

25 Jan 79

To: All Faculty

From Leanne

The Complete Index to the  
79-80 Supplement was  
omitted. Please staple this  
addendum to the back  
cover of your Supplement.

It should serve as an  
important advising tool.

Leanne

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## ACADEMIC UPDATE

Below is a listing of academic programs developed since the publication of the Catalog Supplement. These programs reflect Evergreen's commitment to be responsive to students' interests and to utilize our faculty in the best possible way. Please be sure to read these descriptions and consider these additional options for 1979-80.

### ADULT LIFE CHANGES

Fall, Winter/Basic Program

Half time (8 quarter hours)

Faculty: Peter Elbow (coordinator); LAB I: 866-6157  
Margaret Gribskov; LAB II 3269; 866-6763

This is a program for working and non-working adults who are engaged in making changes in their lives: changes in career, in education, in family condition, in life-style, in spiritual values, in life goals. The program is based on these premises: that our culture doesn't prepare most of us very well to expect, understand, or deal with adult life changes; that such changes or transitions are, however, common and often disruptive; and that we can gain considerable understanding of them by looking at the recent social science research on them and at classic and modern literary treatments of them, and by some practice in a few personal and interpersonal skills. In addition to a better understanding of their own life changes and of adult life changes in general, students will gain academic skills for further study in literature and social science.

Major activities of the program:

- 1) Weekly discussion seminars. Some of the reading will be recent social science studies of the adult life cycle. (E.g., Sheehy, Passages; Levinson, The Seasons of a Man's Life) Most of the reading will be classic and modern works of literature, biography and autobiography to give us greater knowledge of the range of adult life changes and how they have been experienced and portrayed. (E.g., Shakespeare, King Lear; Montaigne, Essays; Cather, "Uncle Valentine;" Lash, Eleanor; Levertov, poems) Students will be asked to do various kinds of writing as part of this seminar.
- 2) Weekly intensive journal workshops. A process for working in a personal journal which helps students explore not only the present moment of their lives but also the shape and movement of their past lives and how the present relates to it and points to the future.
- 3) Skills workshops. (E.g., writing, values clarification, goal-setting, assertiveness, communications)
- 4) Frequent speakers. (E.g., faculty members to introduce academic areas; community members to introduce different careers; both, when possible, to speak of adult life changes they have experienced)

We will probably meet two evenings each week for three hours and have one or two all-day Saturday workshops each quarter. Meeting times will be arranged for people with full time jobs.

Prerequisites: Students must be twenty-five years or older, otherwise none. No special expenses. Students interested in signing up for more than 8 quarter hours can do so in special cases but must work out this option with one of the faculty members well before the program begins.

Because this is a two-quarter cumulative program, we do not foresee the possibility of new students being able to enter in Winter quarter.

### HISTORY AND POLITICAL ECONOMY OF THE U.S. FAMILY

Fall quarter

Sponsor: Stephanie Coontz

Prerequisites: One of the following or its equivalent: "A Woman's Place"; "Introduction to Political Economy"; "Social Structure, Family Life, and Female Roles"; "Social Origins of Art and Ideology".

This advanced seminar will constitute a full-time load for students (16 quarter hours). It will examine the ways in which social and economic changes in America have affected the role of the family and the experience of family life. We will also consider the debate among political economists about how to analyze and categorize women's work within the home. Program reading and format are designed to allow advanced students to explore in depth some of the major theoretical questions concerning the family and women's role within it.

Class will meet in two-hour seminars three times a week; twice on Monday and once on Wednesday, to discuss the reading and analyze its theoretical strengths and weaknesses. Students will be expected to make presentations based on their analysis of the reading, as well as to participate in general discussions.

Reading will include: David Levine, Family Formation in an Age of Nascent Capitalism; Michale Gordon, editor, The American Family in Social-Historical Perspective; Eli Zaretsky, Capitalism, The Family, and Personal Life; Anthony Wallace, Rockdale: the Growth of an American Village during the Early Industrial Revolution; Theodore Rabb and Robert Rotberg, editors, The Family in History; Herbert Gurman, The Black Family in Slavery and Freedom; and numerous articles on the economics of the family and of women's work.

By completing this aspect of the program students will earn credits in Sociology, History and Economics. In addition, students will earn a fourth four-hour block of credit by engaging in one of two activities: 1) Those students who need background in the study of American women will take a survey course called "Women in American History," taught by Stephanie Coontz and offered on Wednesday evenings; 2) Students with a background in the history of American women will write an extensive term paper.

The class will be small and will allow intensive collaboration between students and faculty. Frequent individual conferences will be held both among students and between students and faculty. The aim of this program is a collaborative investigation of theoretical issues which have no "right" or "wrong" answers but which require rigorous and critical analysis.

This is a 400 level program, open to upper-division undergraduates with a strong background in history, economics, or sociology and demonstrated skills in advanced reading and writing. It is also open to special students such as college graduates seeking further undergraduate work in the area and to teachers who wish to further their knowledge in this field. For Evergreen students, prerequisites are one of the following, or its equivalent: "A Woman's Place"; "Introduction to Political Economy"; "Social Structure, Family Life and Female Roles"; "Social Origins of Art and Ideology."

A number of students will be working with Stephanie Coontz over the summer to finalize the syllabus. If you are interested in helping, or want more information, please contact Stephanie Coontz at 1414 Library, The Evergreen State College, Olympia, WA 98505; phone (206) 866-6702.

#### WRITING AS A LIFE WORK: CREATIVE WRITING AND LITERARY HISTORY

Fall, Winter, Spring/Group Contract

Coordinator: Richard Alexander

Prerequisites: Submit manuscript of prior published or unpublished work.  
Screening interview with student course organizers.

This three quarter group contract will help students develop their prose and/or poetic writing to professional/publishable levels. Students must be sincerely interested in developing their writing skills to a professional level, whether they plan to market their writings or not.

Personal writing development will be the focus of two-thirds of each quarter's scheduled course activities: writing studios, readings of works, and criticism sessions. The students' writing activities will be augmented by readings and lectures on the various fields of writing, on developing one's writing techniques, and on learning how to get published within one's field(s) of writing.

Students will be required to 1) write at least two hours per day, producing a reasonable amount of second-draft materials weekly, 2) experiment with unfamiliar writing areas, and 3) be active in criticism sessions aimed towards seeing that each student's work attains his/her goals, communicates meaning, and meets the basic standards for grammatical and stylistic form for serious prose or poetry at modern professional levels.

The remaining third of each quarter's scheduled course activities will consist of a study of American literature of the last 130 years. The first quarter will cover American writing from 1890 to 1920; second quarter from 1920 to 1960; and third quarter from 1960 to the present. Our studies will include the life-histories and works of major authors of prose and poetry (such as Hawthorne, Melville, Dickinson, Twain, Faulkner, and Fowles). We will also study the social effects of literature upon American society. This will be done to stimulate students in their efforts to identify and refine their own goals and commitments within their specific writing genres.

Interested students will be asked to submit manuscripts of prior published or unpublished work in prose or poetry to the instructor, Richard Alexander, to substantiate their present level of writing. They must also have a screening interview with student course organizers.

FOUNDATIONS OF VISUAL ART

Fall, Winter, Spring/Coordinated Study

Coordinator: Fall/Paul Sparks  
Winter/Marilyn Frasca  
Spring/Susan Aurand

Enrollment: 40

Prerequisites: One year of college level work involving the development of skills in reading, writing and basic research. No previous experience in the arts is necessary. Prior approval/interview is necessary.

Part-time Options: None

FOVA is a program designed as an introduction to the Visual Arts at Evergreen. The program has as its goals:

- 1) Development of skills in design, drawing, sculpture and painting;
- 2) To give students an introduction to aesthetics, criticism, and topics in art history;
- 3) To encourage students to consider the relationship between the arts and the larger world;
- 4) To acquaint students with the scope of the Visual Arts at Evergreen

Each week students can expect to work in studio 16 hours, attend critique seminars, a lecture, and a discussion group. In addition, each student will be expected to enroll in an outside module which may or may not be art related.

Options for art related modules will be announced in September.

Additional course allowed: Program is 3 units of credit. Students must take a module for their 4th unit.

Subjects emphasized: design, drawing, sculpture, painting, art history, critical analysis.

Program is preparatory for careers and/or further study in the arts or humanities.

Internship possibilities: None

For further information contact Jean Mandeberg.

THE EVERGREEN 38

Fall quarter/cluster of individual contracts

Coordinator: Bob Filmer

Enrollment: 15-20

Prerequisites: Experience in boat building, joinery or metal working

Part-time Options: Yes

The program will focus on completion of the design and construction of a 38 foot wooden sailing vessel, designed by Robert Perry according to requirements established by the Marine History and Crafts program of 1974-75.

The boat is about 60% complete. Left to do includes: plumbing, wiring, interior finish work, deck layout, painting, rigging, sails and launching. Students applying need to have demonstrated competence in boatbuilding, joiner work or both. We will not teach boat building or woodworking. Students will be encouraged to develop consecutively basic science, engineering, math or design skills through modules, courses, self-paced learning units, or other self-directed learning techniques.

Each student will "tailor" an academic program to fit her/his own needs involving a blend of theoretical material and "hands on" experience. The commonality will be the work we all do on design and fabrication of the boat.

#### EXHIBITION DESIGN AND ARTS MANAGEMENT

Internship cluster/ Fall, Winter, Spring

For qualified students with advanced level skills in Visual Design or management/administration. Preference will be given to students in their senior year.

Members of this small five-person cluster will be given supervised responsibilities involving all phases of the College Exhibitions Program. Other work will relate to a Washington State Arts Commission funded grant to organize and circulate a regional travelling Photography and Print-making exhibition. Most instruction will be provided on a one-to-one basis. As time and circumstances permit, visitations will be arranged with Exhibition Design and Arts Administration professionals. Each member of the cluster will be required to negotiate a research project to serve as the main component of the Internship Academic Supplement.

For further information contact Sid White, College Exhibits Coordinator, The Evergreen State College, COM 306, phone (206) 866-6119.

#### PUBLIC MANAGEMENT: ROOTS AND REALITIES

Fall/Winter/Spring - Coordinated Study

Coordinator: Guy Adams

Enrollment: 120

Prerequisites: Should have less than two full years of college work; interview desirable.

Part-time options: Program only available half-time.

Public Management: Roots and Realities is an academic program which will examine the political, social and economic context of public management in contemporary American society. As a lower division program, strong emphasis will be placed on the development of communication, both oral and written, reading, and critical thinking. The program is designed to prepare students for advanced, upper division studies in management and other related fields.

During the Fall, the focus will be on the contemporary public sector, emphasizing emerging trends in state and local government. An important issue will be the potential impacts of an era of limitations on the modern welfare state. We shall also examine the role of interest groups and citizen involvement in the processes of public administration.

In the Winter, emphasis will be placed on American social and political history. We shall seek to illuminate the trends which have resulted in our present governmental institutions and structures. The European heritage will be examined, along with often overlooked other cultures, in an attempt to shed light on the stresses and divisions in American culture.

For the Spring quarter, the emphasis will shift to the future. We shall look at various alternative futures available to American culture and the implications which each holds for the public sector.

During each quarter, students will choose an additional course to be taken along with the core seminar. The courses will range from skill oriented (accounting, statistics) to broad-based (social science, humanities).

Subjects emphasized: Management, sociology, political science, economics, American history, American literature.  
The program is preparatory for upper division study in management and related fields.

Courses: Yes  
Internships: None

## TECHNIQUES OF VISUAL ANTHROPOLOGY

Spring/Group Contract

Sponsors: Sally Cloninger, Lynn Patterson

Enrollment: 40

Prerequisites: Background in anthropology or strong background in media production; signature of sponsor

Special Expenses: Film stock, video tape, lab costs

Part-time Options: None

"Techniques of Visual Anthropology" is a one-quarter Group Contract designed to familiarize students with methods of recording ethnographic data. Through discussion, "seeing" seminars, readings, screenings and production work, we will explore the theoretical, practical, aesthetic and ethical concerns of the anthropological imager, (Readings will include Heider's Ethnographic Film, Spradley and McCurdy's The Cultural Experience, Ethnography in a Complex Society, Collier's Visual Anthropology: Photography as a Research Method).

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

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

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

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

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

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

Modules: None

Internships: None

1 May 79

To: Faculty  
From: Leanne

Re: '79-80 programs to be added  
to the Supplement

The following programs are not described  
in your Supplement:

1. Foundations of Visual Art
2. Techniques of Visual Anthropology
3. History and Political Economy of  
the U.S. Family
4. Writing as a Life-work: Creative  
Writing and Literary History
5. Mid-Career Transition Program (Elbow)
6. State Workers' Program (Adams)
7. Outdoor Education G.C. (Visitor)

Attached are the program descriptions for the  
first four. Please incorporate them into  
your Supplement and use them in your  
advising. The remaining descriptions will be  
provided when available.

FOUNDATIONS OF VISUAL ART

Fall, Winter, Spring/Coordinated Study

Coordinator:

Enrollment: 40

Prerequisites: One year of college level work involving the development of skills in reading, writing and basic research. No previous experience in the arts is necessary. Prior approval/interview necessary.

Part-time Options: No

FOVA is a program designed as an introduction to the Visual Arts at Evergreen. The program has as its goals:

- (1) Development of skills in design, drawing, sculpture and painting;
- (2) give students an introduction to aesthetics, criticism, and topics in art history;
- (3) encourage students to consider the relationship between the arts and the larger world;
- (4) acquaint students with the scope of the Visual Arts at Evergreen.

Each week students can expect to work in studio 16 hours, attend critique seminars, a lecture, and a discussion group. In addition, each student will be expected to enroll in an outside module which may or may not be art related.

Options for art related modules include: \_\_\_\_\_

Additional course allowed: Program is 3 units credit. Students must take a module for their 4th unit.

Subjects emphasized: Design, drawing, sculpture, painting, art history, critical analysis.

Program is preparatory for careers and/or further study in the arts or humanities.

Internship possibilities: No

For further information contact Jean Mandeborg.

EXPRESSIVE ARTS SPECIALTY AREA

## WRITING AS A LIFE WORK: CREATIVE WRITING AND LITERARY HISTORY

Fall, Winter, Spring/Group Contract

Coordinator: Richard Alexander

Enrollment:

Prerequisites: Submit manuscript of prior published or unpublished work.  
Screening interview with student course organizers.

Special Expenses:

Part-Time Options:

This 3- quarter group contract will help students develop their prose and/or poetic writing to professional/publishable levels. Students must be sincerely interested in developing their writing skills to a professional level, whether they plan to market their writings or not.

Personal writing development will be the focus of two-thirds of each quarter's scheduled course activities: Writing studios, readings of works, and criticism sessions. The students' writing activities will be augmented by readings and lectures on the various fields of writing, on developing one's writing techniques, and on learning how to get published within one's field(s) of writing.

Students will be required to 1) write at least two hours per day, producing a reasonable amount of second-draft material weekly, 2) experiment with unfamiliar writing areas, and 3) be active in criticism sessions aimed towards seeing that each student's work attains his/her goals, communicates meaning, and meets the basic standards for grammatical and stylistic form for serious prose or poetry at modern professional levels.

The remaining third of each quarter's scheduled course activities will consist of a study of American literature of the last 130 years. The first quarter will cover American writing from 1890 to 1920; second quarter, from 1920 to 1960; and third quarter, from 1960 to the present. Our studies will include the life-histories and works of major authors of prose and poetry (such as Hawthorne, Melville, Dickinson, Twain, Faulkner, and Fowles). We will also study the social effects of literature upon American society. This will be done to stimulate students in their efforts to identify and refine their own goals and commitments within their specific writing genres.

Interested students will be asked to submit manuscripts of prior published or unpublished work in prose or poetry to the instructor, Richard Alexander, to substantiate their present level of writing. They must also have a screening interview with student course organizers.

ANNUAL PROGRAMS

## TECHNIQUES OF VISUAL ANTHROPOLOGY

Spring/Group Contract

Sponsors: Sally Cloninger, Lynn Patterson

Enrollment: 40

Prerequisites: Background in anthropology or strong background in media production; signature of sponsor.

Special Expenses: Film stock, video tape, lab costs

Part-time Options: None

Techniques of Visual Anthropology is a one-quarter Group Contract designed to familiarize students with methods of recording ethnographic data. Through discussions, "seeing" seminars, readings, screenings and production work, we will explore the theoretical, practical, aesthetic and ethical concerns of the anthropological imagemaker. (Readings will include Heider's Ethnographic Film, Spradley and McCurdy's The Cultural Experience, Ethnography in a Complex Society, Collier's Visual Anthropology: Photography as a Research Method.)

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

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

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

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

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

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

Modules: None

Internships: None

## HISTORY AND POLITICAL ECONOMY OF THE U.S. FAMILY

Fall

Sponsor: Stephanie Coontz

Enrollment:

Prerequisites: One of the following, or its equivalent: "A Woman's Place"; "Introduction to Political Economy"; "Social Structure, Family Life, and Female Roles"; "Social Origins of Art and Ideology".

Special Expenses:

Part-Time Options:

This advanced seminar will constitute a full-time load for students (16 quarter hours). It will examine the ways in which social and economic changes in America have affected the role of the family and the experience of family life. We will also consider the debate among political economists about how to analyze and categorize women's work within the home. Program reading and format are designed to allow advanced students to explore in depth some of the major theoretical questions concerning the family and women's role within it.

Class will meet in two-hour seminars three times a week, twice on Monday and once on Wednesday, to discuss the reading and analyze its theoretical strengths and weaknesses. Students will be expected to make presentations based on their analysis of the reading, as well as to participate in general discussions.

Reading will include: David Levine, Family Formation in an Age of Nascent Capitalism; Michael Gordon, editor, The American Family in Social-Historical Perspective; Eli Zaretsky, Capitalism, The Family, and Personal Life; Anthony Wallace, Rockdale: the Growth of an American Village During the Early Industrial Revolution; Theodore Rabb and Robert Rotberg, editors, The Family in History; Herbert Gutman, The Black Family in Slavery and Freedom; and numerous articles on the economics of the family and of women's work.

By completing this aspect of the program students will earn credits in Sociology, History, and Economics. In addition, students will earn a fourth four-hour block of credit by engaging in one of two activities: 1) Those students who need background in the study of American women will take a survey course called "Women in American History," taught by Stephanie Coontz and offered on Wednesday evenings; 2) Students with a background in the history of American women will write an extensive term paper.

History and Political Economy of the U.S. Family

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The class will be small and will allow intensive collaboration between students and faculty. Frequent individual conferences will be held both among students and between students and faculty. The aim of this program is a collaborative investigation of theoretical issues which have no "right" or "wrong" answers but which require rigorous and critical analysis.

This is a 400 level program, open to upper-division undergraduates with a strong background in history, economics, or sociology and demonstrated skills in advanced reading and writing. It is also open to special students such as college graduates seeking further undergraduate work in the area and to teachers who wish to further their knowledge in this field. For Evergreen students, prerequisites are one of the following, or its equivalent: "A Woman's Place"; "Introduction to Political Economy"; "Social Structure, Family Life, and Female Roles"; "Social Origins of Art and Ideology".

A number of students will be working with Stephanie Coontz over the summer to finalize the syllabus. If you are interested in helping, or want more information, please contact Stephanie Coontz at 1414 Library, The Evergreen State College, Olympia, WN 98505. Phone (206) 866-6702.

EUROPEAN AND AMERICAN STUDIES AND POLITICAL ECONOMY

24 August

To: All Faculty

From: Jeanne

Remaining 79-80 Programs

Attached are the remaining program descriptions. Please incorporate them into your Supplement and use them in your advising.

## ISSUES IN PUBLIC POLICY

F/Group Contract

Sponsor: David Paulsen

Enrollment: 22

Prerequisites: Upper class standing.

Part-Time Options: Yes

Special Expenses: None

The study of public policy simultaneously raises normative (value) questions and empirical (factual or scientific) questions. For this reason the core segment of the program will use literary and philosophical materials as well as empirical studies to focus on issues in educational and criminal justice policy. The concern is with both substantive policies in these two areas and questions about the methods appropriate to policy analysis in general. (8 quarter hours, Monday 9:30-12, Thursday, 9:30-12 and 1-4)

This basic element may be supplemented in several ways. Students may work on an independent research project growing out of topics covered in the core. Or alternatively they may undertake a self-paced study of statistics and data processing to be taught largely through the PLATO computer system (4 quarter hours).

Finally, students may take the Evaluation Research module. The course will investigate various aspects of program and policy evaluation including its scope and limits in order to make students better consumers of evaluation proposals. It will involve discussion of quantitative methodology and research design as well as an examination of administrative, political and ethical problems associated with different approaches to evaluation. Students must have some work in social science already and have upper class standing. Agency experience may be substituted for social science work. Class size is 24.

Additional Course Allowed: Yes

Internship Possibilities: None

## PRESOCRATICS: ORIGINS OF PHILOSOPHY AND SCIENCE

Spring/Group Contract

Coordinator: Mark Levensky

Enrollment: 22

Prerequisites: Prior Approval of Instructor

Special Expenses: None

Part-Time Options: By Arrangement with Instructor

"Presocratics" is an introductory study of Greek thought from 600 B.C. to 400 B.C. It will begin with a brief examination of Hesiod's Theogony and Works and Days. It will consider in more detail surviving fragments of and reports about the work of Thales, Anaximander, Anaximenes, Xenophanes, Heraclitus, Parmenides, Zeno, Empedocles, Anaxagoras, Democritus, Pythagorians, Protagoras and Gorgias. In general, it will focus on some of the intellectual, social and political origins of European philosophy and science. All texts will be translations.

"Presocratics" is designed as an intermediate program for literate students interested in philosophy, science, literature, and/or intellectual history. It does not require any background in philosophy, science, history or Greek, or any special skill in reading, writing, image-making and discussion. It does require ordinary skill in reading, writing, image-making and discussion. The texts for the program are obscure, fragmentary, scanty primary materials in translation, and conflicting, difficult, voluminous secondary materials. Hence, the program also requires time, patience, and a willingness to guess.

Each student in the program will write six short essays and make six images in response to a primary text. He/she will also write a longer, more formal essay, and make a more finished image in response to the work of one pre-socratic philosopher. All students will meet together five times a week to discuss student writing, student images, and primary and secondary texts.

The principal texts for this program are: Hesiod, Theogony and Works and Days; Finley, The Ancient Greeks; The Presocratics, edited by Wheelwright; Robinson, An Introduction to Early Greek Philosophy; Hussey, The Presocratics; The Pre-Socratics, A Collection of Critical Essays, edited by Mourelatos; Plato, Protagoras and Gorgias; Guthrie, The Sophists. In addition, other books and essays will be available and recommended.

Subjects Emphasized: Philosophy, Science, Writing, Images.

Program is preparatory for careers and/or further study in philosophy, science, history, literature and image-making

Additional Course Allowed: Yes

Internship Possibilities: None

## THE MAKING OF MUSIC: HISTORY, METHOD, AND APPLICATION

F,W,S/Group Contract

Sponsor: Dave Englert

Enrollment: 22

Prerequisites: Previous work with synthesizers and/or recording background helpful.  
Prior approval necessary.

Special Expenses: List of materials fees and books

Part-Time Options: None

This intermediate/advanced Group Contract will be a composer's artwork on music past, present, and future. It will be designed for students interested in composition for various media including electronic music and electronic processing of acoustic sound.

The focus will be on proven compositional techniques throughout history and current techniques. Methods of evaluating trends past and present will be combined with actual composition by the students. The goals will be to assimilate somewhat past musical excellence, sharpen individual expression in composition, and perfect synthesizer and recording techniques. The emphasis will be on studio application.

Each quarter's schedule will include two weekly seminars in exploring musical styles, two weekly seminars in composition, and one seminar each in audio recording and electronic music. In addition, small group, private, one-hour composition lessons will facilitate the students' individual expression.

Various reading, analyses expository descriptions and compositions will be expected of the students.

Subjects emphasized: music aesthetics, music history, composition, electronic music, audio recording.

Program is preparatory for careers and/or further studies in music, composition recording and performance.