GET TO KNOW EVERGREEN

This book contains descriptions of Evergreen’s academic programs for 1979-80. The information here supplements the 1979-81 Evergreen State College Catalog which describes fully how studies are organized at Evergreen and what the general policies of the college are. If you are new to Evergreen, you should read the Catalog carefully, then come back to this book and turn to “Overview of Programs.” Important note: Evergreen offers many new programs each year and changes many of those it repeats. The accurate descriptions of 1979-80 programs are found only in this book.

READ THE “OVERVIEW OF PROGRAMS”

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

USE THE TABLE OF CONTENTS AND INDEX

The Table of Contents provides an overview of information in this publication and identifies which quarter(s) of the academic year particular programs will be offered. Quarters are identified by F (Fall), W (Winter) and S (Spring).

For specific questions about a subject (for instance “what does Evergreen offer in psychology?”), the “Index of Academic Offerings” (p. 68) gives page numbers for every academic program which deals with that subject.

READ PROGRAM DESCRIPTIONS CLOSELY

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

Information on internships, self-paced learning, external credit, and reading and writing skill development can be found in “Special Forms of Study”, page 67.

TALK TO FACULTY

If you are interested in a program but are still unsure about how it will work or whether it will suit you, consult the faculty member whose name is given in the description. To reach faculty or staff members call Campus Information, 866-6000, and ask for their office phone number. For faculty, also ask for the name and phone number of their program secretary. If you fail to reach the faculty member, the program secretary will often know how best to make contact.

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

USE THE ACADEMIC ADVISING OFFICE

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

A NOTE ON PROGRAMS

The programs described in the Supplement represent the large majority of our 1979-80 offerings. There will, however, be a number of additional programs, offered throughout the year but primarily in the Spring, which will be arranged after this Supplement has gone to press. Information about each of these programs will be available at the Academic Fair prior to the quarter in which it is to be offered.
TURN IN YOUR REGISTRATION CARD
Once you have decided on a program and, if necessary, gained faculty approval, submit your registration card to the Registrar's Office on the First Floor, Evans Library.

PAY TUITION
The last stage in securing your enrollment for a given quarter is to pay the proper tuition. When you turn in your registration card, you incur an obligation to pay tuition and fees unless you officially withdraw by the sixth day of classes. To avoid penalties, pay in full by the sixth day. If you do not, you will be assessed a $15 late payment fee. You must pay in full by the thirtieth calendar day of the quarter, or the college will cancel your enrollment.

NEW STUDENT ENTRY PROCESS
The College is committed to doing everything possible to help you enroll. During the past few years, therefore, we have designed special services to individualize your entry into Evergreen. Two services you will find particularly helpful are the "Check-In Center for New Students" and the "Student-Faculty Advising Program".

Upon being admitted to the College, you will be asked to select a check-in date that best meets your personal schedule. On the date you select, you will come to campus for an individual meeting with a check-in advisor to discuss your personal interests and concerns, have an opportunity to evaluate your basic study skills, receive your registration card, and be assigned a faculty advisor with whom you can make an appointment.

If you enter as a new, full-time student, you will automatically be assigned a faculty advisor. Hopefully, that advisor will work with you from entry to graduation. If you are accepted before mid-May, it will definitely be to your advantage to select a Spring Quarter advising and registration date. Some programs require a faculty interview or audition for entry and some do not. All, however, are filled on a first-come basis. Registering early increases your chances of getting into the program of your choice.

Dates selected for new student check-in, advising, and registration are (read each date for specific information):

Tuesday, May 15: We recommend you come this day for check-in and advising even though registration for Fall Quarter will begin with the Academic Fair at 1 p.m. the next day.

Wednesday, May 16: Morning check-in and advising and afternoon Academic Fair and registration.

Saturday, August 18: Only for those whose work schedule will not allow them to check-in on a Tuesday.

Saturday, September 22 and Sunday, September 23: New student check-in only with faculty advising to follow all day Monday and Tuesday morning and Academic Fair and registration Tuesday afternoon.

Monday, September 24 and Tuesday, September 25: New student check-in and faculty advising Monday and Tuesday morning and Academic Fair and registration Tuesday afternoon 1 to 4 p.m. for full-time offerings.

Tuesday, September 25: Registration opens at 1 p.m. (concurrent with the Academic Fair) and closes at 8 p.m.

Saturday, August 18: Only for those whose work schedule will not allow them to check-in on a Tuesday.

Saturday, September 22 and Sunday, September 23: New student check-in only with faculty advising to follow all day Monday and Tuesday morning and Academic Fair and registration Tuesday afternoon.

Monday, September 24 and Tuesday, September 25: New student check-in and faculty advising Monday and Tuesday morning and Academic Fair and registration Tuesday afternoon 1 to 4 p.m. for full-time offerings.

Tuesday, September 25: Registration opens at 1 p.m. (concurrent with the Academic Fair) and closes at 8 p.m.

Wednesday, September 26 to Friday, September 28: Registration 9 a.m. to 7 p.m. on Wednesday and Thursday and 9 a.m. to 4 p.m. on Friday.

Monday, October 1 to Thursday, October 6: 9 a.m. to 7 p.m. you can still register beginning this date, however some programs/contracts may be full and therefore unable to accept your enrollment.

Friday, October 7 and Monday, October 8: Registration 9 a.m. to 4 p.m.

Monday, October 8: Deadline for registration and fee payment.
Overview

Of Programs

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

At Evergreen, we use a simpler scheme. Students enroll in just one program each quarter, and this normally takes up their full study time. There are three kinds of programs: 1) Coordinated Studies, 2) Group Contracts, and 3) Individual Learning Contracts.

Here are brief definitions of these three terms:

COORDINATED STUDY: A group of faculty (usually three to five) and students (usually 60 to 100) studying a common theme or problem together using ideas and materials from several “major fields” (disciplines).

GROUP CONTRACTS: A smaller type of program, usually one or two faculty with 20 to 40 students, involving in-depth study of a single topic. As a rule, only one or two “major fields” (disciplines) are involved—depending on the educational background of the faculty members. The work students do is expected to be at an advanced or intermediate college level.

INDIVIDUAL LEARNING CONTRACTS: Individual study programs negotiated with a faculty member (see detailed description on p. 66).

Group Contracts and Coordinated Studies have an important feature in common: they involve close working relationships between a small group of students (15-25) and a faculty member. In this respect, Evergreen more closely resembles a high tuition private college than its fellow state institutions. Writing, critical reading, discussion of ideas, and other academic activities are involved in all programs.

Group Contracts, as well as Coordinated Studies, are brand new offerings designed from scratch. Some programs are trying to achieve flexibility and sufficient predictability at the same time, so some programs are repeated with only small changes, while others are brand new offerings designed from scratch. Students can participate actively in the planning of new programs and of modifications.

SUBJECT AREAS

Evergreen’s academic programs cover a wide range of different subjects. They are grouped in 11 areas. You may enroll in any program offered in any area provided you satisfy any prerequisites that may exist. Thus there are many possible combinations of programs available to you as you work toward completing your degree. If you want or need to cover a broad range of different subjects, you can; or if you wish to specialize, opportunity for this is also available. You can find out much more about each of the 11 areas in its section of this book, but here are some short definitions:

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

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

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

Environmental Studies
European and American Studies
Expressive Arts
Human Development and Health
Management and the Public Interest
Marine Sciences and Crafts
Northwest Native American Studies
Political Economy
Scientific Knowledge and Inquiry.

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

TRANSCRIPTS & PORTFOLIO

You and your seminar leader or sponsor should maintain your “Portfolio,” which is a folder or binder which contains samples of your work (written, photographed, taped, or whatever), as well as copies of the basic official documents—a program description, a faculty evaluation, and your self-evaluation for each academic program you have completed. (See the Catalog for a more complete description of these documents, which make up your Official Transcript.) Your Portfolio will go with you from program to program, always growing in size and in specific detail. It is especially useful for advising purposes. It will give you and your prospective sponsors and seminar leaders an ever clearer comprehension of where you have been, where you are, and where you should be going.

If you are just entering Evergreen and have not yet begun to build up a Portfolio, try to put together a similar collection of samples of your past school or college work. It will be useful for advising in the same way as a Portfolio.
THE ARTS AT EVERGREEN, 1979-80
Over the next two years, students interested in the arts will find offerings on introductory and advanced levels aimed both at developing conceptual and practical skills and at building an understanding of the interplay between the arts and their social and cultural environment.

To develop skill in a particular artistic medium, students should take a course in that medium. These can be taken simultaneously with most of Evergreen's full-time programs (see "Courses" for information about registration, evaluations, etc.). In 1979-80 and 1980-81 we expect to offer courses at the beginning and advanced levels in music fundamentals, music theory, acting, dance, drawing, painting, and photography. Further topics may be offered, if sufficient funds and faculty are available, and if arrangements can be made.

With respect to full-time programs, students in their first and second year of college, and new to Evergreen, should take one of the Basic Programs. You can go on to further work in the arts from any of them. All Basic Programs cover a range of subjects to encourage exploration of interests and development of an integrated understanding. The ones which deal with the arts most directly are Form and Content, 75 Characters in Search of an Author, Old Stories/Re-Creations, and Society and the Computer.

Students who have the background to go beyond the Basic Programs should probably consider Foundations of the Arts. This program is designed for students who already possess basic college-level abilities in careful reading and effective writing and who are ready to undertake work as artists and relate their art to the rest of the arts.

For more advanced students, there are opportunities in Coordinated Studies, Group Contracts, and Individual Learning Contracts. In 1979-80 there will be in music, America's Music and Words, Sounds and Images; in performing arts, Theater Arts; in visual arts, Words, Sounds, and Images, Recording and Structuring Light and Sound, and 3-D/Sculputure. Students interested in creative writing should consider taking The Dance of Metaphor, Poets Write Poetry, or Shakespeare and the Age of Elizabeth. There will be similar offerings in music, theater, and visual arts in 1980-81, though the titles and specific emphasis will change. Individual Learning Contracts are also available and are most suitable for advanced students who have the background and motivation to develop their skills and techniques through individual work and whose instructional need is for critique.

THE HUMANITIES AT EVERGREEN, 1979-80
Over the next two years a lively and exciting variety of opportunities will exist for students to do both general and specialized work in the humanities.

First and second year students new to Evergreen are strongly advised to take one of the Basic Programs. Almost all of them have a strong humanities component, and will help you acquire the basic college-level skills in careful reading and effective writing and discussion you will need for later work. In addition, they will provide opportunities for exploring a range of subjects and for learning about Evergreen's facilities and resources. The Basic Programs which deal with the humanities most fully are Form and Content, 75 Characters in Search of an Author, Old Stories/Re-Creations, and Human Development.

If you are interested in the humanities and already possess the background developed by Basic Programs, you should consider enrolling in one of the specialty area programs aimed at intensive development of the intellectual skills, attitudes and intuitions necessary for serious work in the area. These are usually Coordinated Studies, where the main emphasis is on history and literature, but which usually contain important amounts of material from the arts or social sciences as well, in keeping with Evergreen's attempt to promote integrated learning. In 1979-80 there are two such programs: The Pilgrim Age and Words, Sounds, and Images. Several Group Contracts may also be appropriate at this level: The Dance of Metaphor (creative writing and movement), Poets Write Poetry, Shakespeare and the Age of Elizabeth, Mythic Cycle (comparative literature, religion, and mythology).

More advanced students will probably want to look closely at Power and Personal Vulnerability (an advanced program in the humanities and social sciences); at the various Group Contracts proposed in the areas of European and American Studies, Human Development and Health, and Annual Programs; and at Individual Learning Contract possibilities.

NOTE ON FOREIGN LANGUAGES: Foreign language instruction will be offered through a full-time program in 1979-80 — A La Recherche Du Moi. This program combines language with studies of the related culture and history.

Courses will also be offered in French and Spanish. Additional languages — Russian, Japanese, German, and Chinese — will be taught if there is sufficient student interest. These courses are given in the afternoons and evenings to accommodate students involved in full-time programs, full-time jobs, or other pressing day activities. They are taught by faculty with good backgrounds in language and in teaching and are designed for the serious language student with an emphasis on learning to converse. Reading, writing, and listening are also integrated into the programs of study.
THE NATURAL SCIENCES AT EVERGREEN, 1979-80

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

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

Those who already have the sort of background Basic Programs can give should consider several options, all of which involve more intense study of the scientific ideas and methods essential for upper-level work in these areas. First, you can undertake a full-time natural science program. Introduction to Natural Science requires no background beyond high school and covers material from physics, chemistry, and biology. For more sophisticated students with a stronger background, Matter and Motion may be appropriate. Students who are interested in natural history or field biology should consider Earth Environments. Second, you can go into a program which emphasizes the application of science to specific problems: Energy Systems, Human Health and Behavior, or As You Sow. These combine serious learning of natural and social science material both of which are needed for a realistic understanding of the problems studied. Similar or equivalent programs will be given in 1980-81.

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

Advanced students can expect Group Contracts in natural sciences (most of which require the equivalent of Introduction to Natural Science for entry). These are listed under the Specialty Areas: Scientific Knowledge and Inquiry, Environmental Studies, Marine Sciences and Crafts, and Human Development and Health. Individual Learning Contracts are also available for advanced work in the natural sciences.

THE SOCIAL SCIENCES AT EVERGREEN, 1979-80

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

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

For those who already have the sort of background provided by Basic Programs, it may make sense to take one of the specialty area programs which are designed as intensive introductions to the concepts and methods essential for serious continued work in these areas. These programs require commitment and hard work, but at the same time they open the way to deep and strong ability in the relevant areas. For 1979-80 they are Power and Personal Vulnerability, Human Health and Behavior, Introduction to Political Economy, Management and the Public Interest, and Comparative Environmental Politics. Some of these programs will be repeated in 1980-81; the others will be replaced by programs with similar goals and functions.

For more advanced students, there are Group Contracts in most of the curricular areas listed covering such subjects as counseling, developmental psychology, social theory, political economy, economics, and public policy.
Basic Programs

Basic Programs have been designed specifically to help students just beginning in college get off to a good, fast start. For most students this means learning how to write easily and well in various modes, how to read carefully, analyze and critique logical arguments, work cooperatively in small project or discussion groups, work with the ideas of several traditional disciplines, and begin to understand interdisciplinary study. Basic Programs also aim to help students connect their studies with their own intellectual and personal concerns and to make responsible decisions about their education.

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

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

The 1979-80 offerings are described below. Most begin in Fall Quarter, but some not until Winter or Spring. They range in length from one to three quarters.

Students in their first or second year of college and new to Evergreen are strongly advised to take a Basic Program.
FORM AND CONTENT: THE ARTS OF THE NINETEENTH CENTURY

Fall, Winter/Coordinated Study.
Coordinator: Kazuhiro Kawasaki.
Enrollment: 60-66.
Prerequisites: None.
Special Expenses: Field trips to Seattle or Portland, books, maybe tickets for musical performances.
Part-Time Options: No.

In this basic program, students will learn the fundamental skills of reading critically, writing coherently, and expressing or exchanging ideas in a seminar situation. The program is also intended to give students a fundamental grasp of the arts within a broad social and cultural perspective; and it will equip them with the vocabulary and basic theories of visual art and music. The program will provide a solid background as a basis for further study in the humanities and arts history. It will also form a basis for future study in studio and performance arts.

In this basic humanities/arts history program the focus will be on the Nineteenth Century, which provides us with a rich variety of artistic styles and goals which are ideal grounds for learning the basic ingredients of the arts: form and content. We will study such artistic movements as Neo-classicism, Romanticism, Realism, Impressionism, and Post-Impressionism and will focus upon visual artists such as David, Ingres, Delacroix, Daumier, Courbet, Manet, Monet, Degas, Rodin, Van Gogh, and Cezanne. These movements and artists were highly conscious of opening up new possibilities for the arts, asserting their own beliefs, some of them insisting on the supremacy of form and others on content over form. They contributed, each in his own way, to a rapid expansion in the definition of the arts. Our study of music will parallel the visual art history and will reveal similarities and differences in these two forms of expression. Included in the music history will be works by Beethoven, Schubert, Schumann, Chopin, Berlioz, Liszt, Wagner, Verdi, Brahms, Rimsky-Korsakov, Mahler, and Debussy.

During the course of the program, we will examine a variety of ways in which these artists and composers manipulated their media and forms and learn what constitutes a certain style. We will study the basic elements and principles upon which all arts are based and learn to see, feel, write and talk about them. In addition, we will study those aspects of human experiences — socio-political, psychological and other cultural phenomena — which the artists of the century chose to express in their works. We will read some writings by artists reflecting their views on their subject matter and styles.


Subjects Emphasized: Aesthetics, art, art history, cultural history, humanities, music history.

Program is preparatory for further study in general humanities, art, art history, music.

Additional Course Allowed: Yes.
Internship Possibilities: No.
POLITICAL ECOLOGY

Fall, Winter, Spring/Coordinated Study.
Coordinator: Kaye V. Ladd.
Enrollment: 80-88.
Prerequisites: None.
Special Expenses: Field trips, Retreat.
Part-Time Options: No.

The theme of Political Ecology is understanding the nature of community, both human and natural, and the interaction between these communities. We will be examining the concept of ecosystem through asking "What is a community of humans, plants, or animals and can they function together?"

Our goals are (1) To acquire basic knowledge in the biological and social sciences; (2) To improve basic learning and communication skills; (3) To become more aware and effective in solving environmental problems.

The program will present introductory material in the natural and social sciences through faculty lectures, guest speakers, films, seminars, labs, and field trips. This basic information will then be applied in field and classroom work to a natural and human community located in the lower Puget Sound Region. Students will be given increasing responsibility to choose and plan their own studies as the year progresses. There will be a strong emphasis on improving basic skills such as reading, writing, mathematics, and critical thinking. Reading, writing, and verbal communication skills will be developed though seminar-readings, discussions, and regular writing assignments (including journals, essays, and research papers). Mathematics will be developed through lab-work and special workshops.

Political Ecology is especially for those interested in environmental studies, environmental education, field biology, environmental planning, and community development; or for those interested in an introduction to the natural sciences (chemistry and biology) or the social sciences (political science, anthropology, sociology).

Subjects Emphasized: Biology, introductory chemistry, community planning, ecology, environmental chemistry, environmental planning, environmental studies, social sciences, environmental education.

Program is preparatory for further study in the natural and social sciences, environmental studies, environmental education/community development, field biology.

Additional Course Allowed: No.
Internship Possibilities: No.

RACE POLITICS IN THE THIRD WORLD

Fall, Winter/Coordinated Study.
Coordinator: York Wong.
Enrollment: 60-66.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Yes.

This program is designed to introduce the social sciences and humanities to beginning students. We will explore themes and problems relevant to selected regions of America, Africa and the South Pacific. Using materials drawn from history, economics, literature and journalistic coverage of current events, we will focus on historical and present-day causes and manifestations of racism. Our general theme is that notions of racial inferiority and superiority have no biological basis, but arise out of specific historical conditions and social systems.

During Fall Quarter, we will focus on the historical roots of racism in the Americas as exemplified in the institution of slavery and other systems of unfree labor. We may read works such as Morner, Race Mixture in the History of Latin America; James, The Black Jacobins; and Fast, Freedom Road. We will then examine the impact of U.S. expansion on such areas as the Caribbean, Native North America, and American Micronesia, using Magdoff, Imperialism: From the Colonial Age to the Present as a framework for comparing our different cases. Cuba will be considered as an example of a country which has escaped U.S. hegemony and has transformed its social system and race relations.

During Winter Quarter our attention will shift to Southern Africa, with special reference to contemporary racism as manifested by apartheid. We will try to explain apartheid as a product of the rise to power of the National Government, dominated by the white Afrikaaner. As with American slavery, we will view race relations in the context of the system of labor recruitment prevailing in South Africa, centered on the extraction of resources.

The major emphasis of the program will be development of skills in reading comprehension, writing and critical analysis of current events. Students should expect to read and discuss at least one book and journal article weekly and to write essays frequently, based on readings, lectures and seminars.

Subjects Emphasized: Cultural history, Latin American literature, political economy, social anthropology, third world studies.

Program is preparatory for further study in political economy, Latin American study, international affairs, human development.

Additional Course Allowed: No.
Internship Possibilities: No.
AJAX COMPACT
Fall/Group Contract.
Coordinator: Susan Fiksdal.
Enrollment: 40-44.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Yes.

Ajax is a group contract designed for women who have been away from school for some time and who want to improve their writing and develop critical reading skills. The contract may be taken for partial credit (including 2- or 3-unit portions) or as a full-time program of studies.

Our focus will be on the dichotomy between public and private life as viewed by both European and American literary women. French women, for example, have generally attempted to resolve this dichotomy by melding their personal viewpoints with political or social aims. Many American authors, on the other hand, play down the public aspect of their lives to reach an introspective analysis of themselves. By reading autobiographical writing of significant twentieth century women, we hope to be able to clarify this dichotomy in our own lives; similarly, by comparing our lives with American as well as European women, we will be able to present a wider perspective on the problem.

Our booklist may include de Beauvoir, Memoirs of a Dutiful Daughter; Angelou, I Know Why the Caged Bird Sings; Woolf, A Room of One's Own; Hellman, Scoundrel Time.

For full-time credit students may expect to read 250 pages, attend six hours of seminar and lecture, and produce one piece of writing each week. Particular emphasis will be placed on developing expository writing skills, but essays and creative pieces will also be encouraged. Other activities within the program will include workshops on writing and problem-solving and guest lectures from literary women living in the Olympia area.

Subjects Emphasized: Literature, literature of childhood, women's studies.

Program is preparatory for literature, writing, or intermediate college work in the humanities and social sciences.

Additional Course Allowed: Yes.
Internship Possibilities: No.
75 CHARACTERS IN SEARCH OF AN AUTHOR: AUTOBIOGRAPHY IN PERFORMANCE
Fall/Coordinated Study.
Coordinator: Earle McNeil.
Enrollment: 60-66.
Prerequisites: None.
Part-Time Options: Yes.
"All the world's a stage, And all the men and women merely players; They have their exits and their entrances; And one man in his time plays many parts . . . "
—Shakespeare

Consider yourself a circus. Inside your canopy is a tightrope walker, lion tamer, juggler, actress, cowboy, clown, and accountant. There are other real and fantasy selves just waiting to be called on to perform. What is required is a fair amount of cunning, courage, and folly. The rewards are great. The exploration of both our real and fantasy selves is an exciting way to discover who we are, what our creative talents are and some of our goals, values, and motivations in living, in order to awaken us to the potentials in ourselves. Over the course of the quarter we will each create our own alter ego: a fictional character through which we will explore the world and our relation to it. The character may be a different age, sex, race, or class than its author. But this persona should be born from a truth — a part of oneself that needs expression. Do not select an alter ego carelessly. A major component of this program is learning to present oneself in character. Every Tuesday will be character day. On that day we will each take the identity of our characters and act from the point of view of this creation. We will dress up and interact within the program as our fantasy self. Consequently, the character you choose must be both sociable and willing to perform. Writing, drawing, dream reflection, and movement workshops will help build a foundation for the creation. A weekly critique group will help bring the characterizations into focus. And everyone will maintain a daily journal recording both progress and the shape and feel of the progress. Each student will be required to write a minimum of 15 pages a week in fiction, poetry, drama, or combination of forms; draw a minimum of 10 images and complete a final presentation of the characters; to the entire program using writing, drawing, and performance.

Expect to read at least one book a week and write a response to it before Monday's seminar. We will read the following: Carlos Casteneda, A Separate Reality; Shakespeare, Hamlet; Frederick Perls, In and Out of the Garbage Pail; Julian Jaynes, The Origin of Consciousness in the Breakdown of the Bicameral Mind; Robert Pirsig, Zen and the Art of Motorcycle Maintenance; Toni Morrison, Sula; Marge Piercy, Woman on the Edge of Time; William Blake, Songs of Innocence and of Experience; Berry Stevens, Don't Push the River; and Carol Frost, The Salt Lesson.

This is a good program for students interested in learning about self-expression and perfecting writing skills. No prerequisites or background, other than courage, are required.

Subjects Emphasized: Aesthetics, anthropology, art, creative writing, dance, literature, performing arts, sociology, drawing, humanistic psychology.

Program is preparatory for further studies in arts, humanities and social studies.

Additional Course Allowed: Yes.
Internship Possibilities: No.
Probable Equivalencies: Anthropology (1 quarter hour); art: elements of aesthetics (1 quarter hour); composition (1 quarter hour); creative writing (3 quarter hours); creative movement (1 quarter hour); drawing (1 quarter hour); humanistic psychology (2 quarter hours); introduction to literature (2 quarter hours).
HUMAN DEVELOPMENT: INTERDISCIPLINARY STUDIES IN PSYCHOLOGY, LITERATURE AND AMERICAN SOCIAL HISTORY

Fall, Winter, Spring/Coordinated Study.
Coordinator: Richard Jones.
Enrollment: 80-88.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Yes.
Coordinator: Hazel Jo Reed.
Enrollment: 40-44.
Prerequisites: None.
Special Expenses: Retreat, Final Project.
Part-Time Options: Yes, by individual/faculty agreement.

Fall Quarter will concentrate on mastering 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.

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 psycho-history of one of them.

Spring Quarter will be devoted to amplifying the contemporary personal insights gained in the previous two quarters by tracing some of them to corresponding insights in great works of American literature.

The principal texts we will read are The Epic of Gilgamesh, The Odyssey, and portions of The Old Testament and The Apocrypha. Major issues for consideration will include: What is gained by reworking an old theme? How is the emphasis or meaning changed in a particular re-creation? And, what does the re-creation mean to and say about the individual? In the course of considering such questions students will involve themselves in literature, visual arts, music, art appreciation, theories of mythology, psychology, and cultural history.

In a typical week students will read from one of the principal texts; read, view, or listen to re-creations based on it; and produce a re-creation (in any medium) of their own based on it. They will participate in seminars on the texts and given re-creations and attend both student critique groups and individual faculty conferences on their own re-creations. In addition, they will read pieces of theory about the texts; write two critical papers each quarter; and produce a major final project at the end of the program.

The program serves as an introduction to the humanities and is relevant to the general liberal arts student; to the writer, artist, or composer; to the student interested in subsequent intensive study of mythology or comparative religion.

Subjects Emphasized: Art, humanities, literature, visual art.
Program is preparatory for further studies in literature, comparative religion, art, music.
Additional Course Allowed: Yes, with Coordinator’s approval.
Internship Possibilities: No.

OLD STORIES/RE-CREATIONS: AN INTRODUCTION TO THE HUMANITIES AND SELF-EXPRESSION

Winter, Summer/Coordinated Study.
Coordinator: Richard Jones.
Enrollment: 80-88.
Prerequisites: None.
Special Expenses: Two retreats.
Part-Time Options: Yes.
Coordinator: Richard Jones.
Enrollment: 80-88.
Prerequisites: None.
Special Expenses: Retreat, Final Project.
Part-Time Options: Yes, by individual/faculty agreement.

There are some stories which all of us, as members of Western Civilization, should be familiar with — if only because they are so frequently quoted. They united us with some of our cultural forebears; but there is more to it than that. Why is it that they are so often used and, as an equally important matter, what bearing do they have on one’s own life? This program is intended to address itself to both these issues by reading some especially seminal texts and then considering a multitude of reworkings in various media of them and themes which occur in them. The re-creations will be not only those of other artists in other times but of program students as well.

The principal texts we will read are The Epic of Gilgamesh, The Odyssey, and portions of The Old Testament and The Apocrypha. Major issues for consideration will include: What is gained by reworking an old theme? How is the emphasis or meaning changed in a particular re-creation? And, what does the re-creation mean to and say about the individual? In the course of considering such questions students will involve themselves in literature, visual arts, music, art appreciation, theories of mythology, psychology, and cultural history.

In a typical week students will read from one of the principal texts; read, view, or listen to re-creations based on it; and produce a re-creation (in any medium) of their own based on it. They will participate in seminars on the texts and given re-creations and attend both student critique groups and individual faculty conferences on their own re-creations. In addition, they will read pieces of theory about the texts; write two critical papers each quarter; and produce a major final project at the end of the program.

The program serves as an introduction to the humanities and is relevant to the general liberal arts student; to the writer, artist, or composer; to the student interested in subsequent intensive study of mythology or comparative religion.

Subjects Emphasized: Art, humanities, literature, visual art.
Program is preparatory for further studies in literature, comparative religion, art, music.
Additional Course Allowed: Yes, with Coordinator’s approval.
Internship Possibilities: No.
Mens sana in corpore sano — a sound mind in a sound body — was an ancient ideal of health. The ideal has been forgotten at times, but it is being revived as modern sciences reveal the interrelationships between the various functions of the human body and lay the foundations for a more holistic health science. Those who plan to practice and contribute to this science — or simply to understand it so they can live with greater health themselves — must get a sound foundation in several natural and social sciences. This program is intended as a beginning in that course of study.

We all speak some of the language of science because it is so much a part of our whole culture, but one must learn to speak it fluently and to think in certain general patterns in order to learn science well. This program will concentrate on that goal. As a basic program, its primary aim is to introduce students to the primary skills of literacy — fluent writing and speaking, critical reading, and logical analysis — around which college work revolves. But as a basic program emphasizing the sciences, it will strongly stress the mathematical reasoning and problem-solving skills that lie at the heart of science. These skills must be developed in order for students to progress in science, yet those who have had little mathematical background or who have had difficulty in learning basic mathematics and science may still find a comfortable place in this program. We will try to overcome these difficulties by using modern educational methods.

The program will concentrate on topics in the sciences: elementary mathematics starting from algebra; introductory college chemistry; general biology, particularly genetic biology; physiology, anatomy and ecology; behavioral, cognitive and social psychology; and aspects of cultural anthropology and human evolution. These topics will be integrated and coordinated as much as possible, and they will be underscored by the overall goal of understanding how a healthy human functions.

Primarily through a core seminar, we will study the relationships of the sciences to social issues, particularly in health, and we will address questions such as: How do we resolve the ethical problems raised by modern medicine? How do we pay for health care? How do we care for our elderly? For the mentally ill? How does one separate sense from nonsense in the information now available about health?

Weekly work will consist of a few lectures but primarily of workshops, problem-solving sessions, labs, and seminars. The emphasis will be placed on students developing strong understanding through their own activities.

Subjects Emphasized: Biology, chemistry, mathematics, psychology, social science.

Program is preparatory for further studies in the health and helping professions and entry into intermediate level natural and social science programs.

Additional Course Allowed: With Coordinator's permission.

Internship Possibilities: No.
SOCIETY AND THE COMPUTER: A STUDY OF COMPUTER TECHNOLOGY AND SOCIAL VALUES

Fall, Winter/Coordinated Study.
Coordinator: George Dimitroff.
Enrollment: 60-66.
Special Expenses: None.
Part-Time Options: No.

Though they began as mysterious and somewhat frightening machines, computers are becoming more and more commonplace in a wide range of important uses in society. The purpose of this program is both to develop practical, usable skills in the application of computers to problems in the sciences, social sciences, and the arts, and to help students understand the impact which computers have on society as the use of computers has spread. Through regular seminars, lectures, workshops, and projects, students will also combine the practical and the theoretical in improving their reading, writing, and mathematical understanding.

Students will learn about the technology of computers — what they are and how they work. Students will also learn the BASIC programming language and write programs using the college's Hewlitt-Packard 2000 time-sharing computer system. Particular programming techniques appropriate to students' individual interests — in the sciences, arts, or business — will be taught.

The computer industry is both a dynamic factor in the growth and structure of the economy, and a potential threat to democracy, with regard to control of information and resources. Computers make possible the data bank that is the organization of vast amounts of data so that access, cross-referencing, and selection are easy. As a result information can be used and transmitted with unprecedented ease. Through their reading in the social sciences, students will learn how computers have grown from a $45 million industry in 1952 to an $11 billion industry in 1972 to an expected $40 billion industry rivaling the automobile industry for national and international impact in the 1980's. At the same time, students will learn how the application of computers to social problems also makes it possible for public and private organizations, through data banks, to gain access to private financial records or through systems of numerical control, to undermine workers' ability to control their own working conditions.

Students will learn how scientists and social scientists have tried to anticipate, project, and even avoid problems by modeling them on computers. The World War III model of Limits to Growth and the model of the effect of fluoro-carbons on the ozone layer are two examples of computer simulations from which students may learn modeling strategies as well as introductory concepts in algebra and calculus.

The computer has also opened enormous possibilities for the creative artist, and it is hoped that workshops can be offered to demonstrate basic principles in the visual arts or music and the way computers provide new approaches to using them.

In order to receive any credit, full-time students must participate in all program activities and complete all required readings and projects. There will be no partial credit for full-time students.

Because of its practical and theoretical development across several fields of study, Society and the Computer will be good preparation not only for more advanced work in computer science, art, science and social science, but also for the multiplying number of careers for which computers are increasingly important. Though the program is scheduled only for Fall and Winter Quarters, the opportunity will exist to continue in Spring Quarter to work on individual project.

Subjects Emphasized: Social science, humanities, mathematics, computer science.
Internship Possibilities: No.
Annual programs, so named because they are to be chosen fresh each year, are our vehicle for responding to current interests and needs as well as for providing for more spontaneous, wide-ranging experimentation on the part of students than is possible in the more fixed specialty areas. Programs in this area are called “Annuals” because they are intended to be offered only for a single year. In many cases, no similar program is likely to be offered in a later year.

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

**LA RECHERCHE DU MOI**

Spring/Group Contract.
Coordinator: Susan Fiksdal.
Enrollment: 20-22.
Prerequisites: First year French.
Special Expenses: None.
Part-Time Options: Yes.

This is an advanced Group Contract designed for students in their second, third, or fourth year of French who want to further their understanding of contemporary French literature. Our focus will be on the novel, but some plays and poetry will also be included. We will begin with Proust’s *Un Amour de Swann*, because Proust is the first French writer to devote himself entirely to the search for “self.” Obsessed by the idea that our “self” changes, disappears, and yet retains something permanent, Proust searches for his childhood self. He finds that involuntary memories are his most useful tool for rediscovering aspects of himself that he thought were forever lost.

Our search will combine these two elements: The quest for a more complete definition of self, and the desire to transcend time. Surrealists experimented with parapsychological phenomena in order to find something more “real,” or beyond the reality we perceive. Accepted assumptions about time and space were constantly questioned. Later existentialists, influenced by phenomenology, examined the way we perceive objects and ourselves in a different way. Literature from these two schools will be examined as well as writers such as Genet, Sarrasine, Simon, and other more recent novelists.

In addition to the literature study, all second and third year students will be expected to take a course which will focus on grammar and oral expression, while fourth year students will work primarily on syntax and style in their writing. All literature will be read and discussed in French, and lectures will be presented in French as well. One expository paper or essay written in French will be required each week; advanced students will be encouraged to undertake a larger writing project.

This contract is designed to provide further study for those who began their language study in the French Culture contract, and it completes the two-year cycle for French language studies. Those students on a second year level in this contract may want to take the first year of the cycle which will be offered every fourth year (1980-81) because of the wide historical and social perspective preparatory to the *sejour* in France.

Subjects Emphasized: French, language studies, literature.

Program preparatory for careers and/or further study in French literature and comparative literature.

Additional Course Allowed: Yes. Students required to take a French course.

Internship Possibilities: No.

**COMMUNITY STUDIES — VANCOUVER OUT-REACH**

Fall, Winter, Spring, Summer/Coordinated Study.
Coordinator: Lin Foa.
Enrollment: 60-66.
Prerequisites: Junior standing.
Special Expenses: None.
Part-Time Options: Yes.

This program is designed for residents of the Clark County, Washington, area who have junior standing or an Associate of Arts degree and who wish to obtain a Bachelor of Arts degree from Evergreen. Community Studies is a two-year program which began in the fall of 1976 but may be entered in any quarter. Instruction will take place in the late afternoon and evening to accommodate employed students.

To provide students with a strong liberal arts foundation, we will reach back through the history of Western civilization to examine the roots of our present society, contrasting the nature of citizenship and the structure of community life in the Classical Greek period, Roman Era, Renaissance, and the Nineteenth and Twentieth Centuries. We will discuss democracy, tyranny, power, and decadence, as well as the conceptualizations of several utopian communities. We will examine the growth of pioneer communities in the Pacific Northwest, work through the complex problems which deal with the relationship between individual rights and community needs, and discuss the problems of privacy in a highly technological society.

Along with these interdisciplinary theme studies, there will be opportunities for building skills in writing, statistics, oral history, and critical thinking and listening. There will also be additional courses which will include such topics as Literature of the Pacific Northwest, the Artist and Society, Organizational Development, and Public Administration. Internships will be offered in community organizations to provide an opportunity for students to gain practical experience and community management skills.

Subjects Emphasized: Communications, community planning, history, humanities, social science, philosophy, literature.

Program is preparatory for careers and/or further study in urban studies, public administration, sociology, and community management.

Additional Course Allowed: No.
Internship Possibilities: Yes.
POETS WRITE POETRY: A SEMINAR IN THE WRITING, ANALYSIS, CRAFTING, CRITICISM, WRITING, AND REWRITING OF POETRY

Spring/Group Contract
Coordinator: David L. Powell
Enrollment: 20-22
Prerequisites: Previous experience in writing poetry
Special Expenses: None
Part-Time Options: No

Poetry is the product of a process; however, the process of writing poetry is very unlike the product it produces. And all poetry is made from words. Painters spill the colors of the rainbow onto a palette and mix the world into a thousand shades. Poets write with black type on white paper. Architects meld buildings into suitable landscapes and throw them both against the sky. Poets write flat words on flatter paper to be bound into books. Those who act do so in the roar of anger, the whisper of secrecy, the bustle of indecision. Poets use words like roar, anger, whisper, secrecy, bustle, indecision. Sculptors heat bronze to liquid and strike hardest stone with harder chisels. Poets heat feeling into words and bring shape with blows of the mind.

"If the emotions do not control the poem, what in Heaven's name does? The answer is the mind, which drives and selects among them as though they were a pack of trained hounds. Not that I was up to the task that I had chosen for myself, but at least, win or lose, I saw the way that lay ahead. . . . Meanwhile I went on writing my poems. I had better say, constructing my poems. For I soon discovered that there were certain rules, certain new rules, that I became enmeshed in before I had gone far, which I had to master."

- William Carlos Williams

This, then, is the task, the goal, the purpose of this advanced level seminar: to discover those rules, to learn those rules, to practice those rules — to use the mind to control the emotions, to use the mind to control the poem. Toward this end we will write, analyze, craft, criticize, write, and rewrite. For even though the subject matter of poetry includes the total range of human feelings, all of the colors and sounds the senses can register, the commonest and most astounding thoughts, the medium is still words, the tool is still the mind, and the task is still craftsmanship.

In My Craft or Sullen Art

In my craft or sullen art
Exercised in the still night
When only the moon rages
And the lovers lie abed
With all their griefs in their arms.
I labour by singing light
Not for ambition or bread
Or the strut and trade of charms
On the ivory stages
But for the common wages
Of their most secret heart.

Not for the proud man apart
From the raging
moon I write
On these spendrift pages
Nor for the towering dead
With their nightingales and psalms
But for the lovers, their arms
Round the griefs of ages,
Who pay no praise or wages
Nor heed my craft or art.

- Dylan Thomas

Other evidence suggests that Thomas is pointing to one significant aspect of this difficult craft — the demands of the craft which restrict rather than enhance the poet's participation in what we call everyday life.

The six activities planned include:
1) Writing, rewriting, or crafting a minimum of six poems per week.
2) Participating fully in two, two and one-half hour seminars per week in the morning.
3) Participating in "sweat shop" groups to read all of each other's poetry and give verbal and written response, support, and criticism.
4) Writing exercises, such as writing in a certain form (e.g., sonnet) or in a certain meter, (e.g., dactylic).
5) Publishing a collection of finished poems by each seminar participant into a volume of his/her own poetry.
6) Submitting poems to journals and magazines each week for publication.

Subjects Emphasized: Creative writing. Program will prepare a student for further study and practice in the writing of poetry.

Additional Course Allowed: Yes. Internship possibilities: No.
EVOLUTION AND BEHAVIOR

Spring/Coordinated Study.
Sponsor or Coordinator: Larry Eickstaedt.
Enrollment: 40-44.
Prerequisites: College-level biology desirable.
Special Expenses: Binoculars.
Part-Time Options: No.

When one observes a particular behavior pattern in nature, a variety of possible questions — "How did this behavior develop?" "What is its significance to the organism?" "How is it influenced by environmental circumstances?" "To what extent is this behavior innate?" — may come to mind. These are the sorts of questions which will be explored in this program. As we search for the biological roots of behavior, it will be demonstrated that a careful consideration of both genetic and environmental factors is necessary.

To set the stage for this endeavor, we will first examine the evolution of evolutionary theory and relevant aspects of genetics and ecology. Various categories of behavior, such as aggression, play, sex roles, communication, dominance, territoriality, and learning will then be studied in a comparative manner. Most of the information for consideration will be based upon studies of animals, including nonhuman primates. However, we will critically examine the ways that this information might be useful in understanding human behavior, during the course of our work.

We will conduct field behavioral observations to provide first-hand experience with a variety of methodological procedures. Book-centered and topic-oriented seminars and lectures will be utilized to cover and discuss as much information as possible. Library research will be an integral part of this program and students will produce a substantial research paper on a topic of their choice.

Probable books include: Brown, The Evolution of Behavior; Barash, Sociobiology and Behavior; Jolly, The Evolution of Primate Behavior; Kummer, Primate Societies; Waddington, The Ethical Animal.

Subjects Emphasized: Animal behavior, biology, ecology, genetics, zoology, sociobiology, evolution, behavior, ecology, genetics.

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

Additional Course Allowed: Yes.
Internship Possibilities: No.

THE DANCE OF METAPHOR: CREATIVE WRITING AND MOVEMENT

Winter, Spring/Coordinated Study.
Coordinator: Craig Carlson.
Enrollment: 40-44.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: Yes.

"True ease in writing comes from art, not chance As those move easiest who have learned to dance." — Pope

Creative writing is a fortuitous combination of courage, humility and discipline. It is more like breathing than it is like lightning. And no other art requires the audience to be a performer — a writer tries to teach an audience how to play complicated music in their own heads, how to dance to a prankish piper.

Body movement is a universal natural phenomenon; the expressive use of it is found in every culture. Making it into dances is like writing poetry, fiction or drama. The difference is that dances are ephemeral, and they have no facts and no mothers-in-law.

Participants can choose to work in fiction, drama, poetry or combine forms; a major writing project is due at the end of the program. There will be a good deal of weekly writing. Everyone will be expected to perform work in progress — sing, dance, paint or dramatize it — as well as write weekly critiques of colleagues' work. Everyone will also be expected to present something to the group in the form of movement during the program.

A journal workshop based on the efforts of Dr. Ira Progoff and a seeing workshop based on the approach of Kimon Nicolaides will support our writing. Movement workshops will allow us to explore the basic materials available for the making of dances and to make dances. Dance technique will be available in courses. There will be a weekly critique group meeting and short lectures on craft, aesthetics and poetry. Everyone will be required to participate in a one unit course offered outside the program related to their interests.

We will read good books and engage in a weekly seminar. Expect to read at least a book a week. Some of our reading will involve principles of ecology, movement, design and aesthetics. We will read authors like Bateson, Kormondy, McHarg, Aristotle, Coleridge, Mary Caroline Richards, and Sontag. The rules of art are the laws of nature, so it will benefit us to explore this relationship. Lectures by scientists sensitive to the arts will enhance these readings. A major paper on aesthetics will be due at the end of Winter Quarter. Weekly writings responding to the reading will be due before each seminar.
Other selections from world literature will focus our attention on craft. We will investigate this reading as detectives — how did who do what to whom? We will read selections from such authors as Chaucer, Shakespeare, Blake, Pinter, Fowles, Frank Herbert, Shinkichi Takahashi, Shange, Toni Morrison, and Michael Herr. A major paper on craft will be due at the end of Spring Quarter, as well as the weekly writings before each seminar.

This is not a program for beginning writers or for those who do not take their writing seriously, although there are no prerequisites. Prior training in dance is not required; a desire to move is.

Subjects Emphasized: Drawing, art, writing, ecology, design, literature, aesthetics.

Program is preparatory for careers and/or further study in humanities, arts, writing, performance, theatre, and arts management.

Additional Course Allowed: Yes.

Internship Possibilities: No.

Probable Equivalencies: Appreciation of literature; art, elements of aesthetics; creative writing, fiction, drama, or poetry; dance: improvisation/composition; drawing; English composition; principles of design; principles of ecology.

TEACHING IN THE TWENTIETH CENTURY: THE CONSTRUCTION OF A NEW REALITY

Fall Quarter: THE EXPERIENCE OF UNDERSTANDING. We will begin by studying ourselves trying to understand two subjects: a modern conception of space and time, and our own dreams. (These topics, each mysterious and scary, will make some of the emotional factors in learning stand out clearly.)

Piaget's theory of knowing and Freud's theory of personality will provide a foundation for grasping the learning process in the light of human development. Simultaneously, we will experience "modes of learning" based on these two psychologies: Piagetian Workshops on concepts, and Dream Reflection Workshops which combine work on literature, creative writing, and our dreams.

Winter Quarter: EVOLUTION AND REVOLUTION — We will study Darwin and Marx, along with differing models of education. Groups within the program will design modes of learning which draw on Marx and Darwin in the same way the fall workshops drew on Piaget and Freud. This work will require converting our understanding of how we learned these theories into teaching activities for others.

Spring Quarter: TEACHING THE TWENTIETH CENTURY. We will tryout and evaluate the modes of learning designed in the Winter, and then integrate the year's work in three ways: (a) study one topic (power, class, race, or sex) from the viewpoints of all three theories, (b) use the ways of study we have developed to approach literature about the future we and our students face, and (c) work individually or in groups to design a curriculum for the Twentieth Century.

Although this program will NOT lead directly to teacher certification, it will provide a solid framework for future teachers. Certification will require further work at other institutions. The program is directed to students with career goals in education, and to all who wish to understand the most influential ideas of our time.

Subjects Emphasized: Biology, education, literature, political economy, psychology.

Program preparatory for careers and/or further study in education, political economy, psychology, and the humanities.

Additional Course Allowed: Yes.

Internship Possibilities: No.
Interdisciplinary Specialty Areas

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

The Environmental Studies curriculum has been designed to provide a comprehensive set of experiences over a period of two to three years. Identifiable foci are ecosystem studies, planning and environmental design, and alternative agriculture. It will serve as an interest area with options for preprofessional training.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 8-15. Students just beginning in Environmental Studies may enroll in any of the programs described in this section. Related offerings in other specialties are mentioned at the end of this section.

EARTH ENVIRONMENTS

Fall, Winter, Spring/Group Contract.
Coordinator: Oscar Soule.
Enrollment: 40-44.
Prerequisites: Basic Program at Evergreen or one year of college study emphasizing writing, critical reading, and group discussion.
Special Expenses: Approximately $30 per quarter for field trip expenses.
Part-Time Options: Yes.
Earth Environments is a program that will present principles of geology and ecology. It is designed for students who have already had basic college training in reading textual material, writing well-organized papers, and taking part in group discussions. We will attempt to prepare students to do more advanced work in the natural sciences after they exit the program.

Earth Environments will appeal to those with career interests in the natural sciences and those who have no set career goals or interests elsewhere, but who are interested in a rigorous look at the laws, generally outside the control of our species, that make our world function.

The major focus will be on the principles of geology and ecology. Environmental philosophy and environmental education will not be covered in detail. Such broad ranging topics are better covered in Coordinated programs, such as Political Ecology and Comparative Environmental Politics.

Students will be expected to develop observational skills, understand scientific principles and concepts, and demonstrate research techniques. There will be a significant field component to the program. However, this will be founded on text and library information. The program will not be a place for students to go into the field and then think up what is to be done. Instead, fieldwork will be the natural extension of providing the evidence to answer a well-formulated question.

Likely subject areas for inclusion are: historical geology, physical geology, paleoenvironments, climatology, northwest geology, plate tectonics (continental drift), biogeography, ecology, biomes of Washington, earth satellite imagery, speciation, and ecological and geological field techniques.

Program activities will include lectures, laboratories, simple experiments of research, general reading seminars, text discussion groups, student led technical seminars and short regional field trips.

We expect a large number of students to be encountering these concepts for the first time. As such we want all those entering the program to be willing to work together. This program is accurately titled a Group Contract. The group concept is important to its success.

Subjects Emphasized: Geology, ecology, environmental studies, earth science.
Program is preparatory for careers and/or further study in natural sciences, especially ecology, geology, environmental studies, and wildlife management.
Additional Course Allowed: No. (Winter and Spring maybe.)
Internship Possibilities: Not until Spring.

Winter, Spring/Group Contract.

Coordinators: Rainer Hasenstab and Susie Strasser.

Enrollment: 40.

Prerequisites: Basic program at Evergreen or one year of college study emphasizing writing, critical reading, and group discussion. Ability to undertake independent research.

Special Expenses: Field trips and Design Studio materials ($35).

Part-Time Options: None.

This program is intended for intermediate and advanced students. We recommend that students have some background in either design or social science, as well as an active interest in applying the ideas and methods from both design and social science in their work.

It is our contention that most design problems are presented within political and social constraints which are either unacknowledged and unanalyzed, or acknowledged and only on the narrowest of models (e.g., cost). We want to emphasize that the whole world view of problem solvers itself develops within those political and social contexts and that good design embodies sound social analysis.

The central teaching method will be the integration of analytic and design components in both "hands-on" design exercises and reading and writing assignments (e.g., the verbal and visual documentation of social and design analyses, problem solving processes, alternative proposals and solutions, the active use of diagrams, two and three dimensional models).

Another crucial component will be the development of analytic exercises and workshops to investigate the cultural and political contexts of everyday objects, places and spaces — everything from cups to airports.

The major goals of the program are (1) to further develop skills in reading, writing, analysis, drawing and design; (2) to prepare students to produce comprehensive design proposals and alternative solutions based on detailed studies of everyday objects, places and spaces; (3) to discuss and analyze both physical and social structures of the contemporary everyday world (e.g., housing, industry, business, recreation); (4) to develop a final position paper, design project, or visual documentary which will be the culmination of individual or group work during the two quarters.

Material in design and the social sciences will be presented through faculty lecture, seminars, studio instruction and field analysis. Emphasis during the early part of the program will be on analytical methods and the fuller development of design "vocabularies." The latter phase of the program will emphasize problem solving strategies applied to our daily environmental settings and issues.

We intend to collaborate with other Environmental Studies programs and will work where possible with the students and faculty of Applied Environmental Studies, As You Sow, and Energy Systems.

Subjects Emphasized: Social science (history, sociology, economics), and design (two-dimensional and three-dimensional).

Program is preparatory for careers and/or further study in design-related professions and the social sciences. Please note: The following Fall Quarter programs are highly recommended as complementary to The Practice and Social Analysis of Design: Computability; Marine Biology; Entomology; Introduction to Political Economy; Words, Sounds and Images; Management and the Public Interest.

Additional Course Allowed: Yes. Internship: Possible in Spring. Consult Coordinator.
ENTOMOLOGY

Fall/Group Contract.
Coordinator: Robert Sluss.
Enrollment: 40-44.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: No.

This Group Contract is for students who are interested in insects, in terms of insects as one of the principal life forms of earth, as study organisms for exploration of biological principles, and as competitors for resources.

We will investigate the class insecta from the standpoints of their structure, function and major adaptations, their evolution and systematics, their ecology and behavior, and the major contributions which have been made to theoretical biology through the study of entomology.

Techniques of collection and classification, as well as specific examples of adaptation will be studied by examination of aquatic insects. Techniques of quantitative ecology and pest management will be studied by a consideration of common agricultural pest insects. Students will have an option of completing an entomological special problem or taking a module in addition to the contract.

Subjects Emphasized: Agriculture, animal behavior, biology, ecology.

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

Additional Course Allowed: Yes.
Internship Possibilities: No.
Probable Equivalencies: General entomology, aquatic entomology, agricultural entomology.

PARASITOLOGY

Winter/Group Contract.
Coordinator: Robert Sluss.
Enrollment: 20-22.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: No.

This Group Contract is for students interested in parasitism as a symbiotic way of life, health, and/or the medical sciences.

We will investigate theories of the evolution of parasitism and the interactions of hosts and parasites, both at the individual level (pathology) of organization and at the population level (syncrology) of organization. The structure, function, taxonomy, pathology, and autoecology of parasites including members of protozoa, helminths, and arthropods will be studied.

We will emphasize parasites of humans and of domestic animals. Students will be required to undertake a special parasitology project or to register for a module in addition to the core studies of the contract.

Subjects Emphasized: Biology, ecology, immunology, animal physiology, zoology.

Program is preparatory for careers and/or further study in health-related fields, parasitology, or epidemiology.

Additional Course Allowed: Yes.
Internship Possibilities: No.
Probable Equivalencies: General parasitology, parasitic helminthology, medical entomology.
ORNITHOLOGY

Spring/Group Contract.
Coordinator: Steven G. Herman.
Enrollment: 20-22.
Prerequisites: Basic understanding of field identification of birds; background in biology, Prior approval necessary.
Special Expenses: $350 field room and board.
Part-Time Options: No.

This advanced Group Contract in ornithology is designed to provide students with a comprehensive background in avian biology, with emphasis on the behavior, ecology, anatomy, and physiology of wild birds.

The first five weeks of the program will be spent on campus, learning the basics of the material to be covered by means of lectures, seminars, laboratory dissections, preparing scientific study skins, mist-netting, banding, and record keeping.

The remaining weeks of the program will be spent in residence at Malheur Field Station on Malheur National Wildlife Refuge 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. Students will study a large number of species and their environment, emphasizing one species of their choice. They will also conduct two formal Breeding Bird Censuses, working in teams to design plots and inventory the breeding species.

The maintenance of detailed and extensive field records will be a major part of program responsibilities. Each student will keep a scientific journal and more than 100 species accounts for the duration of the quarter.

Students will be expected to have some skill in identifying birds when they enter the program. Background in biological principles will be necessary. The instructor expects a strong commitment from students, who should realize that the hours will be long and the work difficult.

Required materials include standard field identification guides: Welty, The Life of Birds, second edition; S.G. Herman, The Naturalist's Field Journal; field journal materials; and a pair of high quality binoculars.

The program is preparatory for careers and/or further study in resource management, vertebrate zoology, and environmental interpretation.

Persons successfully completing the program will be able to competently study birds at a subprofessional level.

Subjects Emphasized: Animal behavior, conservation, ecology, ornithology, animal physiology, wildlife management.

Program is preparatory for careers and/or further study in resource management, vertebrate zoology, and environmental interpretation.

Additional Course Allowed: No.
Internship Possibilities: No.
AS YOU SOW: A Study of the Small Farm

Winter, Spring, Summer/Coordinated Study.
Coordinator: To be determined.
Enrollment: 40-60.
Prerequisites: Basic college ability in writing, critical reading, discussion, basic background in natural sciences.
Special Expenses: None.
Part-Time Options: Not yet determined.

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

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

If small farms are to play a part in our agricultural future, there will be a need for more practitioners of the arts of husbandry. A significant portion of the program will therefore be devoted to studies in practical agriculture and the agricultural sciences. We will maintain the college’s Organic Farm both as a garden and as a prototype small farm. Students will maintain a notebook detailing all farm activities and recording observed results. A series of researched reports will relate farm observations to information exposed by other aspects of the programs.

We will survey all of the agricultural sciences which relate to small farm management—economic botany, horticulture, agronomy, soil science, entomology, plant pathology, and agricultural economics—in order to become more proficient and insightful as farmers and gardeners. We will develop a view of farms as specialized ecosystems which are subject to all of nature’s laws and predilections. A new dimension of our understanding of agriculture in terms of human experience will emerge as we view farming as an ecological discipline and as a shared way of life.

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

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

Additional Course Allowed: No.
Internship Possibilities: To be determined.

NOTE: OFFERING THIS PROGRAM IS CONTINGENT ON RECEIVING AUTHORIZATION FOR FACULTY HIRING.

ENERGY SYSTEMS: CONVENTIONAL AND ALTERNATIVE

Fall, Winter, Spring/Group Contract.
Coordinator: Lee Anderson.
Enrollment: 40-44.
Prerequisites: Basic study in the physical or natural sciences, or one area of the social sciences. Prior approval necessary.

For program description, see page 62.

OTHER OFFERINGS CLOSELY RELATED TO ENVIRONMENTAL STUDIES

For other closely related programs see:

Biology: Molecule to Organism
Natural History and Exploration of Puget Sound
Introduction to Natural Science
Evolution and Behavior
Tropical Reef Ecology
Matter and Motion
Introduction to Advanced Mathematics
Fishes and Fishing in Puget Sound
ADVANCED UNDERGRADUATE STUDIES IN ECOLOGY AND ENVIRONMENTAL CHEMISTRY

Coordinator: Steven Herman.

The investigation and solution of environmental problems involving pesticides and other pollutants depends heavily on the involvement of two normally disparate scientific disciplines — ecology and analytical chemistry.

In 1974 The Evergreen State College began developing a program and an analytical laboratory that seek to integrate these disciplines in such a way that participants are provided with extensive and intensive training in both areas. By working on project oriented studies requiring field and laboratory work — examining ecological systems and collecting samples from them, then analyzing those samples for pollutants — students develop interdisciplinary skills that allow them to deal effectively with problems in environmental pollution. The Environmental Pollution Laboratory is equipped with modern analytical equipment — gas chromatographs, atomic absorption spectrophotometers, computer/integrators, high resolution balances, and so on. Students have access to additional analytical equipment at the college and to a large library of pollution literature.

Persons studying in this program normally are advanced undergraduates engaged in Individual Learning Contracts with faculty members interested in the program objectives and with training in ecology and/or chemistry. Occasionally small clusters of students with similar interests form a Group Contract and approach their studies collectively. Learning Contracts are often sponsored jointly by Dr. Steven Herman, an animal ecologist, and Dr. Michael Beug, an organic analytical chemist. The Laboratory also serves students and faculty from related programs.

Over the years students working in the Laboratory have published the results of their research in a number of technical journals.

Interested and qualified students should write to:

Dr. Steven G. Herman
Environmental Pollution Laboratory
The Evergreen State College
Olympia, Washington 98505

OTHER 1979-80 OFFERINGS CLOSELY RELATED TO ENVIRONMENTAL STUDIES:

While each of the Basic Programs meets the entry expectations of Environmental Studies, those most closely related in specific content are Political Ecology and Society and the Computer.

For intermediate and advanced students:

Evolution and Animal Behavior
Introduction to Natural Science
Matter and Motion
Natural History and Exploration of Puget Sound
Fishes and Fishing in Puget Sound
Human Health and Behavior
Tropical Reef Ecology
Marine Biology
Introduction to Political Economy
Issues in Public Policy
Power and Personal Vulnerability
Nature of Community
Programs in European and American Studies will be concerned with the historical and political trends, artistic and literary documents, social patterns, symbols, religious beliefs and ideological convictions that comprise the way we now think, and make up our past (and future) as well. What are Americans and how did we get this way? How is it that North America is dominated by the descendents of Europeans but is very unlike Europe? What does it mean to be a Native, Black, Chicano, Asian, or Anglo-American? These and other central problems will be studied to give us a better understanding of our world and ourselves in this world.

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

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

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 8-15. Related offerings in other specialties are mentioned at the end of this section.
As out of old fields, as men sayth
Comes the new corn from year to year,
So out of old books, in good faith,
Comes this new science that men hear.

Chaucer, The Parliament of Fowls

THE PILGRIM AGE
Fall, Winter, Spring/Coordinated Study.
Coordinator: Gordon Beck.
Enrollment: 80-88.
Prerequisites: Basic Program at Evergreen or one year of college study emphasizing writing, critical reading, and group discussion.
Special Expenses: None.
Part-Time Options: Yes.

Between 1000 A.D. and the flowering of the Renaissance, people who possessed humanistic or scientific knowledge were a tiny fraction of one per cent. Mythology and folklore, much of which is now lost, supplemented orthodox religious teachings and common sense. How, then, did knowledge develop that provided the Renaissance with such universal richness? The pilgrimage of western humanity was a search for knowledge within an orderly and interconnected social fabric which included ritual, community labor, courtly love, and a distinct hierarchy of social position.

Our search, our pilgrimage, will focus on the development of the arts and sciences from 1000 A.D. to the closing of the monasteries in England in 1540. This rich period saw the growth of the cities, the rise of the universities and monasteries which became the centers of learning, and the spread of knowledge by crusades, pilgrimages, and trade routes. During this time experimental science grew from magic, printed books grew from oral literature, crafts matured and the arts developed strong humanist foundations.

Our study of the interdisciplinary world of the Middle Ages will integrate the areas of literature, history, history of science, and history of the arts and crafts. Most of the readings will be from primary sources. The skills we will develop are reading of literary and historical texts, readings of images and artifacts, development of at least one craft skill, formal writing, analysis of literature, science, history, and art through seminar discussion, and developing clear intellectual habits of discourse. You will need to use lively and creative imagination.

Activities will include lectures, seminars, reading and writing, image study, and a variety of workshops including medieval crafts, rituals and performances, historical interpretation, symbols and mythology, logical thinking, and literary analysis. This is the first program in the European and American Studies specialty area and is designed for serious students.

Subjects Emphasized: History of science, European history, art history, crafts history, history, literature, craftsmanship.

Program preparatory for courses or further study in advanced humanities.

Additional Course Allowed: Yes, to be arranged with faculty.

Internship Possibilities: No.

SHAKESPEARE AND THE AGE OF ELIZABETH
Winter, Spring/Group Contract.
Coordinator: Leo Daugherty.
Enrollment: 20-22.
Prerequisites: None.
Special Expenses: None.
Part-Time Options: No.

Shakespeare and the Age of Elizabeth is an interdisciplinary program about the English Renaissance. The plays and poems of Shakespeare will serve as the focus of our investigation, but other matters will be looked at in detail on a week-by-week basis. These matters will include the period's politics, philosophy, arts, sciences, and prominent personalities. Some special areas to be studied include: Shakespearean comedy and tragedy; the universities and their students and teachers; the life of the court; scholastic philosophy; poetic morphology; aesthetics and literary criticism of the period, as contrasted with such theories in our own time.

Each week, you will: 1) read a Shakespeare play and one or two books on Renaissance topics. These books will include biographies of Shakespeare and Queen Elizabeth I; histories of the period; surveys of Renaissance science, art, philosophy, etc.; and such primary texts as John Florio's World of Words, Robert Burton's Anatomy of Melancholy, Ben Jonson's Discoveries, Francis Bacon's essays, and London's "yellow journalism." (Many of these texts will be seen to be the beginnings of entire academic disciplines; Burton's Anatomy, for example, is the first real book about theoretical psychology in English.) 2) Write an essay of 500-1000 words on the materials you are studying, and each of these essays will be returned with detailed comments and criticism. 3) Participate in two book-seminars and one writing workshop. (The workshop will teach formal expository writing skills and humanities-related research techniques.) Frequent, perhaps weekly, lectures will also be a feature of the program. Also, each student will give a short talk once each quarter on some aspect of our common studies.

You are not expected to enter this program with an extensive background in literature or history. But you are expected, once you are in it, to work hard to get one. Although this is not technically an advanced program, we will do our work at a level normally associated with advanced undergraduate study. Basic students who are very interested in, and committed to, studying the materials outlined above (and in faithfully doing the required weekly writing), will find that their fun outweighs their distress during most weeks.

Special Note: Smoking will be permitted in most program functions, though not in lecture halls.

Subjects Emphasized: English literature, English history, cultural history, expository writing and research techniques.

Program preparatory for careers and/or further study in European and American Studies, advanced work in humanities and social sciences, professional careers which stress a strong liberal arts education.
LITERARY WOMEN

Winter, Spring/Group Contract.
Coordinator: Nancy Allen.
Enrollment: 40-44.
Prerequisites: Basic Program at Evergreen or one year of college study emphasizing writing, critical reading, and group discussion.
Special Expenses: None.
Part-Time Options: Yes.

Literary Women is for students who want to study the works of literary women in their social context and to develop their own writing. Women as readers and writers have been central to the history of the novel, and women writers have often gained support from each other's work. Contemporary women need to find and recognize their cultural heroes, but they also need a critical understanding of them. We will analyze women's literature critically, trying to determine which aspects of it contribute to the general cause of women's liberation and which may hold women back.

Winter Quarter will be spent studying some of the nineteenth century writers discussed in our first reading, Ellen Moers' Literary Women. Spring Quarter we will focus on the twentieth century. Each unit of reading will pair a literary work with a work of social history, literary history or biography to support study of the literature. Probable pairs are George Eliot, Middlemarch and Raymond Williams, Culture and Society; poetry by Emily Dickinson and Nancy F. Cott, Bonds of Womanhood; Alice Walker, Meridian and documents from Gerda Lerner, Black Women in White America; writings by Gertrude Stein and James R. Mellow, A Charmed Circle.

Each member of the Group Contract will work on creative and critical writing. A poet, by learning to think analytically about another woman's poetry, can write better poetry herself, and a critic can better think analytically about another woman's poetry, can understand the writing of literature by doing some. Presentation of the critical papers will be integrated with the literature seminar, and we will constitute a separate group to respond to each other's creative writing, using techniques explained in Peter Elbow's book Writing Without Teachers.

A typical week's schedule will include one lecture, two book seminars, and one meeting of the creative writing group.

Subjects Emphasized: Creative writing, history, literature, women's studies.

Program is preparatory for further studies in literature, history, or women's studies; careers in writing, publishing, social services, or library science.

Additional Course Allowed: No.
Internship Possibilities: No.

MYTHIC CYCLE: COMPARATIVE LITERATURE, RELIGION, AND MYTHOLOGY

Fall, Winter/Group Contract.
Coordinator: Kirk Thompson.
Enrollment: 20-22.
Prerequisites: Basic Program at Evergreen or one year of college study emphasizing writing, critical reading, and group discussion. Prior approval necessary.
Special Expenses: None.
Part-Time Options: No.

What patterns underlie the great stories which have given meaning to life in nonwestern as well as western culture? Which of these patterns are still meaningful in the contemporary world?

Members of the Mythic Cycle Group Contract will study mythology, comparative religion, and literature, reopening four questions to which the mythic tradition has always responded:

1. The cosmos: What is the origin, shape and sustenance of the natural order? (Possible readings: Neumann, The Great Mother; Hesiod, Theogony; The Book of Genesis; I Ching.)

2. The hero and the savior: Is there an exemplary life on which all lives are patterned? (Possible readings: Campbell, The Hero With a Thousand Faces; Homer, The Odyssey; The Gospel According to Matthew; the life of the Buddha; a "western.")

3. Rites of passage: What are the great crises or turning-points in life, and what initiatory rituals reveal their meaning? (Possible readings: Eliade, Rites and Symbols of Initiation; Sophocles, the Oedipus plays, and Electra; Chretien de Troyes, Yvain; Hesse, Siddhartha.)

4. Modes of transcendence: How can one reach beyond the limits of ordinary experience? (Possible readings: Eliade, Shamanism, Euriptides, The Bacchae; Te Heart Sutra; Dante, Divine Comedy; Black Elk Speaks.)

This contract is offered as an alternative to the traditional humanities or western civilization program. It has the traditional objective of reexamining the roots of ancient and contemporary literature, psychology, and culture, but it differs in the following ways: it includes non-western as well as western sources; it is not limited to objects of "high culture"; it emphasizes themes of contemporary rather than historical relevance; and it uses mythology and psychology, rather than history and the study of social contexts, as its organizing principles.

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

Subjects Emphasized: Comparative religion, folklore, humanities, comparative literature, mythology, analytical psychology.

Additional Course Allowed: Yes.
Internship Possibilities: No.
POWER AND PERSONAL VULNERABILITY:
ADVANCED INTERDISCIPLINARY STUDIES IN
THE HUMANITIES AND SOCIAL SCIENCES

Fall, Winter, Spring/Coordinated Study.
Coordinator: Beryl Crowe.
Enrollment: 60-66.
Prerequisites: Basic Program at Evergreen or one
year of college study emphasizing writing, critical
reading, and group discussion. Strong interest in
humanities and social sciences.
Special Expenses: None.
Part-time Options: Yes.

This program will examine at various historical
points western people's insistence upon choosing one
pole or the other of such dichotomies as Freedom vs.
Authority, Public Power vs. Personal Vulnerability,
Individualism vs. Citizenship, Individual Insight vs.
Historical Action, Authoritarianism vs. Self-
Determination, and Happiness vs. Posterity. Since
modern people look back and see multiple failures of
unitary monistic views applied to the world, should
they look yet further for a new one? Or should they
abandon the assumption that a single unitary view
can and should be found and opt instead for a
dualistic or pluralistic stance in resolving contem-
porary crises?

Our studies will be guided by two major premises:
1) That western civilization is waning largely
because we have rejected simple dichotomies (such
as those listed above) as legitimate thought patterns
and sought a monistic theory of existence; and 2)
that in the Twentieth Century there have emerged
numerous forms of the counter-premise that such
dichotomies are irreconcilable and that a viable
future is predicated only on the acceptance of their
irreconcilability.

Looking through the disciplinary assumptions of
history, literature, psychology, economics and
political science, we will explore such questions as:
What is the nature of authority? Of power? Where
do they reside and how are they perpetuated? Are
myth, dogma and ideology manifestations of power?
Of authority? Of neither? How does, or should, the
past influence present practice or future hopes?

Fall Quarter we will concentrate on the consolidation
of the monistic view in Greek thought up through
Aristotle by reading such works as Renfrew, Before
Civilization; Child, What Happened in History?;
Arendt, The Human Condition; Sophocles, The
Theban Cycle; and Adorno, et al., The Authoritarian
Personality. Winter Quarter, we will examine the
waning of the monistic theory of Christian Europe
and the rise of the worldly ascetic ideal in both its
capitalist and Marxist forms. The reading will
include Huizinga, The Waning of the Middle Ages;
Weber, The Protestant Ethic and the Spirit of
Capitalism; Marx, Paris Manuscripts; Schumpeter,
Capitalism, Socialism, and Democracy; Milton,
Paradise Lost. Spring Quarter we will analyze the
breakup of unitary theory in the Twentieth Century
and the emergence of enormously profitable business
to the field of "mind" is capable of smoothing
out tensions and contradictions. Some of the reading

will be de Beauvoir, The Ethics of Ambiguity;
Heisenberg, Physic and Philosophy; Jacobson, Pride
and Solace; Ellison, Invisible Man; Rieff, The
Triumph of the Therapeutel.

Weekly activities will include two lectures, three
seminars, individual tutorials, and writing and skill
development workshops. We will do formal study in
the writing of expository essays (personal and
analytical), parables and plays. The major Spring
Quarter writing project will be the analysis of a
developing nation, focusing on the choices made
among dichotomies (e.g. Tradition vs. Modernization)
and both the public and personal costs of rejecting
the opposite poles in pursuit of a unified theory.

Subjects Emphasized: Humanities, political theory,
history, political economy, philosophy.

Program is preparatory for further studies in
literature, political theory, and history; for
professional study in law and journalism.

Additional Course Allowed: No.
Internship Possibilities: No.

***********************
OTHER 1978-80 OFFERINGS CLOSELY RELATED
TO EUROPEAN AND AMERICAN STUDIES:

While each of the Basic Programs meets the entry
expectations of European and American Studies,
those most closely related in specific content are
Form and Content, Human Development, and
Society and the Computer.

For intermediate and advanced students:
Introduction to Political Economy
Teaching in the Twentieth Century
A La Recherche du Moi
America's Music
Roots of Contemporary Psychology
Comparative Environmental Politics
Study of the arts at Evergreen is holistic. Aesthetic, skills, philosophy, and history of arts, being inextricably bound together, are taught so. All the arts — music, dance, theater, writing and visual art — are seen as fundamentally linked and important expressions of the human experience. Thus the arts at Evergreen emphasize: 1) the progressive development of students’ artistic skills and concepts; 2) the exploration of commonalities and differences among all the arts; and 3) the integration of the arts and other disciplines.

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

Students in the first year of college are strongly urged to take one of the Basic Programs described on pages 8-15. Students just beginning in Expressive Arts should probably enroll in Foundations of the Arts program. Related offerings from other specialties are mentioned at the end of this section.
FOUNDATIONS OF THE ARTS
Fall, Winter, Spring/Coordinated Study.
Coordinator: William Winden.
Enrollment: 90.
Prerequisites: Some college-level work in one of the arts (theater, music, dance, painting, sculpture, etc.). Prior approval necessary.
Special Expenses: None.
Part-Time Options: None.

Foundations of the Arts is a program for students who wish to acquire artistic skills and techniques, are interested in how the various arts relate to one another, and wish their practice of the arts to be informed by an understanding of how the arts affect and are affected by the social and historical context in which they occur. The program is designed as an overall orientation to the arts, not as an affiliation of individuals who are merely content to pursue their own current specialization in the arts. As such, it is a program which should prove appealing both to students who are involved in practice of one of the arts and also to students who want a humanistic introduction to the arts as part of their general education.

The relationship of the arts to one another will be approached through a study of such fundamental concepts as design, movement, imagery, and rhythm. Study of the arts and society will lead to a consideration of the fundamental social relationships within which the individual executes her or his art, or experiences the art of others. At different times during the year the program will emphasize various historical periods and places. The goal will be to trace the evolution of aesthetic tastes and styles in different periods. Historical issues, in particular, will be studied through serious reading, thinking, talking, and writing. The outcome of the program will be advancement of one's skills in the arts, understanding how these skills cut across different art forms, awareness of the social realities that inevitably surround practice of the arts, and building ability as a reader and writer.

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

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

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

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

Subjects Emphasized: Dance, drama, music performance/history, Theater performance/production, visual art.

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

Additional Course Allowed: Yes.
Internship Possibilities: No.
WORDS, SOUNDS AND IMAGES

Fall, Winter/Coordinated Study.
Coordinator: Sally Cloninger.
Enrollment: 60-66.
Prerequisites: One or more of the following: a) one year of academic work in film or video with portfolio; b) one year of academic work in theater (acting, directing, or design); c) one year of concentrated work in either drawing, painting, photography or sculpture and a portfolio. Prior approval necessary.
Special Expenses: Considerable for students working primarily in film or video. All students must supply own raw materials.
Part-Time Options: No.

Words, Sounds and Images is a Coordinated Study program for intermediate and advanced students in the expressive arts. As the title suggests, special attention will be given to the ways words, sounds and images are utilized by the visual and performing artist. Throughout the program our focus will be the development of subject matter and the generation of original material for performance and production. During Fall Quarter various thematic contexts will define the weekly performances and exhibitions by the three seminar groups. During Winter Quarter students will be engaged in several major productions which will be extensions of our design work, creative writing and experimentation during the Fall.

Each student will be required to attend all program activities which will include lectures, a creative writing workshop, a theater concepts and performance workshop, production seminars and weekly performances/exhibitions. In addition, each student will participate in one technique workshop. (Note: Technique workshops will cover specialized skill areas such as television production, sound engineering and recording, acting for television and film, stage management and design, etc. The precise nature of these workshops will be determined by the needs of the students enrolled and the availability of staff.)

Required readings will reflect the collaborative dimensions of the expressive arts, the aesthetics of the visual image, the design process and the subject matter emphasized in the on-going performances and exhibitions. We will, for example, read such books as Gregory Bateson, Steps to an Ecology of Mind; Francis Fergusson, The Idea of a Theatre; and Ira Schneider and Beryl Korot (eds.) Video Art.

Subjects Emphasized: Design process, film, performing arts, television, theater production, visual art, creative writing, aesthetics.

Program is preparatory for careers and/or further study in film, video, performing arts, and visual arts.
Internship Possibilities: No.
AMERICA'S MUSIC, THEN AND NOW

Fall, Winter, Spring/Coordinated Study. Coordinator: Greg Steinke. Enrollment: 60-66. Prerequisites: Students must have the ability to read and write words effectively, as well as to read and interpret simple music notation. Prospective students would be encouraged to take the Music Fundamentals course or its equivalent (via PLATO or other self-paced instruction) in Spring or Summer Quarter prior to program.

Special Expenses: Tickets for concerts, private applied lessons, possibly workshop fees if not covered by academic budget.

Part Time Options: Yes.

This intermediate level program is dedicated to the understanding and practice of music. It will emphasize the achievements of American musicians within their cultural contexts. An all-program lecture series, accompanied by readings and seminar discussions, will treat the working principles and history of American music. We shall start in the Fall with varieties of contemporary music, then from Winter into Spring trace the historical development of these forms, and return in the concluding weeks of the year to the contemporary scene. Within the spectrum of styles, sounds and personalities, we shall range from William Billings to Leonard Bernstein, Louis Armstrong to Isaac Stern, countryside to concert hall, combo to chamber music, and folksong to opera.

The program will also accommodate individual concerns in special interest groups. Some of these (emphasizing musical literature) will span the whole year; others (emphasizing skills) will be repeated each quarter. Musical literature studies and their faculty will include: 1) American Art Music — instrumental composition from past to present (Greg Steinke); 2) Country Music in Cultural Perspective — the evolution of American folk music into modern country music (Tom Foote); and 3) Words and Music — folksongs, art songs, choral works, and musical theater (Charles Teske).

Repeated offerings will include: 1) Jazz — history, principles and playing (Teske); 2) A Composer's World — the conception, design and execution of a musical composition by participating in the compositional-design process (Steinke); 3) The Stringed Instruments of Country Music — examining the development of each instrument such as banjo, guitar, dobro, fiddle, mandolin, and pedal steel guitar (Foote). Interest group meetings will be scheduled so that they do not overlap in time to allow for maximum participation of students and faculty members.

Students enrolling in the program for full credit will participate in the core readings and listening, the lectures and the seminars discussing them; will work in two interest groups each quarter; and will spend the remaining 25 per cent of their time in a selected performance activity (applied studies, ensemble work or productions) or an outside course related to the program or the student's other career interests. A typical week will begin with an all-program meeting (Monday 10-12 noon), devoted, for example, to a study of how Douglas Moore made a one-act opera from Benet's The Devil and Daniel Webster and a seminar meeting on all-program topic (1-3 p.m.). Tuesday and Thursday will be devoted to the meetings (either one two-hour session or two 90-minute sessions) of the six interest groups. Each student will be enrolled in two interest groups each term but may audit particular meetings of other groups. Students will add to these responsibilities their taking of courses or other applied musical studies; faculty members will add their own faculty seminars and musical performances.

Students should note that in line with the college's general practice, the program does not directly provide for private applied lessons; however, there are a number of fine teachers in the Puget Sound area from who lessons can be taken; the lessons can be considered as credit generating (usually one-half unit for lessons and one-half unit for ensemble or performance activity).

Subjects Emphasized: Cultural history, folklore, music (folk and ethnic, history, performance), performing arts, jazz, country music, art music, musical stage, composition, theory, arts management.

Program is preparatory for careers and/or further study in any aspect of music, cultural studies, arts management or for continuous serious enjoyment of music.

Additional Course Allowed: Yes. Internship Possibilities: No.
RECORDING AND STRUCTURING LIGHT AND SOUND

Fall, Winter/Group Contract.
Coordinator: Contact Sally Cloninger.
Enrollment: 40-44.
Prerequisites: Sophomore standing or above.
Special Expenses: Considerable. Approximately $60 for raw stock and processing during the first quarter and probably two or three times that amount for their production during the second quarter.
Part-Time Options: No.
Recording and Structuring Light and Sound is a Group Contract designed to provide the student with a basic yet comprehensive background in the technical, theoretical and aesthetic aspects of documentary imagemaking, with emphasis on film, video and audio production.

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

In Technique Workshops students will be instructed in preproduction design, cinematography (including camera operation and location lighting), sound recording for film and video, editing, sound re-recording and mixing, graphic design for film and video and post-production techniques.

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

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

Subjects Emphasized: Communications, design process, ethnics, film, television, audio, visual art.

Program is preparatory for intermediate and advanced work in film and video production.

Additional Course Allowed: No.
Internship Possibilities: No.

NOTE: OFFERING THIS PROGRAM IS CON¬TINGENT ON RECEIVING AUTHORIZATION FOR FACULTY HIRING.

THEATER ARTS: PRACTICE AND CRITIQUE

Fall, Winter, Spring/Group Contract.
Coordinator: Ainara Wilder.
Enrollment: 60-66.
Prerequisites: Experience in college level performance and equal time spent in craft study relating to acting, voice, speech, and movement and/or similar experience in technical theater practices.
Special Expenses: Dance clothing and stage make-up.
Part-Time Options: No.

Success is important to all theater artists, and no matter how highly developed technique becomes, it can bring only limited artistic success. The serious artist/practitioner balances the desire for immediate success with the more important long-range demands of his/her development as an artist.

The main pursuit of this Group Contract is to help each member realize the humanistic purpose underlying the theatrical endeavor. Since creative discoveries touch all arts, members of this group will strive to reach beyond the stage and performance. Our readings will reflect this pursuit: Fall — Man's Rage for Chaos by Morse Peckham, Feeling and Form by Susanne K. Langer; Winter — autobiographies of great contributors to theater arts; Spring — individually researched readings brought to the group for discussion and sharing.

Depending on individual choice and skill needs, students will be advised to a particular course of study at the start of the year. The following choices in studio work will be available during the academic year: Beginning and Intermediate Acting; Voice and Diction; Movement for Stage; Directing; Stage Craft; Set Design; Lighting; Costuming; Stage Management; Make-up.

Throughout the year, each student will be expected to study at least three different areas of theater arts, unless he/she has previously developed a skill. In that case the student will contribute his/her skill during program sponsored productions. Example: Three performing skills, two technical aspects in staging, theory, plus participation in performance. Or: three technical aspects, theory, and participation in staging. Since this Group Contract will act as Evergreen's main live theater performing group, we anticipate a busy production schedule. The present plan calls for a small cast major production during Fall Quarter, a musical play during Winter Quarter, and student directed works during the Spring Quarter. If group members have sufficient interest, we may consider children's theater during Spring Quarter.


Program is preparatory for careers and/or further studies in humanities, theater arts, arts management.

Additional Course Allowed: Yes.
Internship Possibilities: No.

34
SCULPTURE/3-D DESIGN

Fall, Winter, Spring/Group Contract.
Coordinator: Dave Gallagher.
Enrollment: 20-22.
Prerequisites: Previous college level work in the three-dimensional visual arts. Prior approval necessary.
Special Expenses: Cost of own materials, fees and books.
Part-Time Options: No.
This intermediate/advanced Group Contract will be offered to the study of non-functional and functional three-dimensional form. It will be designed for students who have adequate experience to work in a variety of materials and designs.

The program will focus on individuality of the design image and the completion of quality work. The goals will be to develop individual vision, willingness to make creative decisions, and to complete a large amount of work, both in theory and practice. The emphasis in the program will be on studio application.

Each quarter's schedule in the studio portion of this program will involve a weekly period when the students are presented with problems and possibilities concerning sculpture/3-D design while meeting as a group and a weekly studio period when the students will work on their individual projects with the faculty.

The fine arts seminar in this program will require reading, writing, and communication about contemporary art and artists. The lives and work of benchmark contemporary artists will be of particular concern. Each quarter, all students in this program will be required to turn in a program journal about contemporary art.

Subjects Emphasized: Aesthetics, art, design process, visual art, sculpture, three-dimensional design, art history.
Program is preparatory for careers and/or further studies in design and visual art.
Additional Course Allowed: Yes.
Internship Possibilities: No.

*******************************
OTHER OFFERINGS CLOSELY RELATED TO EXPRESSIVE ARTS:
While each of the Basic Programs meets the entry expectations of Expressive Arts, those most closely related in specific content are 75 Characters in Search of an Author, Form and Content, Society and the Computer, and Old Stories/Re-Creations.
For intermediate or advanced students:
The Dance of Metaphor
Poets Write Poetry
Mythic Cycle
The Pilgrim Age
The physical and mental health of human beings is a matter of great concern today. A large share of time and resources are devoted to it in our society. The skilled professionals who will provide these services in the future must have knowledge and skills from the basic physical and biological sciences, from psychology, sociology, anthropology, economics and political science, since there are many practical problems to be solved. This speciality area will provide the opportunities to study the human organism in this broad context. Students will study fundamental sciences and acquire analytical and laboratory skills; they will see how these are applied to health problems. They will study the course of normal human development — biological, psychological and social. They will seek to understand the many factors that can interfere with normal development and lead to physical disease, mental illness and other conditions that require the intervention of a therapist, and they will consider the ways such conditions might be prevented. They will also study humans in societies and consider how people relate to one another and how events in their lives relate to their development and their social roles in their culture. They will learn about the important social, political, economic and ethical questions that arise in these changing fields today. In short, they will lay the groundwork for becoming practitioners and innovators in all aspects of health and counseling, although further work at other schools will be necessary for those who need professional certification, such as doctors, nurses and clinical psychologists. Alternatively, they will be ready to enter graduate school to prepare for other careers in the biological and social sciences.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 8-15. Students just beginning in Human Development and Health should probably enroll in the Human Health and Behavior program. Related offerings from other specialities are mentioned at the end of the section.
HUMAN HEALTH AND BEHAVIOR: BIRTH TO DEATH

Fall, Winter, Spring/Coordinated Study.
Coordinator: Diana Cushing.
Enrollment: 60-66.
Prerequisites: Basic Program at Evergreen or one year of college study emphasizing writing, critical reading, and group discussion.
Special Expenses: None.
Part-Time Options: Yes.

This intermediate level program is based on the belief that a holistic approach fosters understanding of human health and behavior. Many aspects of both are affected by genetics, prenatal environment, specific and general nutritional factors, hormonal interactions, various external and internal stresses, personal expectations, and environmental contaminants. The psychologist and social worker must be as aware of possible nutritional, chemical, or hormonal antecedents of observed behavior as of psychological methods of treatment. A physician must know not only specific disease symptoms and treatments but also the physiological responses to stress and psychological problems. All too often, there is little understanding and communication between those who know only about the social or psychological aspects of health and those who know only about the nutritional or physiological. This program, in contrast, is designed to explore human physiological, psychological and social development in an integrated way, to lay a solid foundation for further study in health and human development, and provide a common language for all these areas.

The biological part of the program will offer a solid foundation in human biology and its relationship to psychological and social functioning and will not presume a background in science. At the same time, it will continue the study of biology for those who already have a good science background and want to apply it to the helping services and health sciences.

The social science components of the program will include the psychology of development and cognition, abnormal psychology and deviant behavior, family and community structure, and health care systems analysis. We will consider such issues as abortion, the detection and treatment of mental illness, aging, and “death with dignity.”

Since human health care involves important questions of right and wrong which cannot wisely be separated from scientific facts and methods, ethics and politics will receive thoughtful attention as well. These will be discussed largely with reference to issues of public policy concerning aging, genetic counseling, new medical and biological techniques, abortion, nutrition, and problems of dying. We expect to study these issues deeply and seriously, with proper attention to their scientific, political, and economic backgrounds. We will also read selections from literature which reveal the insights of sensitive writers into human nature and human problems.

The program will consider the major biological and psychological issues which arise in the life span of a human being. During Fall Quarter, we will follow this development from conception through puberty. Winter Quarter will cover mid-life, from puberty to the involution or “change-of-life,” while Spring Quarter will deal with the period of aging and death.

Activities for full-time students will include lectures, seminars, workshops, opportunities for independent research, a small group project in Winter, and optional internships in Spring. Part-time students will attend two lectures weekly (scheduled in the late afternoon), do a portion of the program reading, participate in discussion groups and write one or more papers each quarter for two Evergreen units.

Subjects Emphasized: Anatomy, biology, child development, counseling, ethics, genetics, nutrition, human physiology, psychology (normal and abnormal), social science, social service, statistics.

Program is preparatory for careers and/or further studies in health sciences, helping services including psychology, social work, and counseling.

Additional Course Allowed: Yes.
Internship Possibilities: Yes, Spring Quarter.
ROOTS OF CONTEMPORARY PSYCHOLOGY:  
THE HISTORY OF PSYCHOLOGICAL THEORIES  
IN THE CULTURES OF THEIR TIME.

Fall, Winter, Spring/Group Contract.  
Coordinator: Winnifred Ingram.  
Enrollment: 20-22.  
Prerequisites: Introductory psychology, abnormal psychology, introductory anthropology or sociology.  
Students to be admitted to the program will be selected according to their responses to a questionnaire designed to demonstrate skills in reading comprehension and writing (including spelling, grammar, punctuation).

Special Expenses: $20-$25 for Fall Quarter retreat.  
Part-Time Options: No.

Horney, Laing, Perls, Fromm — from where did they get their ideas about human behavior? What's realistic about reality theory? Who was Binet? Psychology — the Greeks didn't have a word for it, but they had some explanations. So did the great thinkers of the ancient world before the rise of Greek civilization.

This program will emphasize the history of ideas in psychology and their relationship to the culture of the time, including prevailing ideas about humanity and its environment as expressed in the science, writing, music, painting, sculpture, etc. of the era. We will concentrate on reading difficult material, thinking logically, questioning closely, developing a positive (i.e., creative) attitude toward research, and writing technical papers. We will experience the integration of cognitive and emotional skills through cooperative learning of the intellectual history of psychology.

Books will include Henri E. Ellenberger, The Discovery of the Unconscious; Kurt Goldstein, Human Nature; Wolfgang Kohler, Gestalt Psychology; Murphy and Murphy, Asian Psychology; and biographies of such persons as Karen Horney and William James.

The first two weeks of Fall Quarter will be spent in developing the details of the program. Students will be engaged in planning for Winter and Spring Quarters also, taking an increasing responsibility as the year progresses. The group will be expected to develop a project which will be completed in Spring Quarter, culminating in a tangible product or display.

The weekly schedule will include a program business meeting for one (1) hour; a lecture or film; three hours of seminar; and individual or small group conferences with faculty.

This will be an excellent program for transfer students who have an Associate of Arts degree with a major in psychology or the social sciences. It will also benefit persons who are starting careers as professionals or paraprofessionals in helping services. Those who seek eventual entry into graduate school will be prepared for rigorous study. Students should not expect practice in specific therapies; rather they should be prepared to compare and understand the origins of current methods of explaining and helping to change human behavior.

Subjects Emphasized: History and theories of psychology, cultural history, humanities.

Program is preparatory for careers and/or further study in psychology (clinical, counseling, educational, developmental); social work; community organization, and special education.

Internship Possibilities: No.
Spring/Group Contract.
Coordinator: Elizabeth Kutter.
Enrollment: 20-22.
Prerequisites: Science with organic chemistry, such as Introduction to Natural Science, Dynamical Systems, or equivalent. Prior approval necessary.
Special Expenses: None.
Part-Time Options: Consult Coordinator.

This Group Contract will examine the health aspects of nutrition from biological, chemical and medical viewpoints. Entering students will be expected to have an introductory background in organic chemistry and some college level math and biology is strongly advised.

The program will have three major components:

1) A common set of activities including text reading, lectures, and discussion which will be aimed at providing a literacy in academic topics relevant to nutrition. Student lectures will be utilized when appropriate.

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

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

Subjects Emphasized: Nutrition, metabolism, physiology, organic chemistry, health policy, education.
Program is preparatory for careers and/or graduate study in the health sciences, particularly medicine, dentistry, molecular biology, genetics, developmental biology and physiology.

Additional Course Allowed: Yes, by arrangement with faculty.
Internship Possibilities: Can be arranged with coordinator if appropriate.

---

Fall, Winter, Spring/Group Contract.
Coordinator: Donald Humphrey and Willie Parson.
Enrollment: 40-44.
Prerequisites: Equivalent of Introduction to Natural Science, one year of college biology and introductory organic chemistry.
Special Expenses: None.
Part-Time Options: No.

This Group Contract will provide students with an integrated study of molecular biology, cell biology, genetics, developmental biology and the anatomy and physiology of organisms. Philosophical, ethical and social perspectives will be interwoven into some of the most exciting and controversial areas of modern science.

Fall Quarter will emphasize the study of life at the molecular and cellular level of organization. The physical and chemical properties of biological systems in both prokaryotic and eukaryotic cells will be investigated in biochemical and electron microscope techniques.

In Winter Quarter the emphasis will shift to genetic analysis and developmental biology. Experimental rather than descriptive approaches will be used.

During Spring Quarter the structure and function of whole organisms will be studied. Both comparative and human anatomy, as well as physiology, will be offered. Throughout, students will learn advanced laboratory skills and techniques; and exceptional opportunities will exist for research projects using biochemical, cytological and physiological methods.

Students will be required to demonstrate good laboratory skills, adequate knowledge of molecular biology and genetic control mechanisms, as well as an understanding of the evolution of anatomical, developmental, and physiological 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: Anatomy; molecular, cell and developmental biology; botany; electron microscopy; immunology; microbiology; nutrition; animal and plant physiology; zoology; genetics; histology; introductory biochemistry.

Program is preparatory for careers and/or graduate study in health or life sciences, particularly medicine, dentistry, molecular biology, genetics, developmental biology and physiology.

Additional Course Allowed: Yes.
Internship Possibilities: No.
RADICAL PERSPECTIVES IN MENTAL HEALTH
Fall, Winter, Spring/Group Contract.
Sponsor: Carol Olexa (Fall), Bill Aldridge (Winter, Spring).
Enrollment: 25.
Prerequisites: Students should have a grounded knowledge in traditional psychology. Prior approval necessary.
Special Expenses: None.
Part-Time Options: Yes, consult sponsor.
This Group Contract is designed for students with a firm background in traditional psychology who wish to learn about contemporary alternatives in therapy, with special attention to their political-social aspects and consequences. It will serve those who wish a deeper general understanding of psychological intervention, those who wish to improve their own participation in informal helping relations, and those who intend to pursue graduate training for eventual qualification as therapists.

During Fall Quarter, we will critically analyze the historical development of psychology and examine its sociological consequences, emphasizing the impact of psychological theories and institutional mechanisms on society. We will read such books as Social Construction of Social Problems and Modes and Murals of Psycho-therapy. Each student has the responsibility to undertake an independent project. The progress of the project will be presented to the group at the end of each quarter. Students have the option of taking a course instead of a project.

Winter Quarter we will continue to explore methods of change. How does change occur? How do different concepts of change relate to individuals and society? How does a therapist affect change? Our major emphasis will be on the socialization of individuals. Women and Madness, Mental Illness and Social Control, Women on the Edge of Time are tentative reading selections.

Our goal is to seek an understanding of the relationship between contemporary institutions and society. We will be exploring various therapy alternatives with special effort devoted to demystifying them.

Spring Quarter we will focus our study on contemporary issues and practical application. Each student is expected to take an internship or explore a project in depth.

Major emphasis will be placed on book seminars. However, the contract will make use of various other methods of learning, including field trips, re-treats, student lectures, and occasional journal workshops. We will rely on guest speakers from the community to broaden the program. Students are expected to read extensively and participate actively in seminars. Personal reflection will be encouraged in reaction to all program activities.

Additional Course Allowed: Yes, internship.
Internship Possibilities: Yes, Spring Quarter.

LAW ENFORCEMENT AND CRIMINAL JUSTICE SYSTEMS
Fall, Winter, Spring/Group Contract.
Sponsor: Donald Jordan.
Enrollment: 20-22.
Special Requirements: Satisfactory completion of courses in statistics and public administration in consecutive quarters (Fall, Winter).
Prerequisites: Lower division or practical work in law enforcement, political science, sociology, psychology, or public administration.
Special Expenses: None.
Part-Time Options: Yes, with approval of faculty.

"...the ability of the patrolman (and law agency administrators) to do his job well may determine our success in managing social conflict and our prospects for maintaining a proper balance between liberty and order."
James Q. Wilson

This qualitative and quantitative program will be problematic, addressing critical issues confronting the entire criminal justice system — from the nature of delinquency, crime, and societies' reaction to it. The organization and operation of each component of the criminal justice system and agencies will be examined with some detail, and will focus on several disciplines: American literature, anthropology, business administration, minority studies, political science, psychology, and sociology. Three major texts will be the primary source for the Fall term: Varieties of Police Behavior; Arrest: The Decision to take a Suspect into Custody; and Job Stress and the Police Officer. Use of these texts will be incorporated into such works as Behind the Shield; The Police in Urban Society; Criminal Justice in America; The Algiers Motel Incident; The New Centurians; Winter in the Blood; and Soul on Ice.

During the Winter term, the program will involve a concentration in developing one's awareness in human social and psychological behavior. Because of the cross-cultural diversity in America's society, differences exist, and the general role of a common law for all people, guaranteed by the constitution of the United States, may be a fallacy. Therefore, students will investigate theoretical exploration into human and personal behavior so that they may be better prepared to analyze certain sensitive legal confrontations which may arise at any given moment. Texts to be used for this study will be No Trespassing: Explorations into Human Territorialities; Man Who Killed the Deer; Language Awareness; Word Play; The Silent Messages; The Grapes of Wrath; and Transactional Analysis.

During the Spring Quarter the concentration will be in the area of juvenile justice systems. Study will focus on juvenile systems at the local and state levels: special educational programming for the disadvantaged youths; peer reaction and actions; and a total overall examination of the troubled youth. Mary Nelson, a fellow faculty member, will be joining the program for this purpose.
A basic premise will accompany the assigned text for consecutive quarters; each student will be expected to complete a term paper on the given theme. These papers should reflect outside reading on the subject matter. A bi-weekly paper on given subtopics should display college-level writing skills and analytical abilities. If problems exist in students’ writing skills, special workshops will be offered to address those problems. Films and guest lectures will also mandate a short critical in-class paper, and on-going journals will be maintained for the duration of the program.

Probable Equivalencies: Police practices and problems, law enforcement and minority problems, selected problems in criminal justice systems, stress and law enforcement, criminal justice procedures, patterns of police behavior, juvenile justice, psychology and criminal justice systems.

**********************

OTHER OFFERINGS CLOSELY RELATED TO HUMAN DEVELOPMENT AND HEALTH:

While each of the Basic programs meets the entry expectations of Human Development and Health, those most closely related in specific content are Life and Health, Human Development, Society and the Computer, and Old Stories/Re-Creations.

For intermediate or advanced students:
- Introduction to Political Economy
- Issues in Public Policy
- Mythic Cycle
- Nature of Community

Those who want or need a thorough grounding in natural sciences should consider:
- Introduction to Natural Science
- Matter and Motion
This specialty has a two-year sequence, consisting of a Coordinated Studies program by the same name for the first year and a changing series of Group Contracts, Individual Contracts and Internships for the second year. The first year of the program focuses on the capability of the American business system to meet the public's needs and provides students with the opportunity to acquire essential management concepts and skills. In the second year the offerings enable the student to specialize in one or more areas of business or public administration. Students can enroll in the program on either a full-time or a half-time basis. Many activities will occur during the late afternoon and evening to accommodate those half-time students who must work during the day.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 8-15. Students just beginning in the Management and the Public Interest area should probably enroll in the Coordinated Study program of the same name. Related programs from other specialties are mentioned at the end of this section.
This program is designed for students just beginning business or public administration study and it is a demanding one. It covers economics, organizational psychology, accounting, financial management, management practices, business policy, and personnel.

Subjects Emphasized: Administration, public administration, accounting, business administration, finance, government, management, political economy, organizational psychology.

Program is preparatory for careers and/or further studies in business administration, public administration, and law school.

Additional Course Allowed: Yes.

Internship Possibilities: No.

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; the program will explore this "external" dimension. 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.

While this theme sets forth a conceptual agenda to which the program's discussion will return again and again, a substantial portion of the program is devoted to instruction in management concepts and skills.

To accommodate both full-time and part-time students, the program is divided into four components: a lecture series offered in the late afternoon; a seminar series, offered in both morning and evening; a regular course; and a practicum. Full-time students will register for all four components, while part-time students will enroll for lecture and seminar the first year and take the other two components in 1980-81.
ISSUES IN PUBLIC POLICY

Fall/Group Contract.
Coordinator: Lowell Kuehn.
Enrollment: 20-22.
Prerequisites: Completion of Management and the Public Interest, or equivalent (principles of economics, business policy, financial management).
Special Expenses: None.
Part-Time Options: Yes.
Public policy is one of the most widely used and least understood terms in contemporary American society. This Contract will seek to clarify what is meant by policy, and to understand the sociological implication of planning and implementing policy.
Emphasis will be placed on critical analysis of public policy making processes, including examination of the interrelationships between policy formulation, execution, evaluation, and revision; various models of decision making in the public sector; and the organizational context of policy making. Since decision making and policy determination are applied forms of social science, sociological and psychological theories underlying policy setting will be intensively studied.
This Contract will also address issues in social planning, encompassing the meaning and purpose of long range planning, social indicators, the identification and elaboration of policy alternatives, and the development of organizational capabilities and planning resources. The frequently overlooked topic of evaluation research will also be considered. A review of basic social science methodology and techniques will be undertaken in relation to the problems that arise in program evaluation.
An important part of this Contract will be the identification of several current policy issues; e.g., problems associated with policy making and planning in human services, criminal justice, and education. These issues will be examined from a variety of social scientific perspectives with an eye toward understanding the economic and social forces that hamper or facilitate their solution.
Subjects Emphasized: Business administration, community planning, environmental planning, government, management, political science, political theory, social science, social science research methodology, sociology, urban studies. Program is preparatory for careers and/or further studies in public administration, planning, and law.
Additional Course Allowed: Yes.
Internship Possibilities: No.

ADVANCED STUDIES IN MANAGEMENT

Winter/Group Contract.
Coordinator: To be determined.
Enrollment: 20-22.
Prerequisites: Management and the Public Interest or equivalent (principles of economics, business policy, principles of accounting, financial management).
Special Expenses: None.
Part-Time Options: Yes.

Individuals and organizations spend much of their time and effort in processing data in one form or another (collecting, storing, converting, evaluating) so that future actions will have beneficial outcomes relative to the parties involved. This Group Contract provides an opportunity to explore some of the processes currently used to accomplish this "processing." Topics which will be investigated will include managerial economics, managerial accounting, corporate finance, design and use of management information systems to aid in organizational decision making.
The Contract will feature accelerated study of the above-mentioned topics and subsequent student investigation into the actual application by firms and/or organizations in the western Washington area.
It is expected that during the course of the Contract there will be on-going instruction through the use of courses, seminars, and workshops in the appropriate areas. The Contract should be of special interest to students who are currently involved with on-going management responsibilities as well as those who anticipate careers and/or graduate study in the area of business administration. The structure of the Contract will be such that adequate opportunity will be available for part-time study in selected areas. The bulk of the components will be scheduled in the late afternoon and evening.

Subjects Emphasized: Accounting, business administration, computer, economics, finance, management, management information systems.

Program is preparatory for careers and/or further study in business or public administration.
Additional Course Allowed: Possibly, if not enrolled full-time in advanced studies.
Internship Possibilities: No.

NOTE: STAFFING OF THIS PROGRAM IS CONTINGENT ON FACULTY HIRING.
MONEY, BANKING AND INVESTMENT:  
YOU AGAINST THE ECONOMY

Spring/Group Contract.  
Coordinator: Charles Nisbet.  
Enrollment: 20-22.  
Prerequisites: Management and the Public Interest, Introduction to Political Economy, or Principles of Economics. Prior approval necessary.  
Special Expenses: None.  
Part-Time Options: Yes.

The advanced Group Contract is designed for students who wish to continue their work in the specialty areas of Management and the Public Interest and Political Economy. The emphasis will be on how institutions operate within the economy and given a variety of objectives and goals how individuals can best deal with these institutions. 

The Contract will be divided into two parts. The first segment will cover money and financial institutions in the U.S. economy. The approach will be both descriptive and analytical with micro and macro considerations. The second segment will focus on financial decision making of the individual in our modern economy. In particular it will analyze how the various decisions affect everyone's net worth. That is, each individual will be treated as an investor with a wide range of possible choices.  

The material will be taught through lecture/discussion sessions, along with periodic book seminars. Students will demonstrate their command of the material through classroom work and written examinations. The contract will use literature such as Chandler, Money and Banking; Ritter, Money; and D’Ambrosio, Principles of Modern Investment.

Subjects Emphasized: Business administration, economics, political economy.

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

Admission Course Allowed: No.  
Internship Possibilities: No.

OTHER OFFERINGS CLOSELY RELATED TO MANAGEMENT AND THE PUBLIC INTEREST:

While each of the Basic Programs meets the entry expectations of Management and the Public Interest, those most closely related in specific content are Society and the Computer, Race Politics in the Third World, Human Development, and Political Ecology.

For intermediate or advanced students:

Introduction to Political Economy  
Comparative Environmental Politics  
Power and Personal Vulnerability  
Macroeconomic Theory and the Problem of Inflation  
The Practice and Social Analysis of Design  

1980-81 offerings in Management and the Public Interest: A set of Coordinated Studies and Group Contracts generally similar to those described above will be given in the 1980-81 academic year. Emphasis and detailed contents may differ from those of the 1979-80 programs, but the area of Management and the Public Interest will keep the same general goals and set of subjects and will offer preparation for the same kind of careers.
The Marine Sciences and Crafts curriculum will provide students with opportunities for self-conscious exploration of the relationship between the intentions, environment and tools of human beings. By tools we mean not only machines and instruments, but also conceptual tools. We will use information and methods from marine science, natural history, marine history, and literature. At the end of a student's study in this curriculum we wish to certify that a student has:
1) Gained historical perspective, both scientific and cultural;
2) Carried out a scientific investigation;
3) Evaluated the implications of that investigation both within the discipline in which he or she is working and in the wider perspective;
4) Made significant progress toward mastery of his or her tools. Mastery, as we see it, means not only how the tools are used but in some cases how to repair, make, or re-design them, whether they are intellectual or technical. It means knowing the limitations of measuring and analytic equipment, again analytic as well as technical. And it means, ultimately, having confronted questions of how they ought and ought not to be used.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 8-15. Students just beginning in Marine Sciences and Crafts should probably enroll in Natural History and Exploration of Puget Sound. Related offerings from other specialties are mentioned at the end of this section.
NATURAL HISTORY AND EXPLORATION OF PUGET SOUND

Fall, Winter, Spring/Coordinated Study.
Coordinator: Willi Unsoeld.
Enrollment: 60-66.
Prerequisites: Basic Program at Evergreen or one year of college study emphasizing writing, critical reading, and group discussion.
Special Expenses: Possible travel expenses for field trips.
Part-Time Options: Yes.

Natural History and Exploration of Puget Sound is a Fall/Group Contract, three-quarter Coordinated Study program designed around the exploration of Puget Sound in small boats. The program will have three basic emphases around which work will revolve. They include:

1) The study of marine arts and crafts, which will involve the care and maintenance of small sailing craft, the handling of sailboats up to 44 feet in length, coastwise navigation techniques (celestial might be one option), and marlinspike seamanship (including knotting, splicing, and an introduction to sailmaking).

2) The natural history of marine environment, which will concern identification and observation of birds, mammals, tideland organisms, and plants common to Puget Sound; preparation and use of field notebooks; and the study of collection methods and specimen preparation.

3) Sea-going outdoor education, to involve use of the sea as an adventure environment as well as a laboratory for studies in the psychology of stress, instructional methods for stress activities, and safety rules and logistics in planning for sea-based programs.

A common emphasis throughout the program will be the study of the history and literature of sea-going exploration with special attention to the study of Pacific Northwest Native American attitudes toward the sea and their boat building and navigation methods. Oral histories will be sought from Northwest old-time mariners.

Fall Quarter will emphasize natural history field techniques and the history and theory of stress education. Other topics the Quarter will deal with the historical and philosophical roots of natural history and exploration as well as small boat maintenance, care, and handling. Winter Quarter will be devoted half-time to exploring Puget Sound (recording the experience and natural data) and half-time to seminars and work shops. Spring Quarter will emphasize writing and contemplative study designed to make significant meaning out of the whole experience.

Subjects Emphasized: Conservation, crafts history, creative writing, cultural history, geography, group dynamics, marine history, marine studies, oceanography, outdoor education.

Program is preparatory for careers and/or further study in outdoor education, marine biology, and maritime studies.

Additional Course Allowed: Yes.
Internship Possibilities: No.

MARINE BIOLOGY

Fall/Group Contract.
Coordinator: David Milne.
Enrollment: 40-44.
Prerequisites: General biology.
Special Expenses: Field trip expenses.
Part-Time Options: No.

This Group Contract is about the ecology, anatomy and phylogeny of the animals and plants of the open sea and marine coastal waters. Marine organisms will be surveyed comprehensively, emphasizing invertebrates, but also including algae, vascular plants and vertebrate animals. Participants can expect to learn the principal characteristics of the plant and animal groups, field and laboratory methods for their study, the main features of marine environment as a biological habitat, and the adaptations of organisms to life in the sea. Recent studies of their ecological relationship will also be reviewed. We plan to spend some time at the University of Washington's Friday Harbor Laboratories on San Juan Island. Practical studies will be supported with lectures, seminars, and readings. Typical books will include Barnes' Invertebrate Zoology, Sumich's Biology of Marine Life, and Ybakken's Readings in Marine Ecology.

The program is preparatory for careers and/or further study in biological science, earth sciences, marine fisheries, marine aquaculture, coastal zone management and other environmental studies, and for Tropical Reef Ecology, a Group Contract in Winter 1980.

Subject Emphasized: Biology, marine botany and zoology, marine ecology, marine studies, zoology.

Additional Course Allowed: Yes.
Internship Possibilities: No.
TROPICAL REEF ECOLOGY
Winter/Group Contract.
Coordinator: David Milne.
Enrollment: 40-44.
Prerequisites: Knowledge of marine zoology and marine ecology; early contact with faculty; willingness to do preparatory reading prior to the program. Prior approval necessary.
Special Expenses: About $1,000 for travel and living expenses.
Part-Time Options: No.
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 zoeo-geographic processes; and 4) 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 in 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 also be held. Each student will be responsible for conducting an autecological study, identified in advance.
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 Group Contract is tentative and depends upon 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.
Subjects Emphasized: Reef ecology, marine ecology, oceanography, earth science.
Program is preparatory for careers and/or future study in fisheries, biological studies, Peace Corps work.
Additional Course Allowed: No.
Internship Possibilities: No.
FISHES AND FISHING IN PUGET SOUND

Spring/Group Contract.
Coordinator: Peter Taylor.
Enrollment: 20-22.
Prerequisites: Marine biology, including introduction to marine organisms and to marine habitats, and general biology, incorporating survey of organisms (major groups) and introduction to evolution, ecology, and physiology. Prior approval necessary.
Special Expenses: Field trip costs (food and lodging) up to $50, depending on a possible several-day trip to the San Juan Islands. All costs for SCUBA-diving gear and air, if used.
Part-Time Options: No.

Puget Sound is renowned for its outstanding abundance and diversity of marine life, including fishes ranging from the beautiful and famous salmon to the lowly dogfish. This Group Contract will study the ecology of fishes and their commercial and recreational uses, with special emphasis on conditions in Puget Sound. It will present a general introduction to fish biology and ecology, to the methods used in commercial and recreational fisheries, and to the institutions through which these resources are managed. In doing this, a major theme will be the problem of balancing the valid human desire to use fish resources against the important need to protect them. To do this, three approaches to fisheries management will be compared: 1) commercial and recreational harvest of natural fish production; 2) enhancement of certain fishes through stocking or modifying habitats (by hatcheries, artificial reefs, and the like); and 3) protection of fish by establishing underwater preserves. Although the region is best known for salmon and steelhead, we will also study other species such as herring or cod.

Students will take part in a full range of activities: background lectures, laboratory and field studies, extensive readings, and group discussions. Representatives from public agencies and from other groups concerned with fisheries will appear as guest speakers. The group will visit hatcheries, laboratories, and other key facilities, and will spend time in the field collecting samples and making observations. If necessary arrangements can be made, there will be a several-day field trip to the San Juan Islands. We also hope that properly qualified students may be able to incorporate SCUBA-diving observations in their studies (state regulations on diving are being revised, but we hope that student dives will still be permitted).

In addition to advancing their knowledge of taxonomy, anatomy, physiology, and especially ecology of fishes, students will gain experience with field and laboratory methods, and will select and pursue an individual project on some aspect of the biology or use of the Puget Sound fishes.

Subjects Emphasized: Fisheries science, marine zoology, marine ecology.
Program is preparatory for careers and/or further study in environmental studies, fisheries biology, and marine biology.
Additional Course Allowed: No.
Internship Possibilities: No.

OTHER OFFERINGS CLOSELY RELATED TO MARINE SCIENCES AND CRAFTS:
While each of the Basic Programs meets the entry expectations of Marine Sciences and Crafts, those most closely related in specific content are Political Ecology, Form and Content, Society and the Computer, and Human Development.
For intermediate or advanced students:
Comparative Environmental Politics
The Practice and Social Analysis of Design
Biology: Molecule to Organism
Introduction to Political Economy
Issues in Public Policy
This interdisciplinary specialty has the potential for serving two rather different student groups — Native American students who are interested in preserving and enhancing their unique cultural heritage and who are developing strategies for self-determination in the world today, and non-Native students interested in traditional Native American cultures and values, anthropology, ethnology, expressive arts, the dynamics of culture change and modern Native American communities.

Students in their first year of college are strongly urged to take The Nature and Community program, if appropriate for them, or to consider one of the Basic Programs described on pages 8-15. Students with previous college background may be interested in the related offerings from other specialties mentioned at the end of this section.
THE NATURE OF COMMUNITY

Fall, Winter, Spring/Coordinated Study.
Coordinator: Lovern King.
Enrollment: 140-154.
Prerequisites: Prior approval necessary.
Special Expenses: Audio Tapes.
Part-Time Options: Yes.
The Nature of Community is planned as a two-year program of individual and group study activities to be offered in selected localities in western Washington, with a base on the Evergreen campus. The first year's studies will focus on four important aspects of community life — the primary relationships to the LAND, to OTHERS, to WORK, and to the UNKNOWN — in a variety of settings in the region, including Native American reservations, urban black communities, and rural areas. The program’s students will come largely from the selected communities, and activities will be chosen to be appropriate to their interests and needs. For example, a major theme will be to make "profiles" of significant individuals, events and relationships, through autobiographical writing, video recording of community-based seminars, genealogical investigations, and so forth. The program’s faculty will link their work with existing community organizations and activities, such as granges, parent-teacher associations, and tribal councils. The faculty will also make the extensive resources of the campus accessible to community-based students, especially in the area of video and audio recording as an especially appropriate form of documenting certain community activities.

Each quarter will emphasize one of the four chosen aspects of community life: Fall Quarter: relationship to the LAND, as expressed in the use of space, distribution of community activities, ownership patterns, housing, and relationship to the natural environment. Winter Quarter: community member’s relationship to OTHERS, i.e. to family, friends, social systems, services, decision-making processes and methods of resolving conflicts. Spring Quarter: the relationship to WORK, as in values and attitudes about work, kinds of work done, relationship of work to personal life styles and the broader community. The last important aspect, relationship to the UNKNOWN, will appear continuously, through attention to concepts about the foundations of personal authority and group identity.

Subjects Emphasized: Communications, community planning, cultural history and anthropology, Native American studies, human ecology, human development, human services.

Additional Course Allowed: Yes.
Internship Possibilities: Yes.

OTHER OFFERINGS CLOSELY RELATED TO NORTHWEST NATIVE AMERICAN STUDIES:

While each of the Basic Programs is appropriate to the Northwest Native American Studies specialty, those most closely related in specific content are Political Ecology, Race Politics in the Third World, and Old Stories/Re-Creations.

For intermediate and advanced students:

Introduction to Political Economy
Fishes and Fishing in Puget Sound
Management and the Public Interest
Human Health and Behavior
As You Sow
Comparative Environmental Politics
Mythic Cycle
In the real world we experience social, cultural, economic, and political phenomena as aspects of an organic whole. Political Economy recognizes the interrelationships of these phenomena. Topics of study include the historical development of the United States and other industrialized nations; the problems of underdeveloped societies in their relation with industrialized societies; the historical contexts in which theories of political economy are developed and applied; and the application of theory to contemporary problems. In most traditional institutions, the concepts and skills involved with these topics are treated as separate and discrete bodies of knowledge. In this specialty area, students will acquire this knowledge, but do so through emphasis on the broad connective concepts, methods, and interpretations that serve to integrate them into ways of understanding total societies and their transformations.

Study in this area will draw on the disciplines of history, economics, political science and philosophy, sociology, anthropology, literature, and law.

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 8-15. Students just beginning in Political Economy should probably enroll in Introduction to Political Economy, which is a prerequisite for most other offerings in this area. Related offerings from other specialties are mentioned at the end of this section.
INTRODUCTION TO POLITICAL ECONOMY

Fall/Coordinated Study.
Coordinator: Thomas Rainey.
Enrollment: 60-66.
Prerequisites: Basic Program at Evergreen or one year of college study emphasizing writing, critical reading, and group discussion.
Special Expenses: None.
Part-Time Options: Yes.

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

Modern social scientists employ primarily two theoretical approaches, called models, in seeking to explain social behavior and social change: the conventional neo-classical, Keynesian model and the Marxist model. Using these models, social scientists compete not only for the claim of greater theoretical validity, but also for the attention of practical and powerful social policy-makers. Thus, it is essential that any student wishing to understand political economy and modern political societies learn each of these analytic models.

Introduction to Political Economy is designed to teach both, with equal time and attention given to examining the assumptions, logic and limitations of each model.

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

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

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

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

Subjects Emphasized: Economics, history, political philosophy, political economy, political theory, social science.

Program is preparatory for careers and/or future study in economics, history, social and political theory, political science.

Additional Course Allowed: No.
Internship Possibilities: No.
MACROECONOMIC THEORY AND THE PROBLEM OF INFLATION

Winter/Group Contract.
Coordinator: Charles Nisbet.
Enrollment: 20-22.
Prerequisites: Management and the Public Interest, Introduction to Political Economy, or principles of micro and macroeconomics. Prior approval necessary.
Special Expenses: None.
Part-Time Options: No.

This advanced Group Contract is designed for students who wish to continue their studies of orthodox economic theory beyond the elementary level. Only students who have taken Introduction to Political Economy, Management and the Public Interest or an equivalent program of study will be admitted to this Contract.

The Keynesian theory of income and employment will receive major emphasis along with business cycle theory and economic growth theory. The balance of the quarter will be devoted to macroeconomic monetary and fiscal policy. The problem of inflation will receive major attention. Each student will be expected to write a short paper near the end of Winter Quarter dealing with some aspects of the problem of inflation in the United States.

The theory will be taught through daily lecture/discussion sessions on the text Macroeconomic Analysis (fourth edition) by Edward Shapiro. Daily workshops will go over problems in the Student Workbook. Students will be expected to demonstrate their command of macroeconomic theory through the exercises in the Student Workbook and periodic examinations.

Subjects Emphasized: Business administration, economics, political economy.
Program is preparatory for careers and/or further study in economics, business management, law school.
Additional Course Allowed: No.
Internship Possibilities: No.
PATHWAYS TO SOCIAL CHANGE: PUERTO RICO AND CUBA

Spring/Group Contract.
Coordinator: Peta Henderson.
Enrollment: 20-22.
Prerequisites: Basic Program at Evergreen or one year of college study emphasizing writing, critical reading, and group discussion.
Special Expenses: None.
Part-Time Options: No.

Puerto Rico and Cuba are two Caribbean islands with similar ecology, culture and historical experience. Both were subject to three centuries of Spanish rule, and both societies were molded importantly by the “sugar and slavery” complex. As a consequence of the Spanish-American War, both fell under the influence of the United States in the Twentieth Century: Puerto Rico directly, Cuba indirectly, and the social structures which developed from these ties again resulted in many common features.

Yet, since 1959 the two islands have followed entirely different pathways to social change. Our aim will be to explain the radically different experience of each over the past two decades through parallel study of their history, culture, economy and society.

We will begin by establishing the nature of the differences to be explained, reading material on the current social systems of the two islands, such as Lewis, Notes on the Puerto Rican Revolution; Silen, We The Puerto Rican People; Fagen, The Transformation of Political Culture in Cuba; and Wald, Children of Che. We will then move backwards in time in an effort to understand the complex of historical and social conditions which may help us to explain the points of divergence. Stein and Stein, The Colonial Experience of Latin America, will be used to establish a common framework for understanding the colonial period. Readings from Sanchez y Guerra, Sugar and Society in the Caribbean; Petras and Lopez, Puerto Rico; A Socio-Historic Interpretation; Denis, Puerto Rico: A Socio-Historic Interpretation, and O'Connor, The Origins of Socialism in Cuba, among other sources, will build on this foundation in a stage-by-stage analysis of the commonalities and differences which emerge, focusing particularly on the consequences of U.S. hegemony in the first part of the Twentieth Century.

This one-quarter Group Contract will be conducted through seminars and oral presentations by students and faculty in a joint exploration of these issues. Evaluation will be based on students' seminar participation, group presentations and written work. Students enrolling in the program should have had the equivalent of at least two quarters in a basic Coordinated Studies program. The instructor is a social anthropologist who has lived in Puerto Rico and who has visited Cuba recently.

Subjects Emphasized: Cultural history, Latin American literature, political economy, social anthropology, Third World studies.
Program is preparatory for careers and/or further study in political economy, Latin American or Spanish language studies, anthropology, international affairs, and Third World studies.

Additional Course Allowed: No.
Internship Possibilities: No.
WRITING POPULIST POLITICAL ECONOMICS

Spring/Group Contract.
Coordinator: Ronald Woodbury.
Enrollment: 20-22.
Prerequisites: Introduction to Political Economy or equivalent including U.S. history, political science or sociology; micro and macroeconomics; and social science theory, especially comparative radical theory. Demonstration of basic writing skills through portfolio examples. Prior approval necessary.
Special Expenses: Subscriptions to The Wall Street Journal and Dollars and Sense.
Part-Time Options: No.
The purposes of this contract are 1) to teach students good, clear, concise, and powerful expository writing techniques; 2) to develop students’ research skills in contemporary political economics; 3) to help students learn better to apply the analytical approaches of political economy to real world issues of contemporary society; and 4) to help students learn to translate sophisticated political economic analysis into language and terminology for a general audience.
In alternate weeks throughout the quarter, students will prepare, for one week, a 1500 to 2000 word research article on an issue of contemporary political economics under discussion in the mass media, and then, for the next week, both a revised and improved version of the original article and a 700 to 1000 word opinion column on the same subject. The design of the longer article will be for publication in a select, general audience, contemporary affairs journal such as Dollars and Sense. The design of the shorter column will be for publication in a mass media newspaper or magazine such as The Christian Science Monitor. By the end of the quarter each student will have completed four research articles and four opinion columns.
All students will meet together four times each week as if they were the editorial board of a publication, to analyze, critique, and make suggestions for improvements in the research articles of the 10 students submitting their first versions for that week. Students will submit their articles as if to an outside publisher and the other students will critique the articles as if the students were publishers.
Students should plan to subscribe both to The Wall Street Journal and to Dollars and Sense; discount subscriptions will be available for both. Students should also plan to read at least one weekly news magazine such as Newsweek and one daily newspaper such as The Seattle Times.
Writing Populist Political Economics will give no partial credit. In order to receive credit, students must submit all articles and columns on time and participate regularly in seminar discussions.

This Contract will be excellent preparation for any of the innumerable careers in which clear, expository writing is important. In addition to journalism and freelance writing, the training will be valuable for work in business, government, and education.
Subjects Emphasized: American history, economics, political science, sociology.
Program is preparatory for careers or further study in journalism, freelance writing, political economy, business, government, and education.
Additional Course Allowed: Yes, with approval of faculty.
Probable Equivalencies: Expository writing for newspapers and magazines (8 quarter hours); advanced work in the traditional disciplines of economics, history, political science, and sociology (2 quarter hours each).

Subjects Emphasized: American history, economics, political science, sociology.
Program is preparatory for careers or further study in journalism, freelance writing, political economy, business, government, and education.
Additional Course Allowed: Yes, with approval of faculty.
Probable Equivalencies: Expository writing for newspapers and magazines (8 quarter hours); advanced work in the traditional disciplines of economics, history, political science, and sociology (2 quarter hours each).
POWER AND PERSONAL VULNERABILITY:
ADVANCED INTERDISCIPLINARY STUDIES IN THE HUMANITIES AND SOCIAL SCIENCES

Spring/Group Contract.
Coordinator: Charles Nisbet.
Enrollment: 20-22.
Prerequisites: Management and the Public Interest, Introduction to Political Economy, or Principles of Economics. Prior approval necessary.
Special Expenses: None.
Part-Time Options: Yes.

For Program description, see page 29.

MONEY, BANKING AND INVESTMENT: YOU AGAINST THE ECONOMY

Spring/Group Contract.
Coordinator: Charles Nisbet.
Enrollment: 20-22.
Prerequisites: Management and the Public Interest, Introduction to Political Economy, or Principles of Economics. Prior approval necessary.
Special Expenses: None.
Part-Time Options: Yes.

For Program description, see page 45.

APPLIED ENVIRONMENTAL STUDIES: COMPARATIVE ENVIRONMENTAL POLITICS

Fall, Winter, Spring/Coordinated Study.
Coordinator: Matthew Smith.
Enrollment: 40-44.
Prerequisites: Either Introduction to Political Economy (introductory political science and economics); or Introduction to Natural Sciences or Evergreen Environment (ecology, environmental science). Prior approval necessary.
Special Expenses: Approximately $25 for field trip expenses.
Part-Time Options: No.

For Program description, see page 58.
APPLIED ENVIRONMENTAL STUDIES: COMPARATIVE ENVIRONMENTAL POLITICS

Fall, Winter, Spring/Coordinated Study.
Coordinator: Matthew Smith.
Enrollment: 40-44.
Prerequisites: Either Introduction to Political Economy (introductory political science and economics); or Introduction to Natural Sciences or Evergreen Environment (ecology, environmental science). Prior approval necessary.
Special Expenses: Approximately $25 for field trip expenses.
Part-Time Options: No.

Decisions about environmental issues are political and economic decisions. Conversely, political and economic decisions have serious environmental impact. This basic interdependence of political, economic, and environmental phenomena forms the central theme of this program. We want to understand the limits that environmental realities impose on current economic and political policies and institutions. We want to see how environmental policy has been created both here and abroad. And we want to design examples of how we may begin to translate our understanding of environmental realities into public understanding and policy.

Fall Quarter we will first study such works as Ehrlich, et al, Ecoscience; and Marsh, Man and Nature, to learn ecological concepts and data. We will then examine the understandings of man’s relationship to nature that underlie Western political and economic theory. Readings will include Locke, Second Treatise of Government; Marx, Economic and Philosophic Manuscripts; and Edel, Economics and the Environment. From this examination we will gain a clearer understanding of the theoretical contradictions between Western political and economic thought and ecological principles. We will also examine the formation of a specific environmental policy—forest policy in the Northwest and British Columbia—to see how the theoretical issues are manifested in real world decisions and how different institutional settings and cultures affect environmental policy.

In Winter Quarter we will explore design, media, and education as they affect public attitudes and policy decisions, while continuing our study of environmental policy and research methodology. The Quarter’s work will concentrate on case studies of major environmental decisions in the United States and other countries. We want to learn how environmental problems, political and economic ideologies and institutions, education, and public action interact to form environmental policy.

Spring Quarter we will concentrate on group projects to design means of translating the knowledge gained in the first two quarters into a form which will help develop public understanding of environmental issues and the political and economic institutions which shape them.

Subjects Emphasized: Environmental planning, environmental studies, political economy, comparative politics.
Program is preparatory for careers and/or further study in government, environmental education, law, planning.
Internship Possibilities: No.
Additional Course Allowed: Yes, by special arrangement with faculty.

************************
OTHER OFFERINGS CLOSELY RELATED TO POLITICAL ECONOMY:

While each of the Basic Programs meets the entry expectations of Introduction to Political Economy, those most closely related in specific content are Political Ecology, Race Politics in the Third World, Human Development and Society and the Computer.

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

Students in their first year of college are strongly urged to take one of the Basic Programs described on pages 8-15. Students just beginning in Scientific Knowledge and Inquiry should probably enroll in Introduction to Natural Science or in Matter and Motion, depending on their previous background. Related offerings from other specialties are mentioned at the end of this section.
INTRODUCTION TO NATURAL SCIENCE
Fall, Winter, Spring/Coordinated Study.
Coordinator: Albert Leisenring.
Enrollment: 60-66.

Pre-requisites: Basic Program at Evergreen or one year of college study emphasizing writing, critical reading, and group discussion. High school preparation in science and mathematics. Special Expenses: A small lab fee may be necessary.

Part-Time Options: No.

This three-quarter sequence constitutes a foundation in the natural sciences for students who do not already have a strong background in science, particularly not in mathematics. The program will cover important material in biology, chemistry, mathematics, and physics. It will also provide a starting point for students who intend to enter one of the health sciences: physical, biological, environmental, or marine sciences; or mathematics, but who have had little formal experience with general chemistry, physics, or mathematics. (Students who are mainly interested in the physical sciences and who are ready to start calculus should consider the companion program, Foundations of Physical Science, described in this section.)

The weekly schedule will consist of program lectures, problem sessions, seminar, and laboratory work. The problem sessions and labs will give students a chance to test and improve their understanding of the ideas and techniques being studied. At the same time, the historical development and philosophical implications of these ideas will be presented in the lectures and readings and discussed in the seminars. It is our view that science is not an isolated human endeavor and needs to be understood within a broader historical and cultural framework.

The theme for Fall Quarter will be the physical universe. We will focus on the historical development of the mathematical, physical, and chemical concepts and models that are used to describe and understand the nature of the universe.

The Winter Quarter will concentrate on understanding organic and biological systems, both in their own right and as specific instances of mathematical models. Biological organisms will be studied primarily from the cellular and genetic viewpoints, while the study of organic chemistry will provide students with some insights into the properties of the molecules that these organisms are made of. The laboratory work will be devoted to organic chemistry and genetics.

In the Spring Quarter students will be able to pursue more specialized areas of study by selecting two half-time options from at least four that will be offered by the faculty team. These options will include organic chemistry, topics in biology, quantum physics, and modern mathematics.


Program is preparatory for careers and/or future study in one of the health sciences; physical, biological, or marine science; or mathematics.

Additional Course Allowed: No.
Internship Possibilities: No.
Fall, Winter, Spring/Coordinated Study.
Coordinator: Byron Youtz.
Enrollment: 40-44.
Prerequisites: Good precalculus and math background required; some high school chemistry or physics desirable. Screening/placement test in math to be passed at 60 percent or above.
Special Expenses: Possible $15 lab fee each quarter.
Part-Time Options: No.

Foundations of Physical Science is designed to provide a unified program of study in mathematics and the physical sciences which form the bases of all quantitative work in science. We will focus on the concepts, theories, structures and historical developments which underlie our modern understanding of the physical universe. This program is a close parallel to Introduction to Natural Science (INS) but is designed for people who are ready to begin calculus immediately and thus can treat the science with more sophistication. We will share a number of activities with INS including some laboratory work and the historical reading and discussion seminars. Writing — both technical and expository — will be required.

You should consider taking this program if you wish to go on to more specialized work in mathematics, physical science, biological or environmental science and you have a good precalculus mathematical background at the beginning. Some prior experience in chemistry or physics is desirable but not required. Freshmen are usually advised to wait until their second year to take this program because of the specialized nature and intensity of the work.
ENGLISH SYSTEMS:
CONVENTIONAL AND ALTERNATIVE

Fall, Winter, Spring/Group Contract.
Coordinator: Jake Romero.
Enrollment: 40-44.
Prerequisites: Basic study in the physical or natural sciences, or one area of the social sciences. Prior approval necessary.
Special Expenses: Some field trips are anticipated in the Puget Sound area.
Part-Time Options: Yes, with consent of the coordinator.

The energy problem is a complex one. To obtain a balanced understanding of it, one is inextricably led to consider its economic, socio-political, and technological aspects. The goal of this year-long program is to provide the student with the breadth needed to evaluate the holistic nature of the problem and to develop a depth of understanding in one of its principle aspects.

Fall Quarter will focus on understanding energy — what it is — and how it is stored, produced, converted, distributed, and utilized by modern society. These topics will also be investigated from an historical, economic, and political perspective.

The program's emphasis during the Winter Quarter will be to acquire the depth of understanding needed to analyze an aspect of energy in detail preparatory to carrying out a research project.

These projects will begin in Spring Quarter. Students may elect to continue research on existing long-term projects begun in two previous quarters. Others will find suitable projects in the areas of energy storage, biomass conversion, economic analysis, alternative energy policy formulation, or in determining the feasibility of a particular solar, wind or geothermal system. These projects will enable the student to develop research ability on a real-world problem. The projects will have a "hands-on" emphasis and a concerted attempt will be made to produce serious and useful results.

Learning activities throughout the first two quarters will include a series of lectures by the program faculty on scientific, technical, and economic topics; a reading seminar dealing with a few but important questions involving the social, economic, and life-style aspects of the study; and workshops organized by students and faculty for developing and sharing technical skills. Outside resource persons will give lectures or lead workshops on specialized subjects.

Subjects Emphasized: Applied science, environmental studies, social science research, economics, and ecology.

Program is preparatory for careers and/or further study in applied physics, resource planning and management, and other energy-related fields.

Additional Course Allowed: Yes, with consent of the coordinator.

Internship Possibilities: Yes, Winter and Spring Quarters, if appropriate.

ADVANCED PHYSICAL SCIENCE

Fall, Winter/Group Contract.
Coordinator: G. Siegfried Kutter.
Enrollment: 20-22.
Prerequisites: Foundations of Natural Science, Dynamical Systems, or 8 quarter hours of college physics, chemistry, and calculus. Prior approval necessary.
Special Expenses: None.
Part-Time Options: Yes, by special arrangement with instructor.

This two-quarter Group Contract is designed for the advanced physical science student. Topics from classical mechanics, thermodynamics and statistical mechanics, electricity and magnetism, quantum mechanics, vector calculus, and partial differential equations will be covered. The main intent of the Contract is to demonstrate the unity of concepts, logic, and mathematical techniques that tie these subjects together. Therefore, applications to astrophysical, geophysical, and other problems will be made to illustrate and emphasize this unity.

For instance, one of these applications will concern the structure of a star: nuclear reactions provide the energy in its core, the heat flow equation and the quantum mechanical interaction between radiation and matter describe the energy flow to the surface, statistical mechanics and quantum mechanics enter in the computation of the partial ionization and molecule formation in the surface layers, and conservation of mass, momentum, and energy determine the overall run of temperature and pressure through the star. None of these phenomena exist alone, each affects all the others. And so it is with most applications of science to real problems.

The contract is not specifically designed for just the physics major, but for students with a broad range of interests: engineering, chemistry, astrophysics, geophysics, oceanography, biophysics, applied mathematics, computer science. An attempt will be made to tailor the applications to the interests of the students, and each student will be asked to be responsible for one or several of the applications.

Students wishing to continue with their study of physical science beyond this contract should be able, during these two quarters, to lay the solid foundation required for individual contract work in their areas of specialization. The work load will be three-quarter time and, thus, will allow the student to take one additional course or workshop. Students who wish to participate in only part of the Contract (e.g., applied mathematics) should make special arrangements with the instructor.

Subjects Emphasized: Engineering, chemistry, astrophysics, geophysics, oceanography, biophysics, applied mathematics, computer science.

Additional Course Allowed: Yes.
Internship Possibilities: No.
INTRODUCTION TO ADVANCED MATHEMATICS

Fall, Winter, Spring/Group Contract.
Coordinator: Matthew Halfant.
Enrollment: 20-22.
Prerequisites: Knowledge of calculus. Prior approval necessary.
Special Expenses: Considerable textbook expense.
Part-Time Options: Yes. Arrange with coordinator on case-by-case basis.

This Group Contract is designed for students who have a background in calculus and who wish to proceed to the more advanced domains of applied mathematics. The following general subject areas will be developed at length: theory of functions of a complex variable, probability theory, theory of vector spaces, functional analysis. These tools will be continually applied to the analysis and design of engineering systems — particularly systems involved with communication and control. For example, we may design a telephone "telautograph," a modem for sending handwritten messages over a telephone line. A laser communication link might be another example. Yet another device might calculate and display latitude and longitude based on automated measurements of celestial bodies.

Throughout the year there will be continual interaction with digital computers. They will perform the elaborate calculations which we require. On quite a different plane, we will discuss and demonstrate the use of dedicated microprocessors as components of control and communication systems. Students possessing the required initiative will have the opportunity to actually build and debug many of the systems we design. We have the equipment but as yet no staff support. However, the orientation of the program is primarily theoretical.


Program is preparatory for careers and/or further study in mathematics, physics, and engineering.

Additional Course Allowed: Yes, if student can sustain it in addition to the program's heavy workload.

Internship Possibilities: No.

======================================

OTHER OFFERINGS CLOSELY RELATED TO SCIENTIFIC KNOWLEDGE AND INQUIRY:

While each of the Basic Programs meets the entry expectations of Scientific Knowledge and Inquiry, those most closely related in specific content are Life and Health, Political Ecology, and Society and the Computer.

For intermediate and advanced students:

- Applied Environmental Studies
- Entomology
- Parasitology
- Biology: Molecule to Organism
- Nutrition

1980-81 offerings in Scientific Knowledge: Introduction to Natural Science will be offered again, as well as a Coordinated Study similar to Matter and Motion and several Group Contracts.
COURSES

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

The following subjects will definitely be offered in 1979-80:
- Music Fundamentals
- Music Theory
- Acting
- Dance
- Drawing and Painting
- Photography
- Precalculus
- Calculus
- General Chemistry
- Introductory Chemistry
- Organic Chemistry
- Introduction to Computers
- and Programming
- Spanish
- French
- Russian

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

SPECIAL FORMS OF STUDY

INTERNSHIPS

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

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

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

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

For additional information about other types of service and learning opportunities available through Co-op, consult the Cooperative Education section of the College Catalog.
Special Forms Of Study

SELF-PACED LEARNING
The Self-Paced Learning Center is located in two places on the first floor of the Laboratory Building at the college. Both places are open seven days a week throughout the year except holidays and vacations. Hours are posted at the beginning of each quarter.

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

The Center is unique in the sense that Evergreen faculty and students have prepared a significant amount of the materials in use. Local production and adaptation of commercial materials has been carried on actively to assure that Evergreen students receive a variety of appropriate, high quality instruction. Calculators, computer terminals, microscopes, balances, typewriters, drawing sets, and appropriate work stations are available as well as complete laboratory setups with oscilloscopes, spectrophotometers, growth chambers, etc. Many Evergreen students find it a place to learn things not available in regular curricular offerings or as a supplement or alternative to teaching and learning approaches being used by regular programs. Experience to date has revealed that success in this learning method requires a high level of self-motivation and strong discipline toward mastery of the skill or concept to be learned. Anyone considering an Individual Learning Contract would be well advised to investigate the resources available in the Center, since with a faculty sponsor's help they might become a central part of the contract's material. Tutorial work or drill in chemistry and mathematics is possible. An aide is on duty at all times to help find materials and resources, set out needed equipment, and provide special assistance.

CREDIT BY EXAMINATION
Evergreen offers students the opportunity to accelerate their progress toward a bachelor's degree through the College Level Examination Program (CLEP). Students may elect to take the general CLEP exams or those in a variety of specific subjects, receiving credit toward the degree for those successfully completed so long as they do not duplicate Advanced Placement or transfer credit. Information about CLEP is available from the Registrar's Office. A student should clear his or her eligibility before taking the examinations.

CENTER FOR LEARNING RESOURCES
Formerly called the Center for Development of Reading and Writing (C-DRAW), this office provides limited basic help for students who need skills development in reading and writing. The work is offered mostly for academic credit — through seminars, course, and self-paced units of different types. The program's central goal is to help students develop their verbal skills for a more satisfying college study experience and to enhance their creative, social and human potential through communication. The Center for Learning Resources is located in Library 3501, (206) 866-6420.

STUDY ABROAD
Evergreen fosters study abroad opportunities for students in two ways: through some of its own programs that immerse students in language, culture and studies in a foreign land, and by helping students to enroll in programs operated by other institutions and agencies for study abroad. Plans and arrangements for study outside the United States should be handled well in advance and should follow a prescribed special registration process. Inquiries about study abroad should be directed to the Office of the Registrar, Library 1101, (206) 866-6180.
THE EXTERNAL CREDIT PROGRAM

The External Credit Program at Evergreen offers students an opportunity to earn academic credit to apply toward a bachelor's degree for the learning and understanding that grew out of a non-academic experience.

Evergreen believes it is appropriate to emphasize writing as a way to communicate what you have learned. So the External Credit Office requires you to write a document that communicates your learning. It must demonstrate four things to a Review Committee: 1) That you have had a non-academic experience of some sort, from which 2) you have learned some things which are similar to things ordinarily learned for credit in college, and 3) you understand what you have learned. 4) You must demonstrate that the learning and understanding grew out of your experience.

A brochure is available through the Office of Prior Learning Programs, Laboratory I 1024, which describes the basic philosophy of the program, rules for participation, and some recommendations for writing a document.

UPSIDE-DOWN DEGREE PROGRAM

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

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

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

When you have completed your two years of study at Evergreen, as agreed upon with your committee, you will be recommended for a bachelor's degree.

(Contact the Office of Prior Learning Programs, Laboratory I 1024, for further details.)

COMPUTER SERVICES

Evergreen's arrangements for learning computing and related subjects are unique because of the ease with which students can gain access to the facilities and the extensive opportunities for hands-on experience with a variety of computing equipment. The college owns a time-sharing computer which supports a variety of terminals, including graphic displays and a voice synthesizer. Programming is done in a version of the BASIC language which was developed here at Evergreen by advanced students.

The college also owns an analog digital hybrid computer, three laboratory mini-computers, several micro-processor-based systems, and has access via telephone line to computers at Washington State University, the University of Washington, etc., which can handle large-scale computations in FORTRAN, APL, and a variety of other important computer languages.

INDIVIDUAL LEARNING CONTRACTS

A full description of this kind of teaching/learning arrangement appears in the 1979-81 Catalog. Briefly, an Individual Learning Contract is an individualized study program worked out between you and a faculty member, where you agree to complete some specific work, and the instructor agrees to help in specified ways, usually through a weekly conference. If this kind of learning appeals to you, please prepare yourself carefully for it. The college can only offer a limited number of Individual Learning Contracts each year, and securing a contract requires a real negotiation between student and faculty member in which they attempt to work out a study program agreeable to both. Doing Individual Learning Contracts has special difficulties as well as special advantages, and you need to be ready for both. Read closely the material below and the description in the college Catalog, and consult with the Academic Advising Office well in advance of the starting date of the contract.
REMEMBER:

(1) Careful advance preparation is essential for a successful Individual Learning Contract.

(2) A limited number of contracts is available each quarter and not all requests for contracts can necessarily be honored.

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

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

Each year a number of faculty members are assigned to spend the bulk of their teaching time on Individual Learning Contracts. In addition, the faculty in Coordinated Studies and Group Contracts can sometimes take a small number of contracts if the program's enrollment and their other duties allow it. The assignment of faculty for 1979-80 had not been completed when this book was published, but this information will be announced before the Spring Academic Fair (May 16, 1979) and again before the beginning of each quarter. Check with the Academic Advising Office for this and other useful information. Their publication, the Academic Advising Resource Guide, contains profiles of Evergreen faculty which will be especially useful if you are trying to locate an appropriate Individual Learning Contract sponsor.
<table>
<thead>
<tr>
<th>Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A la Recherche du Moi</td>
<td>16</td>
</tr>
<tr>
<td>Advanced Physical Science</td>
<td>62</td>
</tr>
<tr>
<td>Advanced Studies in Management</td>
<td>44</td>
</tr>
<tr>
<td>Advanced Undergraduate Studies in</td>
<td>44</td>
</tr>
<tr>
<td>Ecology and Environmental Chemistry</td>
<td>25</td>
</tr>
<tr>
<td>Ajax Compact</td>
<td>11</td>
</tr>
<tr>
<td>America's Music: Then and Now</td>
<td>32</td>
</tr>
<tr>
<td>Annual Programs</td>
<td>5, 16</td>
</tr>
<tr>
<td>Applied Environmental Studies</td>
<td>58</td>
</tr>
<tr>
<td>Arts at Evergreen</td>
<td>6</td>
</tr>
<tr>
<td>Arts, Foundations of the</td>
<td>31</td>
</tr>
<tr>
<td>Arts of the Nineteenth Century</td>
<td>9</td>
</tr>
<tr>
<td>As You Sow: A Study of the Small Farm</td>
<td>24</td>
</tr>
<tr>
<td>Autobiography in Performance</td>
<td>12</td>
</tr>
<tr>
<td>Basic Programs</td>
<td>5, 6</td>
</tr>
<tr>
<td>Behavior, Human Health and</td>
<td>37</td>
</tr>
<tr>
<td>Biology, Marine</td>
<td>47</td>
</tr>
<tr>
<td>Biology: Molecule to Organism</td>
<td>39</td>
</tr>
<tr>
<td>Center for Learning Resources</td>
<td>65</td>
</tr>
<tr>
<td>Community Studies - Vancouver Outreach</td>
<td>16</td>
</tr>
<tr>
<td>Community, Nature of</td>
<td>51</td>
</tr>
<tr>
<td>Comparative Environmental Policies</td>
<td>57</td>
</tr>
<tr>
<td>Comparative Literature, Religion</td>
<td>28</td>
</tr>
<tr>
<td>and Mythology (Mythic Cycle)</td>
<td>28</td>
</tr>
<tr>
<td>Computer Services</td>
<td>66</td>
</tr>
<tr>
<td>Contracts, Group</td>
<td>5, 67</td>
</tr>
<tr>
<td>Contracts, Individual Learning</td>
<td>67</td>
</tr>
<tr>
<td>Coordinated Study</td>
<td>5</td>
</tr>
<tr>
<td>Courses</td>
<td>64</td>
</tr>
<tr>
<td>Creative Writing and Movement</td>
<td>18</td>
</tr>
<tr>
<td>Dance of Metaphor</td>
<td>18</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>45</td>
</tr>
<tr>
<td>Criminal Justice Systems, Law Enforcement</td>
<td>40</td>
</tr>
<tr>
<td>Dance of Metaphor: Creative</td>
<td>40</td>
</tr>
<tr>
<td>Writing and Movement</td>
<td>18</td>
</tr>
<tr>
<td>Design, Practice and Social Analysis</td>
<td>21</td>
</tr>
<tr>
<td>Design (Sculpture/3-D)</td>
<td>36</td>
</tr>
<tr>
<td>Earth Environments</td>
<td>30</td>
</tr>
<tr>
<td>Economics, Writing Populist Political</td>
<td>56</td>
</tr>
<tr>
<td>Ecology and Environmental Chemistry</td>
<td>25</td>
</tr>
<tr>
<td>Ecology, Political</td>
<td>10</td>
</tr>
<tr>
<td>Ecology, Tropical Reef</td>
<td>48</td>
</tr>
<tr>
<td>Energy Systems: Conventional and Alternative</td>
<td>34, 62</td>
</tr>
<tr>
<td>Entomology</td>
<td>22</td>
</tr>
<tr>
<td>Environmental Studies, Applied</td>
<td>58</td>
</tr>
<tr>
<td>European and American Studies</td>
<td>26</td>
</tr>
<tr>
<td>Evolution and Behavior</td>
<td>18</td>
</tr>
<tr>
<td>Expressive Arts</td>
<td>30</td>
</tr>
<tr>
<td>External Credit Program</td>
<td>65</td>
</tr>
<tr>
<td>Farming (As You Sow)</td>
<td>24</td>
</tr>
<tr>
<td>Finance (Money, Banking and Investment)</td>
<td>45</td>
</tr>
<tr>
<td>Fishes and Fishing in Puget Sound</td>
<td>49</td>
</tr>
<tr>
<td>Foreign Studies (Studies Abroad)</td>
<td>65</td>
</tr>
<tr>
<td>Form and Content: Arts of the Nineteenth Century</td>
<td>9</td>
</tr>
<tr>
<td>Foundations of the Arts</td>
<td>31</td>
</tr>
<tr>
<td>French (A la Recherche du Moi)</td>
<td>16</td>
</tr>
<tr>
<td>Group Contracts</td>
<td>5</td>
</tr>
<tr>
<td>Health, Human Development and</td>
<td>37</td>
</tr>
<tr>
<td>Health, Life and</td>
<td>14</td>
</tr>
<tr>
<td>Health, Radical Perspectives in Mental</td>
<td>40</td>
</tr>
<tr>
<td>Human Development and Health</td>
<td>38</td>
</tr>
<tr>
<td>Human Health and Behavior</td>
<td>37</td>
</tr>
<tr>
<td>Human Development: Interdisciplinary</td>
<td>13</td>
</tr>
<tr>
<td>Studies in</td>
<td>13</td>
</tr>
<tr>
<td>Humanities at Evergreen</td>
<td>6</td>
</tr>
<tr>
<td>Humanities, Introduction to</td>
<td>13</td>
</tr>
<tr>
<td>(Old Stories/Re-Creations)</td>
<td>13</td>
</tr>
<tr>
<td>Individual Learning Contracts</td>
<td>5, 67</td>
</tr>
<tr>
<td>Internships</td>
<td>64</td>
</tr>
<tr>
<td>Interdisciplinary Specialties</td>
<td>5,18</td>
</tr>
<tr>
<td>Introduction to Advanced Mathematics</td>
<td>63</td>
</tr>
<tr>
<td>Introduction to Natural Science</td>
<td>60</td>
</tr>
<tr>
<td>Introduction to Political Economy</td>
<td>53</td>
</tr>
<tr>
<td>Issues in Public Policy</td>
<td>44</td>
</tr>
<tr>
<td>Latin American Studies (Pathways to Social Change)</td>
<td>55</td>
</tr>
<tr>
<td>Law Enforcement and</td>
<td>40</td>
</tr>
<tr>
<td>Criminal Justice Systems</td>
<td>40</td>
</tr>
<tr>
<td>Life and Health</td>
<td>14</td>
</tr>
<tr>
<td>Literary Women</td>
<td>28</td>
</tr>
<tr>
<td>Macroeconomic Theory and the Problem of Inflation</td>
<td>54</td>
</tr>
<tr>
<td>Management, Advanced Studies in</td>
<td>44</td>
</tr>
<tr>
<td>Marine Biology</td>
<td>47</td>
</tr>
<tr>
<td>Marine Sciences and Crafts</td>
<td>46</td>
</tr>
<tr>
<td>Matter and Motion: Foundations of Physical Science</td>
<td>61</td>
</tr>
<tr>
<td>Molecule to Organism (Biology)</td>
<td>39</td>
</tr>
<tr>
<td>Money, Banking and Investment</td>
<td>45</td>
</tr>
<tr>
<td>Music, America's: Then and Now</td>
<td>33</td>
</tr>
<tr>
<td>Mythic Cycle: Comparative Literature</td>
<td>28</td>
</tr>
<tr>
<td>Religion and Mythology</td>
<td>28</td>
</tr>
<tr>
<td>Native American Studies, Northwest</td>
<td>51</td>
</tr>
<tr>
<td>(Nature of Community)</td>
<td>51</td>
</tr>
<tr>
<td>Natural History and Exploration of Puget Sound</td>
<td>47</td>
</tr>
<tr>
<td>Natural Science, Introduction</td>
<td>7</td>
</tr>
<tr>
<td>Natural Sciences at Evergreen</td>
<td>60</td>
</tr>
<tr>
<td>Nature of Community</td>
<td>51</td>
</tr>
<tr>
<td>Nutrition</td>
<td>29</td>
</tr>
<tr>
<td>Old Stories/Re-Creations: Introduction to Humanities and Self-Expression</td>
<td>13</td>
</tr>
<tr>
<td>Orrantial Songs</td>
<td>65</td>
</tr>
<tr>
<td>Parasitology</td>
<td>22</td>
</tr>
<tr>
<td>Pathways to Social Change:</td>
<td>55</td>
</tr>
<tr>
<td>Poetry and Cuba</td>
<td>55</td>
</tr>
<tr>
<td>Physical Science, Advanced</td>
<td>62</td>
</tr>
<tr>
<td>Physical Science, Foundations of</td>
<td>61</td>
</tr>
<tr>
<td>Pilgrim Age</td>
<td>27</td>
</tr>
<tr>
<td>Poets Write Poetry</td>
<td>17</td>
</tr>
<tr>
<td>Political Ecology</td>
<td>10</td>
</tr>
<tr>
<td>Political Economy</td>
<td>10</td>
</tr>
<tr>
<td>Political Economy, Introduction to</td>
<td>53</td>
</tr>
<tr>
<td>Portfolios</td>
<td>5</td>
</tr>
<tr>
<td>Power and Personal Vulnerability: Advanced Studies in Humanities and Social Sciences</td>
<td>67</td>
</tr>
<tr>
<td>Practice and Social Analysis of</td>
<td>21</td>
</tr>
<tr>
<td>Psychology, Roots of Contemporary</td>
<td>38</td>
</tr>
<tr>
<td>Race Politics in the Third World</td>
<td>10</td>
</tr>
<tr>
<td>Radical Perspectives in Mental Health</td>
<td>40</td>
</tr>
<tr>
<td>Recording and Structuring Light and Sound</td>
<td>34</td>
</tr>
<tr>
<td>Registration</td>
<td>3</td>
</tr>
<tr>
<td>Religion and Mythology</td>
<td>28</td>
</tr>
<tr>
<td>Roots of Contemporary Psychology</td>
<td>38</td>
</tr>
<tr>
<td>Scientific Knowledge and Inquiry</td>
<td>39</td>
</tr>
<tr>
<td>Sculpture/3-D</td>
<td>38</td>
</tr>
<tr>
<td>Self-Paced Learning</td>
<td>65</td>
</tr>
<tr>
<td>75 Characters in Search of an Author:</td>
<td></td>
</tr>
<tr>
<td>Autobiography in Performance</td>
<td></td>
</tr>
<tr>
<td>Shakespeare and the Age of Elizabeth</td>
<td>12</td>
</tr>
<tr>
<td>Society and the Computer</td>
<td>27</td>
</tr>
<tr>
<td>Social Sciences at Evergreen</td>
<td>15</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>2</td>
</tr>
<tr>
<td>Teaching in the Twentieth Century</td>
<td>19</td>
</tr>
<tr>
<td>Theater Arts: Practice and Critique</td>
<td>34</td>
</tr>
<tr>
<td>Third World, Race Politics in</td>
<td>10</td>
</tr>
<tr>
<td>Transitions</td>
<td>5</td>
</tr>
<tr>
<td>Tropical Reef Ecology</td>
<td>21</td>
</tr>
<tr>
<td>Upside Down Degree Program</td>
<td>66</td>
</tr>
<tr>
<td>Vancouver Outreach (Community Studies)</td>
<td>16</td>
</tr>
<tr>
<td>Women, Literary</td>
<td>28</td>
</tr>
<tr>
<td>Words, Sounds and Images</td>
<td>32</td>
</tr>
<tr>
<td>Writing Populist Political Economies</td>
<td>56</td>
</tr>
</tbody>
</table>