sense of wonder
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Accreditation
The Evergreen State College is fully accredited by the Northwest Association of Schools and Colleges.
"The life of the mind begins with a sense of wonder. No true learning occurs without a commitment on the part of teacher and student to the joy of discovery. We invite you to experience an education that grows in strength and depth throughout your life."

Dr. Joseph D. Olander, President

AN EVERGREEN GLOSSARY

"Interdisciplinary," "Core Programs," "Contracts"... because Evergreen's approach to education is different, we've developed a unique vocabulary to describe it. On the following pages next to the triangles, you'll find definitions of our key terms and phrases.
Education with a Difference

From the day its doors first opened in 1971, The Evergreen State College has offered students something truly different—education that prepares the individual for life and work. An Evergreen education is interdisciplinary in nature, that is, it helps you understand the relationships among the arts, humanities, natural sciences and social sciences. It gives you the opportunity to study the world in meaningful terms—as an interconnected and interdependent entity. Full-time interdisciplinary study is Evergreen's major innovation. Nowhere else will you find a college curriculum so devoted to unified and focused programs.

Fitting the Pieces Together
Why do we think interdisciplinary study is so important? Because the complex problems of today's world are best solved by drawing on knowledge from a wide range of fields or disciplines, and because your ability to connect information from a variety of sources will be of vital importance in tomorrow's world. Learning to make those connections—or fitting the pieces together—is one of the larger purposes of education at Evergreen.

There are other advantages to education Evergreen-style.

Contracts
There are two kinds of academic contracts at Evergreen: Group Contracts, where 20 to 40 students “contract” with one or two faculty members to study a specific subject, and Individual Learning Contracts, where one student “contracts” with one faculty member. For more information on these modes of learning, turn to pages 7 and 8.

You can take one interdisciplinary program full-time each quarter, and often for the entire year. You study a range of subjects in detail, all integrated within your program. By focusing on your program's central theme from different disciplinary perspectives, you begin to widen your outlook. Because faculty members are responsible for coordinating all of a student's academic work during the quarter, conflicting assignments are not given. Students here study for an extended period of time with 60 to 80 other students who are reading the same books, attending the same lectures, and going on the same field trips. As a result, you make lasting friendships because Evergreen's community of learning goes beyond the confines of the classroom.

Coordinated Studies
These full-time programs combine several faculty members, a group of students, and a coordinated schedule of lectures, seminars, labs and field trips. Ordinarily, a theme or topic is used to combine the variety of disciplines represented by the faculty. See "Interdisciplinary" and "Programs" on the following pages.
“My dad just raves about this place!”

Kelly Stapleton
Senior
Hometown: Portland, Oregon
Studies: Theatre Arts Management

“My dad just raves about this place. He was very skeptical about Evergreen when I enrolled. But now he says I learned how to think and how to write here. He's also impressed with what I've learned about business management. Now when we get together we stay up and talk about business. It's just great!”
Faculty a Central Feature
Something else you'll find at Evergreen is a faculty that is committed to excellence in undergraduate education. At the heart of most Evergreen interdisciplinary programs is the seminar, where one faculty member and 20 students meet regularly for extended group exploration of some crucial topic or reading. Although a program may involve as many as 80 students working with four faculty members, much of the class time is spent in these small group discussions. Faculty members and students alike prepare for seminars by studying a book from the program's reading list, by doing some writing, or by preparing brief reports. Then, with the guidance of their faculty member, students gather to help each other understand the book, to critique each other's writing, and to share the results of their research. Such close collaboration with your faculty and fellow students will help you clarify your own ideas. You learn to express yourself clearly, and also to work cooperatively—two capacities Evergreen graduates have found particularly helpful in their lives and careers.

Evergreen Works
Interdisciplinary study, dedicated faculty, cooperative learning centered in small seminars—these are the unique means Evergreen uses which enable students to fit the pieces of their education together. Many students also make good use of internships to acquire a year or more of near-professional experience by the time they graduate. A few examples illustrate the results. More than 50 grads now work for state government in Olympia, while another 40 have earned master's degrees in business administration and are working as entrepreneurs or with private sector companies. Student artists win a large number of state-wide and national competitions, and Evergreen alumni who go on to further studies have been accepted at more than 200 schools around the country, some earning prestigious fellowships at schools such as Columbia, Harvard, Notre Dame and Yale.

Over the years, 99% of Evergreen's graduates (who now number nearly 7,000) have found successful placement in jobs, graduate schools and other pursuits upon which they've set their sights. This percentage is particularly impressive because it is based on a survey of all graduates from 1971-83, not just those registered in the college's Career Planning and Placement Office.

Evergreen students succeed in large part because interdisciplinary programs and seminars encourage daily use of the skills required for independent study, imaginative and systematic analysis, and collaborative research projects. These qualities are just what employers and graduate schools look for in college graduates. Evergreen offers "education with a difference" and the records show it's a difference that works.

Core Programs
Appropriate for freshmen and second-year transfer students, Core Programs will introduce you to interdisciplinary education as well as prepare you for more advanced studies. You choose a Core based on the theme and content that are of most interest to you, and any Core Program can be a lead-in to any of the later areas of specialization in Evergreen's curriculum. See page 10 for more details on how Core Programs work, and pages 29-33 for the descriptions of Core Programs that will be offered in 1986-87.

Courses
The majority of Evergreen's offerings are full-time programs (see "Programs," below), but a small number of part-time courses, usually worth four quarter hours each, supplement the main curriculum. While you will find a few courses described in this catalog, a complete listing of part-time offerings is printed prior to every quarter in the Evergreen Times, available at Admissions or the Registrar's Office.
Steven Friddle
Senior
Hometown: Minneapolis, Minnesota
Studies: Community Development

"I attended one class with 2500 students at another school. At Evergreen your faculty become involved personally with your education. One night during my internship I was over at [Faculty Member] Russ Fox's house until midnight going over the plans for our Main Street community development project. And then the next night he was over at my house until 1 a.m. going over the final details of the project."

"At Evergreen your faculty become involved personally with your education."
Evergreen offers you several ways of approaching studies in the arts, humanities, natural sciences and social sciences. They include Coordinated Studies, Group Contracts, Individual Learning Contracts, Internships and part-time studies. Internships, covered briefly here, are discussed in greater depth in the section on Special Forms of Study, page 86. There is also additional information on part-time studies on page 86. An easy-to-read breakdown of Evergreen's curriculum and structure of study, can be found on page 24.

Five Ways to Study at Evergreen

Credits
As you work toward the 180-credit minimum required for graduation, the most credit you may earn each quarter is 16 quarter hours. Many programs are full-time and year-long, that is, they are offered fall, winter and spring for 48 quarter hours, or 16 credits a quarter. Programs with part-time options, however, offer fewer quarter hours and you may add courses or contracts to bring your total up to 16.
<table>
<thead>
<tr>
<th>Modes of Study</th>
<th>What It's Like</th>
<th>Level</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinated Study</td>
<td>- Two to five faculty&lt;br&gt;- Student works with several instructors&lt;br&gt;- Study in different disciplines around a pre-defined broad theme or problem&lt;br&gt;- Broadly interdisciplinary</td>
<td>Beginning, Intermediate Advanced</td>
<td>Core Program: “Society &amp; the Computer”&lt;br&gt;Specialty Area Program: “Political Economy and Social Change”&lt;br&gt;“Matter and Motion”</td>
</tr>
<tr>
<td>Group Contract</td>
<td>- Differs from a Coordinated Study by having only one or two faculty and a narrower, more disciplinary focus.</td>
<td>Intermediate and Advanced</td>
<td>“French Culture”</td>
</tr>
<tr>
<td>Individual Contract</td>
<td>- Student-defined plan of study&lt;br&gt;- Usually with a single faculty member&lt;br&gt;- Scope may be narrow or broad</td>
<td>Mostly Intermediate and Advanced</td>
<td>A study of Twain’s writing&lt;br&gt;A study of shorebird habitat&lt;br&gt;A study of passive solar walls</td>
</tr>
<tr>
<td>Internship</td>
<td>- Students work on-the-job with public agencies and businesses under the guidance of a field supervisor&lt;br&gt;- Academic component with a faculty sponsor&lt;br&gt;- Emphasizes practical experience and learning-by-doing&lt;br&gt;- Could be combined with any other study mode</td>
<td>Mostly advanced, for juniors and seniors</td>
<td>Legislative Liaison Assistant&lt;br&gt;Assistant Gallery Manager&lt;br&gt;Advertising Account Management Intern</td>
</tr>
<tr>
<td>Part-time Course</td>
<td>- Usually taught by one faculty with narrow focus—similar to a traditional college course</td>
<td>All levels provided</td>
<td>Introduction to Computers and Programming (BASIC)</td>
</tr>
</tbody>
</table>

Equivalencies
Course equivalencies are how Evergreen translates its unique education to other colleges, graduate schools and employers. A full-time interdisciplinary program will incorporate as many as four to six disciplines into its studies and, therefore, is the “equivalent” of four to six traditional courses. In this catalog, the planned equivalencies are listed at the end of every program and contract description, pages 30-83.

Evaluations
At the end of each quarter, Evergreen faculty members give you a detailed written evaluation of how you’ve done in your studies. You also write an essay on how you feel you’ve done, and an evaluation of your faculty member. Your portfolio of evaluations will say more about your academic accomplishments than any transcript of letter or number grades. See page 12.
Coordinated Studies and Group Contracts

What will it be like to be a member of a group engaged in an interdisciplinary program of study? Evergreen calls its interdisciplinary programs Coordinated Studies because they are the coordinated study of a variety of subjects focused on a central theme or subject.

A single Coordinated Study program brings 60 to 80 students together with three or four faculty members from different fields. Group Contracts differ from Coordinated Studies essentially in size as they usually have one or two faculty members and a corresponding number of students.

Like any other institution, Evergreen uses lectures, seminars, essays, research projects, field projects and similar educational formats. But each Coordinated Study program or Group Contract has the freedom to order these elements in whatever pattern will be most effective.

During a typical week in a Coordinated Study, you will probably attend several lectures with all members of your program. You might also spend six hours with one faculty member and 20 students in a small discussion group or seminar talking about the week's work. It is quite likely that you will spend a number of hours in the field or in laboratory sessions if you are in a science program. In many programs, you meet weekly with your seminar leader to discuss your work. All Evergreen programs use small groups creatively in laboratories, field work, arts symposia, writing workshops and other ways.

At the same time, students in Coordinated Studies also work extensively on their personal skills and interests. They write essays and critiques; they keep notebooks and journals. Many programs culminate in individual or group research projects. Many permit, and some require, Internships.

Every Coordinated Study program is therefore a small learning community because it combines intensive group cooperation with individual study.

"Here, you're not just another person."

Lee Lambert
Sophomore
Hometown: Lacey, Washington
Studies: Pre-law

“When you feel like you’re important you want to try to succeed. When you’re just a face in the crowd, you don’t. Here, you’re not just another person.”
Individual Learning Contracts
An Individual Learning Contract is an individual study plan worked out between you and a faculty sponsor. You agree to complete specified activities—readings, field studies, Internship work, artistic productions, research papers—while the sponsor agrees to provide regular consultation and advice.

A full-time Individual Contract should receive as much of your energy and attention as a Coordinated Study program, a Group Contract, or full-time studies at any other college. Contracts are best suited to advanced students who have well-defined goals they can pursue with a minimum of supervision.

To qualify, you must demonstrate to a prospective faculty sponsor that you have a worthwhile project in mind and that you are capable of working, for the most part, on your own. The contract itself reflects the agreements between you and your sponsor, and it binds both of you to the obligations you specify. Additional signatures may be needed if you require special facilities or equipment, but the two important signatures on the contract are yours and your sponsor's. If you cannot live up to the contract, then do not sign it. If a faculty member has doubts about your ability or motivation, he or she should not sign.

Academic Advising is a good place to begin investigating possibilities for a contract. It maintains lists by subject area of faculty members available to sponsor contracts.

Internships
Serving as an Intern gives a qualified student—usually a junior or senior—the opportunity to gain experience in a supervised professional setting outside the college. With careful planning, an Internship also can be an excellent chance to acquire knowledge and explore career options.

The Internship program at Evergreen is coordinated by the Office of Cooperative Education. Arrangements for each Internship must be cleared in advance with, and approved by, the Office of Cooperative Education. Students interested in Internships should contact Cooperative Education at the earliest possible date to begin making plans. For a more detailed description of the way Internships work, please turn to page 86.

Part-time Study
Although the foundation of Evergreen is the full-time, team-taught interdisciplinary program, the college has made it an important priority to provide opportunities for part-time study. Every quarter there is a variety of half-time programs, full-time programs with half-time options, and four quarter hour courses, which are publicized in the Evergreen Times. By taking advantage of these opportunities, you can still share in the unique interdisciplinary education at Evergreen, even if you attend only part of the time.

Interdisciplinary
While traditional courses usually focus on one subject, or discipline, Evergreen programs take one question or theme and study it from the perspectives of several disciplines. Thus, the adjective “interdisciplinary” describes most of Evergreen’s programs and, in general, an Evergreen education, which is ideally suited for studying the complex issues of today’s world. For more details on this system of learning, turn to pages 2 and 4.
Choosing Your Program

Evergreen offers you an opportunity for an individualized education. Rather than requiring structured majors and courses, we prefer to advise you about academic pathways that will complement your skills and goals, allowing you to make your own educational choices.

Your academic pathway at Evergreen will probably begin with a Core Program, which is specifically designed for entering students, and then branch into one of several interdisciplinary areas of specialization called Specialty Areas. For the purposes of planning, there are resource people on campus who can give you academic advising, assist you with coordinating internships and provide you with information and techniques for mapping out your career at Evergreen and beyond. Although choosing a program is ultimately your responsibility, close interaction with your faculty members and advisors on staff will be critical in making Evergreen's system work for you.

Core Programs: The First Step at Evergreen
Whether you enter Evergreen as a freshman or as a second-year transfer student, you are strongly advised to enroll in a Core Program. It will serve as your academic introduction to the college and as a stepping stone to more advanced studies.

Core Programs usually last a full year and their content is broadly interdisciplinary. For instance, the Core Program "Political Ecology" investigates politics and environmental trends by drawing on material from the natural sciences, social sciences and humanities. Other programs combine different disciplines to study their respective central themes.

Core Programs also are designed to help you develop the academic skills, self-confidence and maturity to meet the demands of college. All Core Programs provide you with:

- Extensive work on oral and written communication skills;
- Small classes and close student-faculty interaction;
- Skills in using the library effectively; Skills in problem-solving and teamwork;
- Problem-solving and teamwork;
- Skills in critical reasoning;
- Systematic orientation to the college; its methods and resources;
- Systematic, individualized academic advising.

Evergreen staffs Core Programs with its most experienced faculty, women and men who are qualified and eager to work with entering students. Your success and self-reliance in future advanced studies will benefit greatly from this early student/faculty interaction.

Specialty Areas
After completing one of the Core Programs, you may begin taking programs in one of the college's interdisciplinary Specialty Areas. Evergreen offers eight such areas of specialization. Each provides you with intermediate and advanced studies in a rich curriculum ranging from one to three years in length and with opportunities for a number of different career pathways.

In addition to Specialty Areas, students may select offerings from Evergreen's Language and Culture Center and the Center for the Study of Science and Human Values. There are also three professional programs at the college: one in Teacher Certification (see page 80) and two graduate programs, one in Public Administration and the other in Energy and Environmental Studies (see page 84).

Descriptions for every program in each of the Specialty Areas are listed in the Academic Offerings section of this catalog, pages 35-79. Program descriptions include such information as the faculty member who will coordinate the program, enrollment limit, special expenses and course equivalencies (or the subject areas covered in the program). Included in the introduction to each Specialty Area are suggested career pathways through Evergreen for students with various career interests within that area of specialization.

Internships
Internships—or the practice of having students apply their learning in real world job situations—are an integral part of education here. More than half of Evergreen's students participate in at least one internship before they graduate, far above the national average. See page 88 for more.

Pathways
Evergreen does not have majors, but there are a variety of ways to combine your studies in one field. These "pathways," sometimes called academic pathways, are discussed at the beginning of each Specialty Area from page 35 to 73 in this catalog.
Your Faculty Advisor

Often the key to planning your academic pathway is finding a faculty member with whom you feel comfortable and whose area of expertise matches your interests and needs. Just as students in Core Programs typically receive a great deal of informal academic advising from their program faculty, other students receive advice and direction from the faculty members of their intermediate and advanced programs.

At some point during your career at Evergreen, you and a compatible faculty member may agree to work together in regular advising sessions, regardless of whether you are in the same program. At that time, you should ask to have that faculty member officially assigned to you.

You and your advisor will discuss and plan your current program selection, long-range academic goals, and the "pathway" of your undergraduate education. Your advisor will work to insure that your choices are thoughtful and relevant to your plans for future employment or graduate school. Your advisor will maintain a record of your advising meetings to ensure continuity. He or she also will refer you to other faculty or staff advisors whose help you might need.

Academic Advising

Choosing the most appropriate academic program or contract each quarter or year is a serious decision. As the central source of all academic information on campus, the Academic Advising Office will provide you with the information and advice to make that decision a correct one. The primary functions of Academic Advising include helping each student entering and leaving a Core Program to find appropriate advising, conducting advising workshops with the faculty in each Core Program, maintaining a list of faculty who are available for Individual Contracts, providing students with current information about programs and answering questions relating to any part of the curriculum.

Academic Fairs

Academic Fairs are where you can find out ahead of time what programs will cover. Fairs are held at the beginning of the academic year and at the end of Fall, Winter and Spring Quarters. At an Academic Fair faculty from all programs and from the Individual Contract pool gather in one room, at one time, to discuss their upcoming offerings with you and answer your questions. They sit at tables clearly marked with program titles, and they have their program descriptions and schedules with them. Personnel from Academic Advising, the Registrar's Office and the Academic Deans' area also attend.

This is your best, most direct opportunity to find out how a program you may be considering will be structured, what material will be covered, in what style, and how closely it serves your needs. Students who are puzzled about their options often find clarification, even wholly new directions, from their contacts at Academic Fairs.

Dates and hours of the Academic Fairs are available from Admissions, the Registrar or Academic Advising.
Credit and Evaluation

Narrative Evaluations
At Evergreen, faculty members have final responsibility for following a program or contract's curricular plan and for all matters of awarding academic credit. Your faculty members with whom you study also write evaluations of your work. Instead of letter or number grades, the narrative evaluation prepared by your faculty member describes in detail:

What you set out to do in the program or individual contract;
How well you accomplished these goals;
Your skill in working independently and collaboratively; and
Your skill in writing and speaking.

By the time you leave Evergreen, you will have accumulated a portfolio full of narrative evaluations—a detailed chart of your academic development.

The faculty evaluation of student work also lists Course Equivalencies that divide the program or contract into its constituent parts to aid other schools or future employers in “translating” the credit earned into approximations of traditional courses. Sometimes these equivalences are easy to make, i.e., “4 credits—Introductory Psychology, 3 credits—Theoretical Physics”; but sometimes the program work resists simple translation. In either case, course equivalencies are indicated at the end of each program description in this catalog and in initial program materials you will receive from your faculty members.

Self-Evaluations
As an Evergreen student you write an evaluation of your work at the conclusion of each program or contract. You describe your work, assess its value, and indicate what you will study next, and why. The self-evaluation, when done carefully and seriously, often represents a major part of your learning, for in it you summarize your experience, putting everything in order and connecting this study to your past learning and future plans.

Juanita Clemente
Sophomore
Hometown: Tacoma, Washington
Studies: Mass Communication

“I'd read a book in high school and they'd want me to be able to tell them what the writer thinks. Here, it was such a surprise. They want to know what I think!”

“They want to know what I think!”
Student Evaluations of Faculty
Students have the right and responsibility to evaluate the work of the faculty members with whom they study. These evaluations are used by the faculty in their own development, and can guide them toward the improvement of their own teaching strategies. Faculty need to know specifically what you think has and has not worked.

Student evaluations of faculty also are used, along with other information, by the Academic Deans to help with faculty development, and to determine whether or not faculty are retained. At a school where learning is the most prized activity, student evaluations of faculty are important documents. You can complete your evaluation of your faculty member after he or she has completed your evaluation. This eliminates any suggestion that award of credit may have been influenced by your evaluation of a faculty member, and allows you to give a frank critique.

Evaluation Conferences
The final week of every quarter is Evaluation Week. It corresponds to the conventional “exam week,” except that it is devoted entirely to writing and discussing student and faculty evaluations.

Faculty members may have different procedures for Evaluation Week, depending on their preferences, but there are some uniformities. Students in programs and contracts should have individual conferences with their faculty member to discuss the faculty evaluation of their work, their own self-evaluation, and their evaluation of the faculty member’s work.

Many programs also produce “in-house” evaluations of each student’s work—informal, relaxed and candid assessments which are meant to be private communications between faculty members and students. Rather than waiting for the end of the quarter, in-house evaluations can come at mid-quarter or at any time in the year when such advice seems appropriate.

These written evaluations, formal and informal, along with individual conferences and the many contacts you have with program faculty, insure that you will never be puzzled for long about how well you are doing at Evergreen. Obviously, such an elaborate evaluation procedure is only possible in programs and contracts. Evaluations for part-time courses are brief, and only rarely involve faculty conferences. Even in courses, however, you write self-evaluations and evaluations of the faculty.

Your Transcript
Student transcripts consist of both their evaluations by faculty members and student self-evaluations, along with detailed program descriptions or actual Individual Contracts. It also contains a cover sheet listing the course equivalencies of your work for readers who want a quick overview. More than a set of course titles and letter grades, your Evergreen transcript when sent to another school or prospective employer is a detailed history and evaluation of your work here. For more about transcripts, turn to page 17.

Seminars
These are one of the activities of a full-time program where one faculty member and 20 students, on the average, discuss and dissect program books and assignments. Meeting as often as three times a week for the entire academic year, seminars encourage close-knit scholarship and intense debate, and are the heart of the educational process at Evergreen.

Specialty Areas
After Core Programs come intermediate- and advanced-level programs in the eight areas of specialization Evergreen calls Specialty Areas. The college does not have any majors or required courses, so your choice of programs will be guided by the suggested career pathways described at the beginning of each Specialty Area and your own carefully thought-out educational plan. Faculty who teach in the Specialty Areas will be helpful advisors. See page 10 for more about the nature of Specialty Areas, and pages 35 to 79 for descriptions of their specific offerings.

Your Transcript
Student transcripts consist of both their evaluations by faculty members and student self-evaluations, along with detailed program descriptions or actual Individual Contracts. It also contains a cover sheet listing the course equivalencies of your work for readers who want a quick overview. More than a set of course titles and letter grades, your Evergreen transcript when sent to another school or prospective employer is a detailed history and evaluation of your work here. For more about transcripts, turn to page 17.
Admission Procedure

You, as do all applicants who wish to be considered for acceptance as fully matriculated students, must submit the following items to the Admissions Office:

1. The Washington Uniform Application. A non-refundable application fee of $25 must accompany this form. Your check or money order should be payable to The Evergreen State College.

2. Official transcripts of all your previous college work and, for those applying directly from high school or with less than 45 quarter hours of college work, a record of your completed high school courses, including your rank in graduating class. A transcript is considered official if (a) it bears the seal of the institution, (b) is signed by an appropriate college/university official, and (c) is sent directly from the college/university to the Admissions Office.

Evergreen seeks to attract a diverse student body. You and all other applicants are considered on an individual basis. If qualified applications should exceed available space, further admission decisions may take into account a variety of factors to achieve diversity.

If, in receiving an application, Evergreen determines that a person’s enrollment could present a physical danger to the campus community, the college reserves the right to deny admission.

Application Deadlines

Applicants should have completed admission procedures by September 1 for Fall Quarter, December 1 for Winter, and March 1 for Spring. Evergreen has open enrollment. The college may stop accepting applications if enrollment limits are reached before stated deadlines.

High School Course Pattern

High school students planning to enter in Fall, 1988, and subsequent years will be required to have completed a college preparatory program. Although Evergreen may make its admissions criteria more rigorous before that time, current minimum requirements for college prep courses include:

- Three years of English selected from courses designed to develop college-level reading and writing proficiencies.
- Two years of mathematics selected from algebra, geometry, trigonometry, advanced algebra and higher level courses.
- Two years of science, including one year of laboratory science; and two and a half years of social studies.

Freshman Admission Requirements

Normally, any graduate in the upper half of the graduating class of an accredited high school will be considered for admission. If their ranking is not available, applicants will be considered individually.

If you are not in the upper half of your class, you will need to show evidence of your ability to succeed at Evergreen by submitting test scores, letters of recommendation from persons in a position to give professional judgment, and other data as requested by the Admissions Office. Commonly submitted test scores include the Scholastic Aptitude Test, or American College Test.

High school applicants’ transcripts should show successful completion of a variety of academic courses which indicate adequate preparation for a challenging collegiate program.

Admission can be granted on the basis of six semesters, preferably seven, of high school work. Before final acceptance by Evergreen, applicants considered on this basis must submit a transcript showing the completed high school record and date of graduation.

General Educational Development Tests

Applications will be accepted from persons 18 or older who have not graduated from an accredited high school, but have completed the General Educational Development tests. Normally, GED test scores should be at the 50th percentile or above in all categories.

Transfer of Credit

Evergreen has a generous policy on the acceptance of credit from other institutions. The maximum credit that can be transferred is 135 quarter credits or 90 semester hours. The maximum transferred from two-year colleges is 90 quarter hours.

To transfer credit, supply official transcripts of all previous work when you apply for admission. Policy varies depending on the kind of institution from which you transfer and the kinds of coursework involved. In general, courses in which a grade of C- or below was received, or below 2.0 grade point, are not acceptable. Physical education activity courses, remedial and high school equivalency courses are not transferable. Some vocational and personal development courses are transferable, others are not. Contact Admissions for details.

Evergreen abides by the policies outlined in Washington’s “Policy on Inter-college Transfer and Articulation.”

Transfer Students

If you are a transfer student, you will be considered for admission if you made satisfactory progress at your previous college and left in good academic standing. Applicants from other institutions who have completed 45 or more quarter hours of college-level credit (or the equivalent), need not submit high school transcripts or test scores. Those who have completed less than 45 quarter hours must submit high school transcripts as well as college transcripts.

As a transfer student, you must present an official transcript from each college or university you have attended. Failure to provide all transcripts to the Admissions Office will result in disenrollment. Action will be taken on a transfer application when all transcripts for previously completed work have been received. If you are currently enrolled at another college while applying to Evergreen, you must have an official copy of that record sent to the Admissions Office immediately after completion of the course(s).
Credits earned at nonaccredited institutions, technical institutes, military, art and music institutes, foreign colleges and universities and proprietary schools (such as business colleges and correspondence schools) are evaluated by the Registrar (see Prior Learning, page 87). Work performed should be equivalent to work for which a four-year college or university would normally give credit toward a B.A. degree.

Community College Transfer
If you are a transfer student who has completed the appropriate academic transfer Associate degree at a Washington state community college, you may receive the maximum of 90 transfer credits. Since community colleges offer several degree programs, you should consult your advisor for more specific information.

Upside-Down Program
If you hold a vocational or technical associate degree from an accredited two-year community college, you may be eligible for the Upside-Down Program. Working with a faculty committee, you earn 90 credits at Evergreen in interdisciplinary study designed to assure a level of general education comparable to other bachelor's degree recipients. Upon successful completion of 90 credits, your vocation/technical degree will be posted as 90 transfer credits and you will be recommended for a bachelor's degree. Non-completion of the recommended 90 Evergreen credits results in a course-by-course evaluation of the vocation/technical coursework, which usually results in less than 90 transfer credits.

Minimum eligibility criteria include cumulative grade average of at least a 2.5 and satisfactory completion of at least one, preferably two, English composition courses. Generally, associate degrees in forestry, fisheries, business, computer programming, social services, nursing, education, communications and health services are acceptable for the Upside Down Program. Please contact the Admissions Office about your eligibility, which must be approved no later than the 30th day of your first quarter.

Returning Students
If you were previously enrolled at Evergreen and plan to return after having withdrawn or taking a leave of absence of more than four quarters, you must fill out the Washington State Uniform Application and pay a $25 non-refundable application fee. Submit copies of all transcripts from institutions attended since leaving Evergreen. An admission decision will be based on your complete record.

International Students
Freshmen international students who have met the minimum entrance requirements for college in their native country and can provide evidence of proficiency in English, as well as financial stability, will be considered for admission. If you are transferring from a college in your country or in the United States, you must also meet the regular transfer admission requirements.

All international students should complete and submit:
1. The Washington State Uniform Application and the $25 non-refundable application fee.
2. Official copies of all high school and college records, or university preparatory exams.
3. Results of the Test of English as a Foreign Language (TOEFL). The minimum score acceptable is 225. Transfer students from local colleges may take an on-campus language assessment instead of the TOEFL.
4. Evidence of having at least $10,000 (U.S.) to pay normal expenses for one year's enrollment at Evergreen. International applicants should apply six months in advance.

Conditional Admission
The Admissions Committee considers all applicants on an individual basis. Applicants who do not meet admissions criteria may be asked to submit additional information. Conditional admission may be offered if the applicant's credentials show that he or she has a reasonable chance for success at Evergreen.

Special Students and Auditors
If you are a part-time student and do not wish to have your credit immediately applied toward a degree, you do not have to complete the application process outlined in the "Admission Procedure" section. Entry into part-time study for non-matriculant students is handled by the Registrar's Office. Special Student and Auditor are categories for local residents interested in college work but not currently seeking a baccalaureate degree. Both categories are generally limited to 11 quarter hours of part-time study.

Special Students receive credit and narrative evaluation. They may later apply for admission as described in the "Admission Procedure" section. Upon acceptance, their previous work is credited toward a degree.

Auditors receive neither credit or narrative evaluation, and none of their credit can be advanced toward a degree if they later apply for admission.

Summer Quarter
Summer Quarter enrollment is handled through the Registrar's Office and does not require formal admission.

Notification and Deposit
Notification of the admission decision will be made after a review of the completed application. Upon notice of eligibility, the applicant should send an advance deposit of $50, which is applied to first quarter tuition. Payment will reserve enrollment on a first-come, first-serve basis. Special Students and Auditors do not pay deposits.

This tuition deposit is regulated by the tuition refund schedule and a student who does not enroll may forfeit this amount.

Deferred Admissions
Admitted students who wish to postpone their admission to another quarter may request to do so in writing. Students may be allowed to defer for a maximum of a year, but they cannot attend another college during this period.
ACADEMIC REGULATIONS

Registration

New and Continuing Student Enrollment Process

If you are a continuing student, you should consult registration information that is mailed out each quarter. You must select your academic programs for the following year during advance registration in mid-May.

If you are a new student, you will come to campus for a check-in appointment at a time provided by Admissions. At this meeting, you will discuss your personal interests and concerns, evaluate your basic study skills, and receive advising and registration forms. All programs are filled on a first-come, first-serve basis, and some require a faculty interview or audition for entry, so early registration will increase your chances of getting into the program of your choice.

As a full-time Evergreen student, you will be enrolled in only one full-time learning activity. If you enroll full-time, additional credit cannot be earned concurrently at another college for transfer back, nor will you be able to earn more than the maximum full-time amount at Evergreen.

When you enroll, you will designate the length of your program or contract by specifying the beginning and ending dates. You also will specify the number of quarter credit hours you’ll take per quarter during that period. There will be no need to re-enroll each quarter during this designated period if you continue in the same program or contract. Changes of the beginning or ending dates, or in the amount of credit taken each quarter, need to be made as far in advance as possible. Early notification will assure proper assessment of tuition and fees.

Any increase in the number of quarter credit hours for which you are registered must be submitted to the Registrar no later than the fifth day of the quarter. Use a Change of Registration Form from the Registrar’s Office, and also check to see if faculty signatures are required for the particular programs involved. It is essential to complete these in advance.

Withdrawal

You may withdraw any time up to the 30th calendar day of the quarter, but please inform the Registrar’s office. See the Financial Information section for the tuition and fee refund schedule.

Leaves of Absence

If you have been regularly admitted and need to “stop out” for awhile, you are eligible for a leave of absence of no more than one year. If you are not enrolled in a program or contract by the enrollment deadline, you are considered to be on leave (up to one year for undergraduates and one quarter for graduate students).

Full-time and Part-time Status

Evergreen counts you as a full-time student if you are: (1) an undergraduate enrolled for 12 or more quarter credit hours, or (2) a graduate student enrolled for 12 or more quarter credit hours. If you enroll for less, you are considered a part-time student.

Partial Credit Options

Evergreen’s credit system distinguishes between quantity and quality. The quality of academic work performed is recognized by an award of credit based on satisfactory completion of the program, contract, or course requirements. The quality of your work is expressed in a written evaluation.

Publications

Throughout the year, important information will be mailed to you, therefore you are required to keep a current address—even those of short duration—on file with the Registrar’s Office throughout your stay at the college. (See also Bills and Payment Procedures.)

To Drop Or Change A Program

If you want to reduce credit, or drop or change a program, you must do so by the 30th calendar day of the quarter. Use a Change of Registration Form from the Registrar’s Office, and also check to see if faculty signatures are required for the particular programs involved. It is essential to complete these in advance.

Veterans

If you are a veteran, be advised that VA standards for full-time training are different from those of the college. The “seat time” rule requires a specific amount of time in classroom situations. Check with the Office of Veterans Affairs to assure that your program, internship or learning contract meets those standards.

Academic Credit

General Policies

You will accumulate academic credit for work well done and levels of performance reached and surpassed. Only if you fulfill academic obligations will full credit be entered on the permanent academic record. Credit is expressed in quarter credit hours, or no entry is made on your official transcript.

Evergreen will not accept credit twice for the same coursework.

Partial Credit Options

Evergreen’s credit system distinguishes between quantity and quality. The quality of academic work performed is recognized by an award of credit based on satisfactory completion of the program, contract, or course requirements. The quality of your work is expressed in a written evaluation.

Some programs will make provisions for partial credit; others will not. That determination rests with the faculty of each particular program or contract. Faculty will announce that policy at the outset of the quarter. Exceptions are made only with faculty approval.

Evaluation

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, the faculty writes a narrative evaluation which details your work, and takes the place of a letter grade. For a full description of this unique educational process, please turn to page 12.
Record Keeping

Transcript and Portfolio
The transcript and portfolio are the main records of work at Evergreen. The transcript, maintained by the Registrar's Office, is a record of your academic achievement which includes all work done for credit, the official description of the program or contract, faculty evaluations, and your own evaluations (when required). Once the evaluation is accepted in the Registrar's Office, a copy is sent to you. If you need your faculty to further revise your evaluation, you have 60 days or until your transcript is sent by request, whichever comes first.

The entire body of information is mailed when a transcript is requested, although graduate students who also attended Evergreen as undergraduates may request transcripts of only their graduate work. Transcript processing requires time: please allow two weeks between receipt of your request (and $10 fee) and mailing of the transcript. Credit and evaluations are reported only at the end of the program or contract, unless you go on a leave of absence, withdraw or change programs. You maintain your own portfolio, which includes the official description of the program or contract for all work attempted, descriptions and copies of faculty evaluations, and your own evaluations, including those not on the transcript. You should also include examples of your best work and any other pertinent information.

The portfolio is your academic biography, to be shared with faculty during your learning experience and with graduate schools and prospective employers in future interviews.

Confidentiality of Records
Evergreen complies with the federal Family Education Rights and Privacy Act of 1974, which establishes fair information practices regarding student records at American colleges and universities. Check with the Registrar for details about this legislation.

Retention of Records
Credentials, including original documents submitted in support of an application, become the property of the college and are not returnable or reproducible. Transcripts of students who do not register for the term for which they applied will be held two years before being discarded.

You must request transcripts of work done at other schools directly from those schools, not from copies in Evergreen’s files.

Academic Standing

Evergreen believes that there is an important link between a student’s overall academic development and academic standing. Evergreen’s narrative evaluation system reflects this principle. Faculty evaluation of student achievement accordingly serves two interrelated ends: (1) to monitor each student’s academic development, and (2) to insure that any student not making satisfactory academic progress is informed of his or her standing in the college and is advised accordingly.

Evaluation formally occurs at the conclusion of a student’s registration in all programs, contracts and internships. In addition, any student in danger of not receiving full credit is so notified in writing at mid-quarter by his or her sponsor.

A student making unsatisfactory academic progress, as defined below, will receive an Academic Warning. A student making unsatisfactory academic progress who is registered in two successive quarters will receive an Academic Warning. A student registered for six (6) or more quarter credit hours who receives no credit at all in any quarter will receive an Academic Warning and will be required to take a Leave of Absence.

1. Academic Warning. A student who earns fewer than three-fourths of the number of credits for which she or he is registered in two successive quarters will receive an Academic Warning. A student registered for six (6) or more quarter credit hours who receives no credit at all in any quarter will receive an Academic Warning. Such warning will urge the student to seek academic advice or personal counseling from a member of the faculty or from appropriate offices. A student will be removed from Academic Warning status upon receiving at least three-fourths of the credit he or she registered for in two successive quarters.

2. Required Leave of Absence. A student on Academic Warning who receives at the next evaluation period either an incomplete or fewer than three-fourths of the credit for which he or she was registered will be required to take a Leave of Absence, normally for one full year. A waiver of Required Leave can be granted only by the academic dean responsible for academic standing upon the student’s presentation of evidence of extenuating circumstances. To re-enter the college at the end of a Required Leave of Absence, a student must supply evidence of her or his readiness to assume responsibilities to the academic dean. A student returning from Required Leave will re-enter on Academic Warning and be expected to make satisfactory progress toward a bachelor’s degree. Failure to earn at least three-fourths credit at the next evaluation period will result in dismissal from Evergreen. The Registrar periodically reviews all credit awards to insure that the Academic Standing Policy is being implemented for all students.

Graduation Requirements

The minimum requirements for awarding either the Bachelor of Arts (B.A.) or the Bachelor of Science (B.S.) is 180 quarter credit hours. Continuation beyond 200 quarter credit hours without graduating requires approval of an educational plan by the academic dean.

If you transfer credit from another college, you must earn at least 45 of the last 90 quarter credit hours as an enrolled student at Evergreen to be eligible for an Evergreen degree. Prior Learning credit or CLEP tests do not satisfy the 45 credit requirement.

If you have a baccalaureate degree from a regionally-accredited institution (including Evergreen), and wish to earn a second baccalaureate degree, you must earn at least 45 additional quarter credit hours as an enrolled Evergreen student.

The B.S. degree requirement also includes 72 quarter credit hours in mathematics and natural science, of which 48 quarter credit hours must be in advanced subjects.

Concurrent award of a B.A. and B.S. requires at least 225 quarter hours, including 90 at Evergreen, and application at least one year in advance. An application, exit interview and payment of a $25 fee are necessary for graduation. Contact the Registrar’s Office at least one quarter in advance of the anticipated graduation date.
Tuition and Fees

Fee calculations are based on three student status indicators: undergraduate or graduate enrollment, state residency (including Southeast Asia Veteran status) and quarter credit hours. These are set and adjusted by the Registrar.

If you are a full-time resident undergraduate student, your tuition and fees will be $404 per quarter, and $1,402 if you are a full-time nonresident student. Of these amounts, $70 are allotted as Services and Activities fees.

If you are a part-time student, tuition and fees are $40 per quarter credit hour, up to a maximum of $404 (resident), and $140 per quarter credit hour, up to a maximum of $1,402 (nonresident).

If you are a full-time graduate student, tuition and fees are $40 per quarter credit hour, up to a maximum of $404 (resident), and $1,698 (nonresident). For part-time graduate students, the charges per quarter credit hour are $57 for residents ($570 maximum) and $169 for nonresidents ($1,698 maximum).

A mandatory $15 health fee is assessed with quarterly tuition and fees of all full-time students. These are projected tuition and fees for the 1986-87 academic year, and subject to change in future years.

Residency Status for Tuition and Fees

To be considered a resident for tuition and fee purposes, a nonresident must first establish a domicile in the state of Washington. This means you must comply with the laws of this state. You must establish that you intend to remain in Washington for other than educational purposes. Once established, the domicile must exist for one year prior to the first day of the quarter you become eligible to pay resident tuition and fees.

If you are a dependent student (not responsible for your own expenses), you cannot qualify unless one or both of your parents or legal guardian has had a domicile in this state for at least one year prior to the first day of the quarter for which you enroll.

Applications to change residency status must be made no later than the 30th calendar day of the quarter in which you become eligible. Applications are available at the Registrar's office. Allow at least ten days for processing your application, and apply early, if possible.

Washington/Oregon Reciprocity

In accordance with a reciprocity agreement between the states of Washington and Oregon, Evergreen is allocated a number of tuition waivers for Oregon residents. Graduate and undergraduate students both may apply. Legislation in process could affect the Washington/Oregon reciprocity agreement. For information, contact the Registrar.

Billing and Payment Procedures

The Student Accounts system assembles all student financial information, both charges and credits, and prepares a periodic statement of account. This allows you, as a registered student, to submit a single check for tuition and fees, housing and other charges by mail or night depository. The Cashier's Office is open from 10 a.m. to 3 p.m., Monday through Friday.

Tuition and fees are billed quarterly by mail if you are "preregistered." Payments must be in the Cashier's Office by 3:45 p.m. of the second class day of the quarter. Failure to pay tuition and fees by this deadline will result in disenrollment. Payments must be received by the deadline; i.e., postmarks are not considered.

If you register during the "regular registration period," you must pay tuition and fees at that time. You have an option to pay at least half of your tuition and fee charge by the assigned due date and the balance in full by the 30th calendar day of the quarter.

Students allowed to register during the second class week must pay a $15 late registration fee. Students who are dropped after the 30th calendar day for non-payment of tuition and fees must pay a $50 reinstatement fee to re-enroll.

Estimated Academic Year Expenses

These projected costs for the academic year 1986-87 are subject to change.

<table>
<thead>
<tr>
<th>Category</th>
<th>Residents (undergraduate)</th>
<th>Residents (nonresident)</th>
<th>Nonresidents (undergraduate)</th>
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<td>Personal Needs</td>
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<td>In-State Travel</td>
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<td>Total</td>
<td>$6102</td>
<td>$3096</td>
<td>$6102</td>
<td>$3096</td>
</tr>
</tbody>
</table>

Refunds/Appeals

Refunds of tuition and fees are allowed only if you withdraw from college or are called into military service. If you follow proper withdrawal procedures at the Registrar's Office, you will be refunded as follows:

- **Deposit**
  - Refunds Applicable
  - Applies to first quarter
  - 100 percent refundable to the fifth class day of the quarter.
  - Students allowed to register during the second class week must pay a $15 late registration fee.
  - Students who are dropped after the 30th calendar day for non-payment of tuition and fees must pay a $50 reinstatement fee to re-enroll.

- **Housing**
  - $30 (rental contract)
  - Refundable upon end of contract or withdrawal from college. $50 (unit lease) refundable upon end of contract.

- ** Appeals on any financial policy or charge must be made to the Registrar within ten days after the first billing.**
### Miscellaneous Fees

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<tr>
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<tr>
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<td>ID card replacement</td>
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<td>Wash. Student Lobby (quarterly)</td>
<td>$1.00</td>
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<tr>
<td>WashPIRG (quarterly; refundable)</td>
<td>$2.50</td>
</tr>
<tr>
<td>Non-refundable application fee</td>
<td>$25</td>
</tr>
<tr>
<td>Returned check</td>
<td>$6</td>
</tr>
<tr>
<td>Mandatory health fee (quarterly)</td>
<td>$15</td>
</tr>
<tr>
<td>Reinstatement/late registration fee</td>
<td>$50</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$25</td>
</tr>
<tr>
<td>Lab fee (varies)</td>
<td>$10-$25</td>
</tr>
<tr>
<td>Leisure Education (varies)</td>
<td>$5-$100</td>
</tr>
<tr>
<td>WashPIRG (quarterly; refundable)</td>
<td>$2.50</td>
</tr>
<tr>
<td>Wash. Student Lobby (quarterly)</td>
<td>$1.00</td>
</tr>
</tbody>
</table>

### Financial Aid

If you expect difficulty in meeting costs, you should apply for assistance through the Financial Aid Office.

Evergreen's goal is to provide financial guidance to all students, and financial aid to those who could not otherwise attend Evergreen. Awards, grants, loans, employment, scholarships or a combination of these from the college rest strictly on personal need and can only supplement the contribution of the student and his or her family. Most aid is only for full-time students.

The Financial Aid Office also offers you financial counseling and maintains a listing of part-time employment opportunities both on- and off-campus. In addition, the following forms of aid are based on merit as well as financial need:

- **Ward Bowen Memorial Scholarship:** assists students with financial need in journalism and political science.
- **Roger Camp Memorial Scholarship:** assists students with financial need.
- **Edith K. Dreham Scholarship:** assists students with financial need and demonstrated ability in fiction writing.
- **Skawana May Memorial Scholarship:** awarded to students based on financial need and merit.
- **Carlton Morris Cooley Scholarship:** awarded to a senior who has excellent writing skills and participates in college governance.
- **Saul and Daydee G. Haas Foundation Award of Merit:** awarded to an outstanding junior or senior in the field of communications.
- **Charles J. McCormick Scholarship:** awarded to a senior who has completed at least one full year at Evergreen, works well with others, shows the ability to design and carry out a plan of study, and does it well.
- **Ethel MacPhail Scholarship:** awarded to an upper-division woman in a business management related field.
- **Mark Blakely Memorial Scholarship:** for students pursuing the creative arts.
- **Foundation Scholarships:** awarded to prospective full-time students who have made distinguished contributions in their community, studies or other work.

### Student Health Insurance

Students may purchase health insurance for themselves and dependents. Options include either a major medical plan or full health care coverage. Students registered for less than eight credit hours or as special students are not eligible for coverage. Full-time students (registered for ten credits or more) will be automatically enrolled in the major medical plan unless a waiver card or full health care request is submitted to Student Accounts by the fifth class day of each quarter. Contact Student Accounts for details on the different policies that are available.

### Housing and Washington Student Lobby Fee

The Washington Public Interest Research Group fee ($2.50) is a special refundable fee for a consumer and environmental organization directed by students. The Washington Student Lobby fee ($1) is a special refundable fee. Non-payment of these fees will not block you from enrollment. If you do not wish to support WSL or WashPIRG, you may request a refund during a ten-day period designated by each group.

### Housing and Rent

- **Rental contract**
  - Per Day: $2
  - Per Year: $30
- **Automobiles**
  - Per Day: $22
  - Per Year: $254
- **Motorcycles**
  - Per Day: $11
  - Per Year: $27

### Student Health Insurance

- **Liberty**
  - Per Day: $2
  - Per Year: $30
- **Parking**
  - $2

### Scholarships

- **Third World American Scholarships:** merit-based and awarded to new Third World American students.
- **Cultural Diversity Scholarships:** awarded to American students who can contribute to the cultural and ethnic diversity of the college.
- **Native American Teacher Certification Scholarship:** awarded to new students who have been admitted to the Teacher Certification program.
- **Scholar-Athlete Awards:** made to students who demonstrate dedication to their studies and athletic endeavors.
- **Masters in Public Administration Fellowship:** awarded to a student in the program who demonstrates promise for continued intellectual and professional development.
- **Masters in Environmental Studies Fellowship:** awarded to a student in the program who demonstrates promise for continued intellectual and professional development.
- **John Walker MPA Fellowship:** awarded to a woman in the MPA program based on her promise for continued intellectual and professional development.

### Emergency Loan Program

Emergency loan funds are donated by businesses, service and professional organizations, and individuals in the community. Financial Aid is distributed through the payroll system.

### Disbursements

Financial aid is distributed quarterly (to coincide with tuition and fees payments) by the Financial Aid Office. Charges are deducted from the quarterly award, with the balance paid to you during the first week of instruction. Exceptions are emergency loans, which are paid as needed, and on-campus work-study earnings, which are distributed through the payroll system.
"I thought, 'Gee, listen to these students!'"

Darlene Williams
Senior
Hometown: Spokane, Washington
Studies: Business/Theater Management

"I heard about Evergreen and came to visit and sat in on a class. It was good, it was exciting, and I thought, 'Gee, listen to these students!' It was some philosophy course—I couldn't even understand what they were talking about. And I thought, 'Can I do this?... Maybe I can.'"
ACADEMIC OFFERINGS
Seven Easy Steps to Picking Your Program

1. Decide what you want to study. Consider your career goals, if you already have them. Consider also anything else that interests you and is important to you. It is true that you usually take only one program at a time at Evergreen, but those programs cover many different subjects. So, give yourself the chance to learn broadly.

2. Read the catalog to find the appropriate program for you.
   - If you are a freshman, your choice should be one of the Core Programs that interest you the most. Core Programs are described on pages 28 to 33. Any Core Program can lead into any later area of specialization.
   - If you are a transfer student, look up the subjects that interest you in the Academic Subject Index, beginning on page 101. This lists all the programs which cover your subjects. Don't ignore Core Programs—they may be perfect for you. If a Specialty Area is listed under your subject, read over all the offerings in that area.
   - Look at the Academic Pathways described in the Specialty Areas where your interests lie. Pathways will suggest a logical sequence for your years of study in a particular field, and help you decide where to begin.
   - Examine the planned equivalencies at the end of each program description to see the full range of subject matter it will cover.
   - Browse over a number of possibilities before you settle on one. Try to choose at least three viable alternates before you take the next step.

3. Discuss your choices and your goals with your faculty, or with the faculty and staff in the Academic Advising Office. The Advising Office keeps program descriptions that will have been expanded and updated from what you read in this catalog. Often, programs which appear only vaguely appropriate in the catalog reveal themselves as exactly appropriate and personally exciting when you read the latest details. The Advising Office can give you leads on additional programs that, on your own, you might pass over.

4. Attend the Academic Fair, which is described on page 11. The faculty will be assembled there, all in one place at one time, sitting at tables marked with their program titles. You can discuss program content and style directly with the program faculty.
   - Ask all questions, share your puzzles and enthusiasms. Don't hesitate to ask for advice. If a program isn't right for you, faculty will direct you to other options.

5. Choose your program.
   In all these discussions—with the Academic Advising Office, with prospective faculty—keep your goals in mind and, also, the range of your interests and needs.
   - Ask for whatever help you need in making your choice.

6. Register.

7. Pay your tuition.
And that's it! You're now ready to attend your first seminar.
Do I need to know exactly what I want to do at Evergreen?
No. Although it often helps, sometimes it’s a hindrance. Coordinated Study programs are excellent places for finding directions, or discovering directions that are wholly new and unexpected.

Who will help me decide which program to take each quarter?
Your academic advisor, the Academic Advising Office, your current program faculty, the faculty in areas which interest you. The Academic Fair (page 11) is an unexcelled opportunity to test the waters and figure out exactly which of the upcoming offerings is best for you.

Who will help me plan my degree program?
Your academic advisor, the Academic Advising Office, your program faculty, the Career Planning and Placement Office. Any or all of the above. When in doubt, ask.

Can I take two programs at the same time?
Although the major mode of study at Evergreen is one full-time program per quarter, some half-time programs (8 quarter hours) are offered. It is possible to enroll in one half-time program and a course, courses or an individual contract.

Can I take courses in addition to a full-time program?
Sometimes. Each program description in this catalog specifies whether additional courses are allowed. You can also negotiate this with the program faculty.

Are individual projects or internships allowed?
Yes. Most programs incorporate individual or small group projects. Some incorporate internships. Consult the program descriptions, and talk with faculty. Advanced students can arrange full-time independent projects through individual contracts and internships, see page 86.

What is your grading system?
The faculty assess the quality of the work done by means of detailed letters of evaluation. Evergreen uses this grading system in lieu of letter and/or numerical symbols. See page 12.

Are all 1986-87 programs listed in this catalog, or are others added later?
Nearly all full-time programs were planned well before this catalog was printed. Information about any changes or additions will be available at the Academic Advising Office. Part-time offerings, which are only described briefly here, appear in full in the quarterly publication, The Evergreen Times.

Where can I get more information about programs?
The Academic Advising Office often has more detailed program descriptions, including book lists and weekly schedules. These are also available at the Academic Fairs or directly from program faculty and secretaries.

What are the areas I can study at Evergreen?
Most of the conventional college subjects, plus a number of specialties. Consult the “Academic Subject Index” (page 101), and browse through the Specialty Area descriptions (pages 35-79). All the many advisors, and the Admissions counselors, can give you detailed information about offerings in the fields that interest you.

What degrees do you offer?
The Bachelor of Arts, the Bachelor of Science, the Master of Public Administration and the Master of Environmental Studies.

What can I do with a degree from Evergreen?
Prepare yourself for living by preparing yourself to enter the work force immediately after graduation, or to attend graduate or professional school. Our graduates undertake all the usual careers, and invent some of their own. See “Evergreen Works” on page 4.
### Core Programs

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<th>W</th>
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<td>Thinking Straight</td>
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### Applied Social Theory

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This diagram provides you with another view of Evergreen. It demonstrates the range of options available as you progress through the four-year curriculum—vertically from beginning to intermediate to advanced studies, and horizontally by selecting programs from a variety of disciplines. You might choose a course of study which moves in a relatively straight line through this diagram, or you might elect to “zig-zag” through the curriculum, sampling a wide variety of subject areas. Whichever educational direction you choose, Core Programs provide a solid beginning for your academic studies.
"The experience I gained from my Core Program provided me with a base for future studies that I couldn't have received at another school."
Convener: Nancy Taylor

Core Programs are designed to give students in their first or second year of college a solid foundation of knowledge and skills as preparation for more advanced studies. Core Programs will introduce you to the central mode of study at Evergreen—the Coordinated Study program, in which faculty members from three or four different disciplines use their knowledge to help you explore a central theme or problem. This interdisciplinary approach means you will study a situation as a whole, not as a collection of unrelated fragments. Core Programs reveal the full breadth of the issues that will concern you—the connection of artistic expression to social conditions, for example, or the relation of biological facts to individual psychology.

Core Programs emphasize the development of skills necessary for you to do successful college work. For most students, this means learning how to write well in various modes, read carefully, analyze arguments, work cooperatively in small projects or discussion groups, and how to use the many resources in the Library. Core Programs also aim to help you connect your studies with your own intellectual and personal concerns and to make responsible decisions about your education.

Each of the Core Programs listed in this catalog section is an integrated study program that combines a number of different activities: seminars, individual conferences with faculty members, lectures, laboratories—whatever is appropriate. In a Core Program you learn about the program theme or topic; and at the same time you learn about your own goals, about defining problems and dealing with them, about the college's people and facilities, and how to read critically and write well.

Special note:
Two- and three-quarter long Core Programs admit new students at the beginning of each quarter.
Art, Literature and Music: New Beginnings

Fall, Winter, Spring / Coordinated Study
Coordinator: William Winden
Enrollment: 60 Faculty: 3
Prerequisites: None
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Painters, musical composers and writers since 1800 have often rebelled against tradition in order to create new visions in painting, music and literature. Early 19th Century artists rejected traditional forms and themes favored by church and state and explored the uses of personal expression in their work. The Modernists of the early 20th Century went even further and abandoned tonality in music, representation in visual art, and linear narrative in the novel. After World War II these revolts continued, leading to new ideas of art, the artist and creativity, as the stronghold of experimentation shifted from Europe to America.

The first half of Fall Quarter will introduce students to the formal elements of art, music and literature: line, rhythm, color, texture and formal composition. In the second half of the quarter and continuing to the following quarter, Neo-Classicism and Romanicism will be compared and contrasted with an emphasis upon the works of Delacroix/Ingres, Berlioz/Mendelssohn, and Byron/Gold. In the second half of Winter Quarter and continuing to Spring Quarter, the development of Modernism in the beginning of the 20th Century will be our focus. We will examine the works of Picasso/Matisse, Stravinsky/R. Strauss and Mann/Joyce. The remainder of the Spring Quarter will be devoted almost entirely to field work and research on Puget Sound and its environs, culminating in a major project report.

Books, journals and original texts will be used in seminar discussions. Workshops, which all students are expected to attend, will stress development of skills in astronomy, mathematics, natural history, critical reasoning, historical methodology, seamanship and sailing. Each participant will keep a Journal of Exploration, write two expository essays and complete a major research paper.

Planned equivalencies in quarter hours:
- 8-European and American history
- 6-literature
- 4-history of science
- 8-natural history
- 4-journal and expository writing
- 2-sailing and seamanship
- 4-ecology of Puget Sound
- 4-introductory mathematics
- 8-research project
48 total

Program is preparatory for intermediate work in the humanities, physical, biological, or social sciences; also specifically prepares students for more advanced work in environmental studies.
Great Books of the Western World

Fall, Winter, Spring / Coordinated Study
Coordinator: Nancy Taylor
Enrollment: 80 Faculty: 4
Prerequisites: None
Special Expenses: $50 for retreat
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program concerns men and women and their society. Its theme is education: political, aesthetic and personal. We will read and study the literature, history and art of the classical world (Greece, Rome and Asia Minor), Medieval and Renaissance Europe, and the formation of America (18th and 19th Centuries).

Fall Quarter: "Great Books" will focus on political and social values using documents from the Bible (Old Testament), Homer, Sappho, Sophocles, Euripides, Plato, Virgil and others. We will study Greco-Roman art and architecture. We will be concerned with the roles of men and women and the ways these roles are expressed in both literature and visual art.

Winter Quarter: We will study Renaissance Europe through its literature, religion and art. We will read works by Dante, Boccaccio, Christine de Pisan, Machiavelli, Luther, Shakespeare and Donne. We will learn about the work of such artists as Giotto, Botticelli, Leonardo, Michelangelo, Titian, Durer, Holbein, and Brunelleschi among others.

Spring Quarter: We will study the foundations of American society as expressed in the literature, documents and art of the 18th and 19th Centuries. We will read works by Rousseau, Locke, Tocqueville, Whitman, Emerson, Hawthorne, Twain, Dickinson, Thoreau, Frederick Douglass, Susan B. Anthony, Sojourner Truth, along with the Federalist Papers, the Declaration of Independence and the Constitution.

The weekly schedule includes two lectures, two seminars, one expository writing session and one open faculty seminar. Workshops will be on close reading, art interpretation, oral interpretation of literature and writing well.

Planned equivalencies in quarter hours:
18—expository writing
10—classical, Renaissance and American history
8—art history
18—literaturohistorical interpretation
48 total

Program is preparatory to careers and/or future study in the humanities or social sciences.

Human Development

Fall, Winter, Spring / Coordinated Study
Coordinator: To be announced
Enrollment: 80 Faculty: 3
Prerequisites: None
Special Expenses: None
Part-time Options: With permission of faculty
Internship Possibilities: No
Additional Course Allowed: With permission of faculty

All human lives are shaped by their heritage. Each of us is an individual of unique genetic endowment, born into a family of particular ethnic origin and socio-economic standing within a particular culture. We are male or female, humans, mammals, animals, living things and material entities. We carry from our membership in each of these classes a legacy. To understand ourselves we must examine each legacy and its interaction in our daily lives.

"Human Development" offers the possibility for students to explore the biological, psychological and cultural roots of human behavior over the lifetime of the individual. Readings drawn from the natural and social sciences and the humanities will help define for us the key issues in human development. Through lectures and seminars we will see the personal side of these issues, examining and articulating their meaning to us as individuals. Workshops will enable us to explore development through action as well as discourse.

Humankind at large and we as individuals will be followed through infancy, childhood, adolescence, adulthood and aging. We will examine other cultures as well, and learn how humans develop in them.

Throughout this program, we will be exercising our capacities in reading, writing, thinking and oral expression as we shape and explore our own development.

Planned equivalencies in quarter hours:
Distributed among biology, psychology, anthropology, the humanities and writing.
48 total

Program is preparatory for careers and/or future study in most fields.
Political Ecology

Fall, Winter, Spring / Coordinated Study

Coordinator: David Milne

Enrollment: 60 Faculty: 3

Prerequisites: None

Special Expenses: Field trip costs

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

“Political Ecology” is about the relationships between human and natural environments. It deals with scientific, philosophical and cultural views of nature and the institutions through which decisions are made about the environment and natural resources. Global and local topics will be examined with focus on the Northwest.

Local examples we’ll examine include Pacific Northwest forests and the timber industry, Pacific salmon and fisheries controversies, Washington agriculture, and Puget Sound shellfish resources and industries, and environmental and water quality issues. The influence of Native Americans on the resources and history of the region will also be featured.

Global topics will include human population growth, energy resources, water resources, air and water pollution, and food production. The causes of, and possible solutions to, environmental problems such as declining resources and environmental degradation, will be studied.

In natural science, the program emphasizes ecological concepts through lectures, reading, practical field and laboratory studies and natural history observations. Fieldwork in social science will include an ethnographic project on people working with natural resources and observations of the Washington State Legislature. Emphasis will be given to improving skills in expository and technical writing, reading, critical analysis, verbal communication, quantitative calculations and directed research.

Planned equivalencies in quarter hours:

16—introduction to environmental studies
8—introduction to ecology
8—social science methods
8—seminar in political ecology
4—research methods and report-writing
4—expository writing

48 total

Program is preparatory to careers and/or future study in natural and social sciences, environmental studies, environmental education, field and marine biology, ecological agriculture and political economy.

Society and the Computer

Fall, Winter, Spring / Coordinated Study

Coordinator: John Aikin

Enrollment: 60 Faculty: 3

Prerequisites: None

Special Expenses: $20 per quarter at most for academic film series

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: Only to work in Learning Resource Center or to qualify for advanced mathematics

Our society has a profound faith in the ability of science and technology to improve the condition of human existence. The 20th Century has seen a succession of technologies—automobiles, atomic power, television and computers—touted as universal elixirs. The changes which American society is experiencing in today’s “computer revolution” parallel those of earlier eras. Yet technological gain always distributes its costs and benefits unequally, and social change, therefore, always accompanies technological change.

“Society and the Computer” will use books, films, seminars and student research to examine the nature and impact of technology in general and of computers and the new communications technologies in particular. Among the objectives of the program:

1. Developing essential college-level skills in mathematics, logic, writing, critical reading, and discussion;
2. Placing technological changes in cultural, social and historical perspective;
3. Developing computer skills and applications such as word processing, spreadsheets and databases;
4. Gaining a clear understanding of the nature of computers and their uses both appropriate and inappropriate;
5. Exploring the convergence of communications and computer technologies; and
6. Understanding and using the tools of social science in field research.

Planned equivalencies in quarter hours:

16—humanities and social sciences
6—writing
8—mathematics
4—logic
4—media
6—programming and computer applications
4—to be determined

48 total

Program is preparatory for careers and/or future study in computer science, mathematics, science, the humanities, social sciences, business and government, education, media, and the expressive arts.
**American Images**

Winter, Spring / Coordinated Study
Coordinator: Mark Levensky
Enrollment: 40 Faculty: 2
Prerequisites: None
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

"American Images" is a two-quarter Core Program in the humanities and social sciences for new Evergreen students. It will focus attention on the work, life, times and place of four accomplished, influential and radically different Americans: Henry Thoreau, Edward Weston, Adrienne Rich and one person (or group of people) from the Pacific Northwest.

During the first quarter, each student will participate in a writing meeting and two book seminars each week, attend a lecture given by a program faculty member or guest, and work with four other students to prepare and present an account of the past, present and possible future of one part of the college. During the second quarter, each student will continue to participate in writing meetings, book seminars and lectures. During the last half of the quarter, we will study the poetry and prose of Adrienne Rich, an influential American writer from New York. In addition, each student will participate in a seeing workshop and make an autobiographical image which he or she will present at the end of the term.

Primary texts for the book seminars (additional primary and secondary texts will be assigned or suggested):

- **Winter Quarter:** Thoreau, *Walden* and *Civil Disobedience*, edited by O. Thomas, Norton.
  Autobiographical writing of a person from the Pacific Northwest, 1900-1950.


Planned equivalencies in quarter hours:

- 16—Introduction to the humanities and social sciences
- 16—Expository writing
- 32 total

Program is preparatory for careers and/or future study in the humanities and social sciences.

**Thinking Straight**

Spring / Coordinated Study
Coordinator: Chuck Pailthorp
Enrollment: 40 Faculty: 2
Prerequisites: None
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

This program focuses on analyzing, criticizing, and inventing rational arguments. We'll consider, as a frame for our work, the limits of rationality and its relations to other modes of thinking. The program should help students in science, the social sciences, or the humanities who want to learn to think, talk, and write more effectively about logical arguments, whether in scientific articles or newspaper editorials. About half the program is the steady practice of writing, working in groups and toiling alone. The other half of the program applies these methods to contemporary issues.

Planned equivalencies in quarter hours:

- 4—Informal logic
- 4—English composition
- 4—Philosophical issues in contemporary culture
- 4—Contemporary social problems
- 16 total

Program is preparatory for careers and/or future study in law, management, journalism, social sciences and the humanities.
Heidi Roecks  
Sophomore  
Hometown: Bothell, Washington  
Studies: "Mass Communication and Social Reality"/Internship with The Olympian

"Nothing beats the experience of an internship."

"With 13,000 graduates across the country wanting to be journalists each year, it's so competitive that without some prior experience like an internship, you won't get to where you want to go."
Convener: Nancy Allen

Affiliated Faculty: Guy Adams, Nancy Allen, Thad Curtz, Betsy Diffendal, Don Finkel, Mary Huston, Virginia Ingersoll, Chuck Nisbet, Rita Pougiales, Niels Skov, Greg Weeks and Irwin Zuckerman

The Applied Social Theory specialty area offers year-long integrated work in preparation for careers in mass communications. Coursework will be organized around the application of theories in social science to the realities of work in contemporary America. This area's programs provide training in necessary skills, the opportunity for practical experience through internships, and a thorough education in ways to think about modern life. For long-term satisfaction and success in this rapidly changing field, there is nothing so practical as good theory.
Family, Community and Personal Life

Fall, Winter, Spring / Coordinated Study
Coordinator: Nancy Allen
Enrollment: 72 Faculty: 3
Prerequisites: One year of college
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

How do the socioeconomic and political positions held by people in the world interact with their personal identities? Our program will explore this question through a study of sex roles and family dynamics in Europe and the Americas. Our method will be analytical, stressing the development of critical reasoning and effective writing skills.

Fall Quarter: We concentrate on images of, and theories about, male and female roles drawn from oral tradition, literature and social science. We will begin with approaches that assume original male dominance, such as the Adam and Eve story, Freud and sociobiology. We will then examine theories of female dominance, from ancient goddess myths to postulations on a past or future matriarchy. Finally, we will consider the vision of social and sexual equality.

Winter Quarter: We study the formation of modern Western images of men, women and families, usually approached as a study of "the European heritage." We will view it differently, developing an integrated understanding of indigenous American cultures, European expansionism, change and social institutions and relations between the sexes in Europe and the Americas, and the contributions of indigenous cultures to Europe.

Spring Quarter: We examine the dialectic between the U.S. and Latin America. We will look at the ways the developing market economy and democratic politics in the U.S. affected race relations, sex roles and personal life. In Latin America, economies aligned to U.S. needs will be juxtaposed to very different concepts of family and personal life.

Planned equivalencies in quarter hours:
Distributed among anthropology, history, literature, sociology, psychology and political economy.
48 total

Program is preparatory for careers and/or future study in law, social work, psychology, graduate work in the humanities or social sciences, teaching and counseling.

Mass Communications and Social Reality

Fall, Winter, Spring / Coordinated Study
Coordinator: Don Finzel
Enrollment: 48 Faculty: 2
Prerequisites: One year of college or Core Program
Special Expenses: None
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

This program will assess the role of mass communication in American life and develop skills in print, radio and video journalism. We will study the social, economic and technical forces that have shaped our communications systems. We will analyze messages produced by this system, considering their impact on individuals, society and culture. We will think about the powers and limits of print and television while developing our abilities to work with them by investigating and reporting on the communities to which we belong.

The possible relationships between journalists and communities will be the program's central intellectual concern. The words and images produced by journalists help form each social group's understanding of itself and of the world outside. (Most of us have never seen Moscow or the city council; what we think of as the real and solid world is made out of words and images.) In the past 100 years the changes in communications and communities have altered how journalists worked and what they needed to know. In both theory and practice we will concentrate on the proper role of professionals in a world where we talk of society as a mass, instead of as a number of communities, and in which journalism is mass produced.

Our readings will include works by novelists, social scientists and media critics, among them Doris Lessing, Gaye Tuchman and Ariel Dorfman.

Planned equivalencies in quarter hours:
6—reporting lab
8—sociology of mass communications
6—psychology of communications
6—communications systems and institutions
6—article writing
4—content analysis
6—mass media criticism
6—mass communication and popular culture
48 total

Program is preparatory for careers and/or future study in journalism, mass communications, sociology, social science and related fields.
As the historical relationship between adulthood and childhood has changed, children's books have changed, too. We will study these books and critical essays on them, along with children's own writing and ideas about how to encourage it. We will work on actual children's fantasies, ideas and lives as recorded by psychologists, historians, anthropologists and autobiographers. Students will work on storytelling and autobiographical journal exercises, and write papers about literature and psychology. The program's theme will be the interactions between children's actual experience and the ways adults represent childhood in children's books.

Planned equivalencies in quarter hours:
4—children's literature
4—child psychology
4—writing for children
4—history of childhood and the family
16 total

Program is preparatory for future study in education, writing, library work, social services, literature or graduate work in these subjects.
Jeanine Buzy
Senior
Hometown: Rockville, Maryland
Studies: Biological Sciences

“You don’t really understand things until you teach them to someone else.”

“Working with other students has really taught me the most. You don’t really understand things until you teach them to someone else. When I explain something to someone in our study group I realize that I understand it more clearly myself.”
The philosophy of Environmental Studies is that the interaction of human societies and natural systems must be managed in a manner that insures the prosperous survival of both. It is our primary goal to help people develop the knowledge, skills and experiences to express that philosophy in many different roles in society.

Specifically, the goals of Environmental Studies are:

1. To understand the nature, development and interactions of terrestrial and marine ecosystems, and human societies;
2. To learn the richness and the limits of the environmental and social resources available to sustain both human environments and natural systems;
3. To study the cultural values and philosophies that shape environmental behaviors; and
4. Through applied work, to develop the skills necessary to handle our resources wisely.

Environmental Studies requires students and faculty who are willing to study material from many disciplines—disciplines drawn from the natural and social sciences, from the arts, and from the humanities—and who are willing to break down the boundaries between the disciplines to realize the integration necessary to achieve the goals stated above.

Career Pathways in Environmental Studies

Major curricular pathways in Environmental Studies include (1) Field Biology and Natural History, (2) Marine Studies, (3) Ecological Agriculture and (4) Environmental Assessment and Design. Additional strengths of the Environmental Studies faculty include ecological physiology, environmental chemistry, environmental history and philosophy, environmental policy, geology, physical geography and planning. The faculty are experienced in, and committed to, providing students with practical experience through field work and projects that serve the people and organizations of southwest Washington and the Pacific Northwest.

Environmental Studies has close working relationships with two other Specialty Areas: Political Economy and Social Change provides a strong social science component, particularly in environmental politics, economics and the social impacts of technology. Science, Technology and Health provides additional work in the physical sciences, including chemistry and energy studies, and in the biological sciences, emphasizing molecular and organismal biology. Most faculty in Environmental Studies are also affiliated with Evergreen's Graduate Program in Environmental and Energy Studies (MES). Advanced undergraduates may be able to enroll in a graduate course with the permission of the instructor if it is appropriate to their curriculum and they have the necessary prerequisites.
Students choosing to concentrate their efforts in Environmental Studies select from the following:

First Year:
Any Core Program; students interested in Environmental Studies may want to consider “Political Ecology,” “Exploration, Discovery and Empire” and/or “American Images.”

Second or Third Year:

Option 1:
Fall—“Introduction to Environmental Studies” (8 quarter hours), “The Principles of Biology” (4 quarter hours), and either “Political Economy of Scientific Problems” or “The Principles of Chemistry” (4 quarter hours each).
Winter/Spring—“Evergreen Environment X: The Nature of Natural History.”

Option 2:
“Ecological Agriculture”

Third or Fourth Year:
Advanced work in environmental studies (normally taken in the fourth year), including a senior project. Students enrolling in senior project work should concurrently take the “Advanced Environmental Studies Seminar.” Upper division students should consult with the convener or a faculty member in Environmental Studies for advice on how best to design their academic program to meet their specific needs. Students emphasizing a particular area should consider one or more of the following tracks:

Field Biology and Natural History:
“Introduction to Climatology.”
“Ecological Agricultural: Ecological Agriculture.”

Environmental Assessment and Design:
“Public Land Policy.”

Marine Studies: Offered in 1987-88 academic year.

Additional advanced work is available through internships and individual learning contracts.

Malheur Bird Observatory

Although Evergreen programs travel to many locations around the Northwest, the Malheur Bird Observatory is perhaps most frequently visited. Located on the Malheur National Wildlife Refuge in eastern Oregon, an area of rich wildlife diversity in the high desert at the northern margin of the Great Basin, the Observatory has complete living facilities, including wall tents and a mess hall, and is an ideal base for field studies. Evergreen and the other colleges in Washington and Oregon often use the Malheur Bird Observatory. It is an important resource for several programs in Environmental Studies.

Introduction to Environmental Studies

Fall / Group Contract
Sponsor: Bill Brown
Enrollment: 72 Faculty: 2
Prerequisites: Any Core Program or equivalent experience in reading and basic communications skills, including seminars; some experience in the natural or social sciences is desirable
Special Expenses: None
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: Yes; “Principles of Biology” (p. 49) is strongly recommended for those with little or no preparation in this subject.

This program will explore the earth’s natural environments and its alteration under the impact of human occupation. We will examine the structure and functioning of natural systems, and the geographical and climatological bases of their development. We will study a variety of human communities, from villages to planned towns, in terms of their compatibility with the natural environment. Inquiries into the nature of our environmental problems, such as those by Marsh, Leopold and Muir will be read for seminar discussion. Finally, we will examine closely a selected few major global environmental problems such as acid rain and desertification.

Planned equivalencies in quarter hours:
4—introduction to environmental studies
4—introduction to environmental history, philosophy and politics
8 total

Program is preparatory for careers and/or future study in environmental studies.
Advanced Environmental Studies Seminar

Fall, Winter, Spring / Group Contract
Sponsor: To be announced
Enrollment: 24
Prerequisites: "Introduction to Environmental Studies"; senior standing
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

Advanced reading and discussion on selected environmental issues. Topics chosen each quarter will depend upon faculty. Intended for seniors who want to work as environmental professionals or seek advanced training.

Planned equivalencies in quarter hours:
12—environmental issues
12 total

Program is preparatory for careers and/or future study in environmental policy, planning and politics.

Evolutionary Ecology

Fall / Group Contract
Sponsor: Steven G. Herman
Enrollment: 24
Prerequisites: Basic biology
Special Expenses: $50.00 for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

This group contract will examine modern approaches to evolutionary ecology through lectures, texts, field trips and laboratory exercises. Descriptive ecology will be covered, as well as such subjects as population dynamics, natural selection, predation, coevolution, the ecological niche, community structure, punctuated equilibria, energetics and biogeography. The text will be *Evolutionary Ecology* by Pianka.

Planned equivalencies in quarter hours:
8—advanced ecology
8—total

Program is preparatory for careers and/or future study in environmental sciences.

Ecological Agriculture

Fall, Winter, Spring / Coordinated Study
Coordinator: Pat Labine
Enrollment: 48 Faculty: 2
Prerequisites: Core Program or equivalent; introductory college work in biology, ecology and chemistry; "The Principles of Chemistry I" or "The Principles of Biology I" may be taken concurrently
Special Expenses: Approximately $75 for field trip
Part-time Options: Yes
Internship Possibilities: Permission of coordinator required
Additional Course Allowed: Permission of coordinator required

Students in "Ecological Agriculture" will consider options for viable, small-scale agriculture in industrialized nations and the developing world. They will do technical work in soil science, entomology, agroecology, research methods, horticulture and farm management. Seminar readings will cover agricultural history and economics, politics and community organizing, the world food situation and rural development in the Third World.

Students will also develop practical skills in food production. They will help maintain the demonstration and market gardens of Evergreen's Organic Farm. Students will learn plant propagation, intensive vegetable, fruit and berry production, and general farm maintenance. There will be extensive field trips to a variety of farming operations in the Pacific Northwest.

Students who have not completed at least one quarter of college chemistry prior to enrolling in "Ecological Agriculture" will be expected to take "The Principles of Chemistry I" during Fall Quarter.

Planned equivalencies in quarter hours:
12—(seminar) issues in American agriculture; agriculture and Third World development
4—agroecology
4—soil science
4—entomology
4—research methods
4—management methods
4—principles of chemistry I or principles of biology I
12—farm practicum
48 total

Program is preparatory for advanced work in ecological agricultural research, market gardening and a variety of internships in urban agriculture, marketing, community development and small-scale agriculture.
Introduction to Climatology

Winter / Group Contract
Sponsor: Bill Brown
Enrollment: 24
Prerequisites: Core Program or equivalent
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Only by special arrangement

Climate is the most decisive factor in the shaping of environmental systems, determining what areas of the earth are normally capable of habitation by humans, plants and animals. Such environments vary widely in the degree of amenability to human occupation, but technology has made it increasingly possible to occupy even the most fragile and inhospitable regions of the earth. This has resulted in a scale of environmental degradation through deforestation, urbanization, erosion and desertification that it has threatened changes in the earth's climate itself. We will study the basis of modern climate classification systems, evidence of historical changes in these patterns, and what this has meant and might mean for an increasingly overpopulated world.

Planned equivalencies in quarter hours:
8 - physical climatology
4 - historical climatology
4 - human settlements and environmental change
16 total

Program is preparatory for careers and/or future study in environmental studies, urban studies and geography.

Evergreen Environment X: The Nature of Natural History

Winter, Spring / Coordinated Study
Coordinator: Al Wiedemann
Enrollment: 32
Prerequisites: "The Principles of Biology" or equivalent
Special Expenses: Approximately $250 for field trips; each student will be required to own good quality binoculars, a hand lens and a set of plant and animal field guides.
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Only by special arrangement

The objective of this program is to provide the student with the basic skills and understanding necessary to interpret natural phenomena (plants and animals and the landscape in which they live). The program theme will be the nature of natural history, developed through field work and readings in the history of natural history and the writings of prominent naturalists. Field work will involve the description of landscapes, animal behavior and plant phenology. Skills will be developed in the identification of plants, animals and rocks and minerals. A rigorous record-keeping system (naturalist's field journal and species accounts) will be the nucleus of student work and will be of great importance in the evaluation process.

Instruction will emphasize the proper use of the field journal and species accounts, plant and animal morphology and behavior, basic principles of geology, and the collection and preservation of biological specimens. Organized field trips will total 33 days: three days at the beginning of winter quarter; five days at the end of winter quarter; 17 days at the end of spring quarter; and the remainder in single day trips.

Planned equivalencies in quarter hours:
5 - natural history of the Pacific Northwest
4 - history of natural history
5 - field records in natural history
3 - field zoology
4 - field botany
3 - ecosystem ecology
5 - principles of geology
3 - ornithology
32 total

Program is preparatory for careers and/or further study in environmental sciences, biological sciences and preparation for work with resource agencies.

Public Land Policy

Spring / Group Contract
Sponsor: Jovana Brown
Enrollment: 24
Prerequisites: "Introduction to Environmental Studies" or equivalent; or "Political Economy and Social Change" or equivalent.
Special Expenses: $50 for field trips
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

One-third of the land in this country is owned by the United States government. These lands encompass some of the last untouched wilderness in North America, contain vital supplies of the country's timber, forage, minerals, water and wildlife, and include areas used for recreation by millions of Americans.

This group contract studies the history, development and current issues in the public land policy of the United States. We will begin by looking at the change from the 19th Century policy of giving or selling land to homesteaders, railroads and miners, to the current policy of retaining the land in government ownership. We will examine the origins of the conservation and preservation movements. We also will study the conflicting commodity uses of public lands today, including timber, range, minerals, recreation and the divestiture movement. Students will hear lectures by faculty and agency representatives, see films, meet with resource managers, take field trips, and read and discuss books on these issues.

Planned equivalencies in quarter hours:
8 - public land policies
4 - issues in natural resource management
16 total

Program is preparatory for careers and/or future study in management, government, business, environmental studies and environmental policy.
These courses are offered as supplements to programs in Environmental Studies, and for part-time students.

**The Principles of Biology**

Fall, Winter, Spring / Course
Instructor: Bob Sluss, fall and winter; spring instructor to be announced
Enrollment: 80-100 Faculty: 1-2
Prerequisites: None, but high school chemistry and advanced algebra or one quarter of college chemistry and algebra strongly recommended
Special Expenses: Laboratory kit
Part-time Options: No, this is a series of part-time courses
Internship Possibilities: No
Additional Course Allowed: Yes, this is a series of 4 quarter hour courses

A sequence of three courses covering the structure, function and interrelationships of cells, organisms and ecosystems. Fall topics: biological organization, bioenergetics, ecology, evolution. Winter topics: cellular biology, genetics. Spring topics: development, physiology, behavior. Introduction to different groups of organisms will occur throughout the year. Laboratory exercises will illustrate principles and important biological techniques. Three hours of lecture and one three-hour lab each week.

Planned equivalencies in quarter hours:
4—principles of biology I
4—principles of biology II
4—principles of biology III
12 total

Course is preparatory for careers and/or future study in biology, environmental studies or medical fields.

**The Principles of Chemistry**

Fall, Winter / Course
Instructor: To be announced
Enrollment: 100
Prerequisites: None
Special Expenses: Small lab fee
Part-time Options: This is a 4 quarter hour course
Internship Possibilities: No
Additional Course Allowed: Designed to be taken with other programs

"The Principles of Chemistry" is a two-quarter sequence of courses which covers basic principles of chemistry. Fall Quarter emphasizes bonding and stoichiometry, while Winter emphasizes equilibrium and finishes the study of bonding. Energy relations will also be studied.

Planned equivalencies in quarter hours:
4—principles of chemistry I
4—principles of chemistry II
8 total

Course is preparatory for careers and/or future study in chemistry, environmental studies and natural sciences.

**Energy Systems**

The goal of this year-long program is to develop an understanding of energy issues and technology, and to learn the skills needed to analyze energy systems in detail. For a complete description, turn to page 74 in the Science, Technology and Health specialty area.
Robert Menna
Sophomore
Hometown: Meriden, Connecticut
Studies: Expressive Arts

“I’m working very hard here on things that are important to me—harder than I ever did as the foreman of a construction crew. While producing a newsletter for activities in Evergreen’s Expressive Arts specialty area, I’ve had the opportunity to pick up skills I never thought I’d use: fundraising, public relations, budget writing, speaking skills, etc. What I needed to do with my education was to balance my working life with my artistic life. That’s what my work on the “Network” newsletter is all about—balancing.”
Convener: Susan Aurand

Affiliated Faculty: Susan Aurand, Craig Carlson, Don Chan, Sally Cloninger, Doranne Crable, Llyn De Danaan, Tom Foote, Marilyn Frazee, Meg Hunt, Bud Johansen, Jean Mandeberg, Pat Matheny-White, Ruth Palmerlee, Terry Setter, Paul Sparks, Charles Teske, Alinara Wilder and Bill Winden

The Expressive Arts faculty invite you to join them in a variety of exciting programs. In these programs, students have the opportunity to do creative work in one or more arts, including visual art, music, dance, theater, video, photography and creative writing. Program themes are drawn from the faculty's own professional interests: as directors, choreographers, composers, performers, visual artists and writers. With the exception of the introductory programs in the visual and performing arts ("Studio Project" and "Introduction to Performing Arts"), offerings vary each year. This allows the curriculum to remain vital by infusing it with new insights of the faculty. Students should note, however, that a traditional sequential development of skills is not available in all arts.

The Expressive Arts faculty are committed to the importance of creative work as a central element in a liberal arts education. The skills learned in Expressive Arts programs will aid a student in any other academic work she or he may pursue. At the same time, it is important for a student entering Expressive Arts to have had a broad range of other academic experiences. A student should not expect to focus his or her undergraduate work only in Expressive Arts, but rather to move into and out of the area, taking advantage of opportunities to work in other specialty areas. While studying within Expressive Arts, a student should work in more than one art area and consider undertaking multi-media collaborative projects with other students. The faculty believe that a broad range of experiences, in the arts and other disciplines, is necessary to developing students’ creativity.

As a future goal, the Expressive Arts faculty are working toward creating a learning environment that supports a strong multicultural perspective in the work of students. A special invitation is extended to people of color to join this specialty area.

Each year, the offerings in Expressive Arts include:

- A Core Coordinated Study program (for 1986-87).
- A sophomore-level Coordinated Study program (for 1986-87, "Studio Project" and "Introduction to Performing Arts");
- Junior- and senior-level, work-based Group Contracts (for example, "Performance Media in Contemporary Culture");
- Opportunities for individual contracts (advanced students only) and internships in arts management; and
- Skill-development courses to supplement your work in your program or group contract.

Career Pathways in Expressive Arts

Study in the Expressive Arts area is preparatory for careers in the visual and performing arts, art history, arts management and the humanities.
**Introduction to Performing Arts**

Fall, Winter, Spring / Coordinated Study Coordinator: Bud Johansen

Enrollment: 72 Faculty: 3

Prerequisites: Core Program or one year of college

Special Expenses: Purchase of supplies, dancewear and minor production expenses

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes, Fall and Winter, 4 quarter hours

This program provides students with an introduction to the performing arts. Our study of the heritage of performing arts will focus upon a series of "time slices," beginning with Ancient Greece, and emphasizing the 20th Century. Information will be presented through lectures and amplified through readings, research papers, journal writing and seminar discussions. Workshops in dance/theater, music, and technical skills.

By studying performance in a historical context, we will reflect upon contemporary performance refracted through the past. Workshops will emphasize collaboration between all performance areas. Fall Quarter, students will gain introductory experience in all performance areas. Winter Quarter, they will elect to study either movement choreography, music composition, or (if available) video/film production. In the spring, students may join in production companies to produce a collaborative performance, or they may work individually.

**Planned equivalencies in quarter hours:**

- 10 — introduction to performance
- 14 — beginning/intermediate study in movement choreography, music composition, etc. (varies with student)
- 12 — beginning/intermediate production work (in area of specialty)
- 12 — history of performance
- 48 total

Program is preparatory for careers and/or future study in the performing arts.

**Performance Media in Contemporary Culture**

Fall, Winter, Spring / Coordinated Study Coordinator: To be announced

Enrollment: 72 Faculty: 3

Prerequisites: Junior level; portfolio; faculty signature; one year, or equivalent, of one of the following: audio studies, movement acting studies, script writing/adaptation, film/video studies, or production techniques

Special Expenses: Audio and video tape; travel and tickets for off-campus events

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: No

This program will critically examine the development, technique and content of contemporary performance media including music video, records and performance art. Building skills in advanced audio recording, movement, writing and research technique will be included.

**Fall Quarter:** We will focus on the history and development of popular music in England and America from 1950 to the present. Students will specialize in their areas of skill development (such as audio, movement acting, oral interpretation, script writing and aesthetics).

**Winter Quarter:** Research topics will be developed out of fall readings. Students will continue skill development in their specialized areas in preparation for the production of a large-scale video work. Production teams will be formed and a script will be developed.

**Spring Quarter:** Students will concentrate on producing a music video for presentation in the tenth week.

**Planned equivalencies in quarter hours:**

- 12 — performance techniques
- 12 — film/video techniques
- 6 — sociology of music
- 6 — contemporary aesthetics
- 4 — theory of performance media
- 4 — contemporary social history
- 4 — writing and research techniques
- 48 total

Program is preparatory for careers and/or future study in performing arts, art technology and social studies.

**Studio Project**

Fall, Winter, Spring / Coordinated Study Coordinator: Susan Aurand (I), Paul Sparks (W), Jean Mandenberg (S)

Enrollment: 24

Prerequisites: Core Program

Special Expenses: Quarterly lab fee of approximately $15; art materials; field trip costs; visiting speaker fees of $20

Part-Time Options: No

Internship Possibilities: No

Additional Course Allowed: Yes

This is an intensive introduction to studio work in the visual arts. Students will work with a different faculty member each quarter, studying in succession drawing, photography and sculpture. Students should plan to participate all three quarters.

**Fall Quarter:** An introduction to the skills of drawing and collage. Students will draw from posed models and work on visual problems to improve their imagination and experimentation. Students will learn concepts of two-dimensional design and aesthetics. Emphasis will be on learning to see and development of a personal imagery.

**Winter Quarter:** An intensive introduction to the craft of photography and languages of formalism. We will explore the real and unreal world, the aesthetics of elegance and the poetry of pure form. There will be an emphasis on development of a personal aesthetic.

**Spring Quarter:** We will lay the formal, technical and historical background for making sculpture. Instruction in three-dimensional design will build on skills in drawing and seeing from Fall and Winter Quarters. Students will be encouraged to experiment with a variety of materials, and there will be technical instruction in wood and metal fabrication and metal casting. Weekly lectures and seminars will trace the development of sculpture from the late 19th Century to the present.

**Planned equivalencies in quarter hours:**

- 8 — life drawing and two-dimensional design
- 4 — art history and aesthetics

**Winter:**

- 8 — photography
- 4 — history of photography and aesthetics

**Spring**

- 8 — sculpture
- 4 — history of 20th Century sculpture
- 36 total

Program is preparatory for careers and/or future study in the arts, humanities and arts management.
Experiments with Light and Sound

Fall, Winter / Group Contract
Sponsor: Sally Cloninger
Enrollment: 24
Prerequisites: Core Program; interview and portfolio review; some experience with film, video or audio preferred but not required; signature of faculty
Special Expenses: None
Part-time Options: No
Internship Possibilities: None
Additional Course Allowed: No

During Fall Quarter students in this upper-division group contract will be introduced to a wide variety of production skills (including 16mm techniques, studio and location video production, pre-production design process, sound recording, editing and processing and videofilm post-production skills) as well as contemporary approaches to videofilm history, theory and criticism. We will be specifically examining and analyzing work by various videofilm artists who deliberately mix styles, incorporate diverse aesthetic impulses in their work, move across disciplines, and who attempt to broaden both film language and the perceptual sensitivities of their audience.

Students will work at their own technical level (i.e., some beginning students as well as some advanced will be invited to join this program) and will be expected to complete a minimum of five design projects (film, video and audio) during Fall Quarter and two fully-produced videofilm pieces during Winter.

In addition we will have weekly screenings, lectures, production workshops and theoretical seminars, treating particularly the impact of “blurred genres” on the imagemaker, the image and the audience.

Planned equivalencies in quarter hours:
8—film and video production techniques I
4—aesthetics of the moving image
4—contemporary film/video theory
4—film/video research project
8—film and video production techniques II
4—history of experimental film and video
32 total

Program is preparatory for careers in the visual arts and communications media.

A Meditation On Faith

Spring / Group Contract
Sponsor: Marilyn Frasca
Enrollment: 40 Faculty: 2
Prerequisites: Core Program; interview and portfolio review; faculty signature
Special Expenses: None
Part-time Options: No
Internship Possibilities: None
Additional Course Allowed: Yes

This group contract provides students with an opportunity to participate in a personal and political inquiry into the nature of spiritual experience. Students will examine their own convictions, assumptions and beliefs by participating in a weekly writing workshop focused on developing connections with past and present attitudes towards spirituality. In addition students will read texts which establish religious, philosophical and political views on the nature of “having faith.”

Students will be required to choose a theme for their own research and to produce a final presentation in either writing, painting, photography or sculpture.

Planned equivalencies in quarter hours:
4—psychology
4—political theory
8—research projects in writing, painting, photography or sculpture
16 total

Program is preparatory for careers and/or future study in the visual arts, political theory and the humanities.

Senior Thesis

Students may complete a Thesis Project in their senior year. The Thesis Project demonstrates to a committee of Expressive Arts faculty that the student has (a) become competent in the skills and concepts of a visual or performing discipline; (b) used those skills and concepts to investigate a personal, cultural or historical question or theme; and (c) acquired an understanding of the historical development and social uses of their disciplines. The Thesis Project may take a variety of forms, for example, a one-person exhibition, the performance of an original work, or a senior recital. To prepare a Thesis Project, you should identify a faculty member in the spring of your junior year to serve as your Thesis Project Advisor and begin to plan your project with him or her.
"Evergreen doesn't look at the past as a series of cut-and-dried events..."

"Evergreen doesn't look at the past as a series of cut-and-dried events and artifacts but as a mutable composite of human existence. In working toward a clearer vision of American culture, our program did everything from extended research on the subject of our choice to visiting local museums and graveyards. We read everything from economic philosophy to The Adventures of Huckleberry Finn."
The Humanities specialty area is a group of faculty from the fields of literature, history, philosophy, anthropology, archaeology, psychology and religion. We are committed to these subjects, and concerned within them about the following themes:

- The nature and value of written, visual, musical and oral texts;
- Connections between language, thought, value, behavior and society;
- Conceptions of the nature of a person or people;
- Evaluations of the relationships between a person or people and other men and women, private and public institutions and the gods; and
- Attempts to imagine and make new relationships, and new societies.

We do some work on one or more of these themes in each of our programs. In addition, we design each of our programs to:

- Emphasize great texts and/or artifacts and their relation to our specialty area themes;
- Encourage discussion in seminar groups;
- Help each student improve his or her writing;
- Promote cooperative interdisciplinary study; and
- Do work at a level as advanced as the knowledge and skill of the majority of students allows.

Career Pathways in Humanities

Our curriculum of Coordinated Studies, Group Contracts, and Courses is varied but connected. New Humanities programs begin each quarter. Students who complete one Humanities program have an opportunity to join another complementary program in the Humanities area. We have laid out no prescribed pathways, as a student guided by developing personal interests who progresses carefully among these offerings and who devotes her or his senior year to advanced work will emerge with a strong concentration in the Humanities area. Faculty will also teach part-time noon, evening, and weekend courses and sponsor individual contract projects.

Work that a student does in the Humanities specialty area helps prepare him or her for future undergraduate and graduate work in the humanities or social sciences and, in general, for a significant, reflective, adult life.
The "idea" of America preceded the history or literature required for the founding of the Colonies, and the nation has been invented and reinvented since Europeans arrived. At the same time, migration has featured a constant match and mis-match between the those already living in North America and those just arriving. The difference between European concepts of progress and property ownership and Native American sensibilities about the Earth and Nature are but one primary example of the clash of expectations.

New societies often create their own mythology and the United States has an especially interesting myth in "the Melting Pot." Americans have wanted to believe the nation absorbed each wave of immigrants easily, but our actual experience contradicts this. Cultural differences, racial distinctions and competing visions of the good life brought by arrivals have made for a complex society.

"Inventing America" will study the origins and transformations generated as those who came confronted those who were already here. We will explore the difference between belief and reality; revolutions that did not happen; roads not taken and why those roads were not traveled.

Students will be expected to read program materials intensively and carry out research projects into original topics and sources. We will begin with the European background of discovery and finish with the growth of industry after the Civil War.

**Inventing America:**

**Advanced American Studies**

**Fall, Winter / Coordinated Study**

Coordinator: Dave Hitchens

**Enrollment:** 48 Faculty: 2

**Prerequisites:** Junior standing; Core Program; if student is a community college transfer, a survey of U.S. history or literature required

**Special Expenses:** $30-$40 for retreat

**Part-time Options:** No

**Internship Possibilities:** No

**Additional Course Allowed:** No

In 1837, when the 18-year-old Victoria became Queen, England was the peace keeper of western Europe; the industrial "workshop of the world"; and a powerful nation on earth, with nearly 25% of the land under its control.

"Made in England" was stamped on the clothing and machinery of the continents, and the pound sterling was the exchange of international finance. On the other hand, her prosperity resulted from slum labor; German and American steel were taking her world markets; there had been social and labor unrest since the 1870's; and the guns of the Boer War sounded in far-off Africa as the Queen passed away.

Here we have an opportunity to study a culture from the zenith of greatness through the beginnings of decline. Like America of 1986, England was "the" model for national prosperity and unrivaled material expectations. In 1901, when the aged Queen died, England was the most powerful nation on earth, with nearly 25% of the land under its control. Victoria's England produced more than material goods; it also-produced poets, scientists, historians, architects, novelists, painters and essayists who never lost sight of the moral questions posed by its success, and how its answers have shaped our world. For Victoria's England produced more than material goods; it also-produced poets, scientists, historians, architects, novelists, painters and essayists who never lost sight of the moral questions posed by its success, and how its answers have shaped our world. For Victoria's England produced more than material goods; it also-produced poets, scientists, historians, architects, novelists, painters and essayists who never lost sight of the moral questions posed by its success, and how its answers have shaped our world. For Victoria's England produced more than material goods; it also-produced poets, scientists, historians, architects, novelists, painters and essayists who never lost sight of the moral questions posed by its success, and how its answers have shaped our world. For Victoria's England produced more than material goods; it also-produced poets, scientists, historians, architects, novelists, painters and essayists who never lost sight of the moral questions posed by its success, and how its answers have shaped our world. For Victoria's England produced more than material goods; it also-produced poets, scientists, historians, architects, novelists, painters and essayists who never lost sight of the moral questions posed by its success, and how its answers have shaped our world.
English Poetry

Fall / Group Contract
Sponsor: Charles McCann
Enrollment: 23
Prerequisites: Core Program or equivalent
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

With emphasis on the works of major poets, this chronological reading will have these objectives: an understanding of the techniques and forms of versification, and an appreciation of the dominant voices of the Renaissance, Neoclassical, Romantic, Victorian and Modern eras.

Seminars will consist mainly of sharing of written insights. Each student will also submit a term paper on a related subject of his or her choice.

Planned equivalencies in quarter hours:
16—English poetry
16 total

Program is preparatory for careers and/or future study in English and American literature and the humanities.

Great English Novels

Spring / Group Contract
Sponsor: Charles McCann
Enrollment: 24
Prerequisites: Junior standing; faculty signature
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

An immersion in classics of the 18th, 19th and early 20th Centuries through reading, discussion and writing. The objective is to give students a firm grasp of the novel’s development and classic modes, so that they will bring judgment and sophistication to reading any novel. Two novels and two “insight” papers per week. Students should plan no other time-consuming activity.

Planned equivalencies in quarter hours:
16—the English novel
16 total

Program is preparatory for careers and/or future study in English and American literature and the humanities.

Dialogue with Diversity

Culture, especially minority culture, is an intricate system of symbols, values and logic. For a full description of this intercultural study program, turn to the Native American Studies specialty area, page 60.

Family, Community and Personal Life

An examination of the interaction between social position and personal identity through the study of sex roles and family dynamics in Europe and the Americas. For a complete description, turn to page 36 in the Applied Social Theory area.

The Human Condition: In Our Times

For a full description of this program, the central offering of the Center for the Study of Science and Human Values, turn to page 67.
Vikki Poitra
Senior
Hometown: Coos Bay, Oregon
Studies: Pre-architecture

“My faculty member’s love of the language really came through...”

“She was an active teacher in the language classroom; always moving and very expressive. My faculty member’s love of the language really came through and that was inspirational. It felt like she and I were the only ones in the room.”
**Director:** Andrew Hanfman

In order to provide students with opportunities to study foreign languages and cultures, Evergreen has the Language and Culture Center. The Center plans and coordinates year-long programs and courses in the area of foreign languages and international studies. It also serves as a source of academic advice for students who have an interest in language and culture studies. The Center’s director, Dr. Andrew Hanfman, is a full-time Evergreen faculty member in language studies, who specializes in Russian-Soviet area studies.

The Center coordinates study abroad programs and counsels students on studies at foreign or local universities with expanded area offerings. The Center may also sponsor individual contracts involving language or culture studies in foreign countries.

In the academic year 1986-87, two year-long language and culture programs are being offered under the auspices of the Center: “French Culture” and “Classical World.”

For many students, part-time language study is highly appropriate. To serve these needs, Evergreen offers a predictable series of part-time courses. Most of these courses are offered during evening hours. Students interested in careers in business, journalism, education, anthropology and human services will want to consider such language study. The Director of the Center will advise students on the appropriateness of various types of language study to their individual goals. In the 1986-87 academic year, courses in first-year college Spanish, Latin, French, Japanese and German will be offered as well as second-year French.

The following list includes the academic programs in this area planned through 1989:

**1986-87**
- “French Culture,” Fall, Winter, Spring; study abroad to be announced.
- “Classical World” (Greek and Latin), Fall, Winter, Spring.

**1987-88**
- “Russia/USSR,” Fall, Winter, Spring; summer trip to Soviet Union.
- “Japan and the West,” Fall, Winter, Spring; study abroad to be announced.

**1988-89**
- “French Culture,” Fall, Winter, Spring; study abroad to be announced.
- “German Culture” or “Italian Culture” (tentative).
The Jackson School of International Studies: A Partnership Program with the University of Washington

Evergreen students who have met the necessary prerequisites may be eligible to spend up to a full year studying language, area studies or international political economies as special students in the University of Washington's Jackson School of International Studies. Along with Harvard, Stanford and a small number of other universities, The School of International Studies has been a pioneer in offering programs in non-Western languages and cultural studies. The School of International Studies offers interdisciplinary curricula organized to emphasize both regional and topical studies. Students may concentrate their study on a major world area within the context of the humanities and the social sciences, they may specialize in topical studies, or they may pursue a more general course of study within the program.

Major areas available through this program include the following:

- Chinese Studies
- Japanese Studies
- Korean Studies
- Latin American Studies
- Middle Eastern Studies
- Russian and East European Studies
- South Asian Studies
- Comparative Religion

It is also possible to integrate the international or regional study with an emphasis on business, health or political economy. The study of a foreign language is an integral part of the program at the School of International Studies.

Application to participate in a year at the School of International Studies should be made through the Director of the Language and Culture Center, Dr. Andrew Hanfman. Application must be made before April 1 of the year preceding admission to the University of Washington. For advice on this program, contact Dr. Hanfman as early as possible.

French Culture

Fall, Winter, Spring / Group Contract
Sponsor: Susan Fiksdal
Enrollment: 24
Prerequisites: One year of college
Special Expenses: To be determined
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: No

This program uses artistic genres, language study, history and anthropology to look at French civilization since the Revolution of 1789. Our aim is twofold: to analyze some of the complex forces that make a society, and to acquire a solid understanding of the French language. Students will gain a better understanding of the application of how French value systems and ways of life compare with our own.

Fall Quarter: We'll spend approximately four-and-a-half hours each day learning how to read, write, speak and listen to French on beginning and intermediate levels, with an emphasis on developing oral and aural ability. The program then moves into a consideration of the artistic genres in the 19th Century when the artist turned to the public, rather than patrons, for subsistence. Through literature, painting and music, we will examine the tension between the social upheavals and resulting value systems of France and the United States. Writers and artists may include Victor Hugo, George Sand, Delacroix, Zola, Matisse, Sisley and Berlioz.

Winter Quarter: We'll focus on the 20th Century: Picasso, Debussy, Proust, St. Exupery, Mary Cassatt, Gertrude Stein, Anais Nin, Andre Breton, Celine and Camus. We will rely increasingly on French texts, and all lectures, workshops and seminars will be conducted in French.

Spring Quarter: We will travel to Lyon, France, to carry out research projects and our study of the 20th Century. We'll focus on contemporary literature from all genres, relying on periodicals. We'll visit museums and art exhibits, attend concerts and films, and keep analytical journals.

Planned equivalencies in quarter hours:
Distributed among French culture, 19th and 20th Century French literature, social history of France and art history.
48 total

Program is preparatory for careers and/or future study in the humanities, cultural studies, history, journalism, international law, international business, literature and writing.
The Classical World

Fall, Winter, Spring / Coordinated Study
Coordinator: Art Mulka
Enrollment: 24
Prerequisites: Core Program, or one year of college emphasizing critical reading, writing and group discussion. Possible summer study-travel to Greece and Italy in 1986, see below.
Special Expenses:
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes, with faculty permission

"The Classical World" will provide a comprehensive and contemporary view of the Mediterranean, Greek and Roman civilizations which form the basis of Western culture. We will study the period from the 16th Century B.C. to the 6th Century A.D.—from the rise of the Minoan and Mycenean civilizations to the decline of the Roman Empire. In this period Judaism and Christianity were born. Philosophy was formulated by Greek philosophers; great literary themes found expression in the Greek epic and tragedy. Rome shaped concepts of law, citizenship and statehood which prepared the way for modern political and social structures. Our program will emphasize the history and evolution of these processes.

Students may expect to read six to eight selections each quarter from the great books of antiquity plus two interpretive secondary sources. These works will be examined against the background of political and social developments.

The 12 quarter hour core of the program will consist of two weekly lectures, two weekly book seminars and a writing workshop. Four more quarter hours can be earned in Latin or Greek, but language study will not be part of the program core. Greek will be offered if there is sufficient enrollment. Students interested in "Museums and Monuments," a summer study tour in Italy and Greece, are urged to contact Faculty Member Gordon Beck.

Planned equivalencies in quarter hours:
12—Greek and Roman history
12—Greek, Roman and Christian literature
12—Latin or Greek
12—Greek, Roman and Christian philosophy and religion
48 total
Program is preparatory for future study in the humanities, the classics, history and philosophy.

Cultural Interaction:
Significant Differences

Fall / Group Contract
Sponsor: Lovern King
Enrollment: 24
Prerequisites: Sophomore standing
Special Expenses: Field trip costs
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes, concurrent enrollment in a foreign language is recommended

This contract is designed for students planning to study, live or work abroad. It is also helpful for developing an awareness of the significant differences among the diverse cultures within the United States. Emphasized are skills in cross-cultural observation and communication, awareness of the culture you are considering entering into, as well as the one you are emerging from. We will also look at the ways ideologies and value systems are reflected in different forms in different societies. We will do this through reading, writing, group interaction, seminars, cross-cultural simulations, field trips and guest speakers. Students are strongly encouraged to take a foreign language course concurrently with this program.

Planned equivalencies in quarter hours:
12—cross-cultural communication, sociology and anthropology
12 total
Program is preparatory for careers and future study in cultural studies, international business and education.
Michael McGrath
Senior
Hometown: Olympia, Washington
Studies: "Management and the Public Interest"

"We developed a real camaraderie in our program, whereas at another college I went to I was put into a category because I was older. There was also so much competition. I was a real conscientious student and classmates would ask me not to score so well on the exams so the grading curve wouldn't be so high. But that doesn't happen here. The real key at Evergreen is learning to work with other people."

"The real key at Evergreen is learning to work with other people."
Affiliated Faculty: Lucia Harrison, Virginia Ingersoll, Gerald Lassen, Paul Mott, Art Mulka, Chuck Nisbet and Greg Weeks.

Upper-division work in this specialty area consists of a Coordinated Study program titled “Management and the Public Interest” for the first year and a changing series of advanced Group Contracts, Individual Contracts and Internships for the second year. During the first year, the “MPI” program provides students with the opportunity to acquire essential managerial skills and concepts. The program will address broader issues such as the ability of the private and/or public sector to meet the public’s needs. This program is designed for part-time students from off campus as well as full-time students.

International Political Economy

An examination of the relationships between economies and politics that shape our contemporary global interdependence and determine the global distribution of wealth and power. For a complete description, turn to the Political Economy and Social Change specialty area, page 65.

Microeconomic Theory

This group contract is designed for advanced students of economics who wish to attain technical mastery of microeconomic analysis. For a complete description, turn to the Political Economy and Social Change specialty area, page 65.

Management and the Public Interest

Fall, Winter, Spring / Coordinated Study Coordinator: Greg Weeks
Enrollment: 72 Faculty: 3
Prerequisites: Junior standing or faculty signature
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

These are dynamic times for American business. Our increased reliance on international trade, the growth of small businesses and changes in the structure of markets all require American management to operate in a constantly changing environment. “Management and the Public Interest” (MPI) will study this ongoing evolution of business institutions. Our investigation will carry us into such fields as accounting, economics, finance, marketing, and organizational theory and behavior. While the program covers the essential managerial skills and concepts, it also emphasizes analytical skills. Improving critical reading, writing and communications skills will be an important part of our work. MPI is for students interested in a career in management, a career change, or a better understanding of business institutions. It is designed for full-time and part-time students with an evening component planned for part-time, working students.

Understanding the dynamics of American management requires the integration of several disciplines. Consequently, the core of the MPI program will include organizational theory and behavior, American business history, principles of economics, intermediate microeconomics, statistical analysis and public policy towards business. Additional work in marketing, financial management and computer science is routinely offered.

Planned equivalencies in quarter hours:
4—organizational theory and behavior
4—accounting
4—principles of economics
4—business history
4—intermediate microeconomics
4—public policy towards business
4—management
4—marketing
8—related work in writing
8—case studies and computer science
48 total

Program is preparatory for careers and/or future study in management or graduate studies in business administration, public administration, the social sciences and law.
Leona Dan  
Freshman  
Hometown: LaConner, Washington  
Studies: Native American Culture

“I never really thought about my culture before coming to Evergreen. Now I feel culturally rich. There's so much there and so much to learn about that I really feel I opened up a new part of myself.”
The major goal of Native American Studies is to provide an open educational opportunity for Native Americans; it is not merely a place to study Native Americans. However, this interdisciplinary area is designed to serve two specifically different student groups: Native American students who are interested in enriching their unique cultural heritage and developing strategies for self-determination in our pluralistic society; and students interested in learning about traditional Native American cultures and values, including the dynamics of change in a plural society.

Native American Studies includes at least one major program, two auxiliary programs, and one course each year. In addition, the area collaborates to design symposium components with other specialty areas on topics such as health, science, environmental studies and art.

Career Pathways in Native American Studies

We tailor the educational experience of each student to his or her particular needs. There are, therefore, no prescribed “pathways” in Native American Studies, although there is a general pattern which most students follow.

Work in Native American Studies always begins with an interview with one of the Specialty Area faculty. In this interview, student and faculty plan an individualized course of study to insure that study in this area will satisfy that student’s personal needs.

Students in Native American Studies work to develop (1) Individual Identity, (2) Group Loyalty and (3) Personal Authority. Having developed these strengths and the particular skills they need, they return to their communities and have a positive impact on the world around them.

Students can use various methods to build strength and skill. For example:

- they can study a year in Native American Studies programs (in 1986-87, “Dreams: The Text of Thinking” or “Dialogue with Diversity”);
- they can combine study in our programs with study in programs outside our area;
- and some students will spend additional time working with the faculty in the central program.

The Native American Studies area also helps advise and prepare Native American Teacher Certification students.
Problem Youth

Fall, Winter, Spring / Group Contract
Sponsor: Mary Nelson
Enrollment: 24
Prerequisites: Background in counseling, psychology, minority studies or sociology
Special Expenses: Field trip within state
Part-Time Options: No
Internship Possibilities: Yes, Spring Quarter
Additional Course Allowed: Yes, if it applies to program

This program is designed for students seeking practical experience in the field of juvenile justice in the state of Washington. We will read books and view films on a variety of topics illustrated by the book list below. We will listen to lecturers from various public agencies in the juvenile justice system: juvenile courts, probation, rehabilitation and child protection. We will visit group homes, youth institutions and other agencies.

Prerequisites:
- At least $35 for field trips
- No
- Yes, if it applies to program

Sponsor:
- Mary Nelson

Fall Quarter:
- Program is preparatory for careers in social work, psychology, minority issues.
- Program is preparatory for future study in counseling, psychology, minority issues.
- Program is preparatory for careers in social work, psychology, minority issues.
- Program is preparatory for future study in counseling, psychology, minority issues.

Winter:
- Program is preparatory for careers in social work, psychology, minority issues.
- Program is preparatory for future study in counseling, psychology, minority issues.
- Program is preparatory for careers in social work, psychology, minority issues.
- Program is preparatory for future study in counseling, psychology, minority issues.

Spring:
- Program is preparatory for careers in social work, psychology, minority issues.
- Program is preparatory for future study in counseling, psychology, minority issues.
- Program is preparatory for careers in social work, psychology, minority issues.
- Program is preparatory for future study in counseling, psychology, minority issues.

Program is preparatory for careers in social work, psychology, minority issues.

Additional Course Allowed:
- Additional Course Allowed: Yes

Culture should not be viewed as a curiosity shop explored merely for amusement. Culture, especially minority culture, is an intricate survival system of symbols, values and magic. As Leslie Marmon Silko says, our stories are not just entertainment.

We will read stories, poems and plays by minority writers, as well as visit Washington State artists and/or the places they write about. Fall Quarter we will study Native and Afro-American literature; Winter Quarter we will study Chicano and Asian American literature. Our approach will be to conduct a dialogue with a significant difference, both feel and understand this work from the inside out.

Planned equivlences in quarter hours:
- Fall Quarter: 32
- Winter Quarter: 32
- Spring Quarter: 32
- Total: 96

Planned equivalencies in quarter hours:
- Fall Quarter: 32
- Winter Quarter: 32
- Spring Quarter: 32
- Total: 96

Program is preparatory for careers in social work, psychology, minority issues.

Dialogue with Diversity

Fall, Winter / Group Contract
Sponsor: Craig Carlson
Enrollment: 24
Prerequisites: None
Special Expenses: At least $35 for field trips
Part-Time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

Culture should not be viewed as a curiosity shop explored merely for amusement. Culture, especially minority culture, is an intricate survival system of symbols, values and magic. As Leslie Marmon Silko says, our stories are not just entertainment.

We will read stories, poems and plays by minority writers, as well as visit Washington State artists and/or the places they write about. Fall Quarter we will study Native and Afro-American literature; Winter Quarter we will study Chicano and Asian American literature. Our approach will be to conduct a dialogue with a significant difference, both feel and understand this work from the inside out.

Planned equivalencies in quarter hours:
- Fall Quarter: 32
- Winter Quarter: 32
- Spring Quarter: 32
- Total: 96

Program is preparatory for careers in social work, psychology, minority issues.

Problem Youth

Fall, Winter, Spring / Coordinated Study
Coordinator: Rainer Hasenstab
Enrollment: 96 Faculty: 4
Prerequisites: Interview and faculty signature
Special Expenses: Field trips; tapes; project materials
Part-Time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This program offers an educational opportunity tailored to student needs based on a diagnostic interview and a student-designed project. Students are invited to participate in work they define as valid and valuable to the growth of the individual and the promotion of partnership between and among the student, the college and the community.

In a spirit of hospitality and inspiration, students are encouraged to decide for themselves important and valid learning experiences. Recognizing the important fact that there do exist between people significant differences, students are requested to consider four important questions:

1. What do I want to do?
2. How do I want to do it?
3. What do I want to learn?
4. What difference does it make?

Students will be offered the opportunity to develop writing, speaking, artistic and reading skills from faculty who offer their own areas of expertise as an educational umbrella. The program will promote concepts of learning through listening, performing, questioning and symbolizing. Students will be invited to consider the concepts of (1) identity, (2) group loyalty and (3) personal authority as they develop educational goals.

Students are invited to participate in coordinated group study sessions on Mondays, along with four forums and approximately three field trips during the year. They will be encouraged to develop skills that suit their goals and to realize the importance of their contribution to a human and humane society.

Planned equivalencies in quarter hours:
- Fall: 48
- Winter: 48
- Spring: 48
- Total: 144

Program is preparatory for careers in arts, anthropology, archaeology, education, Native American studies and multicultural studies.
Jay Saucier
Senior
Hometown: Seattle, Washington
Studies: Pre-law

"You have something very valuable to offer."

"My advice to Third World students is don't be afraid to speak up. You have something very valuable to offer. Your fellow students are vessels just waiting to be filled. I'm not saying you're the answer, but your contribution is definitely a part of it."
Convenor: Jeanne Hahn

Affiliated Faculty: Bill Arney, Priscilla Bowerman, Jovana Brown, Ken Dolbear, Betty Ruth Estes, Jeanne Hahn, Gerald Lassen, Russell Lidman, Alan Nasser, Matt Smith and Susan Strasser

Political Economy and Social Change integrates anthropology, economics, history, law, political science and sociology as a way of understanding the modern world and as a set of tools for analyzing contemporary public problems. We focus particularly on those problems involving scientific, technological and environmental applications. We are interested in how such problems evolved, how they are understood, how and why certain decisions are made about them, and what difference all this makes for the quality of human life.

All major problems are deeply grounded in cultural, social, economic and political theories, history and practice. Their understanding involves exploring basic analytic concepts and values (freedom, equality, justice, democracy) and their meanings today. We look at societies as dynamic and ever-changing systems, compare them in different countries and cultures, and evaluate their impacts on the everyday lives of all affected people.

Career Pathways in Political Economy and Social Change

There are three pathways, or areas of concentration, students can pursue after they take the foundation program, "Introduction to Political Economy and Social Change":

1. Government and Public Policy
   This pathway includes the structure and decision-making processes of governments at all levels. We also examine what governments have done with respect to public problems and, in general, what difference governments have made for people.

2. Economics
   This pathway includes economic history, intensive theoretical and practical work in micro- and macro-economics, critical evaluation of their applications, and a survey of possible alternatives.

3. Law and Society
   This pre-law pathway includes the philosophical foundations and historical development of law and legal systems, their social effects and functions, and the governing role of law and lawyers in the United States today.

Each of these areas will, wherever possible, compare the American experience with that of other countries and cultures. In addition, we offer pathways in collaboration with Environmental Studies and Science, Technology and Health. These pathways lead to careers in law, government, business, education and professional social science. While we assume that most students who undertake studies in Political Economy and Social Change are preparing themselves for a basic critical understanding of today's problems, we shall also assure that those who specialize in the area are fully prepared for graduate and professional education in the disciplines represented here.

Students are encouraged to undertake senior theses or projects, or internships, as integral parts of their academic work. Faculty in Political Economy and Social Change make a special effort to prepare students for internships with the state legislature, executive departments, or other agencies and organizations in order to take advantage of Evergreen's location in the state capital.
Pre-Law Preparation

Law schools do not require college credits in any specified subjects. They want students who can read well, write well and speak well, and who have a broad general education with some specialization, perhaps, in a field other than law or politics. For instance, the rapidly-developing field of environmental law needs lawyers with some substantive understanding of the environmental sciences.

Many pre-law students concentrate on social sciences, but law schools particularly value work in the humanities—literature, philosophy, history—because of its concentration on language, precise thinking, and understanding our intellectual heritage and the progress of civilization.

Evergreen's broad interdisciplinary study is well suited to the needs of the pre-law student.

Political Economy and Social Change

Fall, Winter / Coordinated Study
Coordinator: Gerald Lassen
Enrollment: 72, Faculty: 3
Prerequisites: Core Program or equivalent
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

The economic, political and environmental crises of today have their origin in the development of an industrial, state-centered society. This society arose in Western Europe in the 17th Century—shaped by political, economic, industrial and scientific revolutions—and has now spread to much of the world. If we wish to comprehend this development independently and judiciously, we must grasp the coherence of these historic transformations and the interaction of the crucial ideas which shaped, justified or challenged them.

Fall Quarter, the program investigates the nature of social science. The origins of modern society and of social science are examined in the context of the 17th, 18th and 19th Centuries and the emergence of historical democracy, liberalism and conservatism. In addition, students are introduced to microeconomic principles.

Winter Quarter, students will work on Marxist and positivist social theory. In addition, they will examine macroeconomic principles in relation to recurring crises in the capitalist state.

Planned equivalencies in quarter hours:
4—European and American history
4—microeconomics
4—macroeconomics
4—social theory
8—political theory
24 total

Program is preparatory for careers and/or future study in law, economics, history, government and public policy.

Law, Liberalism and Social Change

Fall, Winter / Group Contract
Sponsor: Jeanne Hahn
Enrollment: 24
Prerequisites: "Political Economy and Social Change" or equivalent; faculty signature
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This group contract will explore the theoretical and practical relationships among law, liberalism and social change in America. We will begin by establishing the conceptual framework necessary for a comprehensive understanding of the place of law and liberalism in American society and the way in which they operate to inhibit or foster political-economic and social change.

In the fall, we will explore the role of law and liberalism in the two most important eras of social transformation: the Founding period, 1765-1800, and the Populist-Progressive period, 1877-1920. In the winter, we will focus on the legal and ideological innovations that underscore the major restructurings of economic, political and social life that is currently underway.

Throughout the two quarters, our examination of the role of law and liberalism in underwriting and channeling America's political-economic development will illuminate the development of property law, substantive due process, and the place of women and minorities in the larger political economy. Attention will be devoted to developing methods of social science and legal research, and each student will be expected to write a substantial analytical research paper.

Planned equivalencies in quarter hours:
8—American legal history
8—American history
4—contemporary political theory
4—political sociology
4—political science: constitutional law
4—advanced social sciences and legal research and writing
32 total

Program is preparatory for careers and/or future study in political economy, political science, American history and law.
International Political Economy

Spring / Coordinated Study
Coordinator: Pris Bowerman
Enrollment: 48 Faculty: 2
Prerequisites: “Political Economy and Social Change” or micro- and macro-economic principles and introductory radical analysis
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The study of international relations has been revolutionized in the last 15 years. By 1970, many economists and international relations experts agreed that traditional methods of analysis were incapable of explaining contemporary global interdependence and the global distribution of wealth and power. These methods often assumed that international relations were the product of the economic and/or political competition waged between nation-states. But today, multinational corporations, whose interests and activities are not bounded by national frontiers, can escape or subvert national policies from abroad.

Since 1970, international political economists have generated a wide variety of new analyses to illuminate the complex interdependency of the contemporary world. Each addresses the relationships between economies and politics, between the interests of the state and the interests of the powerful economic agents acting within the state’s geographical boundaries, and between powerful and dependent states.

Students in this program will read, study and evaluate exemplary texts from each of these new analytical approaches.

Planned equivalencies in quarter hours:
4-international economics
4-multinational corporations
4-American foreign policy
4-interdependency theory
16 total

Program is preparatory for careers and/or future study in law, economics, history, government and public policy.

Microeconomic Theory

Spring / Group Contract
Sponsor: Gerald Lassen
Enrollment: 24
Prerequisites: “Political Economy and Social Change” or “Principles of Economics”
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This contract is designed for students wishing to continue their studies in economics beyond the elementary level. Students can expect to attain the technical mastery of microeconomic analysis and to grasp some of its practical applications. The fundamental assumptions and premises of microeconomic theory will be examined thoroughly. Concepts of justice, freedom and equality will be dealt with in various readings and seminars.

Planned equivalencies in quarter hours:
8-microeconomic theory
8-total

Program is preparatory for careers and/or future study in economics, business and law.
I always knew how to think, but at Evergreen I learned to use analytical reasoning and how to express myself. At first I felt stupid in seminar. I couldn’t understand what people were saying. I was very quiet. But then I began to look at what people were saying, at all the steps of their arguments. It was a major breakthrough for me. The first day I had something to say, everybody was talking and I didn’t think I’d ever get in, but I threw my book down in the middle of the circle and said, ‘I have something to say!’ They listened.”
The Human Condition: In Our Times

Full, Winter, Spring / Coordinated Study Coordinator: Phil Harding
Enrollment: 72. Faculty: 3
Prerequisites: Core Program or equivalent
Special Expenses: Field trips Fall Quarter
Part-time Options: "Cutting Edge Symposium" only
Internship Possibilities: No
Additional Course Allowed: No

The aim of the Center for the Study of Science and Human Values is to provide a bridge between science and the humanities. It is based upon three assumptions:

That the purpose of knowledge is to improve the human condition by alleviating suffering and providing ways to live in harmony within our species and within the natural environment;

That the traditional questions asked by the humanities are relevant, and that, when informed by current knowledge in natural, physical and social sciences, the humanities can help insure our survival as a species and promote an optimal civilization; and

That citizenship in such an optimal future (not to mention responsible and ethical, social and political situations. We will explore various methods of analysis in our own time, tracing the criticism of a poem, a building and a scientific experiment over a 50-year period.

Spring Quarter: We will look at diverse aesthetic, political, social and scientific evaluation systems. Finally, we will carry out individual projects through which we come to terms with our own process of definition, interpretation and evaluation.

Note: Students interested in the root ideas in this program should consider "Inventing America" and "Culture and Empire" offered by the Humanities specialty area.

Planned equivalencies in quarter hours:
6—aesthetics
6—cultural anthropology
6—epistemology of science
6—history of ideas
6—methods of social science
6—urban sociology
12—writing
48 total

Program is preparatory for careers in the humanities, social sciences, literature, sciences and philosophy.

Cutting Edge Symposium

Full, Winter, Spring / Coordinated Study Coordinator: Carolyn Dobbs
Enrollment: Open
Prerequisites: None for lectures; intermediate standing for the remainder
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Yes

American glorification of anything new has led us to assume that the latest results of scientific research always lead to human betterment. We forget that science exploits one version of "truth," that there are competing truths, and that scientific advances always have political consequences.

Each quarter, the "Cutting Edge Symposium" will focus on a current scientific advance that re-shapes traditional assumptions. We will explore both the issues it consciously addresses and those it ignores. We will question the effects of scientific research on ethical, social and political situations. For example: how has genetic engineering forced upon us moral dilemmas about creating life and political dilemmas about limiting research?

The "Cutting Edge" symposia are a continuing central part of the curriculum for the Center for the Study of Science and Human Values. A lecture series—open to students, faculty, staff and public—will generate two quarter hours of credit. Students may supplement the lecture series with a seminar on the presentations and further readings for additional credit.

Final selection of "Cutting Edge" topics will grow out of the scientific literature monitored near the time of the class; specific titles will not be available until the spring before the symposia begin.

Ideas for specific "Cutting Edge" symposia and questions about content and structure should be addressed to Carolyn Dobbs, convener of the Center for the Study of Science and Human Values.

Planned equivalencies in quarter hours:
Depends on specific content each quarter
2-16 total

Program is preparatory for careers in the humanities, social sciences, literature, sciences and philosophy.
“Decide what you want and make it happen.”

“Be aggressive. Decide what you want and make it happen. This is the only place I know where you can do that—the only place I know of that you can make what you want happen.”
Convener: Clyde Barlow

Affiliated Faculty: John Aikin, Clyde Barlow, Michael Beug, Judy Bayard, Rob Cole, Diana Cashing, George Dimitroff, Tom Grissom, Burt Guttman, Will Humphreys, Linda Kahan, Jeff Kelly, Rob Knapp, Betty Kutter, Sig Kutter, Al Leisenring, Earle McNeil, Janet Ott, Willie Parson, David Paulsen, Jake Romero, Fred Tabbutt, Terry Tafoya and Byron Youtz

Associated Faculty: Hazel Jo Reed, Debbie Robinson and Rita Pougiales

This area is a center for the study of the physical sciences, mathematics, computing, human services and health-related subjects and laboratory biology. These subjects are studied in several ways: for their own sake (theories and experiments), for their applications (e.g., in engineering, information systems or healing), and for their place in culture and society.

Science, Technology and Health explores this vast field within its own programs, and in partnership with other Specialty Areas.

The area has three main goals:

- to provide high-quality introductory and advanced work for undergraduates interested in careers or future work in science, technology or health;
- to investigate the relationship of science, technology and health to social and individual human concerns; and
- to make learning about science, technology and health available to students with primary commitments to other areas of study.

Academic Pathways: For ease in planning, we have laid out suggested program sequences, or academic pathways, in subjects where student interest is strong and where we have special strength. Students may take any of the programs and courses in this area at any time, provided they meet all prerequisites. Each pathway is composed of a number of regularly-offered programs and courses arranged so that students can easily gain essential prerequisites—arranged also so students can balance Science, Technology and Health with studies in other areas.

We do not want students to spend all their time in a single subject. Some pathways are equivalent to the "majors" available in conventional colleges and universities. Others are unique to Evergreen, and take advantage of the college’s special emphasis on interdisciplinary learning. All are designed to give students the knowledge and skills they need to go on to productive work or graduate study in the fields of their choice.

The current Science, Technology and Health academic pathways are listed below. Detailed descriptions of each pathway are on the following pages.

Programs and Courses: Much of the academic work in Science, Technology and Health takes place in full-time integrated programs, in which several subjects are taught in a coordinated way that allows the concepts and skills from each to aid the learning of the others. A full-time student typically enrolls in one of these programs for 12 to 16 quarter hours of credit each quarter. Almost all of the descriptions on the following pages refer to programs of this kind.

In addition, we offer a number of courses in which a single subject is taught (see chart on this page). These courses typically award 4 or 6 quarter hours of credit or about 1/4 to 1/3 of a full-time load. These courses are useful for gaining prerequisites, for pursuing part-time studies, or simply for gaining an acquaintance with a subject without making a full-time commitment to it.

Important Note: Students who plan to gain a given prerequisite by taking one of these courses should pay close attention to their timing. We offer most courses only once each year.

Chemical Systems
Computer Studies
Energy Systems
Health and Human Behavior with three sub-pathways—
Health Sciences
Human Services
Psychological Counseling
Laboratory Biology
Mathematics
Physical Systems
3/2 Engineering

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Career Pathways in Science, Technology and Health

Chemical Systems

This pathway will provide a strong background for professional work or study in chemistry as well as a superior foundation for students going into medicine or quantitative environmental studies. Each year advanced topics in chemical thermodynamics and bonding will be offered. In addition, other topics offered in rotation will include chemical dynamics, molecular structure, biochemistry, environmental chemistry, inorganic chemistry and chemical instrumentation. Laboratory work will place a heavy emphasis on laboratory computation and computer graphics using ten recently acquired Intel 310 systems. Linear/digital electronics, microprocessors and their applications to scientific measurements will be covered in alternate years. Students who take "Electronics" need to have physics or "Calculus I," or take one of them concurrently. Senior project topics include studies and simulations of chaotic chemical systems, chemical oscillators, detoxification of hazardous wastes, instrument design, biophysics and biochemistry.

First Year:
Any Core Program, plus courses, if necessary, to meet prerequisites for "Matter and Motion," e.g., math and/or chemistry. Well-prepared students may take "Matter and Motion" directly in the first year.

Second Year:
"Organic Chemistry I, II and III" and outside studies or "Matter and Motion."

Third Year:
"Chemical Systems" (prerequisites are "Matter and Motion" or the equivalent), "Organic Chemistry I, II and III" or "Molecule to Organism."

Fourth Year:
Outside studies and senior thesis.

Computer Studies

The Computer Studies pathway is designed to serve students planning careers or graduate study in the fields of computer science and information systems. The student who completes this pathway will have a solid foundation in computer science and will be prepared for career opportunities in this rapidly-expanding area. The pathway is strongly interdisciplinary and includes partnership programs offered on a regular basis with other Specialty Areas and the disciplines of the arts, communication, education, management and business, and the natural sciences. Much of the Computer Studies Pathway is accessible on a part-time basis and to students outside the pathway.

The structure of the pathway:

First Year:
Any Core Program, plus courses, if necessary, to meet prerequisites for "Data to Information"

Second Year:
"Data to Information," an entry-level program offered each year covering the fundamentals of information systems, programming and system design. This program participates in Science, Technology and Health Seminars.

Third and Fourth Year:
Advanced offerings alternate, with one group of topics offered in even years (e.g., 1986-87) and another group in odd years (e.g., 1987-88). The programs in each are:

Even years:
"Computability, Cognition and the Modeling of Mind" (Fall, Winter, Spring/Coordinated Study)

Odd years:
"Business of Computers" (Fall, Winter, Spring/Coordinated Study)

Students intending to follow the Computer Studies pathway should plan to enroll in "Data to Information" and one more advanced program. Students in this pathway are also encouraged to select at least two quarters worth of programs from other Specialty Areas related to their interests.
Fall | Winter | Spring
---|---|---
**Computer Science**
Pascal | Pascal | Pascal
Intermediate Programming | Numerical Analysis I | Numerical Analysis II
Machine Organization | Computer Architecture | Operating Systems
Data Structures | Data Structures (repeat) | Advanced Data Structures
Data Communications | | Database Management Systems
Computer Graphics | |  

Note: For some students, special circumstances will make the above courses inappropriate. For them, part-time enrollment in a full-time program is sometimes possible. For the following subjects, consult the coordinator or sponsor of the program indicated: Statistics for Decision-making ("Data to Information"), Engineering Statistics, Dynamics ("Physical Systems"), Engineering Thermodynamics ("Energy Systems"). In other cases, consult the Academic Advising Office.

*Offered as part of a full-time program

**Energy Studies**
The Energy Studies pathway leads to careers in applied energy analysis and development, energy-efficient design, and energy policy analysis and implementation. Opportunities for employment exist throughout the industrial and commercial sector, and in numerous local, state, and federal agencies.

The heart of the Energy Studies curriculum is the third-year program, "Energy Systems," which is followed by fourth-year work in either technical or policy areas. The suggested pathway:

**First Year**
Any Core Program

**Second Year**
Electives (Introductory calculus and physics are useful though not required for entry into "Energy Systems.")

**Third Year**
"Energy Systems"

**Fourth Year**
Any combination of senior thesis, internships, Winter or Spring portions of "Physical Systems," or electives

**Health and Human Behavior**
The Health and Human Behavior pathway has three main, often intersecting branches: counseling, human services and health sciences. Workers in all three areas need to be fully aware of the interaction of social, psychological and biological forces which affect human health and behavior.

Each of the three branches needs to develop its own set of tools, but with full appreciation and awareness of the impacts of all three sets of factors and of the complementary roles of the other health and human service professionals. The entry-level program, "Human Health and Behavior," is designed to provide this shared perspective as well as a common language and the skills needed in each area.

Sample career goals and work undertaken by students in each branch include psychological counseling, human services and health sciences.

**Psychological Counseling** provides preparation for paraprofessional work in the counseling and mental health fields, and also prepares students for graduate study in psychology, social work and counseling. A strong liberal arts and sciences background is recommended, as are the programs, "Psychological Counseling," "Family, Community and Personal Life" or Group Contracts. Students preparing for a graduate program are urged to include courses in "Developmental Psychology and Family Structure," "Personality Theory," "Abnormal Psychology," and "Statistics and Research Methodology" in their curriculum.

**Human Services** provides preparation for careers in advocacy, case work, administration, planning or counseling in a variety of settings and for graduate work in many human service areas. Additional work taken by students in this branch includes "Statistics and Research Methodology," "Psychological Counseling," "Addictions," additional studies in economics and public policy (particularly as such factors affect health and human services), and appropriate internships.

**Health Sciences** provides preparation for paraprofessional jobs such as counseling in nutrition and health; for professional training in dentistry, medicine, veterinary medicine, naturopathic medicine and midwifery; and for graduate work in nutrition, biochemistry, genetics, microbiology and pathology. Students in this branch should expect to study inorganic chemistry (possibly coupled with physics and math in "Matter and Motion"), organic chemistry and "Molecule to Organism." They often select additional work in such programs and areas as "Addictions," "Family, Community and Personal Life," "Psychological Counseling," health policy planning, computers, and statistics and experimental design.
Laboratory Biology

This pathway focuses on studies of molecular and organismic biology in the lab, using concepts and methods from biochemistry, molecular and cellular biology, genetics, development and physiology. It is distinguished from basic ecological studies (see Environmental Studies) that entail more field work.

First Year
Any Core Program, plus courses, if necessary, to meet prerequisites for "Matter and Motion" (or "Matter and Motion" for the well-prepared student).

Second Year
"Matter and Motion" or "Human Health and Behavior" ("The Principles of Chemistry" and "The Principles of Biology" should be taken during either the first or second year) or "Organic Chemistry I, II and III".

Third Year
"Molecule to Organism" or outside studies or "Organic Chemistry I, II and III".

Fourth Year
"Molecule to Organism" or individual study or "Advanced Biology Group Contract".

Many students take individualized study through contracts, sometimes involving research projects with faculty members. Past and current students have been involved in projects such as bacteriophage genetics and photosynthesis.

Mathematics

The Mathematics pathway consists of a variety of courses, integrated programs and individual contracts that provide students with the opportunity to do intermediate- and advanced-level work in mathematics. It is designed to serve those students who are preparing for careers and/or graduate study in mathematics, as well as those who want a solid background in mathematics for work in related fields.

Students are encouraged to combine their study of mathematics with that of related disciplines, such as computer science, physics or philosophy. The two Coordinated Studies listed below provide the full-time student with an integrated way to do this. The courses and individual contracts enable both full- and part-time students to do more specialized and advanced work.

A recommended pathway:

First Year
Any Core Program, plus courses, if necessary, to meet prerequisites for "Matter and Motion" (or "Matter and Motion" for the well-prepared student).

Second Year
"Matter and Motion" full-time, or calculus course portion, part-time.

Third and Fourth Year
"Computability, Cognition, and the Modeling of Mind"—a full-time program in mathematics, logic, computer science and philosophy; or courses in advanced calculus, differential equations, abstract algebra, linear algebra and numerical analysis; or an advanced individual contract.

Note: "Computability, Cognition and the Modeling of Mind" will be offered in 1986-87, and an advanced calculus course in 1987-88.

Physical Systems

Students interested in professional work or study in physics will find that the Physical Systems pathway will help them build a strong foundation of concepts and methods while providing an unusual opportunity to understand the applications and impacts of these technical subjects.

The suggested academic pathway:

First Year
Any Core Program, plus courses if necessary, to meet prerequisites for "Matter and Motion" (or "Matter and Motion" for the well-prepared student).

Second Year
"Matter and Motion" full-time.

Third or Fourth Year
Chemistry emphasis in even-numbered years in "Chemical Systems"; plus additional courses to fill out Fall and Winter Quarters.

Physics emphasis (every year): "Physical Systems" (Winter, Spring).
Evergreen has joined with the University of Washington to offer a cooperative program in engineering. Beginning at Evergreen, students study interdisciplinary liberal arts and complete a full set of engineering prerequisites and then, if recommended by the Science, Technology, and Health faculty, will be considered for direct transfer into professional programs (junior and senior years) in the University's School of Engineering. On completing both parts of the program (three years at Evergreen, two at the University), students receive two degrees, a B.A. from Evergreen and a B.S. in a specific engineering field from the University of Washington.

At present, this program allows entry to five engineering departments at the University of Washington: Aeronautical/Astronautical, Chemical, Civil, Electrical and Mechanical Engineering. A limited number of places is available, and only students with excellent academic records will be recommended. The suggested academic pathway for 3/2 Engineering is as follows:

**First Year**

Any Core Programs, plus courses if necessary, to meet prerequisites for "Matter and Motion" (or "Matter and Motion" for the well-prepared student)

**Second Year**

"Matter and Motion"

**Third Year**

Either "Energy Systems" (Fall, Winter, Spring) or "Physical Systems" (Winter, Spring), and portions of "Energy Systems".

**Data to Information**

*Fall, Winter, Spring / Coordinated Study*

Coordinator: Will Humphreys

Enrollment: 48; Faculty: 2

Prerequisites: Core Program or equivalent; second year algebra; completion of a diagnostic math test

Special Expenses: Budget permitting, a lab may be conducted in computer electronics and students will need a $50-$75 lab kit.

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes, if student already has required math

"Data to Information" is for students planning to go on to advanced work in computer science. An integrative seminar and lecture series accompany the core studies of the program every quarter. The seminar deals with such topics as the organization and management of technology, the nature of science and scientific research, and ethical issues in computing and technology. Students will work every quarter in mathematics related to computers, assembly language programming, programming in a high-level outside course.

**Fall Quarter:** Organization of computers, assembly language programming, programming in a high-level language (probably Pascal), introduction to systems and information theory. Math will include exponentials and logs, order of magnitude calculations, matrices, and propositional logic.

**Winter Quarter:** data structures and computer architecture. Math will include predicate logic, statistical measures, trees and algorithms.

**Spring Quarter:** programming languages, computer algorithms, parsing, compiler development and language translation.

Mathematics also is related to larger issues in the program. First, it provides a framework for some current work in linguistics. Second, its study leads to Gödel's result about the limitations of formal reasoning. What is the relationship between the "software of the mind," and the "hardware of the brain"?

**Computability, Cognition and the Modeling of Mind**

*Fall, Winter, Spring / Coordinated Study*

Coordinator: Judith Bayard

Enrollment: 48; Faculty: 2

Prerequisites: One year of college; successful completion of entrance exam; permission of coordinator

Special Expenses: None

Part-time Options: Yes

Internship Possibilities: No

Additional Course Allowed: Yes

This program is designed for students who want to explore some of the interconnections among mathematics, computer science and cognitive science. It will examine the nature of human thought by investigating such questions as: What are the limitations of formal reasoning? What is the relationship between the "software of the mind," and the "hardware of the brain"?

Topics and problem assignments in mathematics are central elements in the program. Students with an interest in computer science can complement their study of mathematics by using practical techniques for developing computer algorithms, parsing, compiler development and language translation.

Program is preparatory for careers in computer science and information systems.

**Planned equivalencies in quarter hours:**

4—discrete mathematics
4—mathematical logic
4—automata theory
4—formal language theory
4—theory of computation
4—cognitive science
4—artificial science
4—LISP and Prolog programming
4—project work

Additional options:
4—programming languages
4—compiler construction
4—abstract algebra

36-48 total

Program is preparatory for careers in computer science and information systems.
Matter and Motion

Fall, Winter, Spring / Coordinated Study
Coordinator: Jeff Kelly
Enrollment: 48 Faculty: 2
Prerequisites: Proficiency in precalculus mathematics; high school chemistry or equivalent; entrance exam in writing, math and chemistry; previous experience with computer programming desirable but not required
Special Expenses: Lab fee up to $30 per quarter
Part-time Options: Yes, permission of coordinator required
Internship Possibilities: No
Additional Course Allowed: Students who place out of the program may substitute additional courses

This program is designed for students with a keen desire to develop a firm physical science and mathematics background for pursuing advanced work in the physical and biological sciences. In addition to teaching the central concepts and methods of these disciplines, "Matter and Motion" investigates how discovery happens—both inside and outside the sciences.

The program combines material from first-year physics, chemistry and calculus with history, philosophy and literature in an exciting exploration of the nature of inquiry and the basis of scientific discovery. Differential and integral calculus provide a foundation for the study of general chemistry and physics, including mechanics, chemical equilibrium, bonding, modern physics, chemical kinetics and thermodynamics.

There will be special emphasis on laboratory and seminar work. In the laboratory, students will use microcomputers for simulating concepts, running experiments, collecting and processing data, and interfacing with experimental measuring devices. In seminar, students will study issues in ethics, literature and history to see what the sciences can—and cannot—contribute to human affairs.

Planned equivalencies in quarter hours:
12—calculus
8—college physics
8—college chemistry
8—computer programming interfacing and science laboratory
12—the nature and methods of discovery and inquiry
48 total

Program is preparatory for careers and/or future study in health sciences; physical biology or marine sciences; medicine, chemistry, mathematics and "8/2 Engineering."

Energy Systems

Fall, Winter, Spring / Coordinated Study
Coordinator: Rob Knapp
Enrollment: 48 Faculty: 2
Prerequisites: Good understanding of precalculus math; 6-8 hours of college-level physical science
Special Expenses: Above average textbook costs; drafting supplies; field trip expenses
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

Energy issues and decisions are complex, involving not only technical skills but economic, socio-political and environmental knowledge as well. The goal of this year-long program is to develop a broad understanding of energy issues and energy technology in our society, and to acquire the range of skills needed to analyze energy systems in detail, especially in small-scale applications.

Fall Quarter: We will survey energy sources, conversion technologies, distribution systems and storage schemes, become acquainted with economic and policy issues, and study mathematics, heat transfer, conservation and technical drawing.
Winter Quarter: We will study thermodynamic processes, solar energy applications and, in some detail, currently relevant energy alternatives. The study of mathematics will continue, as well as seminar readings in energy issues.
Spring Quarter: We will focus on small group research projects or individual internships involving alternative energy policy formulation, economic analysis, or feasibility design of specific systems. The work of this quarter will have hands-on emphasis and every effort will be made to produce serious and useful results. The results of our work will be shared in an energy symposium at the end of the quarter.

Planned equivalencies in quarter hours:
4—engineering statics
4—design seminar
4—materials science
4—graphics/mathematics
16 total

Program is preparatory for careers and/or future study in physics, engineering and energy studies.

Natural and Artificial Structures

Fall / Group Contract
Sponsor: To be announced
Enrollment: 24
Prerequisites: Calculus and one year of quantitative physics or engineering ("Matter and Motion" or "Energy Systems" or equivalent)
Special Expenses: None
Part-time Options: Yes (8 or 12)
Internship Possibilities: Yes
Additional Course Allowed: Yes

Using advanced methods from physics and mathematics, we will describe and analyze natural and man-made structures. Using ideas from design, engineering and philosophy, we will discuss their uses and significance.

Students will receive a full introduction to engineering statics and significant amounts of solid state physics—the key analytical approaches to the subject. They will also investigate the design values, economics and history which shape such important structures as cathedrals, ultralight aircraft, transistors and magnetic materials.

Full-time students will develop graphic or mathematical skills (architectural drawing, linear algebra or computer graphics), although suitable project or coursework may be substituted by arrangement with the faculty member.

Planned equivalencies in quarter hours:
4—engineering statics
4—design seminar
4—materials science
4—graphics/mathematics
16 total

Program is preparatory for careers and/or future study in physics, engineering and energy studies.
Physical Systems

Winter, Spring / Group Contract
Sponsor: To be announced
Enrollment: 24
Prerequisites: One year of calculus and physics ("Matter and Motion" or equivalent)
Special Expenses: Above average textbooks cost
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This group contract continues the study of the fundamental topics of mechanics, quantum mechanics and electromagnetism at the junior level. We will see how the structure and motions of the simplest forms of matter (atoms, ideal gases, point charges) reveal fundamental laws of nature, and we will draw on history, philosophy and literature to discuss their uses and significance.

Winter Quarter will be devoted to classical dynamics (including conservation laws), Kepler's Laws and rigid body motion, supported by the study of differential equations and special topics. Students may also study thermodynamics (to be taken in "Energy Systems"). Spring Quarter will take up quantum mechanics, including the development of modern physics, the Schrödinger Equation, the hydrogen atom, and electromagnetism including Maxwell's Equations, electrostatics and vector potentials, dielectrics and magnetic materials. Partial differential equations will be developed concurrently.

Both quarters will incorporate seminar discussions of the place of these ideas in modern culture, politics and society. Weekly readings, frequent writing exercises and guest lectures will raise key questions and allow students to work on individual responses to them.

Planned equivalencies in quarter hours:
3-classical dynamics
3-differential equations
4-quantum mechanics and modern physics
4-electromagnetism
4-electrodynamics and vector calculus
5-seminar on science, culture and society
8-special topics
32 total

Program is preparatory for careers and/or future study in physics, engineering or energy study. This program is appropriate for "3/2 Engineering."

Electronics

Fall, Winter, Spring / Group Contract
Sponsor: Fred Tabbutt
Enrollment: 24
Prerequisites: "Matter and Motion" or "Physics I" and "Calculus I"
Special Expenses: $50 for expendable electronic supplies
Part-time Options: Yes, this is an 8 quarter hour program
Internship Possibilities: Yes
Additional Course Allowed: Yes

The core of this group contract Fall and Winter is a laboratory requiring the equivalent of two afternoons per week and a heavy commitment to problem solving. The first two quarters will be based on the text The Art of Electronics by Horowitz and Hill.

Fall Quarter: At a fast pace, we will study linear electronics including RCL circuits, diodes, bipolar and FET transistors, operational amplifiers, active filters and oscillators, and voltage regulators. Students will become very familiar with the use of a dual channel oscilloscope, function generator, and digital volt-meter. By the end of the quarter, students will be able to undertake modest design projects.

Winter Quarter: We will cover digital logic for five weeks and microprocessors for five weeks. Sequential and combinational logic will be covered as well as tri-state logic and analog-digital conversion. During the last five weeks, students will each construct a Z-80 based microprocessor system including a data and address bus, program counter, memory and I/O. Programs will be written in assembly language to configure the system to measure frequency and make displays on an oscilloscope.

Spring Quarter: Selected students will continue work on the generic MSDOS system based on the Intel 80186. This ongoing project allows students to learn to design and modify the hardware and software of a rather sophisticated microprocessor system.

Planned equivalencies in quarter hours:
3-linear electronics
8-digital electronics and microprocessors
3-microprocessor laboratory
8 or 16-microprocessor system design
(*denotes upper-division science credit)
24 total

Program is preparatory for careers and/or future study in computer science and electronics.

Chemical Systems

Fall, Winter, Spring / Group Contract
Sponsor: Fred Tabbutt
Enrollment: 24
Prerequisites: "Matter and Motion" or equivalent
Special Expenses: None
Part-time Options: Yes, this is an 8 quarter hour program
Internship Possibilities: No
Additional Course Allowed: Yes

Fall Quarter: We will begin with the study of chemical thermodynamics. Thermodynamics is the cornerstone of our macroscopic view of chemical systems, for it reveals the forces for all chemical processes. Students will use the concepts of free energy and chemical potential to predict the equilibrium outcome of reactions with applications to biochemical, geological and chemical systems.

Winter Quarter: We will cover quantum chemistry and chemical bonding. Starting with the hydrogen atom, we will study theories that predict the energy and geometry of molecules. We will emphasize the use of computers and computer graphics. Laboratory work will include high resolution infrared and uv-visible spectroscopy.

Spring Quarter: We will study the dynamics of chemical systems from a molecular perspective, covering the basic theories that explain rates of chemical processes. Students will do a project involving either the modeling of reactions of the stratospheric ozone layer, fast reactions of enzyme or chaotic chemical oscillators.

An optional companion course will be on modeling nonlinear dynamic systems. Case studies will be used to understand theory in practice—systems such as population dynamics, both competitive and prey/predator; the World III model (basis for Limits to Growth); energy flow in an ecosystem; and feedback models of the central nervous system. Control theory, parameter optimization and sensitivity analysis will also be covered.

Planned equivalencies in quarter hours:
4-chemical thermodynamics
4-quantum chemistry and chemical bonding
4-chemical kinetics
4-systems analysis and control theory
4-computer modeling
(*denotes upper-division science credit)
24 total

Program is preparatory for careers and/or future study in chemistry, physics and computer science.
Human Health and Behavior

Fall, Winter / Coordinated Study
Coordinator: Earle McNeil
Enrollment: 72 Faculty: 3
Prerequisites: At least one year of college; for Winter Quarter you must have had some study in human biology or permission of the faculty
Special Expenses: None
Part-time Options: Yes, permission of coordinator required
Internship Possibilities: Yes
Additional Course Allowed: Yes, advanced students may make arrangements with coordinator

In "Human Health and Behavior" we will develop a strong foundation for further work in the areas of health, human services and counseling by investigating the biological, psychological and social forces that affect human behavior. Program material will be presented on the basis of two important assumptions. First, behavior and health are mutually influenced by psychological and biological forces. Second, culture defines and influences our understanding and facilitation of health. These assumptions shape a common core of 12 quarter hours. Students may select an additional course.

Drawing particularly from human biology, sociology, anthropology and developmental psychology, we will examine physiological development, the roles of gender and culture in differentiating human behavior, the importance of self-esteem and related psychological processes. Emphasis will be placed on cognitive development, nutrition, perception, mind-body interactions, the impacts of social and community structures, and sociological and ecological forces that influence mental and physical health.

The theme for Fall Quarter will be "Growth and Change." Winter’s theme will be "Wellness and Illness." Students will be encouraged both quarters to develop analytical skills in reading, writing, discussion and research as well as programs to facilitate their own good health.

Planned equivalencies in quarter hours:
Fall:
Distributed in human biology, social and developmental psychology, and multicultural studies.
Winter:
Distributed in nutrition, social problems and welfare, and mental health. 24 total

Program is preparatory for careers and/or future study in psychology, human services and health sciences.

Psychological Counseling

Fall, Winter / Group Contract
Sponsor: To be announced
Enrollment: 24
Prerequisites: Background in psychology; senior standing; career plans in counseling and mental health; faculty permission
Special Expenses: Travel to internship
Part-time Options: No
Internship Possibilities: Half-time internship required
Additional Course Allowed: Consult faculty

This advanced group contract offers preparation for paraprofessional jobs in psychological services, and academic and practical experience appropriate for graduate study in clinical psychology, counseling psychology, educational psychology and psychiatric social work.

The academic component is an integrated equivalent of courses in
(1) introduction to clinical procedures, (2) structure and dynamics of personality, (3) adolescent and adult development, and (4) abnormal psychology.

Students who have taken comparable courses will be expected to teach one or more classes in order to be engaged at a more advanced level.

Internship component: Students are urged to arrange their internships by contacting Evergreen's Office of Cooperative Education before Fall Quarter begins. Internships must be supervised by a counseling or mental health professional. Internships must involve a six-month, half-time commitment to one agency; repeated face-to-face contact with adolescent or older clients; and counseling experience involving psychological adjustment or development.

The academic and internship components will be integrated through workshops, seminars on internship experience, and written assignments involving the relation of theory to practice.

Planned equivalencies in quarter hours:
4—psychology: introduction to clinical procedures
4—structure and dynamics of personality
4—adolescent and adult development
4—abnormal psychology
16—clinical practicum
32 total

Program is preparatory for careers and/or future study in psychological services, counseling, clinical and educational psychology and psychiatric social work.
Addictions

Spring / Group Contract
Sponsor: Earle McNeil
Enrollment: 48 Faculty: 2
Prerequisites: At least one year of college; minimum of one year high school or one quarter college biology, psychology and nutrition helpful
Special Expenses: None
Part-time Options: Yes, permission of sponsor required
Internship Possibilities: Yes
Additional Course Allowed: Yes

This program will examine addiction as a concept as well as studying specific types of addictions. We will investigate addiction as a process of physiological, psychological and socio-cultural interaction. This will include a study of the "addictive personality," the degree to which societal and cultural rules and roles lead to the types and extent of addiction in the population, and the effects of addiction on family, employment and community. Cross-cultural, age and sex-role factors will be specifically addressed.

The program will include the study of emotional and behavioral addictions as well as substance misuse. We will also push students to explore the concept of addiction in their own behavior and belief systems. While the focus will be on a broad range of addictions, we will concentrate sufficiently on alcoholism and drug abuse to help students meet the physiological, psychological and socio-cultural portions of the Washington State and Indian certification for alcohol and drug counseling.

Planned equivalencies in quarter hours:
4-physiology of addictions
4-psychology of addictions
4-socio-cultural aspects of addictions
12 total

Program is preparatory for students going into either the physical or mental health fields, social work, education, and alcoholism and drug counseling.

Counseling the Culturally Different

Spring / Group Contract
Sponsor: To be announced
Enrollment: 24
Prerequisites: Short, personal interview and faculty signature
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: Permission of sponsor required
Additional Course Allowed: Yes

"Counseling the Culturally Different" is designed as an introduction to those interested in working with people of other cultures in the United States, not only in psychology, but also in education, social services and community action. The focus will be on identifying the participant's own background, and how familial experience has influenced his or her beliefs, values and behaviors. From this base, we will study how other families of varying cultures have produced different, but not necessarily better or worse beliefs, values and behaviors.

After exploring these different realities, we will integrate approaches to effective cross-cultural communication with others. The group contract will concentrate on interactive lectures, laboratory simulation and group work. Readings and references will be taken from a large variety of psychological, anthropological and sociological texts.

Planned equivalencies in quarter hours:
4-multicultural counseling
4-ethnocultural psychology
4-ethnocultural social structures
4-anthropology and studies of kinships and families
16 total

Program is preparatory for careers and/or future study in anthropology, psychology and sociology.

Problem Youth

An examination of juvenile justice through books, workshops, films and field work. For a complete description, turn to the Native American Studies specialty area, page 89.
Molecule to Organism

Fall, Winter, Spring / Group Contract
Sponsor: Burton S. Guttman
Enrollment: 48 Faculty: 2

Prerequisites: Precalculus mathematics; one year general inorganic chemistry with lab; one quarter organic chemistry with lab; physics (mechanics); introductory biology useful but not essential; prerequisite could be filled by "Matter and Motion" or "Human Health and Behavior," plus appropriate courses.

Special Expenses: $40 lab fee each quarter

Part-time Options: Yes, permission of sponsor required
Internship Possibilities: No

Additional Course Allowed: Yes

This year-long group contract will develop an integrated view of modern biochemistry and biology, including most of the subjects traditionally presented in junior/senior-level college courses. Topics to be covered include biochemistry, microbial and molecular genetics, Mendelian genetics, modern cell biology, immunology, developmental biology and major topics from animal physiology. The shape of the program late in the year may be changed to meet student interests.

Laboratories will center on the development of techniques in biochemistry and molecular genetics, primarily using established bacterium-bacteriophage systems. A seminar will be developed to allow discussion of matters with significant social and philosophical implications that arise from contemporary biological research.

The program is offered for 12 credits per quarter, allowing four credits for an outside course.

Planned equivalencies in quarter hours:
10—biochemistry
10—molecular and cell biology
8—genetics
4—developmental biology
4—physiology
36 total

Program is preparatory for careers and/or future study in biological and health sciences.

Advanced Biology Group Contract

Fall, Winter, Spring / Group Contract
Sponsor: Linda Kahan
Enrollment: 24

Prerequisites: "Molecule to Organism," or equivalent; permission of sponsor
Special Expenses: Lab fees of up to $25 per quarter may be assessed to help defray expenses of laboratory projects.
Part-time Options: Yes, permission of sponsor required
Internship Possibilities: Yes, permission of sponsor required
Additional Course Allowed: Yes

An advanced biology group contract with different subject matter will be offered each quarter. Specific program content for the three quarters will be announced at the Spring 1986 Academic Fair. Topics being considered at this time include neurobiology, advanced developmental biology, and comparative animal physiology, but other topics might be offered depending on student and sponsor interest.

Activities likely to be included in the program will be a core seminar covering text readings, a journal club seminar which will review recent research papers, independent laboratory projects and research paper writing.

Planned equivalencies in quarter hours:
Up to 16 units of upper-division biological science credits will be awarded each quarter. Specific equivalencies will depend on program content.
48 total

Program is preparatory for careers and/or future study in the biological sciences, medicine, and possibly psychology or computer science.
These contracts and courses are offered as supplements to other programs for part-time students.

Organic Chemistry I, II and III
Fall, Winter, Spring / Group Contract
Sponsor: Michael W. Beng
Enrollment: 66
Prerequisites: Two quarters of college general chemistry
Special Expenses: $20 lab fee each quarter
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: No

Fall Quarter, we will study the main functional groups and families of organic compounds as well as the major reaction types. Winter Quarter, we will study organic molecules of particular importance to biology and biochemistry, including fats, sugars, amino acids and proteins, as well as introductory instrumentation. Spring Quarter, we will focus on compounds of industrial importance and on instrumental analysis of organic compounds.

Planned equivalencies in quarter hours:
6-organic chemistry I (with lab, fall)
6-organic chemistry II (with lab, winter)
6-organic chemistry III (with lab, spring)
18 total

Program is preparatory for careers and/or future study in chemistry and biology

Undergraduate Research in Molecular Biology
Fall, Winter, Spring, Summer / Group Contract
Sponsors: Burton S. Guttman, Betty Kutter and Rolf Drivdahl
Enrollment: 10
Faculty: 3
Prerequisites: Biochemistry and molecular biology; faculty signature
Special Expenses: None
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes, this is a part-time group contract

This group contract gives students the opportunity to participate in an ongoing research program studying the molecular biology of bacteriophage T4. They learn such basic techniques as sterile manipulation; preparing media; titrating phage and bacteria; analyzing the rate of production of phage and DNA (using radioactively-labeled precursors); pulse-labeling proteins; and using high-speed centrifuges, scintillation counters and electrophoresis on polyacrylamide gels. Students begin by assisting more experienced members of the lab and, when ready, move on to their own projects. Emphasis is placed throughout on combining genetic, biochemical and biophysical techniques in approaching problems related to the control of gene expression after viral infection.

Students also participate in weekly lab group meetings, discussing articles from the current literature in molecular biology as well as current lab work. They normally begin participating in these meetings, with extra readings and some basic experiments, for 4 quarter hours during their final quarter of "Molecule to Organism."

Students involved in "Undergraduate Research in Molecular Biology" in the summer of 1987 will also participate in the Sixth Evergreen International Bacteriophage T4 Meeting.

Planned equivalencies in quarter hours:
4-16-lab research in molecular biology
4-16 total

Program is preparatory for careers and/or future study in the biological sciences.

The Principles of Biology

A sequence of three courses covering the structure, function and interrelationships of cells, organisms and ecosystems. For a complete description, turn to the Environmental Studies specialty area, page 43.

The Principles of Chemistry

A study of the fundamentals of chemistry. For a complete description, turn to the Environmental Studies specialty area, page 43.

Senior Thesis

The Senior Thesis provides students with the opportunity to extend the expertise they have developed in Science, Technology and Health to a specific problem or question as would be expected of a professional in the field. Students are encouraged to undertake a Senior Thesis so that they might gain experience in the formulation of a problem, the review of previous work, devising experimental or theoretical methods to answer a problem, the interpretation of the results, and the defense of the conclusions. The Senior Thesis is undertaken with the supervision of a faculty member. Upon conclusion of the project, the results will be presented in an oral review.

Prerequisites: Senior standing in Science, Technology and Health.
"It’s really nice when the effort you put out here is reflected in the effort of the faculty."

"Charlie Teske is the kind of faculty who throws out so many ideas that you generate your own ideas to keep up. It’s really nice when the effort you put out here is reflected in the effort of the faculty. I’m particularly proud of the quality of thought and thinking that went into the James Joyce program. It changed the way I hear words, the way I listen to music—everything!"

Peter Rickett
Senior
Hometown: Seattle, Washington
Studies: Education

Administrative Assistant: Marilyn Watson
Evergreen Director: Rita Pougiales

Evergreen Subject Area Advisors:
Art—Jean Mandeberg
Behavioral Science—Rita Pougiales, Barbara Smith
Biology—Burt Guttman, Bob Sluss, Larry Eickstaedt
Chemistry—Byron Youtz
Economics—Greg Weeks
English—David Marr, Charles Teske
Foreign Languages—Andrew Hanfman
Government—Ron Woodbury, Barbara Smith
History—Ron Woodbury
Humanities—Ron Woodbury, Barbara Smith
Mathematics—Izak Jo Reed
Natural Science—Byron Youtz, Bob Sluss
Physical Science—Byron Youtz, Bob Sluss
Physics—Byron Youtz
Social Science—Barbara Smith, Ron Woodbury, Greg Weeks
In collaboration with Western Washington University, Evergreen offers a professional Teacher Certification program. This new program is currently being planned to begin Fall of 1986. Detailed information will be available by January.

At the undergraduate level, students may pursue Elementary or Secondary Initial Certification through a sequence of courses in educational philosophy, psychology and teaching methods. The program has a strong emphasis on field experience. Students will also have the opportunity to work in rural, multicultural and environmental education.

Major and Minor Fields
It is possible to pursue the following majors at Evergreen: art, biology, chemistry, English, physical science, physics, mathematics and social science. Minors are available in a variety of fields for secondary and elementary education. See The Guide to Teachers Certification available from the Admissions Office or Academic Advising for complete descriptions of the requirements for specific majors and minors. Additional areas are in the process of being approved. It is not possible to pursue secondary majors in music, home economics, vocational education, physical education and some other areas at Evergreen.

Admission Requirements
Admission to the Teacher Certification program is highly competitive. Academic achievement is the primary criterion. Students should begin planning their curriculum well before entering the program. All students should develop strong writing skills. Before entering the program, students should also complete the graduation requirement of 8 quarter hours of college-level natural science (biology, chemistry, physics, geology). Secondary students should have completed most of their major requirements by the time they enter the program. Strength of work in proposed major and minor fields, as well as letters of recommendation, play a major role in admissions decisions.

Minimum admission requirements include admission to the college, junior class standing at the time of entering the program, and a grade-point average of C+ (2.50), with graded transcripts or comparable work on ungraded transcripts.

As part of the admission process, applicants must also take, and pass at prescribed levels, standard aptitude tests in reading, English and mathematics such as ACT, SAT and WPTC. Students may take mock versions of the test in order to assure any “test anxiety,” identify areas of weakness, or just prepare for their first attempt. The mathematics mock test and reading and writing tests are available in the Learning Resource Center (LRC).

For further information on the tests and when they are given, contact Marilyn Watson, 866-6000, ext. 6146.

Students wishing to apply for early admission to this program should complete all admission requirements, including letters of recommendation and the special application form from the Admissions Office, prior to March 15. Students who are selected for early admission at this time will be notified in writing prior to the Academic Fair in early May. The regular application deadline is May 15, when those placed on the waiting list after March 15 will be reviewed, along with late applicants. Full information may be obtained through the Admissions Office. Current Evergreen students will be charged a copying fee for their transcripts.

Types of Certification
The state of Washington currently issues Initial Certificates and Continuing Certificates to qualified applicants. Students who successfully complete this program will be eligible to hold the Initial Certificate (elementary, K-8; secondary, 7-12; or elementary/secondary, K-12). The requirements for the Initial Certificate currently include: (1) a bachelor's degree and (2) completion of a state-approved teacher education program which includes meeting initial generic standards as described in the Washington Administrative Code.
Leasa Farrar-Frazer
Junior
Hometown: Seattle, Washington
Studies: Art History and The Black Aesthetic

"There's a high standard of truth that's demanded by faculty of the students and by the students of faculty."

"I love the Tacoma Program. It's challenging and really, really hard work. There's a high standard of truth that's demanded by faculty of the students and by the students of faculty. The most important thing here is that you always tell the truth, and with a sense of humor."
Evergreen offers two off-campus programs, one in Vancouver, Washington; the other in downtown Tacoma. Both of these off-campus centers provide two-year, upper-division programs. Classes are scheduled at times convenient for working people.

Students wishing to enroll in an off-campus program must have completed 90 quarter hours of college-level work before entering. Detailed information on admission is available at the Tacoma and Vancouver campuses, or through the Admissions Office in Olympia.

### The Evergreen State College-Vancouver

The Evergreen State College-Vancouver provides upper-division work leading to a Bachelor of Arts degree. Serving a student population composed primarily of working adults, Vancouver offers part-time studies and evening courses, as well as independent study and internships.

At the present time, the interdisciplinary liberal arts program encompasses four concentrations: Management, Health and Human Services, the Humanities and Computer Studies. You may do most of your upper-division work in one concentration, or design your own program from a combination of the offerings. All students participate in an interdisciplinary core which is at the heart of the program.

The Evergreen-Vancouver Program is scheduled to move to a new building during Winter Quarter, 1986. For more information about the Program, write The Evergreen State College-Vancouver, The Evergreen State College, Olympia, Washington 98505, or call (206) 696-6011.

### Cultural Imperatives: Tacoma in the World

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

**Coordinator:** Maxine Mimms

**Enrollment:** 120 Faculty: 6

**Prerequisites:** Junior standing

**Special Expenses:** None

**Part-time Options:** Permission of Coordinator

**Internship Possibilities:** Permission of Coordinator

**Additional Course Allowed:** No

The Tacoma Program offers working adults who have accumulated considerable life experience and previous education the opportunity to earn a B.A. degree in Liberal Arts by attending day or night classes. "Cultural Imperatives: Tacoma in the World" is the title and the overall theme of the 1986-87 Tacoma Program. The six-member faculty team will offer a collaborative approach to the subject matter by providing the following seminars during the year: "The Literature of Homecoming"; "The History of Science and Technology in the U.S.A."; "Technology of Architecture"; "International Trade and Local Transport"; "Community, School and Ethnic Roots"; and "Applied Anthropology." One of the major goals of the program will be to provide students with the necessary information, skills and strategies needed to return their talents to the community. Students will be expected to attend lecture/discussions and seminars, to participate in workshops and field studies. Individualized skill-building is a required component of the program.

**Planned equivalencies in quarter hours:**

8—classical literature
8—history of science
8—math/computers/mechanical drawing
8—business management/oceanography
8—public policy/local history
8—applied anthropology
8 total

Program is preparatory for careers and/or future study in applied behavioral science.
Graduate Program Procedures

Admissions
The application deadline for early admission is March 15. After that date, files will be acted upon as they are completed. Programs will be filled on a first-come, first-serve basis. Individuals interested in receiving a catalog, or in applying for admission to the program, should contact the Admissions Office, The Evergreen State College, Olympia, Washington 98505.

Admission will be competitive. Admission decisions will be based on a thorough review of the following (see graduate catalog for details regarding these procedures):

- Academic transcripts including certification of receipt of a bachelor's degree
- Brief essay by the applicant
- Score on the Miller Analogy Test or GRE
- Letters of Recommendation

For some who apply, the transcript or some other admissions material may be an incomplete reflection of their interests and abilities. Our admissions process will consider the applicant's academic preparation as well as his or her professional accomplishments or other public activities, and may require an interview with faculty.

Financial Aid
Financial Aid is available in the forms of fellowships, assistantships, scholarships, work-study assistance and guaranteed student loans. The Financial Aid application must be completed before any financial aid decision can be made. April 1 is the date that the Financial Aid Office begins the award process. Later applicants who qualify for financial aid will compete for the remaining monies. Certain forms of financial aid are available to full-time students; aid to part-time students, however, is more limited. In some cases, the MPA or MES Programs can assist a student in obtaining part-time public sector employment. Information on financial aid is available from the MPA Program, the MES Program and the Financial Aid Office at Evergreen.

Master of Environmental Studies

Director: Oscar H. Soule

The Graduate Program in Environmental and Energy Studies leading to the degree of Master of Environmental Studies (MES) opened with a class of 25 in September of 1984 and now has a total of 50 students. We will admit a third class of 25 for September, 1986. The MES Program is an integrated and interdisciplinary program. The synthesis of technical and management aspects is designed to produce well-trained graduates in two areas of environmental studies.

The MES Program is open to part-time and full-time students. We are looking for people who are interested in the practical application of information in the fields of energy studies and environmental studies. To make attendance easier for employed students, coursework will be concentrated in the evening and late afternoon. Full-time students can take these classes, along with selected daytime offerings to complete their course of study.

The 72 quarter hour completion requirement can be met by part-time students in nine quarters, while full-time students can complete their work in as few as six quarters. All students are expected to have coursework or work-related experience in both the social and natural sciences before entering the Program.

The MES Program consists of three parts: (1) a core taken by all students, (2) electives and (3) a thesis. The core is taught by an interdisciplinary team, usually a social scientist and a natural scientist. It is 8 quarter hours and constitutes the full load for part-time students. The core runs consecutively for four quarters: Fall, Winter, Spring and Fall. For the thesis, all students are required to complete a piece of original, applied research in the form of an individual or small group project.

Students will enroll in the following core sequence:

- Societal and Ecological Processes (8 quarter hours)
- Population, Energy and Resources (8 quarter hours)
- Case Studies: Environmental Assessment, Policy and Management (8 quarter hours)
- Quantitative Analysis for the Public Sector: MES (8 quarter hours)

Electives at this time include (4 quarter hours each): natural resource economics, environmental policy, ecological methods, energy policy, freshwater and estuarine resources, and land resources.

Questions concerning the MES Program should be directed to Oscar H. Soule, Director, Graduate Program in Energy and Environmental Studies, The Evergreen State College, Olympia, Washington 98505. Admission forms are available through Evergreen's Admissions Office in January and applications should be completed by March 15 to be considered for early acceptance.
Master of Public Administration

Director: Kenneth M. Dolbeare

The Graduate Program in Public Administration reflects Evergreen's commitment to integrated, interdisciplinary studies. The program, which leads to a master's degree in public administration (MPA), provides a rigorous professional education for students engaged in, or intending to pursue, careers in government or in organizations involved with public issues. The MPA Program enrolled its first class in the fall of 1980 and represents the college's first graduate degree offering.

The MPA Program is open to both full- and part-time students. Coursework is available during evening hours for those who are employed. Most students enrolled in the program are full-time employees of state or local governments and are pursuing their graduate studies on a part-time basis. A part-time student can complete the 60 quarter hour degree requirement in eight academic quarters. A full-time student may complete the requirement in five or six quarters. Students lacking significant public sector experience will be expected to complete an internship for at least one academic quarter.

MPA's curriculum consists of a sequence of core programs and a number of courses focused on particular areas of concentration. The core programs are interdisciplinary and collaboratively taught, and to some degree are organized around cases or problems in public administration or public policy. The integrated approach to instruction is particularly well-suited to graduate study in public administration. Extensive and detailed narrative evaluations, as opposed to grades, are used to record a student's achievement.

The Political and Economic Context of Public Administration
(8 quarter hours)
Managing Human Resources
(8 quarter hours)
Managing Fiscal Resources
(8 quarter hours)
Quantitative Analysis for the Public Sector
(8 quarter hours)
Public Policy and Its Administrative Implications
(8 quarter hours)
Applications in Public Policy and Administration
(8 quarter hours)
Elective Concentration
(12 or more quarter hours)

Instruction beyond, or in addition to, that provided in the core sequence is available in three areas of concentration: Public Policy, Human Resources, and Public Economics.

Address inquiries concerning the program to Dr. Kenneth M. Dolbeare, Director, Graduate Program in Public Administration, Library 2102, The Evergreen State College, Olympia, Washington 98505; (206) 866-6000, ext. 6049.

The Graduate Catalog is available upon request from the Admissions Office. It contains a full description of the curriculum, academic policies, faculty and admissions procedures for both the MPA and the MES Programs.

The Graduate Catalog is available upon request from the Admissions Office. It contains a full description of the curriculum, academic policies, faculty and admissions procedures for both the MPA and the MES Programs.
Internships
Nationally, fewer than two percent of college students conduct Internships while they are in school. At Evergreen, however, over half of the students complete one or more Internships before they graduate.

Many academic programs offer students the opportunity to work off-campus as an Intern as a part of their integrated studies, and separate Internships are also possible. Most Interns find a place in businesses, schools or government agencies in southwest Washington, but Internships are available throughout the state, outside the state, and even in other countries.

Each Internship Contract is sponsored by an Evergreen faculty or staff member who agrees to work with the student, who is usually in her or his junior or senior year. Activities at the Internship site are guided by a field supervisor who is selected for his or her experience and willingness to serve as a mentor. Sponsors and field supervisors alike frequently become invaluable resource persons for their student Interns.

Each Internship is planned, arranged, conducted and evaluated each quarter based on the student's academic objectives for that quarter. Those objectives are negotiated and agreed upon by the student, sponsor and field supervisor before the Internship begins, and an Internship Contract is signed by all parties. Internships invariably include a strong component of academic activities such as reading related materials, writing reports and keeping a daily journal.

An Internship may be conducted through a Coordinated Study program or Group Contract if it is among the planned options or requirements. An Internship may also be part of an Individual Learning Contract. All Internships at Evergreen are credit generating.

Below are some of the numerous fields in which Evergreen students have recently conducted Internships:

- Accounting
- Agriculture
- Arts management
- Business administration
- Communications
- Community organization
- Computer science
- Corrections
- Counseling
- Education
- Environmental sciences
- Health care services
- Health education
- Journalism
- Marine biology
- Marketing
- Media production
- Medical technology
- Natural resources management
- Outdoor/environmental education
- Performing arts
- Political science
- Psychology
- Public administration
- Social services
- Visual arts

The central source of information about Internship settings, field supervisors and faculty or staff sponsors that are available is Evergreen's Office of Cooperative Education. Co-op Ed must approve each Internship in advance. If you are interested in an Internship, you should contact the office as soon as possible to begin making plans with a Co-op Ed counselor. For more information, call or write the Office of Cooperative Education, LAB I, The Evergreen State College, Olympia, Washington 98505.

Part-time Study
Although the main mode of study at Evergreen is the full-time interdisciplinary program, it is possible to pursue your studies part-time. Part-time offerings are listed in The Evergreen Times, a college publication which is published quarterly.

Learning Resource Center
The Learning Resource Center is available to any Evergreen student who has a need for individualized, self-paced help with reading, writing, mathematics or study skills. You may work on a walk-in basis or take a course for credit. Both self-programmed materials and tutorial assistance are available, as well as diagnostic testing to determine your needs.

Math Skills Center
The Math Skills Center is available for help with mathematics and other related areas. You may receive help on a walk-in basis or take a course for credit. Some courses are self-paced while others are delivered by instructors. Diagnostic testing to identify problems is also available.

Self-Paced Learning
Evergreen recognized early in its history that students could study some subjects effectively by using materials that allow them to work at their own pace. Since the college opened it has been building a collection of slide-tapes, computer-assisted instruction, videotapes, programmed texts, and other resources with which you can independently study such diverse areas as science, management, music, mathematics and languages. Credit for self-paced studies can be earned either on individual contract or, sometimes, in regular academic programs. Self-paced learning resources that do not require computers are housed in the Library.

Computer-assisted resources, such as the PLATO system, are housed in the Computer Services terminal room. PLATO is a computer-aided instruction system that offers thousands of hours of instruction in more than 100 different academic fields. Some of these programs satisfy requirements for academic programs. However, browsing is also welcomed.
Prior Learning Program

Credit for learning which has occurred prior to your enrollment at Evergreen, or during a leave of absence from the college, can be applied to your graduation requirements if it conforms to all transfer credit requirements or is evaluated as comparable to college-level work. Sources of credit include: transfer credit from regionally accredited schools; some military and flight training; college-level testing such as the College Level Examination Program (CLEP) and Advanced Placement (AP); credit for some in-service training sequences for which you have received a certificate of completion; and credit for college-level learning that is a result of your life experiences.

Credit for Military Training and Flight Training

If you are an admitted student, credit for military training may be applied to your graduation requirements as part of the 135 quarter-hour transfer credit maximum. Evaluation of this type of credit, determined by the Registrar’s Office verifying completion of training sequences, is based upon the recommendations of the American Council on Education’s guide. You must provide the Registrar’s Office with copies of your DD-214 and any certificates you earned while serving in the military. The Office of Veterans Affairs can assist you in obtaining copies of these records if they are not part of your portfolio.

While no credit is granted for Basic Training, many other courses you have completed and ratings you have achieved may be transferable. This source of credit may also be applicable to the bachelor of science requirements at both the lower- and upper-division levels. Contact the Office of Veterans Affairs for more information on credit for military training.

Earned pilot’s licenses are another source of credit which may transfer to your Evergreen record and apply toward graduation requirements. Varying amounts of credit are awarded for a commercial/instrument license, multi-engine rating, airline transport pilot license and flight instructor license. No credit, however, is given for possession of a private pilot’s license.

Credit for Training Sequences

Work for which you have earned a recognized certificate may apply as transfer credit if it is comparable to college-level learning which may be the result of experiences you’ve had in your employment, volunteer activities or other life situations. Your written document will be reviewed by a committee of faculty, staff and students to determine its eligibility for academic credit.

To qualify for participation in the Prior Learning program, you must be admitted to the college and be actively enrolled in coursework here. You must apply for acceptance into the program during your first quarter at Evergreen. You then have approximately the next three quarters to complete your project.

You may earn from 16 to 48 quarter hours of credit through the Prior Learning program. The content of this credit may not duplicate any credit that already appears on your transcript or which you later earn through your studies at Evergreen. This credit may be applied to the 180 quarter hours required for graduation, but does not apply to the minimum 45 credit hours that must be earned for current work.

For more information, please contact the Office of Adult Learning Options at 896-6000, ext. 6415.
The purpose of an education should be to make people open their eyes...

Akira Tsuneyoshi
MPA Graduate
Hometown: Kobe, Japan
Studies: Agricultural Policy

"I graduated from one of the most prestigious universities in Japan, but I am sure that Evergreen is a much better school. The purpose of an education should be to make people open their eyes, to encourage people to study even after graduating. This is what Evergreen does."
CAMPUS

life
As the state's newest college, Evergreen is able to offer all of its students easy access to modern equipment and facilities. A wide array of student services and activities are also available on campus. What follows is an alphabetical listing of many of the resources for your academic studies and leisure pursuits.

Academic Advising will help you plan your academic pathway through Evergreen. Turn to page 11 for a full description.

Admissions will be happy to show you around campus if you've never been to Evergreen before. Just give them a call at (206) 866-6000, ext. 670. Complete information on the admissions process is on page 14.

Bike Shop You can get tools, free advice and the room to operate on your bicycle here in the basement of the College Activities Building.

Bookstore The place to go for textbooks and supplies, the Bookstore also offers general reading and reference books, recreation wear, film processing, greeting cards, gifts and much more. CAB second floor, 866-6000, ext. 6216

Bus Service between campus and the Olympia, Lacey, Tumwater areas is provided Monday through Saturday by Intercity Transit (IT). Buses arrive and depart at the Library loop and campus housing every 30 minutes on weekdays and hourly during evenings and on Saturdays. Evergreen's van service runs an additional evening route to Tumwater and provides service to downtown Olympia all day on Sundays. You may flag down an Evergreen van anywhere on the route in addition to the marked stops, provided there's a safe place to pull over.

Career Planning and Placement is located across from Financial Aid and Admissions. See page 4 for details on graduate placement. Stop by the office and pick up the quarterly schedule of activities and workshop flyers.

Computer Services In Academic Computing, the emphasis is on the student rather than the technology. Strong emphasis is also placed on providing broad opportunities throughout the curriculum, rather than in just a few computer science classes. The use of facilities continues to grow as Evergreen adds microcomputers and as more academic programs recognize the value of computing within their instruction. There is no charge to students for the use of computing facilities and, through the Media Loan in the Library, students may even check out a terminal, take it home like a book, and use it via the telephone. Located in Library 2408, the recently-remodeled Computer Center is a place for individuals, not just machines. Many students use the college's Data General MV10000 "super-mini" computer, which offers several computer languages, including Pascal, COBOL and BASIC, as well as software like SPSS* and DBMS. There are a growing number of microcomputers used for a variety of applications. Some equipment for plotting and graphics are available, as are manuals, specially-designed reference materials and workshops to help you make the best use of the facilities. Ask the Computer Center's receptionist or any of the student aides if you have any questions.

Counseling Services assists members of the campus community in developing their human potential through various means of counseling approaches. Individual counseling, group counseling, workshops, consulting to student-run organizations, crisis intervention and referrals to other counseling and social agencies in the Olympia community are among the services offered by the Counseling Center.

Day Care Limited service is provided weekdays from 8:30 a.m.-5 p.m. for the pre-school children of students while college is in session. Internships are encouraged. Parents pay on a sliding scale that averages between $3 and $10 per day.

Cooperative Education, in Lab I of the Arts and Sciences Building, is where you'll find out everything there is to know about internships. More about internships on page 56.

The Cooper Point Journal, or CPF, is a student-run weekly newspaper supported by student fees and advertising. Internships are available. CAB 306A, 866-6000, ext. 6213/6059.

The Corner, operated by a student collective in Dorm A, offers nutritious, low-cost evening meals often accompanied by live entertainment.

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Deli Sandwiches, espresso, sundaes, juice and a full line of other food and beverages can be purchased at the Deli in the College Activities Building.

Computer Services

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Faculty, staff and students at Evergreen developed the Control Data Corporation's PLATO computer-assisted instruction courses in BASIC and Pascal. The college's emphasis has shifted away from the use of this central system to teach BASIC via long-distance telephone lines, but Evergreen still uses PLATO microcomputers, primarily for teaching Pascal.

Near the Computer Center, video monitors are used for instruction in computer science, and newly-acquired microcomputers designed for natural science applications are located in the Lab I Building. Acquisition of these laboratory microcomputers was made possible by recent donations to Evergreen of $185,000 from the Intel Corporation and $50,000 from the National Science Foundation.
Events of both an academic and entertaining nature occur at Evergreen throughout the year. Highlighting the list are the Evergreen Expressions Performing Arts Series, which brings dance, music and theater to campus; the President's Symposium which hosts the visit of a prominent national figure every spring; and the Colloquium Series which presents a quarterly line-up of experts who speak on topics of current scientific interest. Evergreen also stages two major annual events that attract visitors from around the area: Super Saturday, which celebrates the end of the school year, and graduation on the first weekend in June, and the Tribute to Japan festival in January.

Facilities you can use are described on pages 94-95.

Financial Aid information can be found on page 19.

Food Services gives you the choice of meals for cash or on a scrip ticket basis. Purchasing scrip tickets saves ten percent. Bonus tickets are given at the beginning of each quarter for larger purchases. The cafeteria, located on the first floor of the College Activities Building, offers a large salad bar, a hot food line with a different menu daily, homemade pizza, Mexican bar, snack bar, fresh pastries and much more. Vegetarian items are offered at all meals and special diets can be prepared when medically required.

Gardening plots are available on campus, see page 95.

Handicapped Access is provided by the Office of Handicapped Access and Services, located in Library 3506, which coordinates services for students with mobility and sensory impairments, and learning or other disabilities. Campus areas modified for greater accessibility include a science lab, photo darkroom, TV studio control room, post office, racquetball court, showers and swimming pool lift. In addition, Interlibrary Loan at Evergreen acts as a liaison to provide blind and physically handicapped students with books on tape and taping services from the Washington Regional Library for the Blind and Physically Handicapped in Seattle. You can contact Interlibrary Loan in the Reference area of the Evans Library.

“Happenings,” a weekly publication of the Office of Information Services, provides newsbriefs and a detailed calendar of campus events. News and feature stories about Evergreen staff and faculty, programs and events can be found in the bi-weekly Newsletter. Both are distributed on Fridays from the Information Center.

Health Services/Women's Clinic is staffed with professional and paraprofessional medical personnel for diagnosis and treatment of injury, illness and emergency first-aid during Fall, Winter and Spring Quarters. A $15 mandatory health fee must be paid by each student at the start of every quarter for these services. A limited number of work-study and internship positions are available.

Women's Clinic provides services addressed specifically to women's health needs. The staff is trained to deal with most questions that women and men have about sexual health. Annual exams, infection check, STD screening and treatment, cancer and DES screening, reproductive planning and counseling, and workshops on health issues are all available.

Housing is provided on-campus for about 600 students in four residence halls and the “Mod.” Housing units accommodate from one to five students. All units contain kitchens or share a community kitchen. Units are available on a first-come, first-served basis, following completion of an application and receipt of deposit. Forms and more information can be obtained directly from the Housing Office, Room 322, Building A, The Evergreen State College, Olympia, Washington 98505.

Information Center, operated by students, serves the Evergreen community and campus visitors weekdays during Fall, Winter and Spring Quarters. They have information on times and places of campus events; resources such as phone directories, maps, bus schedules and the Evergreen Times; and a listing of students' addresses and phone numbers. Additionally, they can refer you to many resources of Evergreen for more information on your area of interest.

KAOS FM Radio Station (89.3) airs a wide variety of shows created by students and community volunteers who support and staff it.

KEY-Special Services is designed to assist students in achieving their educational goals by providing academic advising, career guidance and numerous personal and academic skills development workshops. Appropriately, KEY encourages you to Keep Enhancing Yourself, and you'll find it in Library 3503.

Learning Resource Center provides help with reading, writing and study skills. See page 96.

Legal Aid from paralegal assistants in cooperation with a local practicing attorney assists students in need of legal advice. If the need arises, contact Self-Help Legal Aid, Library 3225.
Leisure Education. Recreation and Sports, Movement, Arts and Crafts, Aquatics, Music, and a host of Enrichment activities are selections from more than 85 fun, exciting, and exhilarating non-credit workshops offered quarterly for students, staff and community members. Workshops range in length from one day to eight weeks and in price from $5 to $85. For more information and workshop listings, contact the Leisure Education Office, Campus Recreation Center, Room 302.

Library To complement its extensive resources, the Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but people who want to share what they know with you. The selection of books, equipment and other materials is carefully coordinated with the college's academic programs. Staff members are always on hand to help you relate the Library's resources to your academic work and personal enrichment.

The Library provides you not only with the “what” but the “how” of effective information access and usage. The Library’s resources are the extensive and intensive “what,” while workshops on locating and using printed, filmed, taped and microfiched information; free instruction in the use of media equipment; and courses in library research methods, and basic media are just a few examples of the “how.”

“What” you will find in the Library is 4,000 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment); over 177,000 books, 27,000 reference volumes, 4 well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches, drafting tables, 1,560 periodical subscriptions and much more. In addition to its on-hand resources, Evergreen's Library offers you access to books and periodicals through the computerized data base of the Washington Library Network and through on-line database searching. In fact, Evergreen students and faculty borrow more Interlibrary Loan materials than any other college in the Northwest, and the Evans Library circulates a much larger proportion of its collections than most colleges—over 190,000 last year.

More details about the Library can be found in the Library Calendary publication, which can be picked up just inside the Library’s main doors, by calling ext. 6250, or by dropping in and talking to any one of the members of the Library staff.

Mail Services delivers student mail to individual boxes in the residence halls six days a week. Mail drops are centrally located and a self-serve postal unit is provided on the first floor of the College Activities Building. If you’re a new student moving into Housing on campus, you can send your belongings in advance of your arrival in care of Mail Services, The Evergreen State College, Olympia, Washington 98505.

Math Skills Center offers you the opportunity to improve your math skills at your own pace. See page 86.

Off-Campus Housing is available around the Cooper Point area and in nearby Olympia, Lacey and Tumwater. Evergreen's Housing Office is one place to start looking for information on rental apartments and houses in the area. Although not owned by Evergreen, or in any way a part of the college's housing system, Adult Student Housing (ASH) is within walking distance of campus and offers 170 units of one-, two- and three-bedroom apartments.

Recreation and Athletics offers a full roster of sports clubs as well as intramural activities in soccer, basketball, softball, volleyball, ultimate frisbee, crew, climbing, river running, sailing and skiing. In addition, Evergreen's intercollegiate athletics program fields men's and women's teams in soccer, swimming and diving, tennis and cross-country (walk-ons are welcome). During the winter, the college offers its popular Ski School that makes twice-weekly trips to the Cascades. See page 95 for details on the Campus Recreation Center.

Registrar and registration information is on page 16.

Security is staffed by officers trained as law enforcement professionals to interact with all members of the campus community in a positive way. While charged with the enforcement of campus regulations, and state and local laws, Security's goal is to resolve problems by using Evergreen's Social Contract rather than the courts whenever possible. Security is open 24 hours a day, seven days a week.

Personal Property Although the college cannot assume responsibility for the loss of personal property from campus buildings, the Housing Office provides personal property cards for listing of all personal items of value. Security keeps the card on file in case of loss or theft.
Services and Activities, also known on campus as S&A, are funded by student tuition and fees, specifically, $70 from each student per quarter. The S&A Fees Review Board, which consists of six students, one faculty and one staff member, allocates this money among the student services and organizations listed below.

Arts Resource Center
Asian/Pacific Isle Coalition
Association of Student Government
Bicycle Shop
Bus System
Campus Recreation Center
Computing Resource Network
Cooper Point Journal
Driftwood Daycare Center
Environmental Resource Center
Evergreen Political Information Center
Guide to the Faculty
Handicap Access Service
Information Center
Innerplace
Intercollegiate Athletics
KAOS
Lesbian/Gay Resource Center
Lighting Technicians
MEChA
Men's Resource Center
Northwest Indian Center
Olympia Media Exchange
Organic Farm
Parents Resource Center
Peace & Conflict Resolution Center
Recreational Arts
Recreational Sports
Self Help Legal Aid
S&A Board Operations
Student Art Gallery
Supplemental Events
Third World Coalition
Third World Women Organization
Tides of Change
Thursday Night Films
UJAMAA
Veterans' Activity Center
Washington Student Lobby Chapter
Wilderness Center
Women's Center
Women's Clinic

The Third World Coalition welcomes all persons of color and works to insure their complete access to equal educational opportunities at Evergreen. The Coalition functions administratively as an advocate and advisor in such areas as curriculum development, faculty hiring, and student recruitment and retention. Direct services to the campus community include the Third World peer support group of students, development of a scholarship fund; sponsorship of educational workshops, cultural events, information and referral assistance; academic and social advising; and educational, political and social advocacy. A Third World library, lounge and a study room is also available to students of color.

The Third World Coalition also provides assistance to the following student organizations: Asian/Pacific Isle Coalition, Northwest Indian Center, MEChA, UJAMAA and Third World Women.

Veterans Affairs, which is adjacent to the Registrar's Office, assists veterans and other eligible persons with information and all VA-related applications to assure maximum use of benefits provided under law. Veterans Affairs also provides counseling and referral assistance to veteran students and serves in an advocacy role by supporting their issues and concerns at the college and in the community.

The Washington State Institute for Public Policy was established by the Washington State legislature in 1983 to promote dialogue and cooperation between the policy-makers and academic resources of Washington State. Capitalizing on the Institute's location in Evergreen's Seminar Building, many of the college's undergraduate students and graduate students in the Master of Public Administration program have worked there as interns earning practical experience in the world of public policy without even leaving campus.

The Institute helps policy-makers (legislative, executive, judicial, state and local government) develop options to deal with state issues comprehensively. Past interns conducted research and drafted sections for reports on issues such as children's mental health, treatment of sex offenders, hazardous materials incident management, and poverty and jobs.

Women's Clinic, See Health Services.
Arts and Sciences

Laboratory Building

The Laboratory Building provides you with a learning environment and facilities to support the arts and sciences. There's space and equipment for large groups to work together in team-taught Coordinated Study programs, small groups to carry out research, and individual students to pursue special projects.

1. Lab I

houses a lab supply store, a number of teaching and research labs, an exercise testing lab, holography lab, electron microscope, advanced microscopy lab, and several instrument labs which feature spectrophotometers, chromatographs, ultra-centrifuges, scintillation counters and other equipment necessary for advanced instruction in the sciences. The balance of space goes to a vivarium of exotic plants, and painting and design studios.

2. Lab Annex

houses a greenhouse, ceramic studio, and a large area for sculpture, shop work, casting, welding, lapidary, spray painting and sheet metal work.

3. Lab II

houses the science microcomputer and electronics lab and large, open studio spaces as well as weaving, batiking, jewelry-making, drawing and design facilities adjacent to general laboratory science space.

4. Library

See Library on page 92, and Computer Services on page 90.

5. Communications Laboratory

provides a comprehensive instructional, performance and production facility for audio and video communications, film, theater, music, dance and two-dimensional design. The structure houses the 200-seat Recital Hall and the black box Experimental Theater; faculty and staff offices; and recording studios and rehearsal halls for orchestra, chorus, dance and band. The building is state-of-the-art throughout, including facilities for electronic music, filmmaking and previewing.

6. The Lecture Hall

contains five auditoriums with capacities for 75 to 320 people. Each hall is equipped, to varying degrees, for media presentations such as 16mm feature-length movies, 35mm slide shows, video recording and playback, and overhead or rear-screen projections. Some program lecture sessions meet in the Lecture Halls and campus events are often scheduled in the facility.
7. Seminar Building
provides seminar rooms, faculty and
staff offices, and headquarters for
Graphics, Security, Counseling, Health
Services and the Women's Clinic.

8. The College Activities Building,
or CAB, houses the bookstore, bank,
postal facility, information center,
cafeteria, deli, Student Activities
Office, and a variety of lounges and
conference rooms. Student organiza-
tions located in the building include
the radio station, student newspaper,
bus system, Environmental Resource
Center, Wilderness Center, Bike Shop,
Student Art Gallery and Folk Dance
Club.

9. Campus Housing
dormitory buildings and modular hous-
ing. See Housing on page 91.

10. The Campus Recreation Center
is one of the best-equipped facilities in
the Pacific Northwest. It sports an
11-lane swimming pool complete with a
separate diving well, competition
timing system and power lift for the
handicapped; sun deck; two sauna
baths; showers and locker rooms;
multipurpose dance room; martial arts,
exercise and weight training rooms,
and five racquetball courts.

Downstairs from the swimming pool
is the Recreation Equipment Center,
where you can rent just about any-
thing you'd want for outdoor activities.
Rentals include sailboats, kayaks,
canoes, Nordic skis, backpacking equip-
ment and, for day use, volleyballs, nets
and softball equipment.

East of the Rec Center are five full-
size playfields for field hockey, flag
football, rugby, soccer and softball.
Also in place are four lighted tennis
courts, a rock-climbing wall, a quarter-
mile running track, and a covered
recreation pavilion for basketball,
tennis and indoor soccer. Only a
20-minute walk or short drive away,
you'll find the boating facility on
Evergreen's 3,300 feet of undisturbed
saltwater shoreline.
**GOVERNANCE**

**Grievance Resolution**

The Evergreen system of governance includes open and ready access to information, but foremost, the system rests on the willingness of all members of the campus community to participate in the spirit of compromise and consensus. Decisions, and methods used for their implementation, must be handled at a level of responsibility and accountability established after consultation with students, faculty and staff affected by the issue.

Evergreen has a system of meetings, committees, mediation, appeals and grievance resolution set out in the WAC 174-707, copies of which are available in the Information Center and Business Office. All of these require full community acceptance to be successful.

Another integral part of Evergreen’s system of governance is the Social Contract. Rather than a list of prohibitions and negative rules, the Social Contract is a positive document that states the mutual goals and purposes of the college as reflected in the rights and responsibilities of all members of the campus community.

A committee of students, faculty, staff and administrators regularly review and update the Social Contract, which is reprinted in the Evergreen Administrative Code (WAC 174-107-010) and the Student Advising Handbook, available at Academic Advising, Library 1221.

Students are encouraged to participate in campus decision-making by signing the volunteer service list at the Information Center in the CAB. If you are interested in a specific area, please express your interest.

**Using College Premises**

Evergreen’s facilities may be used for activities other than education, provided that users meet eligibility requirements, suitable space is available, and adequate preparations are made.

Arrangements for conferences or group gatherings by outside organizations are made through the Conference Coordinator, CAB 214.

Evergreen students, faculty and staff who want to schedule a special event or outside speaker must contact the Activities Coordinator, CAB 305. Reservations for space and/or facilities are made through the Office of Facilities, Scheduling Section, Lab II, Room 1254.

Allocations of space are made first for Evergreen’s regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

No admission fee may be charged or contributions solicited at on-campus events or meetings without written permission from the Activities Coordinator or Conference Coordinator.

**Facilities/Use Regulations**

Because Evergreen is state-owned, there are responsibilities to the state and county that must be met.

**Alcoholic Beverages**

No liquor is allowed on campus, or in campus facilities, unless a banquet permit has been issued by the State Liquor Control Board in accordance with state regulations. Permits may be obtained through the Dean of Student Enrollment Services, Library 1200. Rooms in the residence halls and modular units are homes, and drinking is legally permissible for students 21 or older.

**Firearms**

Weapons brought to campus for hunting or sport must be checked with Security for safekeeping. A special explanation for handguns must be filed. Anyone in possession of an unchecked firearm is subject to immediate expulsion from Evergreen, or to criminal charges.

**Pets**

Pets are not allowed on campus unless under physical control by their owner. At no time are pets allowed in buildings. Stray animals will be turned over to the Humane Society.

**Bicycles**

Bicycles should be locked in parking blocks provided at various locations around campus. Bicycles should not be placed in, or alongside, buildings.

**Smoking**

Smoking is not allowed in “No Smoking” areas, and any other place where such a request is made by the person in charge.

**Parking Regulations**

Motor vehicles must display valid parking permits, available at the prices below:

<table>
<thead>
<tr>
<th>Per Day</th>
<th>Quarter</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autos</td>
<td>$ .75</td>
<td>$82</td>
</tr>
<tr>
<td>Motorcycles</td>
<td>$.75</td>
<td>11</td>
</tr>
</tbody>
</table>

Daily permits can be purchased at the information booth on the front entrance road to campus. Parking in, or alongside, roadways is hazardous and prohibited. Illegally parked vehicles will be cited or impounded at the expense of the vehicle owner or driver. The college cannot assume responsibility for any vandalism or theft to vehicles while parked on campus.

**Affirmative Action**

The Board of Trustees of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, national origin, sex, marital status, religion, age, disability or veteran status. The responsibility for, and the protection of, this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs.

To implement this commitment, Evergreen has developed an Affirmative Action Policy, which is published in the Washington Administrative Code under WAC 174-109, (available in the Library and Affirmative Action Office).

Persons who wish legal or statistical information on Affirmative Action, or who believe they have been discriminated against at Evergreen, are urged to contact the Affirmative Action Office, ext. 6368.
TRUSTEES, ADMINISTRATION AND FACULTY

Faculty
A more extensive detailing of Evergreen faculty members' areas of expertise can be found in the Student Advising Handbook.

Humbert, William
Philosophy, 1970
Assistant Dean, 1970-1971
Assistant Dean, 1971-1982
A.B., Mathematics, Alfred College, 1961; M.A., History
Philosophy of Science, Indiana University, 1963; M.A.,
Philosophy, Yale University, 1964; Ph.D., Philosophy, Yale
University, 1968.

Margaret J. Hart
B.F.A., Denver, Ohio State University, 1969; M.F.A., Denver,
University of Denver, 1972.

Mary Hueston
Librarianship, 1966.
B.A., American Studies, Hamline University, 1973; Master of
Libraries and Librarianship, University of Hawaii, 1972; M.A.,
Research Librarianship, Information Science, University of
Hawaii, 1965.

Bernard L. Johnson
Dean, 1971.
Kazuhiko Kawasaki
Art History, 1975.
B.A., Art History, University of Washington, 1970; M.A.

Mark A. Lennert
B.A., Philosophy, University of Iowa, 1969; A.M., Philosophy,
University of Michigan, 1970; Ph.D., Philosophy, University
of Michigan, 1976.

Doris Lowe
Film/Video, 1985 (visiting)
B.A., History, Umpqua College, 1966; M.A., Teaching,
University of Massachusetts, 1968; M.A., Scandinavian
Studies, University of Idaho, 1967; Ph.D., English, Wayne
State University, 1970.

Jean Mason
Fine Arts, 1975; M.F.A., Painting and Printmaking, Idaho State
University, 1980.

David Math
B.F.A., Fine Arts, University of Idaho, 1971; M.F.A.,
Painting, Indiana University, 1972.

Charles J. McCann
B.S., Political Science, NCAA, 1972; B.A., Philosophy,
University of Washington, 1970.

Frank McColl
Librarianship, 1975.
B.S., Psychology, Portland State University, 1961; M.S.,
Library Science, University of Oregon, 1966.

Alan Nasser
Philosophy, 1976
A.B., Classical and Modern Languages, St. Peter's College, 1961;
Ph.D., Philosophy, Indiana University, 1975.

Mary F. Nelson
Art, Anthropology, Minority Studies, 1970
B.A., Art History, University of Idaho, 1969; M.A., English
American Literature, University of California at Berkeley, 1970; M.A.,
Art, Anthropology, Human Values, 1970.

David Powell
Philosophy, 1975
B.S., Psychology, Portland State University, 1969; M.S.,
Library Science, University of Oregon, 1966.

Chairman, 1981-1982; President, 1982-1983
B.F.A., Fine Arts, San Francisco State University, 1968; M.A.
Philosophy, University of California, 1970; Ph.D., Philosophy,

Doris L. Seck
B.A., Philosophy, University of Washington, 1969; M.A.,
English, University of Washington, 1969; Ph.D., American
Literature, East Texas State University, 1970; Postdoctoral
year in Linguistics, Harvard University, 1975-76.

John W. Seck
Teaching, 1978-1979; B.F.A., Fine Arts, University of
Washington, 1969; M.A., American Literature, Wayne State

Thad R. O'Keefe
Librarianship, 1972.
B.A., Philosophy-Literature, Yale University, 1965; M.A.,
Literature, University of California at Santa Cruz, 1967; Ph.D.,
English, University of California at Santa Cruz, 1977.

Susan B. Pfeifer
B.A., Philosophy-Literature, Yale University, 1965; M.A.,
Liberal Studies, University of California at Santa Cruz, 1977;
Ph.D., Political Science, University of California at Santa Cruz, 1981.

Jasnoor Singh
Philosophy, 1975
B.A., Classical and Modern Languages, St. Peter's College, 1961;
Ph.D., Philosophy, Indiana University, 1975.

Mary F. Nelson
Art, Anthropology, Minority Studies, 1970
B.A., Art History, University of Idaho, 1969; M.A., English
American Literature, University of California at Berkeley, 1970; M.A.,
Art, Anthropology, Human Values, 1970.
Diana C. Cushing

Virginia Denny

Richard A. Eames

Scott A. Eason
Biology, 1971; M.A., Biology, University of Illinois, 1973; Ph.D., Molecular Biology, University of Illinois, 1975.

Lucia Harrison

Suzan G. Edsall

Michael R. Ehrlich
History, University of Oregon, 1967.

Yvonne Peterson

Susan Esterbrook

Gregory Shaheen

Katharine Green

John H. Grimes

Thomas B. Rainey

Rita Pugliesi

Thomas B. Rainey

Gary B. Luciano
A.B., University of North Carolina, 1941; M.A., Economics, Yale University, 1945.
The academic subjects taught at Evergreen during 1986-87 are listed in alphabetical order. For each subject, the Coordinated Study Programs or Group Contracts in which that subject is taught are listed. Specialty Areas are listed in italics when the subject is taught in all or most of the offerings of that Specialty Area. It is impossible to list all Individual Contract or Internship possibilities. Many of these subjects, and some subjects not listed, can be studied on contracts or internships. The titles of specific part-time courses are not included here, but are published quarterly in the Evergreen Times.

A
Accounting
Management and the Public Interest, 57
Courses
Aesthetics
Experiments with Light and Sound, 47
Expressive Arts, 44
Human Condition, 67
Performance Media in Contemporary Culture, 46
Studio Project, 46
Agriculture
Ecological Agriculture, 41
American History
Exploration, Discovery and Empire, 30
Family, Community and Personal Life, 96
Great Books of the Western World, 31
Inventing America, 50
Law, Liberalism and Social Change, 64
Political Economy and Social Change, 64
Anatomy
Human Health and Behavior, 76
Molecule to Organism, 78
Principles of Biology, 43
Animal Behavior
Human Condition, 67
Political Ecology, 32
Anthropology
Counseling the Culturally Different, 77
Cultural Interaction: Significant Differences, 55
Family, Community and Personal Life, 96
Human Condition, 67
Human Development, 31
Language and Culture Center, 52
Mass Communications and Social Reality, 36
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Art, Literature and Music: New Beginnings, 30
Meditation on Faith, 47
Studio Project, 46
Art History
Art, Literature and Music: New Beginnings, 30
French Culture, 54
Great Books of the Western World, 31
Studio Project, 46
B
Bio-chemistry
Molecule to Organism, 78
Biology
Advanced Biology Group Contract, 78
Ecological Agriculture, 41
Environmental Studies, 38
Evergreen Environment X, 42
Human Development, 31
Human Health and Behavior, 76
Master of Environmental Studies, 84
Molecule to Organism, 78
Political Ecology, 32
Principles of Biology, 43
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Courses
Botany
Ecological Agriculture, 41
Environmental Studies, 38
Evergreen Environment X, 42
Master of Environmental Studies, 84
Political Ecology, 32
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Courses
C
Calculus
Energy Systems, 74
Matter and Motion, 74
Courses
Chemistry
Chemical Systems, 75
Matter and Motion, 74
Molecule to Organism, 78
Organic Chemistry, I, II and III, 78
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Principles of Chemistry, 43
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Children’s Literature and Psychology, 37
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Introduction to Climatology, 42
Communications
Mass Communications and Social Reality, 36
Performance Media and Contemporary Culture, 46
Community Studies
Political Ecology, 32
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Computability, 73
Data to Information, 73
Electronics, 75
Matter and Motion, 74
Science, Technology and Health, 68
Society and the Computer, 32
Courses
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ACADEMIC PROFILE

Campus Profile (1984-85)

Faculty 136 Full-time 77%
Ph.D. or Terminal degree 66%
Percent female 31%
Percent male 69%
Third World 13%
Average student/faculty ratio 20:1
Staff 460
Enrollment 2826
Graduate 105 4%
Undergraduate 2721 96%
Female 1441
Male 1385
Third World 10%
Black 4%
Native American 2%
Hispanic 2%
Asian 2%

Admitted 80% 1695
Enrolled 64% 1082
Nondegree-seeking enrollment 207
Washington 1087
Region (OR, ID, MT, AK, HI) 96
California 27
Other states 51
Other countries 16

Third World 13%
18-24 age group 48%
Nondegree-seeking enrollment 207
25-29 age group 17%
Washington 1087
30-39 age group 21%
Region (OR, ID, MT, AK, HI) 96
40 + age group 14%
California 27

Staff 460
Students living on campus 1000
Tacoma Enrollment 111
Financial aid
Male 82%
Female 18%
Full-time student aid 50%
Third World 13%
Vancouver Enrollment 102
Average award $3000
Male 45%

Female 55%
Graduate school 16%
Entering Class 1289
Travel, homemaking, etc. 3%
Applicants, degree-seeking 2128
Graduating class (1984) 625

Academic Calendar

1985-86 1984-85
Fall Winter Spring Summer First Session Second Session
Sept. 22 Jan. 5 March 30 June 22 June 22 July 27
Dec. 20 March 21 June 13 Aug. 29 July 25 Aug. 29
Sept. 22 Jan. 5 March 30 June 22 June 22 July 27
Dec. 20 March 21 June 13 Aug. 29 July 25 Aug. 29

Fall Winter Spring Summer First Session Second Session
Thanksgiving Martin Memorial Independence Independence
Nov. 24-28 Luther King Day, May 25 Day, July 3-4 Day, July 3-4
Holidays
Day, Jan. 19
Break, (no classes)
Dec. 21-
President's Day
Jan. 4 Feb. 16

Contacting Evergreen

All calls to Evergreen go through Directory Assistance at 866-6000. Specific offices and people may be reached by then asking for them by name or extension number. Persons with inquiries about admissions should contact: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, (206) 866-6000, ext. 6170. General information may be obtained through the Office of Information Services, ext. 6128. Direct all correspondence to the appropriate office at The Evergreen State College, Olympia, Washington 98505.

Important offices and their extension numbers include:
Academic Advising ......... ext. 6312
Academic Deans .......... ext. 6870
Academic Provost .......... ext. 6400
Admissions .......... ext. 6170
Alumni Office .......... ext. 6565
College Relations .......... ext. 6983
Development Office ........ ext. 6655
Directory Assistance ........ ext. 866-6000
Housing .......... ext. 6132
Information Services ....... ext. 6128
President's Office ........ ext. 6100
Recreation Center ........ ext. 6530
Registrar ........ ext. 6130
Tacoma Campus .......... (206) 885-5915
Vancouver Campus .......... (206) 896-0011

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Campus and Vicinity

The Evergreen State College and Olympia are just an hour away from the Seattle-Tacoma airport, and also are served by the Greyhound and Trailways bus companies. Evergreen and the State Capital are only a scenic drive from most Washington cities and major points of interest.

How to get here

Whether you are coming from the north or south, you can reach the campus by taking Interstate 5 into Olympia and then turning onto Highway 101 at Exit 104. Follow 101 for two miles to The Evergreen State College exit, and go another two miles on the Evergreen Parkway to the campus entrance.

Affirmative Action Policy

The Equal Opportunity Policy of The Evergreen State College expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, marital status, sexual preference, or the presence of any sensory, physical or mental handicap unless based upon a bona fide occupational qualification.

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Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient registration, and to phase out any program.

Registration by students signifies their agreement to comply with all regulations of the college whenever approved. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.
MEMORANDUM

DATE: May 29, 1986

TO: Campus Community

FROM: Office of Information Services and Publications

RE: Error in 1986-87 Catalog

For anyone who consults the calendar on the last page of next year's catalog, there is an error on the ending dates of Fall Quarter. Fall begins, as stated, on September 22 and ends December 12, with evaluation week being December 8-12.

Please be advised for your own benefit and remember these dates when advising anyone.

Thank you.