, VALUES & SOCIAL CHANGE

Fall, Winter, Spring/Coordinated Study.
Coordinator: Rudy Martin (on leave during 1977 - 78 year; consult David Marr for information).
Enrollment: 60.
Prerequisites: Basic skills in reading, writing, discussing. Sponsor's signature required.
Special Expenses: None.
Part-Time Options: Yes. Consult sponsor.

This program is constructed around two main premises: 1) that Western Civilization is today in the midst of a second reformation, and 2) that this second reformation is a response to environmental change, the conditions of which allow a new value system necessary to survival to be created with, at most decades, not centuries.

This program is grounded in the belief that rigorous analysis of the contemporary crises
is the surest path to the construction of a viable future. Hence, the program is "bookish," "intellectual," "analytical," and not "action-oriented." Critical elements of the program include book seminars on (a) social science materials ranging from history and social theory to psychology and political science, and (b) major works of literature since the middle ages; methodology lectures; analytical papers on individual research; analytical workshops on reading, writing, and research problems; examinations; and individual conferences between faculty members and students.

Fall Quarter will be devoted to the acquisition of analytical tools (social science research and literary analysis), and to the refinement and practice in the application of these tools to a body of material drawn from a period most closely analogous to our own time, the first Reformation. Thus we will study feudal society and its environmental crisis, the emergence of new values in the pre-industrial city, personality conflicts represented by this transition, and the behavioral response of men and women living in that period of crisis. The major student project required for this quarter is the writing of a play about an historical figure using the premises of Erik Erikson and John Osborne in their studies of Martin Luther.

After a brief look at the political, social, scientific, psychological, and literary products of the first Reformation, Winter Quarter will concentrate on the development of the value crises of late industrial society. The major student project for this quarter is the writing of a play about the student's parents, again using the Erikson-Osborne premises.

Spring Quarter will examine recent and current pronouncements of the "new values," or the so-called "new culture," contained in the "second Reformation." We will attempt to determine the degree to which these new values complement or contradict the environmental constraints of advanced industrial society. Attention will also be paid to the implied or stated social structures in which these values can be, or are being, carried out. This quarter will culminate in the writing of a play about the student's own life, using the Erikson-Osborne premises.

Part-time study. One fourth of the program will be offered in the evenings in the form of weekly lectures or workshops in literary analysis, social science methodology, or playwriting. Students wishing to earn one unit of credit from this program may do so by participating in these evening activities. Arrangements for additional part-time study may also be possible, and interested students should inquire by letter or phone with the program faculty.

Admission to the program. Faculty signature is not required.

Subjects Emphasized: Creative writing, history, literature, political philosophy, psychology. Program is preparatory for careers and/or further study in law, business, journalism, publishing, human services professions, graduate study in any field in the humanities. Modules: Student may take one modular course concurrently with the program but not for credit. Internships: None.

SHAKESPEARE & THE AGE OF ELIZABETH
Fall, Winter (spring extension possible)/Coordinated Study. Coordinator: Leo Daugherty. Enrollment: 80. Prerequisites: See who should enroll? See in description below.
Special Expenses: About $25 each for two off-campus retreats.
Part-Time Options: None.

Shakespeare and the Age of Elizabeth is a program for undergraduate students who’d like to spend the best part of an academic year looking closely at the Age of Elizabeth I (1558-1603). It was the time of Shakespeare, Marlowe, and Ben Jonson — playwrights whose plays are still sell-out performances today. The arts were in a period of rebirth, due to the rediscovery of the works of older masters. In the universities, it was a confused but exciting time to be a student or teacher. Traditional subjects like rhetoric, theology, and law found new competition in the emerging natural sciences. People were finding out what a real scientific experiment might be. Yet in the same universities, the old tradition of "secret doctrines" held on as well; so that alchemists and the new experimenters worked and lived side by side, though seldom in harmony.

Like our own, this was also an age interested in psychology, and you will read some Elizabethan theory in this field — theory which held that humans are controlled by four “humors” which require constant effort at balancing and harmonizing (as proclaimed in Hamlet).

All in all, it was a time of dramatic change, vitality, and fun. But it was also a time, paradoxically, of cruelty, ignorance, and the worst kinds of social injustice. This total situation had its roots in some deeply ingrained beliefs about human classes and human roles — in a world which knew nothing about how societies change or the realities of biological evolution. This situation prevailed all across Europe; however, we’ll focus mainly on England, and especially on London — its arts, politics, overall cultural and intellectual state. And we’ll also study in depth the woman who presided over all of it: Queen Elizabeth I, whose life and writings were the dominant influence on the whole Elizabethan world.

Students in this program will read: Shakespeare’s Hamlet, King Lear, Henry IV, The Tempest, Much Ado About Nothing, Troilus and Cressida, Taming of the Shrew, and Midsummer Night’s Dream; great poetry and plays by other important writers of the period; Sir Thomas More’s Utopia; Francis Bacon’s essays; selections from Ben Jonson’s intellectual autobiography, Timber; modern books like Tillyard’s The Elizabethan World Picture, and some biographies of the age’s leading people. Weekly lectures will cover major ideas of the period and the belief-structures they created, and films will portray many important plays, while the class will enjoy other plays and Elizabethan music live. An Elizabethan costume party, oral readings, and possibly some madrigal singing will also be featured. Students wanting a third quarter will do special projects on their main area of interest. In addition, they’ll be in one seminar discussion per week, discussing the basic readings of the program.

Fall Quarter students will register for one of four planned writing workshops: 1) Dream Reflection, dealing with response-writing (with Richard Jones, author of The New Psychology of Dreaming and The Dream Poet); Feedback and/or Story (with Peter Elbow, author of Writing Without Teachers and Oppositions in Chaucer); Historical Writing and Historiography (under Nancy Taylor, who will have just studied these matters on sabbatical); or Basic Grammar and Composition, for students who want it and need it (under Leo Daugherty). They are also invited (but not required) to listen in on the faculty’s weekly seminars on the program’s books and intellectual issues.

Who should enroll? There will be no requirement for admission other than a sincere desire to learn about the Elizabethan Age, to read a lot of very good books, and to make your writing better and more interesting. We do, however, strongly suggest that you have upper-division status and some background in the reading and interpretation of good books.
MYTHIC CYCLE
Fall, Winter / Group Contract.
Sponsor: Kirk Thompson.
Enrollment: 20.
Prerequisites: Basic level Coordinated Studies Program (or other college-level work) involving extensive reading and writing. Sponsor's signature required.
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 Mythic Cycle Group Contract will study mythology, comparative religion, and literature, reopening four questions to which the mythic tradition has always responded:

1. The cosmos: What is the origin, shape and sustenance of the natural order? (Possible readings: Neumann, The Great Mother; Hesiod, Theogony; The Book of Genisis; I Ching.)
2. The hero and the savior: Is there an exemplary life on which all lives are patterned? (Possible readings: Campbell, The Hero With a Thousand Faces; Homer, The Odyssey; The Gospel According to Matthew; the life of the Buddha; a "western.")
3. Rites of passage: What are the great crises or turning-points in life, and what initiatory rituals reveal their meaning? (Possible readings: Eliade, Rites and Symbols of Initiation; Sophocles, the Oedipus plays, and Electro; Chretien de Troyes, Yvain; Hesse, Siddhartha.)
4. Modes of transcendence: How can one reach beyond the limits of ordinary experience? (Possible readings: Eliade, Shamanism; Euripides, The Bacchae, The Heart Sutra; Dante, Divine Comedy; Black Elk Speaks; Castaneda, Journey to Ixtlan.)

This contract is offered as an alternative to the traditional humanities or Western civilization program. It has the traditional objective of reexamining the roots of ancient and contemporary literature, 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 and psychology, rather than history and the study of social contexts, as its organizing principles.

Weekly activities will include two book seminars, a writing workshop, and individual conferences. There will be a number of student-led seminars, and there will be a major independent study project Winter Quarter.

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

Modules: Student may take one course concurrently with the program.
Internships: None.

THE CLASSICAL WORLD: Problems in the Art History of Ancient Greece & Rome
Spring / Group Contract.
Sponsor: Gordon Beck.
Enrollment: 20.
Prerequisites: Intermediate work in European and American Studies, Expressive Arts, or equivalent elsewhere. Sponsor's signature required.

Special Expenses: None.

Part-Time Options: None.

A study of the art and architecture of the classical world including the Bronze Age of Minoan Crete and Mycenaean Greece through the Hellenistic Age and the Roman Empire through 217 A.D. We will relate the art to the culture that produced it with special attention to performances, ceremonies, and literature.

The major activity of this Group Contract will be the intensive study of selected artifacts, including paintings, pottery, sculpture, bronzes, mosaics, friezes, and architecture. Since we do not have ready access to these artifacts at Evergreen, our concentration will be on slides, films, printed illustrations, and three-dimensional reproductions. With close examination of each artifact, we will develop an analysis and/or interpretation which may give us a key to an artist, a culture, or a point in time. A great deal of independent study and research will be required.

Students will read an average of one book each week and write three to five pages weekly on a specific artifact selected by the student from the period or style currently under study. Weekly activities will also include two seminars and two workshops. One seminar will be dedicated to the art of a specific age of style; the other will be devoted to the history, literature, and culture of the age. One workshop will be devoted to intensive study of a single artifact selected to illustrate the focus of the week, the other workshop will consist of research reports by students. Each student will complete a research paper at the end of the quarter. This paper should include pictorial matter and should concentrate on a narrow problem of a single artifact or related group of artifacts. The group will undertake two field trips, to the Portland Art Museum and the Seattle Art Museum; students should plan on expenditures of about $12 each visit.

This program is designed for any student planning advanced or graduate study in any field of the humanities or arts.

Subjects Emphasized: Art history, cultural history. Program is preparatory for careers and/or further study in art history, museum curators, any field for which understanding of civilizations is important.

Modules: Student may take a module concurrently with the program.

Internships: None.

OTHER 1978-79 OFFERINGS CLOSELY RELATED TO EUROPEAN & AMERICAN STUDIES:

First year students should consider taking Journey to the East. Perceptions or The Character.

For intermediate and advanced students:

The Novel Experience
The Arts in Social Perspective
Introduction to Political Economy
Uses of the Past

Salmon
Social Structure, Family Life and Female Roles
The Crisis of American Democracy
The Etruscans
Expressive Arts

Study of the arts at Evergreen is holistic. Aesthetics, skills, philosophy and history of arts, being inextricably bound together, are taught so. All the arts — music, dance, theater, writing and visual art — are seen as fundamentally linked and important expressions of the human experience. Thus the arts at Evergreen emphasize: 1) the progressive development of students’ artistic skills and concepts; 2) the exploration of commonalities and differences among all the arts; and 3) the integration of the arts and other disciplines.

Curriculum offerings in the Expressive Arts reflect these emphases: There are four types: Type A, Collaborative programs uniting the arts to teach those basics common to all of them and to examine the role of the artist in society, past and present; Type B, Group and Individual Contracts, modular courses and Internships to provide focus and specialization in specific art areas; Type C, Coordinated Study programs to foster collaboration among the arts at the advanced undergraduate level; Type D, Coordinated Study programs to foster integration of arts with other study areas of the college. Ordinarily, basic skills development will take place in Modular Courses and very advanced work in a particular art form will be done under Individual Contracts.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 11 - 22. Students just beginning in Expressive Arts should probably enroll in The Arts in Social Perspective program. Related offerings from other specialties are mentioned at the end of this section.

1978 - 79 PROGRAM OFFERINGS:

THE ARTS IN SOCIAL PERSPECTIVE

Fall, Winter, Spring/Coordinated Study.
Coordinator: Andre Tsai.
Enrollment: 90.
Prerequisites: Some college-level work in one of the arts (theater, music, dance, painting, sculpture, etc.). Coordinator’s signature required.
Special Expenses: None.
Part-Time Options: None.
The Arts in Social Perspective is a program for students who wish to acquire artistic skills and techniques, are interested in how the various arts relate to one another, and wish their practice of the arts to be informed by an understanding of how the arts affect and are affected by the social and historical context in which they occur. The program is designed as an overall orientation to the arts, not as an affiliation of individuals who are merely content to pursue their own current specialization in the arts.
The relationship of the arts to one another will be approached through a study of such fundamental concepts as design, movement, imagery, and rhythm. Study of the arts and society will lead to a consideration of the fundamental social relationships within which the individual executes her or his art, or experiences the art of others. Each quarter the curriculum will emphasize a particular historical period and place, e.g. 17th Century
England, 19th Century Europe, and pre-Modern USA. Historical issues, in particular, will be studied through serious reading, thinking, talking, and writing. The outcome of the program will be advancement of one's skills in the arts, understanding how these skills cut across different art forms, awareness of the social realities that inevitably surround practice of the arts, and building ability as a reader and writer.

The faculty will have expertise both in the performing arts (music, theater, dance, etc.) and visual arts (painting, sculpture, graphics, etc.). Everyone engaged in artistic activities needs to examine, understand, and control the relationship of their art to time, setting, and audience, which change as other aspects of a culture change. Performance, the patterns of social relationships, and social change are of major significance to all the arts. And just as the arts gain meaning only in a social context, the study of artistic skills must lead from the classroom to an audience. Therefore, students will perform first for one another and then for wider audiences by giving concerts, play productions, gallery shows, and perhaps a musical.

The curriculum will be structured around several distinct activities. First, the historical study of the relationship of art and artists to society will require everyone's participation in a weekly lecture and discussion, followed by a weekly seminar. This portion will emphasize the broad academic skills of critical reading and writing, active listening, and the ability to think and speak clearly. Second, the relationship between the various arts will be studied in all-program labs which focus on such concepts as movement, form, structure, design and imagery and which explore these as features common to different art forms. Third, each student will join one lab which concentrates on that artistic field to which he or she is most committed. Finally, each student will enroll in one modular course that concentrates on a particular application of level of technique.

Students who enroll in The Arts in Social Perspectives will be obligated to do much more than narrowly pursue their current artistic specialty. They will be required to develop and exercise the skills of reading, writing, and discussing; pursue a comprehensive grasp of their primary artistic field; and contrast their own artistic field to others, discovering the commonalties between the arts. In return, students will emerge from the curriculum knowing not just a technique or an art, but much about the place of art in human experience. And they will be prepared to pursue their study of arts in technical, historical, or theoretical ways.

Admission to the program will be contingent on an interview with a member of the assigned faculty.

Subjects Emphasized: Dance, drama, music performance/history, theater performance/production, visual art. Program is preparatory for careers and/or further study in an advanced group contract or coordinated study program in respective arts.

Modules: Student may take a course concurrently with the program.

Internships: None.

DESIGN IN MUSIC
Fall, Winter, Spring/Group Contract.
Sponsor: Bill Winden.
Enrollment: 20.
Prerequisites: First year music theory. Sponsor's signature required.
Special Expenses: Books and manuscript paper.
Part-Time Options: Yes. Consult sponsor.

The Expressive Arts specialty area is designed so that students, following broad interdis-
disciplinary work which relates the arts to one another and society, may concentrate on a specific art form with the Group Contract mode. It is assumed that following this period of specialization, students will be prepared to return to collaborative interdisciplinary work within the arts and beyond to the humanities, sciences, and social sciences, at an advanced level. Some students may choose to work at an advanced level in a specific art form.

Design in Music will provide the concentrated work in music necessary to prepare students for a variety of advanced study options. All students in the contract will study music theory of the late 19th and early 20th Centuries, the period during which traditional harmonic and formal practices disintegrated and contemporary ways of designing music emerged. Debussy, Strauss, Mahler, and Ives will be representative figures in this study. In addition, all students in the contract will learn to identify musical design in an historical context. Fall Quarter, we will examine the ways in which Medieval and Renaissance music was composed and compare it to contemporary stylistic trends in the visual arts. Social and aesthetic influences upon creative work will be elements of this study. Winter Quarter, the focus will be on Baroque and Classic period works; and Spring Quarter will provide an exploration of Romantic and Contemporary stylistic tendencies.

In addition to the shared core of program activities outlined above, students will be able to choose from a variety of performance, composing, and research options, some of which will be offered as regular courses and some of which may be arranged in consultation with the sponsor. Among these options will be Evergreen’s performance ensembles, electronic music, instrumental and vocal composition, applied music studies, orchestration, collaborations with students experienced in other art forms, and research which unites music with such study areas as psychology, philosophy, and the science of acoustics.

Western music will be emphasized in this program. However, because contemporary Western music has been heavily influenced by Eastern traditions and because popular and “classical” musics are drawing ever closer together, creative eclecticism will be an important thematic focus of Design in Music.

Subjects Emphasized: Aesthetics, music history, theory, and performance, cultural history, design process. Program is preparatory for careers and/or further study in any aspect of music.

Modules: Student may take a modular course concurrently with the program.

Internships: None.

STUDIO PROJECT

Fall, Winter/Group Contract.
Sponsor: Marilyn Frasca.
Enrollment: 40.
Prerequisites: Sponsor’s signature required.
Special Expenses: Cost of own materials.
Part-Time Options: None.

This program is a two-quarter introduction to studio work in the visual arts. In it we will learn about the process of working and making images, and about the images themselves. Everyone will work — students and faculty alike, and everyone will have the responsibility of trying to work thoughtfully and consistently.

Each week, students in the program will work in the studio a minimum of four hours per
day on an intensive study of the human body, participate in a critique of their own work and in a critique of work by one of the faculty, and attend a "seeing" workshop. When the students are using the studio, faculty members will be alongside them, creating their own work. During the critique sessions, work done by both faculty and students will form the basis for detailed investigations into questions of seeing, knowing and believing. Students will be assigned a variety of projects geared toward familiarizing them with the experience of seeing work both in progress and finished.

Subjects Emphasized: Studio art, arts history, aesthetics. Program is preparatory for careers and/or further study in any kind of art.
Modules: Student may take a course concurrently with the program.
Internships: None.

ALTERNATIVE THEATERS
Fall, Winter Spring/Group Contract.
Sponsor: Visiting faculty member, not yet named. Consult Bill Winden for information.
Enrollment: 20.
Prerequisites: One to three years of college work in theater arts.
Special Expenses: Performance tickets, cassettes for voice and diction and gym clothing.
Part-Time Options: None.
This group theater contract will explore European and American theater movements, especially during the 20th Century, with an emphasis on groups that attempted to practice theater as one of the liveliest humanistic arts.
The work of such European Theater artists such as Stanislavski, Meyerhold, Antoine, Reinhardt, Copeau, Brecht, Grotowski, Artaud, Olivier, and Yeats will be studied and compared. American trends exemplified by companies such as the Group Theater of the 30s, Toy Theatre, Open Theater, Bread and Puppet Group, San Francisco Mime Troupe, Washington Square Players, Harlem Theater will also be examined.
During the year's study, this group will address itself to questions such as: Why did the group originate? What did the group contribute to advancement of theater? How did the group present its goals? Who were the group's major contributors? What major theater artists emerged from the groups? When did each group dissolve, if at all, and what were the circumstances?
The dramatic literature covered in this contract will be based on major works produced by the group considered in this study.
Throughout the year, field work will be organized around contemporary regional theater groups.
The year's study will also involve: 1.) an investigation of the economic realities of current support for the arts; 2.) live performance; 3.) skill development in (a) acting, (b) voice and diction, (c) stage movement.
Subjects Emphasized: Acting, dramatic literature, cultural history, humanities, performing arts, theater history, theater arts, technical theater, voice and diction. Program is preparatory for careers and/or further study in theater arts, arts management, humanities.
Modules: Student may take a module concurrently with the program.
Internships: Yes.
RECORDING & STRUCTURING LIGHT & SOUND

Fall, Winter/Group Contract.
Sponsor: Sally Cloninger (Not available until Fall 1978; consult Bill Winden for information before then).
Enrollment: 20 students.
Prerequisites: One year of college work; Expressive Arts — Type A program preferred. Sponsor’s signature required.
Special Expenses: Considerable, especially during Winter Quarter.
Part-Time Options: None.

Recording and Structuring Light and Sound is a Group Contract designed to provide the student with a basic yet comprehensive background in the technical and aesthetic aspects of the moving and electronic image.

Students will spend Fall Quarter acquiring specific technical skills, exploring the design process as it applies to these media, executing various experiments in visual image-making, screening and evaluating extant films and videotapes, and preparing for the production of a complete film or videotape during Winter Quarter.

Students will be instructed in pre-production design, cinematography (from film stock to camera operation), location sound recording (for film and video), editing, post-production techniques, and marketing.

Because students will have to provide most of their raw materials for this contract, both Super 8 and portable video can be utilized throughout. However, students will also be instructed in the basics of 16mm film production. Students should realize that film and video production are extremely expensive and must be prepared to spend approximately $60 for raw stock and processing during the first quarter and probably twice that amount for their production during the second quarter.

Although technical skills will be stressed, the overall emphasis of this Group Contract will be on experimentation and the development of a critical viewpoint with regard to one’s own imagemaking.

Subjects Emphasized: Media production, visual arts, design, film theory. Program is preparatory for advanced, independent production, in film and video.

Internships: Undetermined at this time.

SHADOWS

Fall/Group Contract.
Sponsor: Paul Sparks.
Enrollment: 20.
Prerequisites: Basic photographic skills; demonstrated readiness to do intermediate or advanced work. Sponsor’s signature required.
Special Expenses: Personal photo supplies, books, and frequent field trips.
Part-Time Options: None.

The objective of this program is the exploration of perception and the development of personal vision through the use of photography as a creative medium. The principal mode will be an intensive studio group contract, with the faculty member functioning both as a teacher and a co-participant. Technical instruction will be done as necessary on an individualized basis, however, technical mystique will generally be minimized in favor of the personal and speculative aspects of the medium. Students will be exposed to
imagery covering the whole spectrum of creative sensibilities, and wherever possible, opportunities will be created for first-hand confrontations with the artists as well as their photography. Shadows is deliberately aimed at the student who wishes to be serious about his or her work, and consequently, both the expectations and the workload will be considerably heavier than is the norm.

Students who are interested should have some mastery of basic photographic skills, and should be prepared to demonstrate that they are ready to take on intermediate or advanced level work. Exceptions will be made for those who have done advanced work in other creative disciplines and who would like to use photography as a means of extending their own explorations.

Subjects Emphasized: Photography, visual art, arts history, philosophy of art. Program is preparatory for careers and/or further study in photography.

Internships: None.

CAMERAWORK
Spring/Group Contract.
Sponsor: Kirk Thompson.
Enrollment: 20.
Prerequisites: Previous experience in photography, including black-and-white printing.
Sponsor's signature required.
Special Expenses: Film and paper.
Part-Time Options: None.

This Group Contract will be an intensive experience in developing photographic vision through concentration on camerawork — on seeing through the lens of a camera. The emphasis will be on small-format, black-and-white photography, and on production of a portfolio of self-expressive images. The individual student's objective might be to engage in photography as an art form in its own right, or to develop a high level of photographic skill for later use in another field, such as printmaking, media arts, communications, or photojournalism. The overall objective of the group will be to stimulate each member to develop his or her personal style of photographic vision. The outcome will be each member's individual portfolio, which need not contain "good pictures" by conventional and commercial standards, but should express what the individual has learned to see. It should be work of a fine technical quality which gives symbolic form to the photographer's own sensations, thoughts, feelings, intuitions, commitments, uncertainties.

The main activities will be producing a large volume of black-and-white photography; darkroom work, classes, and critiques; and finally, careful editing and printing of the portfolio. Supportive activities will include extensive viewing and discussion of other photographers' works; field trips; and technical workshops. All group meetings will be held in the mornings, with afternoons free for shooting, darkroom work, and individual conferences.

The contract is aimed at the intermediate and advanced student and requires prior experience in black-and-white photography, including photographic printing; and, above all, a high level of motivation and commitment. To be admitted, schedule an appointment with the instructor during Winter Quarter (January - March, 1978), and bring along examples of your photographic work.

Subjects Emphasized: Art, media, photography, visual art. Program is preparatory for
careers and/or further study in photography, two-dimensional visual art, communications, photojournalism.

Modules: A student may take a course concurrently with the program.

Internships: None.

ADVANCED COLLABORATIVE ARTS

Opportunities for advanced level collaborative work will be available through cooperating contracts (both group and individual) in the areas of multi-media, musical composition and choreography. A focus for such collaboration will be provided by the Images in Sequence Group Contract (see below) which will have as one of its primary goals the production of multi-media performances exploring interactions between image, sound and movement.

IMAGES IN SEQUENCE

Fall, Winter, Spring/Group Contract.

Sponsor: Sid White.

Enrollment: 10 students.

Prerequisites: Adequate background as indicated by portfolio or other documentation. Sponsor's signature required.

Special Expenses: Cost of materials.

Part-Time Options: None.

This Group Contract is designed for advanced level students who are ready to define and carry out major projects involving sequential imagery. This program should be of special interest to students with a background in photo-essay, slide-tape, multi-media, graphic design, art history and photo history.

This program will focus on practical and theoretical investigation of problems and possibilities involving multiple, serial and sequential imagery, with special attention devoted to time, visual continuity and interactions between image, sound and movement.

Project areas will include personal and cooperative work involving interactions of images, sounds, and movements leading to multi-media productions which are programmed and/or presented with live performers. Also possible are slide-tape and multi-media projects involving art and photo history or other topics of student choice.

To be admitted to this program, interested students must present examples of their work, and a statement outlining ideas for individual and collaborative projects, in an interview with the sponsor.

Subjects Emphasized: Visual design, photo essay, multi-media production, arts and photo history. Program is preparatory for careers and/or further study in graphic and media design, photography, and art.

Modules: Required participation in “Looking at Images” modular course.

Internships: None.
OTHER OFFERINGS CLOSELY RELATED TO EXPRESSIVE ARTS:
First year students should consider taking The Character or Perceptions
For intermediate or advanced students:
The Novel Experience
Country Music
Shakespeare and the Age of Elizabeth

1979-80 offerings in Expressive Arts: Final plans have not yet been made, but offerings will include an intermediate (Type A) Coordinated Study and several Group Contracts (Type B).

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.

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.

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

1978-79 PROGRAM OFFERINGS

Because of the extremely close relationship of physical and mental health and development, the program offerings for these two areas are listed jointly.
Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 11 - 22. Students just beginning in Human Development in its Social Context or Individual and Community Health should probably enroll in the Life-Span Development program. Related offerings from other specialties are mentioned at the end of the section.

LIFE SPAN DEVELOPMENT

Fall, Winter, Spring / Coordinated Study.
Coordinator: LeRoi Smith.
Enrollment: 60 students.
Prerequisites: Basic college-level writing, critical reading, and discussion skills, high school biology and social science recommended.
Special Expenses: None.
Part-Time Options: None.

The human life-span develops through a complex continuum from conception to death in an ever changing biological and societal environment. However, there are a number of reasonably separate phases and transitions, such as fetal development, birth, the several stages of childhood, and adolescence. Later, mid-life crises are fairly predictable; later still are the important phenomena of retirement, old age, and death. Life Span Development will provide a thorough introduction to the biology, psychology and social science of human life by exploring the major transitions in the human life cycle from biological, biomedical, psycho-social and cultural perspectives. Although we will be studying discrete phases of human development, our emphasis will be on integrating what has been learned by a variety of specialized methods into a unified understanding. Life Span Development will examine the development process from conception to death, showing not only how each stage is distinct from the others, but also how each grows out of the preceding ones and grows into those that follow. Since human health involves important questions of right and wrong, which cannot wisely be separated from scientific facts and methods, ethics and politics will receive thoughtful attention as well.

Students will study genetics, developmental biology, cell biology, anatomy, physiology, developmental psychology, sociology, anthropology, and literature. Issues of public policy concerning aging, day care, abortion, genetic counseling, and nutrition will be an important focus for ethical and political discussion. Although we cannot study literally all the factors involved in human life span development, we will attempt to mix breadth and depth adequately to give students a sound introduction for further work in both physical and mental health fields.

Activities will include lectures, seminars, and independent research. Workshops in such areas as "Death and Dying," "Nutrition," and "Long-Term Relationships" will be offered to allow more intensive study in areas of special interest to groups of students.

Subjects Emphasized: Anatomy, biochemistry, biology, child development, social psychology. Program is preparatory for careers and/or further study in psychology, biosciences, sociology.

Modules: Consult coordinator.
Internships: None.
SOCIAL STRUCTURE, FAMILY LIFE & FEMALE ROLES: Historical & Cross-Cultural Perspectives

Fall, Winter, Spring/Coordinated Study.
Coordinator: Stephanie Coontz.
Enrollment: 40.
Prerequisites: Interview with faculty required for first-year students.
Special Expenses: None.
Part-Time Options: Yes. Consult coordinator.

We will use a number of disciplines, particularly anthropology and history, to examine the relationships between social institutions, the family, and women's status in various societies and historical periods. Although the immediate question will be how various institutions and relationships affect women and the family, there will be a reciprocal learning process involved: the position of women illuminates the general history of western society and its impact on the rest of the world.

Fall Quarter we will explore the origins of the family and debate various theories about the rise of male dominance, from Tiger's theory of male bonding to theories about primitive matriarchy. We will discuss the position of women and men in tribal societies and then examine the origins of stratification, the rise of the state, and the effect of these processes on family relationships and female status.

Winter Quarter will focus on the transition from feudalism to capitalism in Europe, and the effect of this on family life, female roles, and social perceptions of male-female relationships. We will alternate between a relatively strict chronological study with cross-cultural comparisons of analogous phenomena. Among the problems we will treat in cross-cultural as well as historical perspective will be changing conceptions of childhood, the rise of scientific thought, witchcraft prosecutions, and the effect of colonial expansion. We will also examine some literary and philosophical expressions of the new social relationships created by a market society.

Spring Quarter will cover the Industrial Revolution and the subsequent divergence of the "developed" and the "underdeveloped" worlds, with the consequences this entailed for family life and women's roles. Among the topics we will examine will be the processes of industrialization in England and the Third World, population, revolutionary and reform movements, and some of the literary reflections of these phenomena. We will also embark on a survey of women in American History.

Reading and writing assignments will be heavy. Students in their first year of college are generally urged to take one of the Basic Programs (pages 11 - 22), but some first-year students may be admitted to this program if they satisfy the faculty in an interview. There will be a series of workshops focusing on library research and writing skills. The emphasis throughout the program will be on critical analysis, not subjective reactions. Neither family life nor male-female relations is an independent variable that can be treated in isolation from the larger social context in which it is embedded. Thus students will be expected to commit themselves to studying the general anthropological, historical, economic and ideological phenomena that form the backdrop to changes in family structure and female roles.

Subjects Emphasized: Anthropology, history, social anthropology, social science, sociology of the family, women's studies. Program is preparatory for career and/or further study in education, social services, history, anthropology, sociology, counseling.

Modules: None.
Internships: None.
DEVELOPMENT: The Aim of Education

Fall, Winter, Spring/Group Contract.
Sponsor: Don Finkel.
Enrollment: 20.

Prerequisites: No specific prior knowledge required but students must be able to read difficult material, write effectively, and be willing to work collaboratively with fellow students. Sponsor's signature required.

Special Expenses: None.
Part-Time Options: None.

We will work in this program toward a deep understanding of the concept of development, an understanding which can inform a teacher's choice of activities in a variety of educational contexts. We will explore what it means to develop in several distinct areas, and we will ourselves explore this topic in a variety of different learning modes.

This program is designed for students who have an interest in the field of education, or for those who imagine they might wish to teach in one form or another. Our work will lead toward a central experience — a teaching practicum: an opportunity to learn about the issues which surround the act of teaching by becoming a teacher for an entire quarter. Though labeled a Group Contract, this will actually be similar in many ways to a Coordinated Studies program, broad in its range, synthetic in its scope, and drawing on a number of disciplines.

The concept of development will be examined according to: 1.) Intellectual development: We will learn what it means to know something and how this changes with age and experience: from the infant's understanding of objects, space, time, and causality, to the adolescent's mastery of logical thought processes. This work will center on the theory of Piaget. 2.) Social, emotional, and personality development: We will study the psychoanalytic views of personality of Freud and Erikson, the development of sex roles, the relationship between roles and personal identity, and ego development in adulthood and old age. 3.) Moral development: Our study of moral development will combine work in ethics and psychology, and will focus on the work of Kohlberg. 4.) Small Group development: Virtually all teachers must deal with groups of students, and thus need to understand group dynamics, that is, how groups function and develop. We will study this topic through the self-analytic group (see below). 5.) Biological development, and 6.) Development in science: We will examine somewhat briefly how scientific knowledge develops and how biological organisms develop in order to have some alternative frames of reference with which to compare psychological development. 7.) Development and Education: Through the study of philosophy and literature, we will explore the meaning of "education," and what it means to be "a teacher." We will start with Socrates and go to Dewey and beyond.

The modes of study included in this program will include: A) Teaching practicum: an opportunity to teach for at least one quarter by either organizing a course for fellow Evergreen students, or teaching young children as an intern (or perhaps both). This practical experience will be combined with a systematic weekly forum to discuss concrete teaching issues, and to reflect together on your experience in the classroom. B) Self-analytic group: a special group to be formed by all of us with ground rules which allow the dynamics of the group to become more visible than usual. Participation in this group will require learning to be both a member and an observer, hence the cultivation of the role of "participant-observer." C) Intellectual workshop: Substantial amounts of material introduced through concrete problems and exercises, rather than lecture or exposition. You will come to understand the material through the
process of working on these problems together with other students in small groups and sharing the results of your work with the whole class. D) Book seminars. E) Miscellaneous: films, homework, occasional lectures, and stimulating but friendly exams.

Subjects Emphasized: Child development, education, ethics, group dynamics, psychology. Program is preparatory for careers and/or further study in education, psychology, child development, counseling.

Modules: Student may take a course concurrently with the program.

Internships: Yes.

THE DYNAMICS OF CHANGE

Fall, Winter, Spring/Group Contract.
Sponsor: Carol Olexa.
Enrollment: 25.
Prerequisites: Basic college skills in writing, critical reading, and research. Sponsor's signature required.

Special Expenses: Occasional field trips.
Part-Time Options: Consult sponsor.

Proclaiming our time a period of unprecedented social change, observers on all sides point to increases in crime, alcoholism, divorce, etc., as evidence that our basic institutions are breaking down, that change is occurring too fast. On the face of it, one might think our whole society was teetering on the brink of utter chaos. Yet in many significant ways our everyday lives have not really changed much. Folks still get up each day and go to work, men to their men's jobs and women to their women's jobs. By and large, the same differences in income, education and location of residence that separated Blacks, Chicanos, Native Americans and Asian Americans from the middle-class mainstream a decade ago, persist today.

One may wonder what "unprecedented social change" really means. How can it be described? How has it been produced? What roles do individuals and groups play in the process? What do problems such as crime, alcoholism, and divorce, represent? How are they related to our basic institutions? How, if at all, can change be intentionally brought about? This program will concentrate on these and related questions in an effort to understand social change.

We begin Fall Quarter with an examination of the basic theories social scientists have used (e.g. functionalism, anomie and conflict theory, interactionism), their research methods, the data and analyses they have produced. Students will gain first-hand experience using common methods of data collection in a series of small research projects. Our goal is to seek an understanding of the relationship between theory and method in research, the role of the social science researcher and the effect of scientific knowledge upon society.

Winter Quarter we will shift our attention to individual perspective on social change, seeking to understand the view and experience of change in the social world from a variety of perspectives. We will examine individual and collective responses (social movements) to changes in the social context, such as increasing specialization and bureaucratization of community services. Each student will pursue an in-depth study of a particular group's orientation toward change in one of the basic institutions and present their findings in a formal paper and public presentation.

Spring Quarter will bring our study into the realm of current events and practical appli-
cations. Each week the group will examine a particular event or issue and attempt to analyze it on the basis of what we have learned. Students will carry out a project in which they investigate a problem or issue and design a response to it. This may be done on an individual or group basis and will involve an historical investigation, data collection and analysis or personal involvement in a community action project. The results will be presented as a project or research proposal in a form appropriate for submission for funding.

Students should expect to read extensively and participate regularly in seminar discussions. Personal reflection will be encouraged in reaction to all program activities. Lectures, workshops, films, guest speakers and occasional field trips will play a key role as they may increase the depth of our understanding.

Subjects Emphasized: Sociology, social science research, methodology, social science, community planning. Program is preparatory for careers and/or further study in community services, urban planning, graduate work in social sciences.

Modules: Student may take a modular course concurrently with the program.

Internships: Optional, in Spring Quarter.

PSYCHOLOGICAL GROWTH: Verbal & Non Verbal Approaches
Fall, Winter, Spring/Group Contract.
Sponsor: Greg Portnoff.
Enrollment: 45.
Prerequisites: Interview with sponsor; program is best suited for students who have studied some academic subject in depth. Sponsor’s signature required.
Special Expenses: None.
Part-Time Options: None.

While this group contract was created by students seeking theoretical and experiential grounding in psychotherapy and movement therapy, it should also be of use to others considering a future in human services. The program’s purpose is to study the process of psychological development during adulthood, and to explore means by which growth may occur. Readings will be drawn primarily from the humanities and transpersonal and humanistic psychology. The issues they raise will be discussed in seminars; and workshops will be designed to sensitize participants to their own developmental processes and to exercise emergent skills within the context of the program.

Commitment to disciplined routine is important, and scheduled activities will be kept as stable from day to day as possible. The academic day will begin with meditation, followed by some work with words (e.g., a lecture, seminar, intensive journal workshop). Workshops in movement therapy and other approaches to creative expression and growth will round out the morning’s activities. All students will participate in all of these to maintain balance among the faculties of sense, thought, feeling and intuition.

In addition, each student will participate in either an afternoon course offered within the scope of the program (e.g., Theories of Counseling and Psychotherapy, Dance) or a campus course offering. All students will maintain an “intensive journal” (a journal of structured personal reflections) over the course of the year.

Fall Quarter will focus on the development of a general intellectual overview of and intuitive feel for the dynamics of psychological growth and change. The second quarter will be designed to give students the space to delve into areas of their own particular interest. Subgrouping for exploration into specific therapeutic and developmental tech-
niques will be encouraged. During the final quarter students will apply their skills by structuring major program activities, offering their services to other programs and/or taking advantage of internship opportunities.

Subjects Emphasized: Counseling, dance, education, humanities, human services, physical education, humanistic psychology. Program is preparatory for careers and/or further study in dance therapy, counseling, human services.

Modules: Student may take a modular course concurrently with the program.

Internships: Optional in Spring.

BIOCHEMISTRY & BIOLOGICAL MOLECULES
Fall, Winter/Group Contract.
Sponsor: Jeff Kelly.
Enrollment: 25.
Prerequisites: Equivalent of Foundations of Natural Science or Introduction to Natural Science, particularly introductory organic chemistry. Sponsor's signature required.
Part-Time Options: Consult sponsor.

This Group Contract is for students who want serious work in modern biochemistry and molecular biology, primarily as preparation for the health professions or for graduate school. The contract will involve the study of the physical and chemical properties of biological function. In addition, a laboratory experience in biochemistry will introduce the tools and techniques used in biochemical research, leading to a better understanding of the molecular basis of living systems.

Components of the program:
1.) Formal course work in biochemistry and molecular biology, with emphasis on protein and nucleic acid structure, synthesis, and intracellular function; bioenergetics; cellular metabolism; metabolic pathway; lipids and membranes; hormones and nutrition.
2.) The laboratory portion of the contract will be devoted during the first quarter to basic skills and procedures of biochemical laboratory work. Emphasis on the isolation and physical characterization of protein and nucleic acids will be developed through the examination of the molecular genetics of bacteria. Second quarter laboratory will involve the application of these skills in an individual laboratory research project.
3.) Material will be covered through faculty lectures and student-led seminars. Each student in the contract will be expected to do research and to organize topics for presentation and discussion. Seminar topics will tend to emphasize current research developments as reflected in the scientific literature. All students will be strongly encouraged to spend one-fourth of their time doing things outside of the scientific specialty areas; such as taking modular courses in the arts, humanities, or social sciences.

Subjects Emphasized: Biochemistry, molecular biology, molecular genetics, physical chemistry, nutrition. Program is preparatory for careers and/or graduate study in health sciences, especially medicine, biochemistry, chemistry, biology, molecular biology, and genetics.

Modules: Student may take a module concurrently with the program.
Internships: Could be arranged under special circumstances.

FROM CELL TO ORGANISM
Winter, Spring/Group Contract
Sponsor: To be arranged. Consult Jeff Kelly for information.
Enrollment: About 20 students.
Prerequisites: Foundations of Natural Science, Introduction to Natural Science, or equivalent, some organic chemistry. Bring portfolio to interview. Sponsor's signature required.
Special Expenses: None.
Part-Time Options: None.

This Group Contract will tackle the descriptive details of cell, tissue, organ and organismic structure, and function. Control mechanisms will be investigated, and skills in microtechnique, advanced microscopy including electron microscopy, and genetic analysis will be developed.

Winter Quarter will emphasize cell and tissue structure and function, as well as introductory genetics and cytogenetics. An underlying theme will be the problem of perception and interpretation at the micro level. Students will learn all aspects of microscopy and scientific photography. Cell and tissue preparation techniques will be mastered, as will the basic statistics required for genetic analysis.

Spring Quarter 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.

Program is preparatory for careers, and/or further study in health or life sciences, medicine, dentistry, pharmacy, graduate and research work in laboratory biology.

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

NUTRITION
Spring/Group Contract.
Sponsor: Jeff Kelly.
Enrollment: 20 - 40.
Prerequisites: Organic chemistry (some college level biology advised). Sponsor's signature required.
Part-Time Options: Consult sponsor.

This Group Contract will examine the health aspects of nutrition from biological, chemical, and medical viewpoints. Students will be expected to have an introductory background in organic chemistry and are advised to arrange their program to obtain such background before the beginning of this contract.
The program will have three major components:

1.) A common set of activities including lectures, text reading and discussion which will be aimed at providing a literacy in academic topics relevant to nutrition. This would take roughly one quarter time and could be done as a part-time enrollment.

2.) A seminar series (half time) which will involve reading and discussion of current topics and literature in nutrition that are of interest to the contract members. Each participant will be expected to prepare and lead seminars on topics such as nutritional effects on child development, trace minerals and mental health, vegetarian diets, nutrition and public policy, etc. Guest speakers will be used as available.

3.) Project (one quarter time), which will be a quarter-long project designed around individual interests. It could involve a library research project of particular interest, a laboratory research project, an internship or other community activity such as nutrition education in a local school district.

Subjects Emphasized: Nutrition, metabolism, physiology, organic chemistry, health policy, education. Program is preparatory for careers and/or further study in the health sciences, biology, chemistry, education, public policy, or for better understanding of human health.

Modules: Yes, by arrangement with faculty.
Internships: Can be arranged with sponsor if appropriate.

OTHER OFFERINGS CLOSELY RELATED TO HUMAN DEVELOPMENT IN ITS SOCIAL CONTEXT/INDIVIDUAL AND COMMUNITY HEALTH:

First year students should consider taking Life & Health, followed by Origins of Life & Intelligence; or The Character, or Outdoor Education.

For intermediate and advanced students:

Introduction to Political Economy
Big Decisions
Techniques of Visual Anthropology

Those who want or need a thorough grounding in natural sciences should consider:

Introduction to Natural Science
Dynamical Systems

1979-80 offerings in Human Development in its Social Context/Individual and Community Health: Planning is still at a very early stage for these areas, but we will offer a set of programs similar to those described here, aimed at the general goals described at the beginning of this section.
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 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.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 11 - 22. Students just beginning in the Management and the Public Interest area should probably enroll in the Coordinated Study program of the same name. Related programs from other specialties are mentioned at the end of this section.

1978-79 PROGRAM OFFERINGS

MANAGEMENT & THE PUBLIC INTEREST

Fall, Winter, Spring/Coordinated Study.
Coordinator: Allen Baillie.
Enrollment: 80.
Prerequisites: Two years of college work, or permission of faculty.
Special Expenses: Transportation for site visits.
Part-Time Options: Yes. Consult coordinator.

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 can be heard saying that the business system, as we know it, is an outdated artifact of another era, that neither business nor the public interest will be served much longer by our present set of institutional arrangements. It is one purpose of this program to come to grips with the issues raised in debates of this sort.

If a person is to determine 1) how well business is meeting the public interest, 2) whether or not the public interest can be fully served under the current system, and 3) how the present system measures up to the available alternatives, she/he needs to deal with two dimensions of organizational life. First, there is the relationship between business and the rest of society, including government. This program will explore this "external" dimension by addressing questions such as: How has the American business system de-
veloped since the turn of the century? 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, a person 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 regular course; 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 1979 - 1980.

In the practicum teams of students will study several organizations’ management activities. 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; and it is a demanding one. It covers economics, organizational psychology, accounting, financial management, management practices, business policy and personnel. Program is preparatory for specialized study in business administration, for generalist careers in business or public administration, for graduate study in business or public administration, and for law school.

Modules: None.
Internships: None.

BIG DECISIONS: A Social Scientific Inquiry into Policy Making
Fall, Winter, Spring/Group Contract
Sponsors: Virginia Ingersoll, Lowell Kuehn.
Enrollment: 40.
Prerequisites: Two years of college work, interview with faculty. Sponsor’s signature required.
Special Expenses: Travel to research site Winter Quarter.
Part-Time Options: Yes. Consult sponsor.

Because we live in a network of social relationships, a considerable portion of our lives is influenced by decisions made by other persons, oftentimes removed from us. This Group Contract provides an opportunity to explore different theories that underlie decision-making processes, and to apply social scientific methodology to test hypotheses about decision making in a variety of social contexts. Big Decisions is designed to provide an intensive, year-long experience with social science methodology as well as to expand students’ understanding of the rhetorical and practical dimensions of decision-making.

Fall Quarter will feature accelerated study of these research methods; archival research,
survey research, content analysis, observational research, interviewing and evaluation research. In addition, all these methods will be discussed in light of conventional notions of validity and reliability, which will be introduced by having students learn about experimental design in the context of conducting modest, on-campus experiments. To prepare for the research on decision-making during Winter Quarter, students will also learn to do reviews of scientific literature by surveying research done to date in decision-making. The aesthetic nature of the research art will also be considered.

Winter Quarter students will be divided into teams of about ten and will go into the field to study decision making in one of four contexts. Group I will use archival research methods, interviewing and content analysis to study how former Governor Daniel J. Evans made the decision to extend the state’s role in providing human services through the creation of Department of Social and Health Services; Group II will study ongoing decision-making in a large corporation, using interviewing, survey research and possibly computer simulation; Group III will study how judges make courtroom decisions by using observational and survey research techniques, and Group IV will use illuminative as well as conventional evaluation techniques to determine the results of recent decisions to alter the way juvenile offenders are handled in this state. (As of this writing, preliminary arrangements have been made to secure access to Governor Evans’ papers; the other research settings still being arranged.)

Spring Quarter will be devoted to analyzing data, writing up the results in monograph form, and presenting the results both to one another and to relevant client systems. It is expected that during the course of the contract there will be ongoing instruction through modules, seminars and workshops in social psychology, organizational psychology, management (Fall Quarter), and statistics (Winter Quarter), in addition to concentrated study of research methodology. This contract should be of special interest to students who plan to do graduate work in the social sciences, as well as to those who anticipate careers in areas such as business administration (particularly in general management, personnel or marketing), public administration, criminal justice or program evaluation. Options for part-time studies will exist, with some program components scheduled in the late afternoon and evening.

Subjects Emphasized: Management, public administration, organizational psychology, social science research methodology, sociology. Program is preparatory for careers and/or further study in business, public administration, criminal justice, program evaluation, graduate school in social sciences.

Modules: None.
Internships: None.

THE PUBLIC SECTOR

Fall/Group Contract.
Sponsor: Not yet assigned. Contact Virginia Ingersoll.
Enrollment: 20.
Prerequisites: Completion of Management and the Public Interest Coordinated Studies program or equivalent.
Special Expenses: None.
Part-Time Options: Undetermined.

The impact of public agencies and regulatory bodies on American life is as significant as is business and the private sector. Federal, state, county and local government is taking increasing responsibility for the planning and administration of services as diverse as en-
vironmental and consumer protection, mass communications, human services, urban development, and law enforcement. Indeed, each year there is a growing need for well-trained, management-oriented professionals in the public sector.

However, there are important differences between management of organizations in the public sector and management of businesses, because the goals, clientele, and structure of the two kinds of systems differ in many ways. This Group Contract will take as its starting point the ways in which the systems differ and will then deal intensively with the theories and principles of management required in public administration. It will emphasize administrative planning theory and methods, as well as the organization, financing and delivery of public services. Social science theory will be applied to the analysis of public policy and public management issues and problems.

Specific topics to be addressed include the nature of public organizations; public administration in relation to legislative and executive activities; the question of public responsibility; comparisons of public and private management; public budgeting, financing and taxation; human resources management (with special emphasis on the Civil Service System) and planning in the public sector.

Subjects Emphasized: Finance, management, political science, public administration. Program is preparatory for careers and/or further study in public administration, graduate study in public administration or law.

Modules: None.
Internships: None.

ADMINISTRATIVE CASEWRITING
Winter / Group Contract.
Sponsor: To be arranged.
Prerequisites: Completion of Management and the Public Interest program for year one or its equivalent.
Special Expenses: None.
Part-Time Options: None.

A "case" is an organized set of documents that realistically describes an actual situation in a company, a hospital, or any other good-sized organization. Well-written cases are exceedingly valuable sources for understanding "real-world" operating situations within a decision-making framework. A primary objective of this Group Contract will be to write a series of cases good enough to be used by the Intercollegiate Case Clearing House (ICCH), which will make them available to schools, colleges, training institutes, and social agencies.

Prior to visiting the organization to be studied, the student must develop an insight into the components of a case — a rather peculiar literary form involving a time sequence of events, an understandable narrative, an exposition of pertinent facts, and a plot structure. The first several weeks of the term will be spent studying ICCH materials (Good Writing, 9-372-049, Preparation of Case Material 9-451-006, etc.). During this period students will also perform background studies of the case study organization in order to understand its social environment.

The first interview with the organization's managers will be to explore the potentialities of the situation and to plan for continuing work there. During the next month, we will conduct a series of interviews, outline the case involved and draw up a rough draft. To be successful in this process, the student observer must develop a relationship of confi-
dence and trust with the people in the organization. The description of the case may be secured from many sources, and individuals within the organization, so managers of the organization must understand that student observers will respect the confidence, feelings and attitudes of people involved.

A good case is the vehicle for bringing reality into the classroom. The case is also a challenge to pull apart and put back together complex situations. The case must represent a good job of reporting, therefore, to accomplish these ends. The case must be carefully written and rewritten several times. A case writer learns not only to report only what he sees, but also to see in the events he is observing things that are new and different and not necessarily obvious.

Casewriting offers the student an opportunity to learn about management and problem solving first hand. He or she learns to develop the skill of listening with understanding, gain a broad perspective on the problems under observation, grasp their significance, and gain analytical skills for writing. The net result of good casewriting is a product of which both the case writer and the manager can be proud.

Subjects Emphasized: Management, organization theory, finance, accounting, marketing. Program is preparatory for careers and/or further study in business administration, public administration.

Modules: None.
Internships: None.

OTHER OFFERINGS CLOSELY RELATED TO MANAGEMENT & THE PUBLIC INTEREST:

First year students should consider taking Journey to the East or The Human Condition.

For intermediate or advanced students:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Module Type</th>
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<tbody>
<tr>
<td>Introduction to Political Economy</td>
<td>Decentralization</td>
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<tr>
<td>Salmon</td>
<td>Environmental Design</td>
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<tr>
<td>The Crisis of American Democracy</td>
<td>Development</td>
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<tr>
<td>Politics, Values and Social Change</td>
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1979 - 80 offerings in Management and the Public Interest: A set of Coordinated Studies and Group Contracts generally similar to those described above will be given in the 1979 - 80 academic year. Emphasis and detailed contents may differ from those of the 1978 - 79 programs, but the area of Management and the Public Interest will keep the same general goals and set of subjects, and will offer preparation for the same kind of careers.
The Marine Sciences and Crafts curriculum will provide students with opportunities for self-conscious exploration of the relationship between man's intentions, his environment and his tools. By tools we mean not only his machines and instruments but also his conceptual tools. We will use information and methods from marine science, natural history, marine history, and literature. At the end of a student's study in this curriculum we wish to certify that a student has:

1.) Gained historical perspective, both scientific and cultural;
2.) Carried out a scientific investigation;
3.) Evaluated the implications of that investigation both within the discipline in which he or she is working and in the wider perspective;
4.) Made significant progress toward mastery of his or her tools. Mastery, as we see it, means not only how the tools are used but in some cases how to repair, make, or redesign them, whether they are intellectual or technical. It means knowing the limitations of measuring and analytic equipment, again analytic as well as technical. And it means, ultimately, having confronted questions of how they ought and ought not be used.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 11 - 22. Students just beginning in Marine Sciences and Crafts should probably enroll in Salmon. Related offerings from other specialties are mentioned at the end of this section.

1978 - 79 PROGRAM OFFERINGS

SALMON

Fall, Winter/Coordinated Study.
Coordinator: Peter Taylor.
Enrollment: 60.
Prerequisites: Basic program or equivalent knowledge of college-level writing, reading, and critical thinking. Coordinator's signature required.
Special Expenses: Up to $25 for lodging or transportation expenses for site visits.
Part-Time Options: Yes. Consult coordinator.

Salmon and the questions surrounding them are currently featured almost daily in Pacific Northwest news media with reports about hot spots for sport fishing, about successes and failures of the commercial catch season, and most dramatically, about the political-legal struggles over tribal treaty rights versus non-tribal fisheries as dramatized by the Boldt Decision. Salmon have played a prominent role in the history and pre-history of human occupation of this region, in many aspects of human social life — economics, culture, politics — and as a major element of the natural environment. The salmon resource is a major issue of the day and will continue to be into the foreseeable future (unless we decimate the resource with too much attention to conflicts between people and not enough to the survival of the salmon).

This program will attempt to develop a comprehensive understanding of the salmon theme through studies of history, geography, anthropology, ecology, fish biology, fisheries man-
apement, politics and economics, all focused on the Pacific Northwest and more specifically on Washington State. Restated, the component subjects are: salmon in Pacific Northwest cultural and political history; biology of salmon; salmon fisheries and fisheries management; and politics (and economics) of salmon.

These components will be integrated and treated interdisciplinarily. Invited speakers representing a spectrum of interests, points of view, knowledge and skills relevant to the theme will be an important feature of the program. Site visits to salmon-related activities are also planned. The overall schedule will include lectures, reading, seminars and laboratory sessions as well as the invited sponsors and site visits.

Subjects Emphasized: Conservation, marine studies, Pacific Northwest history. Program is preparatory for careers and/or further study in geography, anthropology, aquatic ecology, fish biology, fisheries management, public affairs.

Modules: Student may take a module concurrently with the program.

Internships: May be arranged part-time with permission of coordinator.

RESOURCE INVENTORY OF PUGET SOUND: Physical-Chemical Characteristics
Fall/Group Contract.
Sponsor: Dave Milne.
Enrollment: 30 students.
Prerequisite: Familiarity with marine biology, or physical/chemical sciences. Sponsor's signature required.
Special Expenses: None.
Part-Time Options: None.

This program will deal with measurements and understanding of major physical/chemical characteristics of the marine environment. Topics to be studied include the measurement and significance of salinity, temperature, dissolved oxygen, nitrate, and phosphate in marine waters. Tides, currents, waves, the relationship between the atmosphere and the sea, dispersion of materials through sea water, and phenomena related to the design and operation of marine equipment (such as corrosion and pressure) will also be studied. The program will be heavily oriented toward field work. Inland navigation, small boat handling, and boat safety will be integrated into the academic studies.

A central theme of this program will be the relationship of the physical/chemical features of the sea to the needs of marine organisms. An attempt will be made via field sampling, to correlate changes in these features with the distribution and abundance of certain marine organisms, occurring in the plankton and/or the benthic sediments of local inlets. A comprehensive report on the autumnal marine conditions in Olympia harbor will result from this work.

Subjects Emphasized: Marine ecology, oceanography. Program is preparatory for careers and/or further study in marine studies, biology, resource management.

Modules: Student may take a module concurrently with the program.

Internships: None.

RESOURCE INVENTORY OF PUGET SOUND: Population Studies
Winter/Group Contract.
Sponsors: Bob Sluss and Paul Sparks
Enrollment: 30 - 40 students.

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Prerequisites: Students should have some prior experience in natural history or field biology. Sponsor’s signature required.

Special Expenses: Boots, rain gear, field glasses.

Part-Time Options: None.

This program is for students interested in playing a role in decisions or in influencing decisions which affect the future of the Puget Sound area, whether that role be as a naturalistic artist, marine research scientist, or as a voter.

Important decisions involving the Puget Sound area will be based on estimates of how many marine organisms of various kinds there are in the Sound. Fishing laws and regulations, effects of potential oil spills, various pollution laws, boating and building regulations, and many other decisions should, if they are to be good ones, be partially based on quantitative estimates of marine organisms. Determining the numbers of organisms in their natural habitats is a complex and interesting proposition. All methods used have their advantages and their limitations; all results are only more or less probable. Equally important, there is also a wide variety of interesting and complex methods of presenting the results of such quantitative estimates. These presentational methods influence the interpretation of the results, very strongly, depending on what graphical or visual methods are used, how written material is organized, how statistics are described, and so on.

This Group Contract aims to assist the student in obtaining the intellectual and technical skills of field and laboratory observation, perception, estimating numbers of organisms, presentation of results, and appraisal of presentations. We will emphasize both the understanding of these skills and their value implications.

We will estimate the population sizes and densities of marine organisms using appropriate statistical sampling methods and we will learn techniques of presenting the results including graphing, drawing, and photography.

Subjects Emphasized: Marine ecology, photography, statistics. Program is preparatory for careers and/or further study in research in marine ecology, painting, photography.

Modules: Student may take a module concurrently with the program.

Internships: None.

RESOURCE INVENTORY OF PUGET SOUND: Marine Studies Research Cluster

Spring (Some activity Fall, Winter)/Group Contract.

Advisor: Pete Sinclair.

Enrollment: 20 - 40.

Prerequisites: Previous work in Marine Studies or related studies. Advisor’s signature required.

This program is designed primarily for students who have been in one or more of the Marine Studies programs (or related programs) offered 1976 - 79 and who have developed an interest in marine natural history/behavioral studies or in marine history and wish to undertake a major research project. (Certain other kinds of marine science work not requiring sophisticated research hardware are also possible.) The expectation should be that a publishable paper could result from the research. The purpose of this program will be to cluster these research efforts so that students can help each other in their observations and in their writing, and receive faculty help.

We expect that a research vessel will be available for some of the work and will be used as a base station in the spring of 1979. In addition to the advisor, technical help will be available from other members of the faculty. Also, preparation for the research will frequently mean enrolling in another program for Fall and/or Winter Quarter.
The process of defining a research project for this program bears some resemblance to the process of arranging for an Individual Contract with the difference that students will have less choice in what they do than they would with an Individual Contract. Students will be entirely responsible for the quality of their work. Students will have some choice of the subject. Faculty will be responsible for defining the scope, methods, preparation, activities, and location of the research. When possible, decisions will be made by consensus of the group. The advisor will help students get the work done in the time available.

Calendar of procedures and events:
Spring 1978: Organizational meeting
Fall '78 - Winter '79: Submission of Research Project Proposals to Faculty Review Committee
Spring '78 - Winter '79: Students review the relevant literature and write report on the literature
Winter '79, Sixth week: Students present their report on literature publicly
Winter '79, Tenth week: Students complete a schedule of research activities with help from the advisor
Spring 1979: Students conduct research
Spring 1979, Tenth week: Presentation of research and defense to a committee of faculty before an audience of faculty and students.

Subjects Emphasized: Marine natural history, marine history, marine science. Preparatory for careers and/or further study in marine studies.

Modules: None.
Internships: None.

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.

Students in their first year of college are strongly urged to take the Symbolization program, if appropriate for them, or to consider one of the Basic Programs described on pages 11 - 22. Students with previous college background may be interested in Uses of the Past, or in the related offerings from other specialties mentioned at the end of this section.

1978-79 PROGRAM OFFERINGS

SYMBOLIZATION: The Emerging Individual (A Coordinated Program of Individualized Study)
Fall, Winter, Spring/Coordinated Study.
Native American studies for 1978-79 will be a community-based program of individual and group activities to be offered in selected localities in Western Washington. In the tradition of Native American studies, the program will advocate taking best advantage of native preferences and knowledge through traditional experiences. This year, the focus is to be on the public affirmation of the inner experience of individuals in Native American communities.

This program will develop various models for community-based studies appropriate to the interests of the participating Native American communities. There will be a sharing of Evergreen's faculty resources among the communities and an attempt to tie in activities and seminars already occurring in these communities as credit-generating activities. The program will emphasize working toward external credit for the experienced students. Video and audio resources will be available to the communities as a means of tying in with the larger resources of the college. The program will have an on-campus component, but the primary focus will be on community-based studies in Native American communities.

Subjects Emphasized: Cultural history, human development, Native American studies.

Programs are preparatory for careers and/or further study in Native American education, careers in Native American communities.

Modules: Student may take a module concurrently with the program.

Internships: Yes.

USES OF THE PAST: Local & Northwest History & Anthropology

Fall, Winter/Coordinated Study.

Coordinator: Lynn Patterson.

Enrollment: 40.

Prerequisites: Prior reading in history, anthropology or work in museums.

Special Expenses: Field trips to Seattle, Portland, Neah Bay, Victoria.

Part-Time Options: Yes. Consult sponsor.

This program will make use of the resource material locally available for the study of history and anthropology. Its purpose will be to provide the student with means of studying the region's past and interpreting that past for the education of others. Therefore, this program is for full or part-time students who have a serious interest in the study and interpretation of Northwest history and anthropology and who might wish to pursue this interest through work in museums, classrooms, libraries, galleries, historical societies or through film or public performance. It should be a program of special interest to volunteers or semi-professionals in museums or historical societies in Southwest Washington. The program will be designed with regular evening and Saturday morning sessions so that teachers and museum staff can attend class meetings and carry out program project work on the job.

The program will have the following components: 1.) A core seminar to explore aspects...
of interpretation in history, art and anthropology, including questions regarding the function and philosophy of public institutions such as museums which interpret and transmit cultural history. We will aim to develop strategies for placing artifacts in a meaningful social and cultural context, and we will examine ways in which the study and interpretation of the past may contribute to a better understanding of ourselves and our present and future society. 2.) A lecture series to explore the archeology and anthropology of the Northwest. 3.) A course in bibliographic sources for the study of Northwest history and anthropology and techniques in building and using these bibliographies. 4.) Workshops with required projects in such areas as exhibit design, techniques in museology, oral history and the use of personal documents in history and anthropology, and the history of technology. There will also be several field trips to regional museums for the study of form and method in the presentation and interpretation of Northwest history and anthropology. These trips will be followed by formal critique sessions.

Students will be encouraged to continue work begun in this program through Individual Contract or in Group Contracts such as Visual Anthropology.

Subjects Emphasized: Northwest Native American Studies, history, anthropology. Program is preparatory for careers and/or further study in museology, history, anthropology, social research.

Modules: None

Internships: Yes. Consult sponsor.

OTHER OFFERINGS CLOSELY RELATED TO NORTHWEST NATIVE AMERICAN STUDIES:

First year students should consider taking Journey to the East or Outdoor Education.

For intermediate and advanced students:

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<thead>
<tr>
<th>Subject</th>
<th>Course Title</th>
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<tr>
<td>Salmon</td>
<td>Social Structure, Family Life and</td>
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<td>Female Roles</td>
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<td>Dynamics of Change</td>
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<td>Management and the Public Interest</td>
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<td>Decentralization</td>
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<td>Techniques of Visual Anthropology</td>
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<td>Mythic Cycle</td>
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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 relation 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.
Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 11 - 22. Students just beginning in Political Economy should probably enroll in Introduction to Political Economy, which is a prerequisite for most other offerings in this area. Related offerings from other specialties are mentioned at the end of this section.

1978-79 PROGRAM OFFERINGS:
INTRODUCTION TO POLITICAL ECONOMY
Fall/Coordinated Study.
Coordinator: Priscilla Bowerman.
Enrollment: 80.
Prerequisites: No first-year students. Coordinator’s signature required.
Part-Time Options: Yes.

Introduction to Political Economy is a one quarter Coordinated Studies program to introduce students first of all to the major theoretical approaches which political economists use in trying to understand the world, secondly to some of the historical background and development of these approaches, and finally to some of the topics which students may pursue further in more advanced work in Political Economy. The program, like the Political Economy specialty area, draws from the social science disciplines of economics, history, political science, and sociology, but it is not equivalent to them. Given the limitations of one quarter’s time, along with the intent of doing well what it does do, the program will emphasize the sort of theory and practice associated most commonly with economics, but other subjects will receive attention as well.

Modern social scientists employ primarily two theoretical approaches, called models, in seeking to explain social behavior and social change: the conventional neo-classical, Keynesian model and the Marxist model. Using these models, social scientists compete not only for the claim of greater theoretical validity, but also for the attention of practical and powerful social policy-makers. This it is essential that any student wishing to understand political economy and modern political societies learn each of these analytic models. Introduction to Political Economy is designed to teach both, with equal time and attention given to examining the assumptions, logic and limitations of each model.

Students will acquire a general familiarity with the concepts employed by the models and training via lectures, seminars, and workshops in order to apply the logic and tools of the models to specific contemporary problems. The program is built on the premise that only in this way can these two models be intelligently compared, contrasted, criticized and evaluated.

An adequate critical appreciation of each model also depends on an understanding of the social conditions in which it developed. The program builds on the second premise that no model of social behavior can claim absolute, universal validity, since each is the product of particular historical periods and circumstances, and its relevance and validity is necessarily limited by these peculiar historical origins. Therefore, this program is designed to construct experiences that will lead to the understanding of the historical development of both the Keynesian and Marxist models.

A typical week will include five combination lecture-seminar sessions, plus additional
workshops. Students will be required to do some formal essay writing to show their understanding of the two models, and to take a final exam. In order to receive credit, full-time students must participate fully in all program activities.

Program topics include the transition from a feudal to a market economy, the development of capitalist and working classes, relationships between the developed and the underdeveloped world, revolutionary social and political change, and the multi-national corporation.

Subjects Emphasized: Economics, history, political philosophy, political economy. Program is preparatory for careers and/or further study in economics, government and public affairs, social and political theory and philosophy, law, teaching.

Modules: None.
Internships: None.

THE FOUNDATIONS OF MODERN SOCIAL THEORY: Class, Status & Social Change
Fall/Group Contract.
Sponsors: Jeanne Hahn and Tom Rainey.
Enrollment: 20.
Prerequisites: Portfolio and interview; some background in the social sciences. Sponsor's signature required.
Special Expenses: None.
Part-Time Options: None.

This contract will explore the foundations of modern social theory, especially with reference to the important questions of class, status, and social change. Two giants of social theory, Karl Marx and Max Weber, stand at the threshold of any systematic analysis of these questions. Thus the bulk of the contract time will be devoted to a thorough examination of their social theories with an aim to understanding their substantive content as well as their theoretical and methodological impact on the wider sociological tradition. Both men were concerned with the emergence of capitalism and the modern state and both developed a methodological and theoretical framework for the analysis of post-feudal societies. All subsequent social theorists have been strongly influenced, explicitly or implicitly, by Marx and Weber.

We will begin with the question of whether classical social theory can effectively address and analyze contemporary questions. The stress on social theory will make our undertaking interdisciplinary, as we will address broad questions of social transformation, change, and coherence which encompass the traditional disciplines of history, political science, and sociology. To orient our thinking on these questions we will start by reading and discussing C. Wright Mills' book, The Sociological Imagination. Next we will study the historical context out of which the classical theories arose, finally turning to the specific works of Marx and Weber. The theories of class and status for both men were intended as key elements in the larger efforts of both theorists to understand the nature of the changes that had transformed traditional European society. In addition, both men's exposition of the theory of class is incomplete and is presented in their writings as only a fragment of what was to be a more extensive discussion. As a result, we will read major selections from their works in order to piece together a full picture of their ideas. The contract will conclude with a brief consideration of contemporary views of class, status, and social change.
This advanced contract is designed to be theoretical and bookish. Students who wish an immediate practical application of social theory should consider other programs. Special attention will be given to close textual analysis and seminar discussions of the key works of Marx and Weber. Students will be expected to write a substantial analytical paper.

Approximately twenty students will be admitted through the process of portfolio examination and interview. The contract will be team taught with both faculty attending all seminars. Students should also be prepared to work independently on both textual analysis and research outside of formal classes.

Subjects Emphasized: History, political economy, political science, social theory, sociology. Program is preparatory for careers and/or further study in areas calling for strong analytical and conceptual skills and an understanding of modern social problems; graduate study in any of the social sciences.

Modules: None.

Internships: None.

THE CRISIS OF AMERICAN DEMOCRACY
Winter, Spring/Coordinated Study.
Coordinator: Jeanne Hahn.
Enrollment: 80.
Prerequisites: Introduction to Political Economy or its equivalent. Faculty signature required.

Special Expenses: None.

Part-Time Options: None.

This advanced Coordinated Study program will examine the present crisis of American Democracy, beginning with the Report of the Trilateral Commission, *The Crisis of Democracy: A Report on the Governability of Democracies*. This blue-ribbon commission, consisting of prominent business, governmental, and academic luminaries from the U.S., Japan, and Western Europe, is studying political and economic institutions of the advanced capitalist countries with an eye toward making policy suggestions to their various governments. This program will use the commission's analysis and recommendations as the point of departure for a broader critical examination of contemporary social scientific theories which are now being employed or developed by business, governmental, and academic policy makers.

Irrespective of their political orientation, modern social theorists tend to agree with the Trilateral Commission that the liberal-democratic state is in a period of protracted crisis, that it is faced with severe social, economic, and political discontinuities which, if not carefully attended to, will spell the end of liberal capitalism. We will be concerned with developing a thorough understanding of the nature of that crisis and of those theories (left, right, and center) that have been developed both to explain and ameliorate the crisis. To do this we will read such works as George Lodge's *The New American Ideology*; Christopher Lasch's *Haven in a Heartless World*; James O'Connor's *The Fiscal Crisis of the State*; and Robert Nisbet's *Twilight of Authority*. These authors address the contemporary liberal-democratic state from the perspective of some of its most persistent problems: slow economic growth attended by increasing unemployment and inflation, the perceived conflict between ideals of liberty and equality, and the nature of authority in advanced liberal democracy. The historical roots and theoretical context of these prob-
lems will be studied where applicable. For this purpose such books as Louis Hartz, *The Liberal Tradition in America* and C.B. Macpherson, *Democratic Theory* will be read.

Students can expect an exacting academic program that will further develop their analytical and research skills. A major portion of Spring Quarter will be devoted to research papers whose topics develop from the major themes of the program.

*Subjects Emphasized:* American history, economics, politics, sociology. Program is preparatory for careers and/or further study in areas requiring analytical thinking and writing, graduate study in the social sciences.

*Modules:* None.

*Internships:* None.

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**THE POLITICS OF AMERICAN LABOR IN WORLD PERSPECTIVE**

*Winter, Spring/Group Contract.*

*Sponsor:* Matt Smith.

*Enrollment:* 49.

*Prerequisites:* One year of college work and/or Basic Program. Sponsor’s signature required.

*Special Expenses:* None.

*Part-Time Options:* Yes. Consult sponsor.

This is a two quarter Group Contract dealing with the relationship of American workers and labor organizations to politics in the U.S. and the international economy. The contract will provide a means for better understanding the problems and possibilities for labor leadership at the national and state level.

The basic political stance of American labor, developed at the turn of the century by Samuel Gompers, has continued to serve for the past three quarters of a century. Since that time the rise of the multi-national corporation and the development of an international economy have transformed labor’s political problems into new challenges, such as the “runaway shop” and foreign imports. Winter Quarter we will examine labor’s participation in national politics, emphasizing how labor affects foreign policy and attempts to deal with problems posed by the international economy. Equally important, the contract will examine alternative possibilities for the relationship between labor and politics through a survey of French, British, and Scandinavian practices. Readings Winter Quarter may include Ronald Radosh’s *American Labor and United States Foreign Policy*; Donald Bae-rensren’s *The Border Industrialization Program of Mexico*; Andre Gorz’ *Strategy for Labor*; and David Greenstone’s *Labor in American Politics*.

Spring Quarter will concentrate on major issues in the relationship of politics and labor in Washington state and will include case studies and the possibilities of legislative internships. The goal of this study will be to analyze the political directions the labor movement has taken in Washington up to the present and to suggest alternatives which organized workers might choose in the future.

The program is designed for union members and leaders, people working in labor relations, full-time students and other interested in labor issues.

Students should have had at least one year of college work before entering the program. The program will offer a portion of its work in the evening in order to make part-time options available to working people. In order to receive credit full-time students will have to participate full-time in all program activities. No partial credit will be awarded to full-time students.
Subjects Emphasized: Labor studies, political economy, political science. Program is preparatory for careers and/or further study in labor relations, politics, management.

Modules: Student may take a module concurrently with the program.

Internships: Yes.

INTERMEDIATE ECONOMICS

Winter, Spring/Group Contract.
Sponsor: Priscilla Bowerman.
Enrollment: 20.
Prerequisites: Introduction to Political Economy or its equivalent. Sponsor’s signature required.
Special Expenses: None.
Part-Time Options: Yes. Consult sponsor.

Intermediate Economics is a two quarter Group Contract designed for students who wish to continue their studies in orthodox economic theory beyond the elementary level. Only students who have taken Introduction to Political Economy or its equivalent will be admitted to the contract.

Winter Quarter the contract will focus on the use of the price system in a market economy to allocate resources according to consumer demand. Spring Quarter the contract’s focus will be on the planning models employed by Eastern European countries to allocate resources according to pre-determined social goals. In Winter, work will be divided nearly equally between: 1.) learning intermediate level microeconomic theory, and 2.) studying the historical rise of the corporation and the position and powers of individual corporations in the contemporary American economy.

Theory will be taught via lecture-discussions on a text such as Richard Leftwich’s The Price System and Resource Allocation and through workshops. Students will be expected to demonstrate in worksheets and exams their facility in using the tools of microeconomic analysis. The investigation of the history and power of individual corporations will be examined in seminars based partly on books read in common by all students and partly on individual student research papers.

Spring Quarter students will divide their time, again nearly equally, between 1.) learning models of economic planning employing input-output models, and 2.) investigating the development, practice and politics of planning in Third World countries. As in Winter, theory will be presented through lectures and workshops while the study of history and practice will be presented through student research seminars.

Student participation in planning the content of this quarter is most welcome; any interested student should contact the faculty sponsor at the beginning of Fall Quarter.

Subjects Emphasized: Economics, government, political economy. Program is preparatory for careers and/or further study in economics, government, law, international relations.

Modules: None.
Internships: None.

CUBA: Studies in Social Transformation

Spring/Group Contract.
Sponsor: Ron Woodbury.
Enrollment: 20.
Prerequisites: One year of college work.
Special Expenses: None.
Part-Time Options: Consult sponsor.

In order to understand the Cuban Revolution of Fidel Castro, it is not enough to study only the events immediately preceding and following his march into Havana on January 1, 1959. It is important to recognize that as a social transformation, the Cuban Revolution is the latest in a long series of dramatic changes in Cuban society, both evolutionary and violent, extending back hundreds of years.

The contract will begin with a study of Cuban society under Spanish rule when Cuba was outside the mainstream of the world economy and characterized by communal ownership of pasture land as well as diversified agricultural production. The group will then examine the entrance of Cuba into the world economy, the introduction of large scale sugar production, and the changes in class structure which followed from the changing relationship to the world economy.

Subsequent study will focus first upon the civil wars of the last part of the nineteenth century, culminating in independence from Spain; and secondly upon monoculture, centralization, increasing United States dominance of Cuban society, and aborted revolutionary attempts to break these patterns. Finally, the contract will analyze the Cuban Revolution itself, its renewed impetus in the 1950's, Castro's rise to power, the break with the United States, and the establishment of a socialist society in the 1960's and 1970's.

This program should be of particular interest to Third World students interested in a revolutionary response to exploitation and to women students interested in alternatives to U.S. and Soviet models of female roles and sex discrimination.

Basic program activities will include two book seminars per week with corresponding reading assignments. Students must also take either a series of research-related workshops for which they will have specific research and writing tasks of a course in Spanish language outside the contract. For all students, there will be assigned essays for submission in the middle and end of the quarter. In order to receive credit, full-time students will have to participate fully in all program activities. No partial credit will be awarded to full-time students.

Subjects Emphasized: Social structure, class relationships, politics, economic change, and human services covered by the disciplines of history, political science, literature, economics, and sociology. Program is preparatory for careers and/or further study in government, international relations, history, foreign service, Peace Corps, teaching, politics.

Modules: Spanish module optional.
Internships: None.

OTHER OFFERINGS CLOSELY RELATED TO POLITICAL ECONOMY:

First year students should consider taking The Human Condition or Journey to the East.
For intermediate and advanced students: Dynamics of Change
Management and the Public Interest Big Decisions
Salmon Decentralization
Politics, Values and Social Change
Social Structure, Family Life and
Female Roles
1979-80 offerings in Political Economy: There will be three Coordinated Studies — *Introduction to Political Economy, Imperialism and the Third World*, and Labor Studies — and two Group Contracts — *The Modern Corporation: Olympia Brewery* and *Comparative Environmental Politics*.

**Scientific Knowledge & Inquiry**

Faculty and students in this specialty area examine certain analytical methods and ways of thinking — logical, philosophical, mathematical, and experimental. They study them both for their own sake, in fields such as mathematics, logic, computer science, and analytic philosophy, and as tools for the natural sciences. They study the traditional natural sciences themselves, particularly physics, chemistry, and biology, but they do so in a broad cultural framework which emphasizes the sciences in relationship to the rest of our culture. They undertake original research in these fields wherever possible.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 11-22. Students just beginning in *Scientific Knowledge and Inquiry* should probably enroll in *Introduction to Natural Science* or in *Dynamical Systems*, depending on their previous background. Related offerings from other specialties are mentioned at the end of this section.

**1978-79 PROGRAM OFFERINGS**

**INTRODUCTION TO NATURAL SCIENCE (INS)**

*Fall, Winter, Spring/Coordinated Study.*

*Coordinator:* Michael Beug.

*Enrollment:* 60.

*Prerequisites:* Generally high school preparation in science and mathematics; college level reading, writing, and library skills. See description for detailed quarter-by-quarter prerequisites. Coordinator signature required.

*Part-Time Options:* None.

This three quarter sequence constitutes a foundation in the natural sciences for students who do not already have a strong background in science, particularly not in mathematics. The program will cover important material in physics, chemistry, biology, and mathematics, together with some study of the psychology and history of science. This sequence provides a starting point for students who intend to enter mathematics, one of the health sciences, or a physical, biological, environmental or marine science, but have had little formal experience with general chemistry, physics or mathematics.

**IMPORTANT NOTE:** Each of the three quarters of *INS* is a self-contained unit which can be taken by any student who has the required background.
FALL QUARTER: THE PHYSICAL UNIVERSE
Prerequisites: High school preparation in science and mathematics or permission of co-
ordinator; college-level reading, writing and library research abilities.
The program will follow the historical evolution of ideas about the nature of the universe
as one part of the development of human culture. We will focus on the development of
mathematical, physical and chemical ideas that are used in contemporary work, spend-
ing considerable time learning how to think in logical and mathematical forms and ap-
plying these methods to the solution of physical, chemical and biological problems. Just
as mankind has been exploring the universe for a long time, so should students see this
program as an opportunity to explore. The program will include a laboratory in which
students can learn important concepts along with basic methods of mathematical, phys-
ical and chemical work — fundamental analytical methods in experimental science and
interpretation of data.
At the same time, we will read and discuss books about science and mathematics as hu-
man activities — about their philosophical foundations and about how they have been
done. Some books we may read include: Collingwood's *The Idea of Nature*; Toulmin's
Foresight and Understanding; Koestler's *The Watershed*; Hanson's *Patterns of Discov-
ery*; Hardy's *A Mathematician's Apology*; and Polya's *Induction and Analogy in Math-
ematics*.

WINTER QUARTER: THE CHEMICAL & BIOLOGICAL APPROACH
Prerequisite: Fall Quarter INS or college-level mathematics; general chemistry recom-
ended.
The continuation of INS will concentrate on understanding organic and biological sys-
tems, both in their own right and as specific instances of mathematical models. The study
of organic chemistry will provide some insights into the properties of the molecules that
organisms are made of, and these will be expanded by studying organisms themselves,
primarily from cellular and genetic viewpoints.
Students will then have a choice between two laboratory-workshops. One will be in math-
ematics — a careful study of some concepts which are important for understanding cal-
culus and which often give students trouble: proximity, separation, continuity, limits,
and functions per se. The other will be in organic chemistry and biology; students will
perform standard organic reactions and will also learn to perform elementary genetic
and chemical analyses of selected mutants in a simple genetic system, using bacteria or
bacterial viruses.
We will continue to read and discuss books about the scientific endeavor, including the
life and activities of the scientist and the relationship of science to other cultural and so-
cial matters. Some books we may read include Bronowski's *Science and Human Values*;
Watson's *The Double Helix*; and Sayre's *Rosalind Franklin and DNA*.

SPRING QUARTER: SPRING OPTIONS
Prerequisite: Winter Quarter INS or prerequisites listed below. Each student will choose
two half-time options from a group of at least three to be offered by participating faculty
members.

ORGANIC CHEMISTRY
Sponsor: Michael Beug
Prerequisite: Winter Quarter INS or successful completion of at least four quarter hours of
organic chemistry at the majors level. This option will cover organic chemistry of poly-
functional compounds, compounds of biological interest, advanced consideration of reaction mechanisms, stereochemistry and organic instrumental analysis. Students will spend at least eight hours per week in the laboratory working on organic synthesis and analysis of biologically or environmentally important organic molecules. This will provide the equivalent of the second and third quarters of an organic chemistry sequence for majors and will satisfy all current health science requirements for organic chemistry.

**MATHEMATICAL OPTIONS**

**Sponsor:** Josie Mumaw.

One of the following studies will be selected on the basis of student interest: 1) Patterns: An introduction to algebraic structures and number theory discovering and investigating patterns arising in arithmetical and geometrical manipulations. 2) Euclid as a Beginning: Introduction to geometry by considering conic sections, parallelism and metrics and then turning to projective geometries, including finite cases, elliptic geometries and the like. 3) Numbers: Other people’s numeration systems and algorithms, and the theory of arithmetic; this can be directed toward number theory per se or toward applications to some social sciences.

**DEVELOPMENTAL BIOLOGY**

**Sponsor:** Burton Guttman.

Modern developmental biology will be studied from a foundation of some developmental anatomy, but primarily concentrating on contemporary ideas about physiology and the regulation of genes. We will consider mechanisms of motility and will probably include immunology as a special topic.

**Subjects Emphasized:** Applied mathematics, biology, organic chemistry, mathematics, physics. Program is preparatory for careers and/or further study in any field of science or mathematics, environmental studies, marine studies, medicine and related fields.

**Modules:** None.

**Internships:** None.

**DYNAMICAL SYSTEMS**

**Fall, Winter, Spring/Coordinated Study.**

**Coordinators:** Matthew Halfant and Frederick Tabbutt.

**Enrollment:** 40.

**Prerequisites:** Proficiency in algebra, trigonometry and introductory calculus as demonstrated on a proficiency exam. Faculty signature required.

**Special Expenses:** Modest voluntary fund to cover special printed materials, minor expendable supplies and a scientific calculator.

**Part-Time Options:** None.

Real physical systems are seldom purely chemical or mathematical or physical in nature. An inertial guidance system, a lake, a crystal, an oscillator — each requires a knowledge of a variety of subjects to be properly understood.

**Dynamical Systems** will explore in depth a series of carefully chosen real systems, introducing in this context the mathematical and scientific tools required for understanding and control of these systems. In this manner the program will cover topics in chemistry, mathematics and physics in a realistic, integrated setting; students will thereby be prepared for any upperclass offering in physical or biological sciences. For example, mechanics, thermodynamics, calculus, differential equations and control theory will be
brought into play in a careful study of the steam engine and its development. An examination of certain aqueous and gaseous systems will provide an opportunity to develop skills in chemical equilibrium, nonlinear dynamical systems, electrochemistry, spectrophotometry and analytical chemistry. All systems will require a hands-on involvement of students to make measurements, undertake some fabrication and make appropriate calculations.

The first two quarters, some of the topics to be introduced include: mechanics, electronics, thermodynamics, complex variable theory and Fourier methods, linear algebra and matrix theory, chemical kinetics, linear and nonlinear differential equations, quantum mechanics, inorganic chemistry, control theory, analog and digital computer simulation techniques, and use of the computer for system measurement and control.

Spring Quarter students will choose between a physical systems offering and an organic systems offering which will provide a basis for advanced organic chemistry.

Students entering the program will be expected to demonstrate proficiency in algebra, trigonometry and a rudimentary use of calculus. Sample problems and a schedule for the entrance examination may be obtained from either faculty. While no prior chemistry or physics is required, students are advised that certain topics in high school chemistry (mole concept, stoichiometry and nomenclature) will be assumed by the middle of first quarter. Students may acquire this background through self-paced learning units and problem sessions during the first quarter.

On completing this program students will have had a significant experience with powerful scientific and mathematical tools. These ideas and techniques will have been used to gain the especially deep understanding of real systems which occurs naturally when the object of the study is to control the system. We believe that such preparation is of the highest value to those continuing in any scientific or mathematical field.

Subjects Emphasized: Linear algebra, control theory, quantum mechanics, computer simulations. Program is preparatory for careers and/or further study in biological or physical science, and in mathematics. Dynamical Systems, with the Spring Quarter organic offering will provide all of the math, chemistry and physics required for medical school.

Modules: None.
Internships: None.

COMPUTABILITY
Fall, Winter/Group Contract.
Sponsor: Al Leisenring.
Enrollment: 20.
Prerequisites: Interview; Coordinator signature required.
Special Expenses: None.
Part-Time Options: Yes. Consult sponsor.

This Group Contract is designed for students with a strong interest in computer science, mathematics, or philosophy and who want to explore some of the interconnections among these three fields. The main focus of the contract will be on the theory of computability. Students will study the major mathematical models and concepts that are used in computer science to obtain a better understanding of both the theoretical potential and the limitations of computing machines.

The mathematics presented will include logic, modern algebra, graph theory, combinatorial mathematics, and game theory. These topics have been selected not only because
they are interesting in their own right, but also because they have important applications in other areas, particularly in computer science and information theory. Both theory and applications will be emphasized, with problem assignments to give students an opportunity to improve their skills in proving theorems and in developing efficient strategies for solving problems, either by hand or on a computer. Although many of the problems will be of a practical nature, we will also devote some of our seminar time to the analysis of mathematical games and puzzles, such as those found in the mathematical games section of Scientific American, since many of these can also be solved using the mathematical tools that we will be studying.

In addition to these activities, in which the student is actually doing mathematics and devising algorithms for solving problems, considerable attention will be devoted to the philosophy of mathematics and computing. After formulating precise definitions of "mathematical proof" and "computable function" we will study one of the most profound and important mathematical results of the 20th Century, Godel's discovery, made in the 1930's, that there are problems in arithmetic which are inherently unsolvable. As we shall see, this discovery and others like it have revealed that there are basic inescapable limits to what we can know and what we can do when we are working in such areas as computer science, logic, mathematics, and formal linguistics.

There are no explicit prerequisites for this contract beyond high school algebra, although a familiarity with computer programming is desirable. However, it will be assumed that students have sufficient mathematical aptitude and motivation to be able to think logically and to be comfortable in dealing with symbolic languages and abstract concepts. Computer programming will not be taught within the contract. Students who have had no experience in programming will be expected to learn it Fall Quarter, either on their own or through a module.

The work will be demanding, but hopefully also rewarding and enjoyable. In addition to weekly lectures and seminars, students will have the opportunity to do individual research on a topic of special interest to them and related to the content of the contract. Examples of possible project topics might be inventing a new game and devising strategies for playing it; exploring some topic in artificial intelligence, such as mechanical theorem proving; or writing a computer program to simulate the behavior of some mathematical model of a computer, such as a Turing machine.

Subjects Emphasized: Theory of computability, logic, discrete mathematics with applications, theory of formal languages, philosophy of mathematics. Program is preparatory for careers and/or further study in computer science, mathematics, and philosophy.

Modules: Student may take a modular course concurrently with the program.

Internships: None.
sciences in topics of fundamental importance to students interested in post-graduate or professional work in these areas. If there is sufficient student interest, a third group will be organized for Spring Quarter, 1979.

**THERMODYNAMICS (Fall Quarter).** The primary purpose of this group is to get insight into the structure and transformations of matter from the perspective of thermodynamics, which provides a unifying approach to problems in physics and chemistry. This goal will be accomplished through three means: by developing the mathematical skills and knowledge needed to understand and analyze thermodynamic concepts, by studying the concepts and deriving related generalizations, and then using them to describe the behavior of gases, liquids, solutions, and other forms of matter. We will study the laws of thermodynamics, phase equilibrium, and chemical equilibrium at an advanced undergraduate level. If time allows the topics of kinetic theory, chemical kinetics, and electrochemistry will be included.

The classical approach to thermodynamics will be used. Students, as a group, will work through a physical chemistry text, developing and analyzing the theorems and concepts and working problems to understand the application of the concepts. The faculty will serve as a resource and clarifier, giving lectures when necessary, emphasizing the underlying assumptions, and directing the discussion toward understanding the implications of thermodynamics rather than focusing on skill development.

Students may enroll in this program on a full- or half-time basis. Full-time students are expected to participate fully in the lectures and discussions, and to devote half their academic work to laboratory experimentation. The nature of the experimental work will be determined by agreement between the contract sponsor and students, based on the students' previous laboratory experience. Half-time students are expected to participate fully in the lectures and discussions, but will have no laboratory commitment.

**ELECTRICITY & MAGNETISM (Winter Quarter).** This Group Contract will emphasize electricity and magnetism at an advanced level with the implied purpose of using this subject as a springboard to explore other areas of physics. Many of the principles of physics lead to analogous mathematical forms, and these relationships will be explored in this contract. Although the primary aim will be to learn electromagnetic theory in depth and breadth, excursions into cognate areas such as energy transport, fluid flow, diffusion, quantum mechanics, etc., will be taken freely. An effort to master the requisite mathematics will, of course, be conducted in parallel.

A student completing this contract should be able to understand the physical principles covered, to express these principles in mathematical form, and to show facility in manipulating the mathematics.

*Subjects Emphasized:* (Fall) thermodynamics, physical chemistry; (Winter) electromagnetism, mathematics. Program is preparatory for careers and/or further study in physics, chemistry, engineering.

*Modules:* One per quarter with instructor's approval.

*Internships:* None.

**PHOTOSYNTHESIS: An Introduction to the Natural Sciences**

Spring / Group Contract.

*Sponsor:* Richard Cellarius.

*Enrollment:* 25.

*Prerequisites:* Two quarters in a Basic Program or equivalent college experience; basic arithmetic and high school algebra.
Special Expenses: None.
Part-Time Options: Consult sponsor.

This contract will undertake a detailed study of how green plants convert the sun's energy, carbon dioxide and water into useful foodstuff and fiber. Its purpose is to use the theme of photosynthesis as a means of exploring basic concepts of physics, chemistry and cell biology. It is designed as an introductory natural science program for students who want to obtain an introduction to the subject matter and methodology of the natural sciences, whether or not they intend to undertake further studies in this discipline.

The approach to the topic will be primarily historical and will include readings of the original scientific literature, however fundamental concepts of physics, chemistry and cell biology will be introduced. These will include the nature of energy; laws of thermodynamics; nature of light, atomic and molecular structure; interaction of light with matter, chemical reactions and stoichiometry; chemical calculations; nature of biological materials and their chemical reactions; enzymology; cellular metabolism; and cell structure. We will also discuss the nature of scientific theories and models and the purposes and uses of present-day scientific research. The learning will occur through lectures, readings, seminars and problem sessions, and weekly laboratory or computer exercises.

Subjects Emphasized: Natural science, physics, chemistry, biochemistry, plant-cell biology, history of science, the scientific method. Program is preparatory for careers and/or further study in any of the natural sciences (especially physics, chemistry, biochemistry, molecular and cellular biology, plant physiology); it should be useful for students intending to do further work in the Environmental Studies, Individual and Community Health, Marine Sciences and Crafts, or Natural Philosophy specialty areas.

Modules: One course may be taken, or students may arrange to undertake some study of mathematics appropriate to their level, either within the contract or through the Self-Paced Learning Center.

Internships: A one-unit internship may be arranged as an alternative to a course if appropriate to the student's overall educational program.

ADVANCED INDIVIDUAL CONTRACTS & SENIOR THESIS

Faculty Advisors: Jeff Kelly (Biology and Chemistry) and Byron Youtz (Physical Sciences and Mathematics)

In addition to the specific programs and group contracts listed in this section the faculty associated with the specialty area are willing to consider negotiating Individual Contracts with third and especially fourth year students in the specific areas listed below. These contracts could range from studies of specific subject matter (which could take the place of some upper division courses at other colleges) to applied projects either through on-campus research or through internships. These contracts allow a student to complete and round out their undergraduate background, to fill job or graduate school entry requirements, and/or to gain practical experience in applying their knowledge to disciplinary or interdisciplinary study.

In particular we encourage students to consider a part-time senior thesis project to be done during their last year at Evergreen as a way to gain sophistication in understanding and dealing with the conceptual material of their previous undergraduate education. Such projects allow students to work closely with individual faculty on basic and applied research, educational innovations, and when useful sophisticated computers and equipment. Such experiences are useful in preparing for or deciding on potential career goals. Students must have completed all necessary background before starting advanced individual contracts and these details must be worked out with the specific faculty member.
Interested students should contact either Jeff Kelly (Biology and Chemistry) or Byron Youtz (Physical Sciences and Mathematics), who will provide further information and advice and will help in matching students with an appropriate faculty member.

**IMPORTANT:** Study of this kind requires negotiation of an Individual Contract. Read the section on "Individual Contracts" (p. 82) carefully before pursuing this option.

Faculty are willing to consider contracts in these subject areas: physics (optics, quantum mechanics, astrophysics, electricity and magnetism, statistical mechanics, nuclear physics, acoustics), chemistry (organic, inorganic, physical, environmental; biochemistry), biology (genetics, microbiology, molecular biology, quantitative ecology), mathematics (topology, abstract algebra, mathematical logic, geometry; applied mathematics), history of science, laboratory instrumentation (microscopy, spectroscopy, laboratory computing). Preparatory for careers and/or further study in the natural sciences.

**Modules:** One per quarter possible by arrangement with sponsor.

**Internships:** Possible, by arrangement with sponsor.

**OTHER OFFERINGS CLOSELY RELATED TO SCIENTIFIC KNOWLEDGE & INQUIRY:**

First year students should consider taking The Human Condition or Life and Health.

For intermediate and advanced students:

- Evergreen Environment VI
- Applied Environmental Studies
- Cell to Organism
- Biochemistry/Biological Molecules
- Salmon
- Resource Inventory of Puget Sound
- Nutrition

1979 - 80 offerings in Scientific Knowledge: Introduction to Natural Science will be offered again, as well as a Coordinated Study similar to Dynamical Systems and several Group Contracts.
Individual Contracts

A full description of this kind of teaching/learning arrangement appears in the 1977 - 79 Bulletin. Briefly, an Individual Contract is an individualized study program worked out between you and a faculty member, where you agree to complete some specific 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. The college can only offer a limited number of Individual Contracts each year, and securing a contract requires a real negotiation between student and faculty member in which they attempt to work out a study program agreeable to both. Doing Individual Contracts has special difficulties as well as special advantages, and you need to be ready for both. Read closely the material below and the description in the College Bulletin, and consult with the Academic Advising Office well in advance of the starting date of the contract.

**REMEMBER:**

1. Careful advance preparation is essential for a successful Individual Contract
2. A limited number of contracts is available each quarter and not all requests for contracts can necessarily be honored.

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 should 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 individually in working sessions 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 limit 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.

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 1978 - 79 had not been completed when this book was published, but this information will be announced before the Spring Academic Fair (May 17, 1978) and again before the beginning of each quarter. Check with the Academic Advising Office for this and other useful information. Their publication, the Academic Advising Resource Guide, contains profiles of Evergreen faculty which will be especially useful if you are trying to locate an appropriate Individual Contract sponsor.
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 1978-79:

- Music Fundamentals
- Drawing and Painting
- General Chemistry
- Spanish
- Music Theory
- Photography
- Introductory Chemistry
- French
- Acting
- Precalculus
- Organic Chemistry
- Russian
- Dance
- Calculus
- Introduction to Computers
- Japanese
- and Programming

A substantial number of additional modules, in social sciences, humanities, arts and natural sciences will be offered each quarter. In recent years modular courses have covered such topics as economics, history, creative and expository writing, psychology, and music performance (vocal and orchestral). The final listing of modular courses will be published about a month before the beginning of each quarter in a brochure entitled “Part-Time Studies.” It will contain descriptions of all courses, as well as of other opportunities for part-time students.

Special Forms Of Study

INTERNSHIPS

An internship is a carefully planned and supervised opportunity to achieve academic program objectives and earn related credit through experiences in an on-the-job or other “real-world” learning environment. To participate in an internship you must be enrolled in either a Coordinated Study, a Group Contract, or an Individual Contract. Your learning objectives and the covenants of the program in which you are enrolled influence the nature of internship activities and determine the amount of credit to be awarded upon the internship’s successful conclusion.

Each internship is sponsored by a faculty member who may or may not provide an additional academic component. Activities in the internship setting are supervised by a field supervisor.

Regardless of the type of program through which the internship is conducted, all pertinent matters — including but not limited to learning objectives, on-the-job activities and the respective responsibilities of student, faculty sponsor and field supervisor — are negotiated and agreed to before the student begins his or her internship activities. Negotiations are formalized by completing the student’s Individual Internship Agreement Form.
which is signed by all parties to the agreement. If the internship is to be conducted through an Independent Learning Contract, you file the completed and signed Internship Agreement form simultaneously with the Independent Learning Contract form. Otherwise, return the Internship Agreement form directly to the Office of Cooperative Education, Lab 1, Room 1000.

If you plan to intern at any time during the academic year, you should contact the Co-op Office at the earliest possible date to obtain a copy of the Internship Request form and to arrange a conference with a Co-op Coordinator. The Internship Request form must be completed and returned to the office at least 24 hours prior to your conference. Guided by information you supply on that form, your coordinator will be able to tell you about known placement opportunities, counsel you about the internship negotiation process, help arrange an interview with a prospective field supervisor, and, if you don’t already have one, help you obtain a faculty sponsor. Further, if the type of internship you need is not already available, your coordinator will help you develop one, provided you make your needs known sufficiently in advance.

For additional information about other types of service and learning opportunities available through Co-op, consult the Cooperative Education section of the college Bulletin.

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 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.
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 time-sharing computer which supports a variety of terminals, including graphic displays 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, three laboratory mini-computers, several micro-processor-based systems, and has access via telephone line to computers at Washington State University, the University of Washington, etc., which can handle large-scale computations in FORTRAN, APL, and a variety of other important computer languages.
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