Winter Quarter 1978
Full-Time Study Offerings*

THE EVERGREEN STATE COLLEGE

*Additional information available in the 1977-78 Catalog Supplement or 1977-79 Bulletin. Registration information is available from the Registrar's Office (866-6180).
Published by the Academic Deans, The Evergreen State College,
Olympia, Washington, 98505
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HEALTH, INDIVIDUAL & COMMUNITY

Fall, Winter, Spring/Coordinated Study
Coordinator: Russ Fox, 866-6776 or 866-6102
Enrollment: About 15 openings
Prerequisites: Interview with faculty
Special Expenses: About $25 for retreat; possible $10 Lab fee.
Part-Time Options: None.

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

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

Content and Activities: Introductory material in the biological and social sciences will be presented through faculty lectures, guest speakers, films, seminars, labs, and field trips. This basic information will then be applied to interdisciplinary health-related themes, such as sexuality, nutrition, stress, and the ethics of health care, and to project and research-oriented modules, such as brain and behavior, aging, and environmental health. These will build on the basic material. Students will be given increasing options to choose and plan their own study as the year progresses. Reading, writing and verbal communication skills will be developed through seminar readings (primarily literary and philosophical works), discussions, and regular writing assignments (including journals, essays, and research papers). Other activities will include an introduction to professionals working in various aspects of health in our society, and regular, student-organized exercise programs to improve the mental and physical well-being of each student. Students will also be expected to take at least one math or writing Module outside the program, depending on their needs, skills and desires for future study.

Prospective Students: Health is of concern to everyone. Each segment of the community, no matter how defined, has its own special health concern. Work in health-related fields, as doctor, paramedic, occupational health inspector, or some other role, is now opening up for non-white people and women, and this program should provide good background and awareness of these options for such students. Because of the great personal relevance of health questions, this program will thus have direct relevance for older students entering or re-entering college. This program, with almost the same faculty, was offered in 1975-76. An extensive history of exactly what happened then and how well it worked is available from Faculty Member Russ Fox. Both on- and off-campus students can also take part in the detailed planning of this program. If you think you might be interested, contact Russ Fox.

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

Fall, Winter, Spring/Coordinated Study
Coordinator: Richard Jones, 866-6004 or 866-6600
Enrollment: About 25 openings.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: None.

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

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

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

SPECIAL OPTION FOR WINTER QUARTER: OVERLAPPING LIFE CYCLES

A special program designed to enable a group of people in their later years to study the current relationship of the older and younger generations. A year-long program in human development is now in progress at Evergreen in which the major assignment is to write a "psychobiography" of one of the student's parents. We would like to train a group of up to 15 objective observers who have lived through the same times as these parents to serve as consultants to our younger students.

Activities will include seminars and workshops on Erik Erikson's theory of human development, seminars, lectures and films on contemporary literature, and various writing assignments in connection with the consulting responsibility.

Prerequisites: 1. Freedom to study full time.
2. Fifty years old or older.

Spring Quarter will be organized around the writing of an autobiographical psychohistory.

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

Subjects Emphasized: Psychology, literature, history, sociology.
Program is preparatory for further advanced study in social sciences and humanities, and for careers in human service professions.
MODERN ART & MODERN LIFE

Spring/Group Contract
Sponsor: Thad Curtz, 866-6770 or 866-6016
Enrollment: About 20 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Yes, during the day.

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

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

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

NATURE, SOCIETY, DESIGN (Steps Toward an Ecology of Learning)

Fall, Winter, Spring/Coordinated Study
Coordinator: Richard Cellarius, 866-6727 or 866-6700
Enrollment: About 9 openings.
Prerequisites: Interview required. Special Expenses: Week-long retreat costs; students will be expected to provide their own materials for the design exercises and project.
Part-Time Options: None (except by special arrangement).

The future will require a whole person - one who will make all of his or her education meaningful by seeking a natural balance between intellectual and emotional power, a person who seeks to understand the whole of life and who, in the process, will employ his or her powers in formulating a "real" blueprint for creative living. This program seeks to assist students in developing those abilities.

Our primary objective is to become better able to understand, explore and express ourselves in the natural and social worlds around us. We will emphasize the development of the ability to ask meaningful, creative questions and to design effective problem-solving strategies. We will do this as we explore our relationships to our physical, biological, social and cultural surroundings, what is known about these surroundings, and how our relationships and knowledge affect our own actions.
The first activity, occupying most of Fall Quarter, will be a series of short problem-solving/design exercises aimed at experiencing what a scientist, artist, planner, politician and/or poet does. The series will not necessarily have a common theme; their major value will lie in the personal relevancy, power and fun of experiencing different approaches to learning and problem solving. The exercises will happen against a background of weekly lectures, writing assignments, and book seminars that expand on these experiences and provide ideas for alternative views of our environment. The reading list will include such titles as Koestler, *The Watershed*; Sommer, *The Poetic Logic of Art and Aesthetics*; Hall, *The Silent Language*. Lectures and seminars will continue throughout the year, with opportunity for the students to help select the books and topics, consistent with the objectives of the program.

Winter Quarter will be devoted to a series of classes designed to provide students with specific tools that can be used for their own problem-solving activities. These will cover topics in the natural and social sciences and in design, such as basic environmental science and planning or poetry as a design tool. Whenever possible, they will be taught jointly by two faculty from different disciplinary backgrounds. Students will also begin to design Spring projects as described below.

Spring Quarter we will pull together and apply the things learned so far. All students will be expected to design and undertake problem-solving/creative projects of their own. These will be formidable, intensive efforts, encompassing half of the learning effort for a quarter. They may be undertaken individually or in groups, and each student will be expected to produce a final essay describing the process of the project and integrating the learning and the insights gained from having done it. During the project period, work group meetings will be held, where students and faculty share ideas and critiques of the progress of the projects.

This program should be of interest to students who seek a basic understanding of the methods and subject matter of the natural and social sciences and design fields, as an introduction to further study in any of the sciences, planning fields, or the arts. The program should demonstrate that there is no single right approach to learning, research or problem solving, and that the biologist or physicist or sociologist or politician can give as important and new a perspective on problems of artistic creativity as the artist or poet can give new insights to our study and understanding of nature and society.

Subjects Emphasized: Natural science (biology, environmental studies); humanities (literature); art, poetry, social science (psychology/sociology).

Program is preparatory for careers and/or further study in sciences, social sciences, arts/humanities. Could serve as entry point to any of the interdisciplinary specialties.

Modules: One module per quarter (Winter and Spring only) may be taken as part of this program.

Internships: Part-time internships are a possibility for third quarter project option.

**OUTDOOR EDUCATION**

Fall, Winter, Spring/Coordinated Study
Coordinator: Bill Aldridge, 866-6055 or 866-6385
Enrollment: About 10 openings.
Prerequisites: Interview with faculty.
Special Expenses: Field trip travel and food expenses. Outdoor activity equipment purchase or rental.
Part-Time Options: Contact sponsor.

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

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

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

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

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

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

Program is preparatory for careers and/or further study in teaching (all types), environmental studies.

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

Internships: None included, but encouraged upon special arrangement.

PLATO & DANTE

Winter, Spring/Group Contract
Sponsor: Mark Levensky, 866-6714 or 866-6385
Enrollment: About 20 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Contact sponsor.

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

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

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

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

POLITICAL ECOLOGY

Fall, Winter, Spring/Coordinated Study
Coordinator: Mike Beug, 866-6718 or 866-6600.
Enrollment: About 20 openings.
Prerequisites: Interview required. High school chemistry, introductory ecology and basic algebra required for winter entry.
Special Expenses: Travel, up to $25 per student per quarter may be required.
Part-Time Options: Doubtful, individual basis of consideration. Contact coordinator.

Political Ecology is designed for students who are interested in a holistic approach to understanding the interplay of human forces and desires on natural systems. Beginnings will be made toward understanding how people make decisions which affect an ecosystem, who makes such decisions, and the nature of and weight given to the data considered.

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

Students will be learning about history, ecology, economics, political science, chemistry, and historical geography.

There will be a strong emphasis on developing ability in writing and reading, and students should expect to put in considerable time on these activities. There will also be regular lectures, book seminars, laboratory exercises, and field studies.

Subjects Emphasized: Chemistry, ecology, political economy, historical geography.
Program is preparatory for careers and/or further study in political economy, environmental studies, management and the public interest, land use planning.
Modules: One Module per quarter may be taken as part of this program. See coordinator for further details.
Internships: None.

SHORT FICTIONS

Winter/Group Contract
Sponsor: Thad Curtz, 866-6770 or 866-6016
Enrollment: About 20 students.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Available during the day; for further details contact sponsor.

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

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

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

VOICES OF THE THIRD WORLD

Fall, Winter/Coordinated Study
Coordinator: York Wong, 866-6098 or 866-6385
Enrollment: About 9 openings.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Contact sponsor.

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

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

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

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

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

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

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

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

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

Internships: None.

1978-79 Basic Programs: We are in preliminary stages of planning a similar set of programs for 1978-79. Some of the programs described here will be repeated; others will be brand new. All will share the general goals described at the beginning of this section, and a similar variety of subjects will be represented.
CHAUTAUQUA II: An Experiment in Learning
Fall, Winter, Spring/Coordinated Study

Coordinators: Tom Foote, Joye Peskin 666-6122, 666-6119 or 666-6130

Enrollment: About 5 openings
Prerequisites: Audition, interview, portfolio.
Special Expenses: Field trip/workshop expenses.
Part-Time Options: Contact coordinators.

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

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

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

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

Last year Chautauqua I went on tour throughout Southwest Washington and the Puget Sound with a traveling show of lectures, performances, theatrical, musical, poetic presentations, discourses in art appreciation, children’s shows, community exchanges, etc. besides continuing to perform in rural and isolated communities, Chautauqua II will expand into urban areas, junior college campuses, county and regional fairs and celebrations.

We see our Chautauqua as an opportunity for us to explore and better understand the history and traditions of this area, as a means of facilitating communication between us and our audience, and as a chance for us, the performers, to face the challenge of utilizing our abilities to affect the world in which we live.

To receive credit: Students will be required to participate in the Lyceum (all-program meeting) and Reading Circle (seminar), to develop performance and presentation skills, and to work in various capacities to support the Chautauqua Production Company.

Subjects Emphasized: Theater, music, communications, literature/humanities.

Program is preparatory for careers and or future study in the performing and presentation arts, art production and management.

Internships: Internships are a possible component of this program. Contact coordinators for details.

ENERGY SYSTEMS: Conventional & Alternative

Fall, Winter, Spring/Group Contract
Sponsor: Stan Klyn 666-6756 or 666-6102
Enrollment: about 10 openings.
Prerequisite: Foundations of natural Science (FON) or roughly equivalent (basic college physics, chemistry, and mathematics through first year calculus), interview with faculty.
This program will be a study of the science and the useful applications of physical energy systems in human societies. This will involve a study of selected topics from both classical and modern physics, the useful application of these sciences (mechanical engineering), and the social and environmental effects of these applications. Although we will study conventional systems in current use, the emphasis will be on the understanding and evaluation of systems which may present themselves as viable alternatives to those in current use such as solar source systems, hydrogen-based distribution systems, and mechanical storage systems.

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

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

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

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

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

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

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

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

Modular: Encouraged. One module per quarter may be taken as part of the program. Internships: Possible but not designed into program. See sponsor.
This program will study farming as an academic subject. It will also involve field-oriented data collection and interlocking research programs designed and carried out by students.

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

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

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

Subjects Emphasized: Agronomy, anthropology, economics, history, social science, soil science.

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

Internships: Possibly; see coordinator.

PEACE, CONFLICT AND SOCIAL CHANGE

Fall, Winter, Spring/Coordinated Study
Coordinator: Peter Elbow, 866-6092 or 866-6600
Enrollment: About 6 openings
Prerequisites: Reading, writing, seminar; readiness to get down to hard work.
Interview required for Winter entry.
Special Expenses: $15 - $20 Lab fee.
Part-Time Options: Probably not.

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

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

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

Subjects emphasized: Ethics; biology/ethology/anthropology/psychology; conflict studies;
futures; social science; economics.
Program is preparatory for careers and/or further study in law, peace work, social work,
community organizing, political economy, environmental studies, management.

Modules: One module per quarter may be taken as part of the program. Modules in economics
preferred if available.
Internships: Possibly. Students will do off-campus practice Spring Quarter for about half
their time. A few of these might involve internships; most probably will not.

TELEVISION & DRAMA

Fall, Winter, Spring, Summer/Group Contract
Sponsor: Andre Tsai, 866-6124 or 866-6130
Enrollment: About 2 openings
Prerequisites: Interview required.
Special Expenses: None.
Part-Time Options: None.

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

Goals: In addition to seminars and the reading list, students will typically pursue skills
grouped under the following areas of competence: playwriting, acting, or technical
production. However, it is to be expected that students will try to acquire some working knowledge, if not proficiency, in areas other than their specialties. The divisions, it must be stressed, are also not necessarily mutually exclusive. A small scaled stage production and several experimental television productions of original materials will be produced throughout the year for public presentation.

The program reading list includes: Shank's *The Art of Dramatic Art*, Hillard's *Understanding Television*, Lewis's *The TV Director/Interpreter*, Benedetti's *The Actor at Work*, Irappnell's *Teleplay*, and MacGowan's *A Primer of Playwriting*.

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

Subjects Emphasized: Theater (acting, directing, playwriting), dramatic literature, television (acting, directing, technical production). Program is preparatory for careers and/or further study in theater and television.

Modules: One module per quarter may be taken as part of the program. Internships: None.
INTERDISCIPLINARY SPECIALTY AREAS:

ENVIRONMENTAL STUDIES

ENVIRONMENTAL LAW

Winter/Group Contract
Sponsor: Jeanne Hahn, 866-6653 or 866-6093.
Enrollment: About 20 students.
Prerequisites: Some introduction to Social Science, reading, writing and analytical skills; knowledge of the library and how to use it.
Special Expenses: None.
Part-Time Options: None.

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

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

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

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

Modules: None.
Internships: None.

VERTEBRATE BIOLOGY: Ornithology

Spring/Group Contract
Sponsor: Steven Herman, 866-6671 or 866-6600.
Enrollment: About 15 students.
Prerequisites: Basic understanding of biology, initial experience in field work, ability to write a simple declarative sentence.
Special Expenses: Approximately $340 field room and board fee.
Part-Time Option: None.

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

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

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

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

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

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

Subjects Emphasized: writing, wildlife management, ecology, biology. Program is preparatory for careers and/or further study in resource management, landscape interpretation, graduate work in vertebrate zoology.

**EUROPEAN/AMERICAN STUDIES**

**FORMATION OF MODERN SOCIETY: The Sacred and the Secular**

Fall, Winter, Spring/Coordinated Studies
Coordinator: Betty Estes, 866-6632 or 866-6385
Enrollment: About 5 openings
Prerequisites: Interview with faculty, preparatory reading list.
Special Expenses: Attendance of two or three dramatic or musical performances per quarter.
Part-Time Options: Contact Coordinator.

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

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

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

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

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

Subjects Emphasized: Literature, cultural history, comparative religion, philosophy.
Program is preparatory for careers and/or further study in literature, history, comparative religion, philosophy.

Modules: None.
Internships: None.

SOCIAL ORIGINS OF ART & IDEOLOGY

Fall, Winter, Spring/Coordinated Study
Coordinator: Stephanie Coontz, 866-6601 or 866-6605
Enrollment: About 8 openings
Prerequisites: Advanced reading and writing skills, bring portfolio or sample of written work to interview. Preparatory reading of Mark Bloch's Feudal Society.
Special Expenses: None.
Part-Time Options: Contact Coordinator.

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

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

Second quarter we'll cover Europe in the Age of Revolution (1789-1849), where urbanization, trade, internationalism, and political struggle rise on a different scale and a different base, undermining rather than depending on slavery. We will examine the philosophical and artistic reactions to the French Revolution, and the subsequent disengagement of the artist from the existing order as the once revolutionary bourgeoisie becomes conservative.

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

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

Subjects Emphasized: History, literature, philosophy, art history.
Program is preparatory for careers and/or further study in any job that requires writing and critical analysis; graduate study in above areas.

Modules: None.
Internships: None.
examining arts in a broad perspective and focusing laboratory work in one specific art form.

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

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

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

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

**Focus:** Laboratory sessions will be conducted in each of the areas of specialty represented by the faculty: music, dance, theater, visual arts, basic design, creative writing.

The focus laboratories will emphasize artistic elements which are fundamental to a given form of expression, and will not deal with skills and technique as ends in themselves. Skills and techniques will be treated, but only as an integral part of an overall process in which idea and perception play a prominent role. Thus some drawing will be done in the Visual Arts Focus Lab, but only as it relates to problems of perception, visualization, and ideation. Modules will be offered outside the program to provide intensive skill and technique training.

**Requirements:** all students must participate in all of the above sections for three units of credit, the fourth unit being obtained in a module offered inside or outside the program or a book seminar offered within the program entitled *Art and Society*.

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<tr>
<th>Tentative Schedule (Winter Quarter)</th>
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<tr>
<td><strong>Monday</strong></td>
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<tr>
<td>Discussion Seminar (9-10)</td>
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<tr>
<td>Lecture Series (2-4)</td>
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Spring Quarter students will spend most of their time in specialized laboratories, e.g. poetry, and will work on collaborative projects.

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

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

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

**Internships:** None.
CRAFTSMANSHIP

Winter, Spring/Group Contract
Sponsor: Hiro Kawasaki, 866-6758 or 866-6102
Prerequisites: None
Enrollment: About 60 students, 20 in each of the three craft areas.
Credit: Four units or none. No partial credit.

This is a group contract in which students will devote their full time to study craftsmanship both from an academic as well as from studio experiences. Students will be expected to combine their academic and studio work without sacrificing one for the other. Students will be attending all the lectures, seminars and other group activities while they will be working in the craft studio of their choice. They must select one craft and study it throughout the two quarters.

A lecture will be given each week and will be followed by seminar discussion focusing upon selected reading materials as well as the lecture itself. During the winter quarter, the academic work will concentrate upon pre-historic periods and historic eras prior to the industrial revolution, studying history of art, both European and non-European, as it relates to crafts and craft movements. We will study history of crafts and craft movements from the socio-cultural and historical as well as from aesthetic point of view. During the second quarter, we will focus upon the post-industrial revolution and on the contemporary craft scenes. This will include such subjects as the survival of crafts and craftsmen in the industrial age, the schism between the so-called "high arts" and the "minor arts," the various problems involved in making a living as craftsmen and also contemporary aesthetic tendencies in crafts. The lectures and seminars will be complemented by reading materials, films, guest lecturers and field trips.

Students will also be expected to attend the design workshops conducted by Ann Lasko, to particularly study design problems as they relate to crafts. (The number of workshops will be announced as soon as Ann's schedule is worked out.)

The requirements and objectives of the studio work will be set forth by each of the studio faculty members. Students will work closely with the faculty developing technical skills as well as working out artistic problems. There will be some special presentations by the studio faculty directed to the group studying his or her specialty.

Projects: During the first quarter each student will be expected to choose an academic research topic. It will be recommended that the subjects deal with investigations into specific historical style or techniques in crafts. During the second quarter, several options are available: a) research on craft movements, b) research on an individual artist, c) internship with a gallery, d) internship work with a production craftsman, and for advanced students, e) group shows at the TESC gallery and f) one-man-show.

ENGLISH THEATER: From Script to Stage to London

Fall, Winter, Spring/Group Contract
Sponsor: Ainara Wilder, 866-6117 or 866-6130.
Enrollment: About 5 openings, interview required.
Prerequisites: Two to three years of some college work in theater arts.
Special Expenses: Spring Quarter travel to England of about $2000.
Part-Time Options: None.

This one-year study of theory and practice will focus primarily on the English Theater and the English play. The purpose of this study is to allow the already knowledgeable student in Theater Arts to focus entirely on the wealth of the English stage: romance, realism,
intellectual comedy, rough humor, bawdry, satire, horror, pathos, ghosts and fairies, kings and clowns, patriotic sentiment, social and political problems, fantasy, history, murder, love, and the country wenches. We will be learning about the history of theater, as well as conducting careful interpretation of the meanings of plays. In historical perspective, our focus of study will move from the Medieval period to the Modern.

Playwrights to be explored include: Marlow, Kyd, Jonson, Dryden, Etherige, Otway, Congreve, Shaw, Barker, Coward, O'Casey, Eliot, Christie, Fry, Osborne, Pinter, and Beckett.

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

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

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

presentational acting style, 2) are able to analyze dramatic literature for staging purposes, 3) like history and like to assume responsibility for independent research, 4) need advanced skill development to participate in live performance, 5) can afford the approximately $2,000 Spring Quarter adventure in England.

Subjects Emphasized: English theater history, English drama, presentational acting, voice and diction, staging of a play.

Program is preparatory for careers and/or further study in theater arts, performance, teaching (not for certification), arts management.

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

Internships: Internships are a possible component for this program (in lieu of trip to England). See sponsor for details.

EXPLORATION IN TWENTIETH CENTURY MUSIC: A Composer's View

Fall, Winter, Spring/Group Contract

Sponsor: Greg Steinke, 866-6064 or 866-6130

Enrollment: Limited openings

Prerequisites: Prior experience as music performer (intermediate level); one year music theory minimum; some music history study preferred. Interview required.

Special Expenses: Tape for work in electronic studio; tickets for concerts; possibly workshop fees for guests if not covered by academic budget.

Part-Time Options: Contact sponsor.

This Group Contract will explore the creation, theory, performance and history of twentieth century music through a mandatory one-unit lecture/seminar series and through various supplementary activities taught by the faculty sponsor and other music area faculty for the balance of the three units. If desired, students will have the option to do one of these latter three units outside the contract in activities such as related arts/humanities or electronics/computer/audio-video modules. In line with the college's general practice, the contract does not directly provide for private lessons; however, there are a number of fine teachers in the Puget Sound area from whom lessons can be taken; the lessons can be considered as credit generating (usually one-half unit for lessons and one-half unit for ensemble activity).
The contract lecture/seminar will be intensive, requiring reading, writing papers, and extensive listening; it will focus on both American and European art music (Note: it will not address itself to jazz, folk, or ethnic music, which are to be found elsewhere in the college curriculum.) as well as problems in music aesthetics. It will meet twice each week for an hour and a half. The faculty sponsor's supplementary activities will include: Creative Process in Sound I-III (beginning through intermediate level electronic music composition), three one-hour sessions per week; Composition-Production Seminar (advanced conventional and electronic composition-production), two hour-and-a-half sessions per week; Wind Ensemble (rehearsal and performance of wind-percussion music), one three-hour session per week; and a module for two quarters in Songwriting-Composition (beginning composition for the general musician), three one-hour sessions per week. In the spring a follow-up module will be offered in Music for Film, TV and Stage. Other music faculty will conduct, for credit, other activities in music theory and various ensembles on a subcontracted basis.

Please contact the faculty sponsor for further details on content, schedule, and prerequisites.

Subjects Emphasized: Composition -- conventional and electronic; applied music studies -- individual and ensemble; contemporary music history; music theory.

Program is preparatory for careers and/or further study in: Music teaching (not certification), composition, music performance, relevant to most all graduate study in music.

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

Internships: None (tentatively).

MOTION PICTURE: Studio Production

Winter/Group Contract
Sponsor: Gordon Beck, 866-6059 or 866-6130
Enrollment: About 20 students.
Prerequisites: Interview with sponsor.
Special Expenses: See below.
Part-Time Options: None.

History, theory, and practice of the motion picture with emphasis on studio production techniques in Europe and America. We will study the works of the masters from Ford and Welles to Bunuel and Fellini up to 1959. Students will write production scripts with regular assignments due weekly. Skills to be developed in workshops and practice: sound recording, studio lighting, studio management, motion picture scenery, location techniques, sound stage procedures, directing, and acting for the camera/microphone.

Students will be required to complete at least two motion picture silent projects or one sound project in addition to work with production teams in regular studio assignments. This group contract will require a commitment to a minimum of 48 hours per week; as is common in studio production, work will occur in large blocks of time outside the nine to five and Monday through Friday periods. Production deadlines will be met. Some all night and weekend work is to be expected. Each student should expect to spend $125-200 for film materials and lab processing fees. Advanced projects may need to spend more.

Subjects emphasized: Film production, motion picture history, direction, theory.

Modules: Contact sponsor.

Internships: None.
STONES, BONES AND SKINS

Winter, Spring/Group Contract
Sponsor: Paul Sparks, 866-6339 or 866-6102
Enrollment: About 20 students.
Prerequisites: Prior track record and/or perceived motivation.
Special Expenses: Supplies and materials for personal work, funds for frequent field trips, and a three-week retreat Spring Quarter.
Part-Time Options: None.

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

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

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

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

Structure: This program will center on an extended critique/seminar group. This will become the focus for problem sessions and workshops, as well as the forum for the students' own personal work. By the end of the program all students will be expected to have developed a focused and polished body of personal work in their own media.

Students will have a wide range of facilities open to them, but will be expected to provide the necessary supplies and materials to support their own work. The program will make extensive use of off-campus resources and facilities, as well as undertaking an extended (two or three week) retreat in the middle of Spring Quarter. Students should expect these expenses as a part of their participation.

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

Winter/Group Contract
Sponsor: Richard Muller, 866-6135 or 866-6016
Enrollment: About 10 students
Prerequisites: Previous knowledge of basic technical skills in television. Special Expenses: Food and travel expenses for a retreat; book expenses; production expenses on the order of $10-$15 during the quarter.
Part-Time Options: None.

This group contract will develop creative, organizational, and production skills in television; explore the social, political, and economic role of television in particular, and mass communications institutions in general, in late 20th century America; place special emphasis on the category of non-fictional television, including, for example, documentary, informational, and public affairs and excluding drama and entertainment programs; help plan a major production effort to be undertaken by a group contract in the College in Spring Quarter, 1978.

Readings, papers, and production problems will be undertaken. Students and instructor will meet to discuss readings and each others' work, as well as to work together on group production efforts. The contract will work best if each participant is committed to working on projects involving the group as a whole, rather than pursuing an individual production interest.

HUMAN DEVELOPMENT

BIOLGICAL BASES OF HUMAN SOCIAL BEHAVIOR

Spring/Group Contract
Sponsor: Larry Eickstaedt, 866-6006 or 866-6102
Enrollment: About 40 students
Prerequisites: None
Special Expenses: Possible field trip expenses.
Part-Time Options: None.

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

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

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

Subjects Emphasized: Biology, anthropology, sociology, psychology.

Program is preparatory for careers and/or further study in biology, anthropology, sociology, psychology, ecology, animal behavior and human development.

Modules: None.

Internships: None.

EARLY CHILDHOOD DEVELOPMENT (A Third World Perspective)

Fall, Winter, Spring/Group Contract
Sponsor: Jacqueline Delahunt, 866-6602 or 866-6016
Enrollment: About 15 openings.
Prerequisites: Reading and writing standards will be set. Contact sponsor.
Special Expenses: Travel for interna.

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

This Group Contract is committed to the community concept. It seeks to teach through exchange of various cultural experiences (contemporary and traditional), rather than through a monocultural experience. Therefore, although there is a preference for Third World students, white students will be admitted.

Winter Quarter will be spent on campus. Based on a common experience of Fall Quarter, which will have included required reading with supplemental elective reading serving as a background for seminars and lectures focused on ethnic minority groups in America, as well as child development and education experts, communication skills and value clarification, the groups will work Winter Quarter on application of that experience to curriculum development. Curriculum development will include developing and evaluating materials and tools for teaching both Third World and other children. There will be a continuation of the focus areas of Fall Quarter.

Students wishing to enter the program Winter Quarter should contact the program faculty as soon as possible in order to arrange a "transfer" reading and films list.

Days and hours of group meetings/seminars for Winter Quarter will be set according to the needs of students and faculty.

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

Subjects Emphasized: Comparative child development, early childhood education, social
services, literature of childhood, writing about childhood. Program is preparatory for careers and/or further study in education and social services for Third World children.

Modules: One per quarter may be taken.

LIFE CYCLES & CULTURAL SYSTEMS

Fall, Winter, Spring/Coordinated Study
Coordinator: Eric Larson, 866-6757 or 866-6102
Enrollment: About 10 openings.
Prerequisites: Interview required. Must have some background in statistics.
Special Expenses: None.
Part-Time Options: Contact sponsor.

Life Cycles and Cultural Systems is a three quarter coordinated study addressed to the broad issue of the relationship between the individual and society. The study of this relationship will be approached from the theoretical and substantive perspectives of psychology, sociology, anthropology, and literature, and will include methodologies that include quantitative techniques (statistics, questionnaire design and application, and evaluative research) and qualitative assessments (seminar dialogues, lectures, and movies). Since these are many kinds of human beings and different types of societies, the program will attempt to choose for study representations that not only provide a wide range of variation in the two cases, but also examples that bear an inherent interest in the eyes of typical middle class Americans. Thus, we will include in our study individuals who are distinguished by age, sex, race, ethnicity, or social class, and societies or cultures that contrast in technology, political economic structure, social organization, religion, and value orientations.

The program will be both academic and practical in its aims. We will read extensively, write, and engage in library research. We will also help arrange for participant/observation fieldwork of selected local scenes (ethnography), participation in a nationwide sociology/anthropology conference in the spring at the University of Santa Clara, and internship situations available through Evergreen's Cooperative Education Program. We hope in this program to build upon a theory of the individual in society while at the same time develop skills that can be used in occupations pertaining to some field in the human services industries.

As we have arranged the schedule for fall and winter, each full-time student in one week will attend two book seminars, a workshop on developing quantitative research skills, and a lecture/film session. Periodic individual conferences between a student and faculty will also be arranged to go over writing assignments or to deal with matters of a private concern. Part-time students will be admitted in the program, and they will be able to arrange their schedules according to their other obligations off campus. The number of Evergreen credits will be negotiable in terms of the academic workload.

Since the program is a serious academic endeavor, each full-time member will be expected to attend all regularly scheduled program activities, and to do the writing assignments and evaluations.

In the spring we will alter much of the schedule. We hope to build upon the methods and theories we studied earlier to social situations as they occur in everyday living.

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

Winter, Spring/Group Contract
Sponsor: Don Humphrey, 866-6672 or 866-6700.
Enrollment: About 20 students.
Prerequisites: Foundations of Natural Sciences or equivalent, some organic chemistry.
Bring portfolio to interview.
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.
Modules: One module per quarter may be taken as part of this program.
Internships: None.

FOUNDATIONS OF NATURAL SCIENCE (FONS)

Fall, Winter, Spring/Coordinated Studies
Coordinator: George Dimitroff, 866-6701 or 866-6700.
Enrollment: About 25 openings.
Prerequisites: Interview required. Must have one quarter each completed coursework in chemistry, physics, and calculus and be prepared to demonstrate readiness to enter program.
Special Expenses: $25 lab fee.
Part-Time Options: None.

Foundations of Natural Science is designed to provide a unified course of study in
mathematics and the natural sciences, focusing on the concepts, theories, and structures which underlie all of the natural sciences.

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

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

Winter Quarter: Differential and integral calculus (continued), organic chemistry, electricity and magnetism, applications to biology.

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

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

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

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

Subjects Emphasized: Physics, calculus, physical chemistry, organic chemistry.
Program is preparatory for careers and/or further study in physics, biology, chemistry, mathematics, marine science, medicine and allied health, environmental science.
Modules: None.
Internships: None.

HEALTH PERSPECTIVES: An Analytical Approach to Health Problems

Fall, Winter, Spring/Coordinated Study.
Coordinator: Russ Lidman, 866-6086 or 866-6600.
Enrollment: About 10 openings.
Prerequisites: Interview required. Completed coursework in basic economics or social sciences or health related courses required.
Special Expenses: Retreat.
Part-Time Options: For those with a strong background in the subject matter.
Attacking this country's health and health care problems requires the concerted efforts of both natural and social scientists. This program is designed to help students from both fields acquire the skills necessary to research key problems and work together effectively.

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

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

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

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

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

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

Modules: One module per quarter may be taken as part of this program.
Internships: Possibly.
Enrollment: About 5 openings.
Prerequisites: Interview required. Completed course work in beginning molecular biology required.
Special Expenses: None.
Part-Time Options: Contact sponsor.

This Group Contract is for students who want serious work in modern biochemistry and molecular/cellular biology, primarily as preparation for the health professions or for graduate school. It is planned for two quarters, with the option of continuing for a third quarter on an original research project.

Topics to be covered include: Basic cellular biology, primarily of bacteria — composition, structure, growth and metabolism; molecular genetics as an integrating theme for understanding cellular function; protein and nucleic acid structure; enzymes and biochemical reaction mechanisms; energy metabolism; intermediary metabolism, with emphasis on biosynthetic pathways and their regulation; genetic analysis of bacteria and viruses; membrane structure. As time permits, we will choose other topics on the basis of student interest, primarily excursions into eucaryotic cell biology such as Mendelian genetics, chromosomes structure and function, immunobiology, hormonal regulation, and developmental biology. The program will be run through informal lectures and through seminars presented by students. There will be a lot of writing and emphasis on developing analytical skills through solving problems. The work will be intense; students should consider the program only if they are willing to get deeply involved and work hard, but we will also play hard for balance and sanity.

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

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

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

Subjects Emphasized: Biology, chemistry (microbiology), philosophy and sociology of science.
Program is preparatory for careers and/or further study in health sciences, especially medicine; graduate study in biology or biological chemistry.
Modules: One module per quarter is required as part of this program.
Internships: Possible as fourth unit in lieu of module, but not to be advised or particularly emphasized.
MANAGEMENT AND THE PUBLIC INTEREST

Fall, Winter, Spring/Coordinated Study
Coordinator: Virginia Ingersoll, 866-6629 or 866-6605.
Enrollment: About 10 part-time, 5 full-time openings.
Prerequisites: Junior standing, full-time students must have had first course in accounting.
Special Expenses: Travel to and from practicum site.
Part-Time Options: Contact sponsor.

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

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

If a person is to determine 1) how well business is meeting the public interest, 2) whether or not the public interest can be fully served under the current system, and 3) how the present system measures up to the available alternatives, she/he needs to deal with two dimensions of organizational life.

First, there is the relationship between business and the rest of society, including government. This program will explore this "external" dimension by addressing questions such as: How has the American business system developed 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 module series; and a practicum. Full-time students will register for all four components, while part-time students will enroll for lecture and seminar the first year and take the other two components in 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; it is a demanding one.
Subjects Emphasized: Economics, organizational psychology, accounting, financial management, management practices, business policy and personnel.

Program is preparatory for specialized study in business administration, for graduate study in business or public administration, and for law school.

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

MANAGING TECHNOLOGY

Spring/Group Contract
Sponsor: York Wong, 866-6098 or 866-6385.
Enrollment: About 20 students.
Prerequisites: Intended as an option for second year Management and the Public Interest students.
Special Expenses: None.
Part-Time Options: None.

This one-quarter Group Contract will focus on the economic and social issues raised by modern technology and the concomitant rationalization of the labor process. We will pay particular attention to its impact in the administrative, technical and professional occupations where, in our opinion, no amount of "human management" and "job enrichment" can wash away the despair of a work place that causes violence to the body -- and spirit. As we trace the development of modern systems and try to understand the view of supporters and critics, several issues will surface: What are the real costs of receiving benefits from technology? Are there better ways to direct the forces unleashed? Is there a turning point? We will further concentrate our analysis on specific developments. For example, students will work in teams to examine the role of computers in managerial decision-making; techniques over the control of education, research and development; division of labor in professional pursuits; and other projects to evaluate mass technology.

At the same time we will look at the counter movements to mass systems, with emphasis on appropriate technology in which machines and methods are congruent with the culture and environment where applied.

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

Subjects Emphasized: Computer science, management science, political economy, sociology, history.
Program is preparatory for careers, and/or further study in computer science, management science and political economy.
Modules: None.
Internships: None.

THE WORLD OF SMALL BUSINESS: A Consultative Approach

Winter/Group Contract
Sponsor: Ronald Secrist, 866-6592 or 866-6605.
Enrollment: About 20 students.
Prerequisites: Completion of Management and the Public Interest or its equivalent.
Special Expenses: None.
Part-Time Options: None.

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

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

Subject Emphasized: Finance, accounting, management, marketing, computer.
Program is preparatory for running small businesses or a career in counseling.
Modules: One module may be taken per quarter as part of this program.
Internships: None.

MARINE SCIENCES AND CRAFTS
RESEARCH VESSEL DESIGN
Fall, Winter, Spring/Group Contract.
Sponsor: James Gulden, 866-6734 or 866-6700.
Enrollment: About 2 openings.
Prerequisites: Interview required, plus background in boat, and/or design. Open only to those with prior study at Evergreen.
Special Expenses: $50-$100 for hand woodworking tools over the year.
Part-Time Options: None.

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

The content of the program will include: design processes, marine history, a survey of oceanographic research methods, experimental fisheries of Puget Sound, history and philosophy of craftsmanship and boat construction methods.

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

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

Winter/Group Contract
Sponsor: David Milne, 866-6053 or 866-6700.
Enrollment: Not more than 30 students.
Prerequisites: Knowledge of marine zoology, marine ecology, early contact with faculty, willingness to do preparatory reading previous to the program.
Special Expenses: Travel and living expenses -- $1,000.
Part-Time Options: None.

The Tropical Reef Ecology program will be conducted at an Atlantic or Pacific reef location. Program objectives are: 1) to study and observe the diversity of species and the complexity of organization of a reef community; 2) to study theories and mechanisms of reef building, and evidence of these processes; 3) to study and observe evidence of major oceanic zoogeographic processes; 4) to study the oceanography and productivity of tropical waters; and 5) to compare the structures and diversities of reef and temperate coastal communities.

Basic material, including an introduction to local reef species and to the general features of the tropical oceans, will be provided via lectures by program faculty and visiting authorities. Field exercises will involve identification of species, delineation of community structures and trophic pathways, and comparison with similar studies of the northwest Washington coast. Seminar discussions based on journal articles describing reef productivity, community stability and other topics will be held. Each student will be responsible for conducting an autecological study, identified in advance.

If time and opportunity permit, attention will be given to the relationships between local people and resources of the reef on which they depend.

Prospective students should consult with faculty well in advance of the starting date and should expect to spend part of Fall Quarter collecting and reading journal articles for use in this program. Good health, willingness to live in primitive accommodations for two months, and ability to participate in team support efforts, such as cooking and sanitation, are essential.

This offering is tentative, and depends on several unknowns. These include sufficient student interest and ability to participate, and the college's ability to locate and arrange safe, reasonable, relatively inexpensive accommodations at a remote reef location.

An effort will be made to find funding for a few students who could not otherwise afford this program. For these reasons, interested persons should contact the program sponsors as early as possible.

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

VANCOUVER AND PUGET

Fall, Winter, Spring/Coordinated Study.
Coordinator: Bob Sluss, 866-6760 or 866-6102.
Enrollment: About 5 openings.
Prerequisites: Interview required. Completed course work in natural history required.
Special Expenses: About $75.
Part-Time Options: None.

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

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

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

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

Subjects Emphasized: Sociology, history, Indian history, natural history, ecology.

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

Modules: None.
Internships: None.

NORTHWEST NATIVE AMERICAN STUDIES

CULTURES OF THE PACIFIC NORTHWEST

Fall, Winter/Group Contract
Sponsor: Lynn Patterson, 866-6118 or 866-6102.
Enrollment: About 10 openings.
Prerequisites: Some social science recommended strongly, but not required.
Special Expenses: Perhaps field trips.
Part-Time Options: None.

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

The first quarter will be spent reading ethnographies, studying the archaeological record of precontact, and reading accounts of early contact written by fur traders, explorers and missionaries. Students will begin the quarter with two overview works, Gunther's Indian Life on the Northwest Coast of America; and Drucker's Cultures of the Northwest Coast. Ethnographies of specific tribal groups to be studied Fall Quarter include, Elmendorf's The Structure of Twana Culture, Nollwraith's The Bella Coola Indians, Gunther's Klallam Ethnography, Boas' Kwakiutl Ethnography, Garfield's Tsimshian Clan and Society, Oberg's Social Economy of the Tlingit. In addition, there will be three field trips: to the Portland Museum to see the Rasmussen Collection of Northwest Coast Art; to Victoria, B.C. to visit the Provincial Museum, and to Ozette to visit an excavation under the direction of Washington State University.
Winter Quarter will deal with theoretical questions in Northwest ethnology. We will study arguments concerning the Northwest Coast Potlatch, concentrating on developing an understanding of the "ecological" and "structuralist/alliance" models of analyzing cultural systems. Lecturers will supplement seminars, providing a background in the major conceptual frameworks which social and cultural anthropologists use to study culture. In these lectures, Northwest Coast examples will be placed in a broader context.

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

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

Subjects Emphasized: Social anthropology and history.
Program is preparatory for careers, and/or further study in anthropology, economics, human ecological studies and Native American Studies.
Modules: None.
Internships: None.

EXPLORING NATIVE AMERICAN ART: Southwest

Winter, Spring/Group Contract
Sponsor: Mary Nelson, 866-6316 or 866-6102
Enrollment: About 20 students
Prerequisites: Work in jewelry, pottery, weaving, ceramics, anthropology or Native American Studies. Interview with portfolio required.
Special Expenses: $25-30 for field trip.
Part-Time Options: None.

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

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

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

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

Subjects Emphasized: Jewelry, pottery, weaving, photography, tape recording, cultural studies of the Southwest people.

Program is preparatory for careers and/or further study in art, Native American studies, anthropology, sociology.

Modules: None.

Internships: None.

**POLITICAL ECONOMY**

**APPLIED RESEARCH: The Nuclear Power Issue**

Winter, Spring/Group Contract
Sponsor: Chuck Nisbet, 866-6652 or 866-6385.
Enrollment: About 20 students
Prerequisites: Junior or Senior standing, proven writing skills.
Special Expenses: Travel and expenses for one week in Richland, Washington.
Part-Time Options: None.

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

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

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

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

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


Subjects Emphasized: Social science research methodology, environmental and energy economics, senior thesis.

Program is preparatory for careers and/or further study in economics, business administration, public administration, law, planning.

Modules: None.

Internships: None.

LABOR AND THE PUBLIC INTEREST

Winter, Spring/Group Contract
Sponsor: Tom Rainey, 866-6574 or 866-6385.
Enrollment: About 20 students.

Prerequisites: Introduction to Political Economy is strongly recommended for full-time students, but is not a prerequisite.

Special Expenses: None.

Part-Time Options: Contact sponsor.

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

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

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

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

Subjects Emphasized: American history, ethnic studies, women's studies, political science, economics, sociology.

Program is preparatory for careers and/or further study in political economy, history,
sociology, labor studies, management studies, public administration, labor movement. Modules: One module per quarter may be taken as part of this program. Internships: None.

STAGNATION, STAGFLATION & DEMOCRACY
Background, Dynamics and Future of the Current Economic Crisis

Winter, Spring/Group Contract  
Sponsor: Alan Nasser, 866-6651 or 866-6385.  
Enrollment: About 20 students.  
Prerequisites: Introduction to Political Economy or equivalent (e.g. introduction to economics)  
Special Expenses: None.  
Part-Time Options: None.

The political-economic crisis that besets almost all the countries, developed and underdeveloped, of the global market system has deep historical roots, profoundly affects the quality of current economic, political and even cultural life, and promises to leave its stamp on the world to be inherited by future generations. Our goals in this contract will be: 1) to understand the economic/historical conditions that gave rise to the current crisis, 2) to examine carefully the present dynamics of the crisis, and 3) to assess the impact the crisis is apt to have on the future of American democracy.

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

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

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

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

Subjects Emphasized: Economy, political economy, political theory, philosophy. Program is preparatory for careers and/or further study in economics, political economy, economic history, political theory. Modules: None. Internships: None.
The Colonial Experience of the Americas

Fall, Winter/Coordinated Study
Coordinator: Peta Henderson, 866-6676 or 866-6016
Enrollment: About 24 openings.
Prerequisites: Basic Coordinated Studies or the equivalent (one or more years college work). Must have read Gundar Frank's Capitalism and Underdevelopment in Latin America; Barbara and Stanley Stein's The Colonial Heritage of Latin America, for winter entry.
Special Expenses: None.
Part-Time Options: Contact Sponsor.

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

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

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

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

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

Subjects Emphasized: Anthropology, Latin American literature, Spanish language, history, economics.
Program is preparatory for careers and/or further study in international law and business, foreign service, Peace Corps type experience, advanced work in political economy, graduate study in above disciplines, teaching.
Modules: One module per quarter may be taken as part of this program.
Internships: None.
THE CONSTITUTION & THE ECONOMY

Spring/Group Contract
Sponsor: Jeanne Hahn, 866-6653 or 866-6093
Enrollment: About 20 students
Prerequisites: Basic program and some college introductory social science and American history. Reading, writing and analytical skills; knowledge of the library and how to use it. Introduction to Political Economy is strongly recommended but not required.
Special Expenses: None.
Part-Time Options: None.

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

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

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

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