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I first heard about Evergreen around a campfire in the Sierra Madre. I was looking for a place to teach that emphasized contact with students in the classroom and the field, not faculty research in the lab. Evergreen sounded like a dream come true and it has lived up to that expectation.

Ask Faculty Member Oscar Soule to name his favorite Evergreen program, and he'll tell you, "The best program I've had is the one I'm teaching now. I've been saying that since 1971." Soule, who teaches life sciences, holds a Ph.D. in Ecology/Biology from the University of Arizona.
Junior Na Xiong is planning on entering medical school after Evergreen. He reports that his proudest accomplishment was a class presentation on his native Hmong culture. “My culture is one that is unknown to most Western people. Sharing it with my classmates and seeing how much more they wanted to learn was a great moment.”
Ramon Alvarez is a Seattle native who describes himself as outspoken. Of his first day at Evergreen, he says, "I was totally blown away! I'd never been in the same room with so many different, intelligent and outspoken people."

Working with other students has been great. I'll think that I've looked at an issue from all possible points of view, and then — SMACK! Someone will bring up one that I didn't even consider. It's challenging when a wrench keeps getting thrown into your clockwork.

Freshman Ramón Alvarez is a Seattle native who describes himself as outspoken. Of his first day at Evergreen, he says, "I was totally blown away! I'd never been in the same room with so many different, intelligent and outspoken people."
Senior Tammy Rae Carland, a first-generation college student, reports that coming to Evergreen was the first time she had been west of New York City. Her thoughts on the campus: “They don’t grow them like this in New England!”

Opening a gallery/events space in Olympia with seven other women has been one of my proudest accomplishments. We were a group of Evergreen photographers who met once a week to talk about our art.

One thing led to another, and before I knew it, I was scrubbing grease off the counters of an old garage.

One month later we opened “Reko Muse,” a great arts/events center in downtown Olympia. Next year, I’ll be making a film with my mother. It’s going to deal with her cultural identity as a Passamaquoddy woman who left the reservation and raised her children alone.
An Evergreen education is collaborative and interdisciplinary. We help students understand the relationships among the arts, humanities, natural sciences and social sciences. We give you the opportunity to study the world from diverse disciplinary and cultural perspectives and to understand the world as an interconnected and interdependent entity. The college’s curriculum has established such a record of interdisciplinary and collaborative study that it has come to be nationally recognized as Evergreen’s major innovation and a primary reason why students come here to learn.

Why do we think interdisciplinary study and collaborative learning are so important?
Because problems of today’s world are complex and require you to draw on a wide range of fields, disciplines and perspectives. Your ability to make reasoned choices by connecting information from a variety of sources and points of view will be of vital importance to you and to others. Learning to make those connections—fitting the pieces together—is a major purpose of education at Evergreen.

Joseph D. Olander
President
The Evergreen State College
September 1990
How Our Curriculum Works

In the typical American college, students move from entry level to advanced work by first fulfilling general education courses and then completing a major, wherein they pursue one area of study in depth. Charted out, this curriculum would look like this:

**Typical 4-Year College Academic Pathway**

Freshman Year
- Take general education courses, for example, English 101 and 102, science course, math course, social science course, foreign language course.

Sophomore Year
- Continue to fulfill general education requirements. Start to take entry level (100 level) courses in major and related fields. By end of sophomore year, declare area of emphasis—“major.”

Junior Year
- Enroll in more advanced (200-300 level) courses required to complete major. Take courses in fields related to major. Enroll in more elective courses.

Senior Year
- Complete major, emphasizing “advanced” (300 and 400 level) courses and related courses.

**An Example of One Academic Pathway**

Freshman Year
- Enroll in a Core Program for a general orientation to college life and Evergreen, systematic work on communication skills, problem solving and quantitative reasoning, library research methods, and exposure to different disciplinary and cultural points of view.

Sophomore Year
- Take an entry-level program in an area of major interest, such as “Political Economy and Social Change,” “Habitats” or “Matter and Motion.”

Junior Year
- Enroll in a more advanced program, such as “Molecule to Organism,” “Environmental Analysis and Governance” or continue to broaden your education by taking a program in any area.

Senior Year
- Complete area of concentrated study, emphasizing “advanced” work through honor’s thesis, internship or relevant group contract. Each area has some of its own options for advanced work described in the area description in this catalog. Examples are: Student Originated Studies, page 57; Identity, Imagination and Voice, 51; Making a Difference, 67; Matter and Motion, 79
Most Evergreen freshmen begin with a **Core Program**. These programs are broadly interdisciplinary and taught by a faculty team whose expertise spans several academic fields. Generally a year long, Core Programs provide opportunities for you to strengthen skills you'll need at Evergreen and throughout your life: college-level reading, writing, research and discussion skills. Check page 39 for complete details on Core Programs.

A **Coordinated Study Program** is interdisciplinary education at its finest. You will explore a range of subjects in detail, all focused on a central problem or theme. The program will be taught by a team of faculty representing different disciplines; they will coordinate your academic workload from week to week, so you never have conflicting assignments. You, the faculty team and 40 to 100 other students become intensively involved in reading and discussing the same books, attending lectures, going on field trips and other activities. In frequent and regular seminars, you'll have the opportunity to clarify your questions and ideas. With this unified approach, you'll improve your ability to analyze problems and communicate findings. Most importantly, you'll widen your perspectives.

**Group Contracts** operate similarly to Coordinated Studies, but are more narrowly focused, smaller in size and taught by one or two faculty members. Group Contracts make up many of the intermediate and advanced offerings in Evergreen's Specialty Areas, where you begin to specialize in your own field or related fields of interest.

**Individual Learning Contracts and Internships** allow upper-division students to study independently using the perspectives and skills they acquire in Coordinated Studies or Group Contracts. An Individual Learning Contract is an agreement to study and conduct research on a particular subject or issue with the guidance of a faculty sponsor. Internships, on the other hand, are opportunities to apply what you've learned in a work situation with the guidance of a faculty sponsor and an on-the-job field supervisor.

Through these different modes, you will gradually progress from a multi-disciplinary perspective to a specialized focus. You will also move from beginning to advanced study, from collaborative projects to independent work, and from theories to practical applications.

For one example of how Evergreen works, imagine you're generally interested in environmental studies. If you are a first-year student, most of the Core Programs would make a good beginning. If you signed up for "Exploration, Discovery and Change," you'd investigate that theme from the perspective of several disciplines, as well as work on the skills you'd need for further study.

If you're already at an intermediate level, you might choose to take "Geography and Environment" in the Environmental Studies Specialty Area.

The next year, you could enroll in "Riding the Hydrologic Cycle," or to broaden your perspectives, a course such as "Multicultural Music."

As a senior, you might begin your transition to the "real world" by doing a senior research project on an environmental issue in the community, or perhaps by doing an internship with the Department of Natural Resources.

You have the option, of course, to follow another progression. There's plenty of room for flexibility and creativity as you plan because the curriculum is not pre-structured by departmental requirements.
## Major Modes of Study

<table>
<thead>
<tr>
<th>Levels of study</th>
<th>Coordinated Study Program*</th>
<th>Group Contract</th>
<th>Individual Learning Contract</th>
<th>Internship</th>
<th>Part-time Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical credits per quarter</td>
<td>12-16</td>
<td>12-16</td>
<td>8-16</td>
<td>8-16</td>
<td>4-11</td>
</tr>
<tr>
<td>Nature of Study</td>
<td>Two to five faculty 40 to 100 students Students work with several faculty, primarily with their seminar leader. Central theme studied through different disciplines Integrates seminars, lectures, workshops, field trips, etc. Broadly interdisciplinary</td>
<td>One to two faculty 20-40 students Integrates seminars, lectures, etc., similar to Coordinated Study Narrower, more disciplinary focus than Coordinated Study</td>
<td>Study plan agreed on by student and faculty sponsor Sponsor provides consultation/ advice Contract includes activities such as readings, research papers, field studies Can be combined with self-paced learning, work in programs, courses and internships</td>
<td>Learning on the job in business and public agencies with guidance of field supervisor Supported by academic activities with faculty sponsor Emphasis on practical experience Can be combined with programs, courses and Individual Learning Contracts</td>
<td>Usually taught on one subject or focus by one faculty Similar to traditional college course Also part-time options in full-time programs Also half-time programs on Saturdays and evenings</td>
</tr>
<tr>
<td>For more information</td>
<td>Read Core Descriptions, pages 39-42 Read Specialty Area offerings, pages 46-91</td>
<td>Read Specialty Area offerings See Academic Advising for list of faculty contract sponsors</td>
<td>See Internships, page 90 See The Evergreen Times, published quarterly</td>
<td></td>
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</tr>
</tbody>
</table>

*All students are encouraged to begin their studies at Evergreen in a Coordinated Study Program, whether it is a Core Program or a more advanced Coordinated Study in one of the specialty areas.*
A Few Words on Diversity

Open almost any college catalog these days and you'll find prominent statements on diversity.

"Diversity," reads a typical first sentence of one catalog, "is the virtual core of University life."

"Diversity is rooted deeply in the liberal arts tradition and is key to our educational philosophy," writes another college. And, "Diversity is the hallmark of the... [college X]...experience."

Despite the sincerity of these statements, enrollment of students of color in America's colleges is in decline nationwide. The problem is a complex one. The solutions must go beyond rhetoric and good intentions.

This catalog also makes strong statements of commitment to multiculturalism and diversity. We do so knowing that the process of creating a truly multicultural campus is a long and arduous process. Here is what Evergreen is doing to make our words a reality.

► We've adopted a new admissions policy, which gives special recognition to diverse groups of applicants, i.e., African Americans, Native American Indians/Alaska Natives, Asian Americans/Pacific Islanders, Mexicans/Latinos, Vietnam-era veterans, persons 25 years or older and students whose parents have not graduated from a four-year college.

Not only is this the first admissions policy of its kind in the state, but it has received national attention for its innovative approach (New York Times, January 15, 1990).

► As a result of intensive recruitment efforts, Evergreen has one of the highest percentages (20%) of faculty of color in the nation.

► Throughout the year, we host and promote campus seminars, guest speakers and workshops on racism, sexism, social justice and cross-cultural communication and sensitivity.

► We are expending substantial time and effort into developing a Strategic Plan for a Multicultural Campus that will not only bring more people of color to campus, but will establish a consciousness of racial and cultural diversity throughout our curriculum.

While these first steps are important, we recognize that many more steps must be taken to define, achieve and maintain a multicultural community. We consider that task our most important challenge. We encourage you to join us.
The center of learning at Evergreen is you, the student. Evergreen prides itself on being a distinctive student-centered learning environment. Being "student-centered" means that teaching and learning is the primary mission of the institution, and that the structure of the college promotes effective learning. Being student-centered also means that students are given meaningful opportunities for making choices, developing their own perspectives, and becoming socially responsible citizens.

Evergreen's philosophy is that education should enhance the breadth and depth of a student's knowledge and skill and foster a sense of personal empowerment and social responsibility. Three basic tenets of this philosophy are: (1) that students should begin in broad, interdisciplinary programs and work toward more independent, specialized study; (2) students know best what subjects and styles of learning they need, and (3) since learning is by its nature a social activity, it is best fostered in a collaborative rather than a competitive learning environment.

Our Faculty

At Evergreen, you'll find a faculty committed to excellence in education. Among other things, this means faculty members are more accessible to students, receptive to their ideas and open to their concerns. Students' evaluations of their faculty members' teaching become part of their professional portfolios and are one of the main measures of their effectiveness when they undergo periodic evaluation by Evergreen's academic deans.

Faculty are hired and evaluated primarily on the quality of their teaching, not on the basis of their research or how many articles they have published. The main emphasis is on teaching at Evergreen. On the average, our faculty spend nearly one-third more hours in direct teaching contact with their students than is the norm at most public institutions of higher education.

At Evergreen, You'll Become an Independent Thinker

At the heart of most Evergreen interdisciplinary programs is the seminar, where one faculty member and an average of 20 students meet regularly for extended exploration of a crucial topic or reading. Although up to 100 students and a five-member faculty team may be involved in a Coordinated Study Program, much of a student's time is spent in these small group discussions.

The faculty leader and students ready themselves for seminars, which meet once or twice a week, by reading the same materials, by writing and by preparing brief reports. Then they gather to share their understandings and sort out differences. Through this close collaboration with faculty and fellow students, you will learn to research your ideas, to express yourself clearly, and to work cooperatively—abilities Evergreen graduates have found essential in their lives and careers.

Narrative Evaluations

Evergreen faculty write narrative evaluations of each student's work instead of giving grades. These evaluations describe in detail just what the student planned to do in the program or contract; how well they approached and solved problems, worked with others and expressed themselves in written and spoken work; the student's area of concentration, and how well they succeeded. Narrative evaluations precisely chart the student's academic development and achievement, providing him or her much more meaning and insight than any set of letter or number grades.

The faculty evaluation of student work also lists a set of Course Equivalencies that divides 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 translations of equivalencies 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, these equivalencies are generally indicated at the end of each program description in this catalog and initial program materials.

Faculty members have final responsibility for seeing that their program's curricular plan is carried out. They also bear final responsibility for all matters of academic credit.

The criteria for awarding credit are spelled out in program covenants and should also be specified in each individual contract. Although there may be some negotiation between you and your faculty on particular matters, the program covenant, or the contract, always sets the limits. You can and should discuss all this thoroughly with your faculty.
Self-Evaluations

Each student also writes a self-evaluation. You will describe your work in your own words, explaining what was most important to you, and why. You will offer evidence of your comprehension and provide details about your progress and success in the program. The self-evaluation, when done carefully and seriously, often represents a major part of your learning experience, for in it you summarize your experience, putting everything in order and connecting this study to your past learning and future directions. Self-evaluations are often the most revealing documents in a student's transcript.

Student Evaluations of Faculty

Students have the right and responsibility to evaluate the work of their faculty sponsors and seminar leaders. 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 by the academic deans, along with other information, in helping with faculty development, and in determining whether or not faculty are retained. At a school where teaching is the most important commitment, student evaluations of faculty are among the most important documents.

You can complete your evaluation of any faculty member with whom you work after they have completed your evaluation. This eliminates any suggestion that their award of credit may have been influenced by your evaluation of them, and allows you to give a frank critique. This is done by turning your evaluation in to the program secretary who gives it to the faculty member after credit has been awarded.

A Week in the Life of an Evergreen Student

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 10:30 a.m.- 12:30 p.m.</td>
<td>Skills workshop/lab 9:30 a.m.- 12:30 p.m.</td>
<td>Library research 8 a.m.-noon</td>
<td>Lecture 10:30 a.m.- 12:30 p.m.</td>
<td>Seminar 10:30 a.m.- 12:30 p.m.</td>
</tr>
<tr>
<td>Individual Conference Study 1:30-3 p.m.</td>
<td>Governance 2-4 p.m.</td>
<td>Field trip 1:30-6 p.m.</td>
<td>Study, write papers</td>
<td></td>
</tr>
<tr>
<td>Governance 3-5 p.m.</td>
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</tbody>
</table>

*This is one example of a schedule in a Coordinated Study Program. The schedule of your program, group contract or internship may differ from the above. Not included are other study times, group project work, consultations with faculty, participating in governance during the other weekly times Evergreen has set aside for decision making, work-study hours, recreational events and other activities.

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. Each faculty member has somewhat different practices, simply because each has a personal style. But there are some uniformities. Students in programs and contracts should have individual conferences with their faculty to discuss the evaluations. Your self-evaluation, your evaluation of the faculty, and the faculty evaluation of your work are all part of conference discussions.

Your Transcripts

Student transcripts consist of both faculty evaluations 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. Thus, when you send your Evergreen transcript to another school or future employer, they receive a detailed history and evaluation of your work here, not a set of course titles and letter grades. This transcript is hefty, but written carefully. It can be a highly useful document, lending the weight of substantial evidence in support of your letters of reference.
In 1989, a questionnaire was mailed to 600 of the 2,188 alums who graduated in 1985-1987. Completed questionnaires were returned by 343 alumni, a response rate of 57 percent.

Some of the questions on the survey paralleled questions used on the American College Testing Alumni Survey, so that the responses of Evergreen alumni could be compared to national norms. Those norms represent 24,813 alumni of public colleges who were surveyed in 1984-85 and 1985-86.

### Rating Personal Growth

<table>
<thead>
<tr>
<th></th>
<th>TESC Alumni</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding different philosophies and cultures</td>
<td>58%</td>
<td>31%</td>
</tr>
<tr>
<td>Understanding the interaction of society and the environment</td>
<td>49%</td>
<td>26%</td>
</tr>
<tr>
<td>Writing effectively</td>
<td>59%</td>
<td>38%</td>
</tr>
<tr>
<td>Recognizing rights, responsibilities and privileges as a citizen</td>
<td>37%</td>
<td>20%</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>54%</td>
<td>37%</td>
</tr>
<tr>
<td>Working cooperatively in a group</td>
<td>57%</td>
<td>40%</td>
</tr>
<tr>
<td>Defining and solving problems</td>
<td>60%</td>
<td>44%</td>
</tr>
<tr>
<td>Understanding and appreciating the arts</td>
<td>37%</td>
<td>24%</td>
</tr>
<tr>
<td>Speaking effectively</td>
<td>44%</td>
<td>34%</td>
</tr>
<tr>
<td>Working independently</td>
<td>62%</td>
<td>52%</td>
</tr>
</tbody>
</table>

### Personal Growth

Evergreen’s questionnaire asked alums to indicate whether the college had contributed “very much,” “somewhat” or “very little” to their personal growth in 22 areas. In comparison with national norms, far more Evergreen alumni said that their alma mater had contributed “very much” in the following areas.

### Would Evergreen Alums Do It Again?

Alums were asked, “If you could start college over would you choose Evergreen again?” Alums could respond on a five-point scale between “definitely yes” and “definitely no” As you can see, Evergreen alums were overwhelmingly positive.

<table>
<thead>
<tr>
<th>Definitely Yes</th>
<th>TESC Alumni</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td></td>
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</tr>
<tr>
<td>70%</td>
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<td>60%</td>
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<td>50%</td>
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<td>10%</td>
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<td>0%</td>
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</tbody>
</table>

### Still Learning and Self-Employed

A large proportion of Evergreen alums, 91%, indicated they were either self-employed, or employed and continuing their education.
Eight Easy Steps to Picking Your Program

1. Consider what you want to study. Consider your career goals, if you already have them. Also consider 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. Core Programs are described on pages 39-42. Almost any Core Program can lead into any area of specialization.
   - If you are a transfer student, look up the subjects that interest you in the Academic Index, beginning on page 110. This lists all the programs which cover your subjects. Sometimes a Core Program will look just right, especially if you are transferring as a first- or second-year student. For some transfers, an intermediate or advanced program in a specialty area may be the right choice. If a specialty area is listed under your subject in the index, read over all the offerings in that area.

3. Other things to look for in the Catalog:
   - 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. The equivalencies may change as faculty develop the program’s theme, but the Catalog description will give you a general idea of content.
   - Browse over a number of possibilities before you settle on one. Try to choose at least three alternates before you take the next step.

4. Discuss your choices and goals with your faculty, or with the faculty and staff in the Academic Advising Office. Academic Advising 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 when you read the latest details. Academic Advising also gives you information about new or revised programs.

5. Attend the Academic Fair which is described on page 18. 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, style and requirements directly with the program faculty.
   - Ask all questions, share your puzzlements and enthusiasms. Don’t hesitate to ask for advice. If a program isn’t right for you, faculty will direct you to other options.

6. 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 any help you need in making your choice.

7. Register. You can register for the full duration of a program, whether it is one, two or three quarters long.

8. Pay your tuition by the deadline, and that’s it! You’re ready to attend your first seminar.
I'm undecided about what I want to study. Do I need to know exactly what I want to do?

No. Although it often helps, sometimes it's a hindrance if you want to explore. Coordinated Study programs are excellent places for pursuing what you want to do, or discovering directions that are wholly new and unexpected.

Who will help me choose which program to take each quarter?

The Academic Advising Office, your current program faculty, the faculty in areas which interest you. Conversations with these individuals and careful reading of the Catalog will give you the information you need to make curriculum decisions. Also, see Academic Fair (page 18).

Who will help me plan my degree program?

Your program faculty and the Student Advising Center (SAC) staff, specifically, the Academic Advising and Career Development Office which are part of SAC. Any or all of the above. When in doubt, go to the Student Advising Center.

Who is allowed to do an Internship? When?

Some programs incorporate Internships in their learning plan. Internships can also be arranged outside of programs through Internship Learning Contracts. A limited number of Internships are available, and priority is given to juniors and seniors who have completed one quarter of satisfactory work at Evergreen. All Internships must be approved by the Office of Cooperative Education, which is part of the Student Advising Center. See page 86.

Will I receive letter or numerical grades?

The faculty assess the quality of the work done by means of detailed written evaluations. Evergreen uses this system in lieu of letter or numerical grades. See pages 12 and 13.

Are all 1991-92 programs listed in this Catalog, or are others added later?

Most full-time programs were planned more than a year before the 1991-92 academic year. Information about changes and additions will be available at the Academic Advising Office. Part-time offerings, which are described briefly in this Catalog, are planned shortly before the quarter they are offered. They are publicized in a quarterly publication distributed on campus, The Evergreen Times.

What degrees and certificates do you offer?

The Bachelor of Arts, the Bachelor of Science, the Master of Teaching, the Master of Public Administration and the Master of Environmental Studies.

What are advanced study opportunities at Evergreen?

Coordinated Studies programs and group contracts are available for advanced, upper division students in the specialty areas and as interdivisional offerings. Advanced students may also pursue individualized options, such as individual contracts, Internships or enroll in the student-originated study programs available in the humanities and the arts.

Where can I get more information about programs?

The Academic Advising Office in the Student Advising Center 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.

Can I take more than one program at a time?

Since Evergreen believes that focused study in one program is what makes the college distinctive, taking more than one program or a series of courses at one time is not encouraged.

Can I take courses in addition to a full-time program?

Sometimes. Each program description in this Catalog specifies whether additional courses may be substituted for portions of that program, if they are more in keeping with your academic goals. You can also negotiate this with program faculty.

Who is allowed to do an individual learning contract?

Usually advanced, highly motivated students with a specific project in mind. Also, many programs allow individual projects. Individual contracts are only available in very limited numbers. Entering students should not seek individual contracts.
An Evergreen Glossary

**Academic Advising**
A key part of the Student Advising Center, the Academic Advising Office provides students up-to-date information on programs, faculty and academic services. You’ll also receive advising—formal and informal—on an ongoing basis from faculty in programs and areas of interest.

**Academic Fairs**
A mass gathering of faculty and students where Admissions or an Evergreen faculty member career “pathway.” Talk with Academic Advising or an Evergreen faculty member teaching in the field of your interest to find out how to plan your own academic pathway.

**Academic Pathways**
The way to specialize in a particular field of study at Evergreen is to plan an academic or career “pathway.” Talk with Academic Advising or an Evergreen faculty member teaching in the field of your interest to find out how to plan your own academic pathway.

**Athletics**
Evergreen fields intercollegiate teams in men’s and women’s soccer and swimming and diving. There are also a number of club sports, the most popular of which are sailing, crew, ultimate frisbee, tennis, cross country running, track and field, and basketball.

**CAB**
Unless you’re calling a taxi, “CAB” refers to the College Activities Building. See page 98.

**Chaos**
Around here, it’s spelled KAOS and it means the college’s FM community radio station.

**Contracts**
There are three kinds of academic contracts at Evergreen: Group Contracts, Individual Learning Contracts and Internship Contracts. See the chart, “Major Modes of Study” on page 10.

**Coordinated Study Program**
An academic program with a faculty team of two to five, and 40 to 100 students. Primarily full-time and one or more quarters in length, Coordinated Studies focus on interdisciplinary study and research of a particular theme or topic.

**Core Programs**
Designed for first-year college students, these introductory programs are appropriate for transfer and returning students as well. You can think of Core Programs as Coordinated Studies for beginners because they emphasize studying in several disciplines and improving skills such as college-level reading, writing and research. For more information, turn to page 39.

**Courses**
Part-time courses supplement the main curriculum. For a sense of how they fit in, see the “Major Modes of Study” on page 10.

**Credits**
Full-time students at Evergreen earn 12-16 credits, or quarter hours, per quarter; the maximum allowed is 16. The amount of credit generated by a program is clearly specified at the end of the evaluation written by the faculty member on the student’s academic performance. See program descriptions, pages 40-89.

**DTF**
The initials stand for Disappearing Task Force. Evergreen’s planners wanted to avoid permanent committees, so they created DTFs to study problems, make recommendations and then disappear. Students are encouraged to participate on any of the approximately 20 DTFs usually active in the course of an academic year.

**Environment**
A big issue at Evergreen. Many people study the natural environment in academic programs and on their own. If you want to learn environmental science on land, in water and in the air, this is the place to do it. (We even have our own beach.) May also refer to “Evergreen environment,” meaning the sense of campus community.

**Equivalencies**
The approximate course titles and credit hours listed at the end of the program descriptions on pages 40-85. These will be listed as final “course equivalencies” at the end of a faculty evaluation of your academic work. This is the way Evergreen translates interdisciplinary studies into course titles similar to those at other institutions. Students may earn equivalencies in four to six disciplines. For example, you might be awarded credit in history, mathematics, science and writing for your work in a single Coordinated Study.

**Evaluation**
Evergreen’s grading system consists of a narrative evaluation of a student’s academic work at the end of each quarter. Faculty members write evaluations of each student’s work and progress; each student writes a self-evaluation as a faculty evaluation. Usually one typed page, these official documents make up your permanent transcript.

**Evaluation Conference**
A quarterly conference in which a faculty member and student discuss their evaluations of the student’s work. Conferences occur during Evaluation Week, the eleventh and final week of each quarter.
Faculty Sponsor
A student's chief instructor during any given quarter in a Group Contract, Individual Contract or Internship.

Field Trips
One of the most exciting examples of this college's approach to education. At Evergreen, field trips are regularly integrated into the schedule of program activities just like lectures, seminars, etc.

First Peoples
At Evergreen describes people of color, commonly referred to in America as minorities—African Americans, Asian Americans, Pacific Island Americans, Alaska Natives, Native Americans, Chicanoas and Latinos. See the First Peoples' Advisory Service in the section on the Student Advising Center.

Geoduck
The campus mascot, a legacy from Evergreen's early humorsities. Pronounced "go-duck," the Geoduck is an overzealous dismissive to this area and edible only after substantial amounts of pounding and cooking.

Governance
An ongoing process at Evergreen, where we try to make decisions together. Governance is conducted 3-5 p.m. on Mondays and 1-3 p.m. on Wednesdays. Students participate in governance alongside with staff and faculty members—don't be surprised if you're asked to serve as a member of a DTE. Participatory democracy is hard work and time-consuming, but you have a voice in what happens at Evergreen if you choose to exercise this unusual and valuable franchise.

Greener
Short for Evergreen.

Interdisciplinary
Study that covers more than one academic discipline. Many Evergreen programs involve study in three or more disciplines, and all require some cross-disciplinary work. Thus, you may find yourself learning about both science and art in the same program, or about social science and human development, or combining studies of history with explorations of literature.

Individual Learning Contracts
An individual study plan agreed to by a student and a faculty sponsor. May include readings, writing, painting, photography, field studies and research—whatever suits your academic needs and interests. Requires well-defined goals, self-discipline, lots of motivation and the ability to work with minimal supervision. For advanced students and available only in limited numbers. Academic Advising has information on how to proceed and which faculty might be appropriate sponsors.

Internships
Supervised experience in a work situation for which a student receives academic credit. Internships require advance planning through the Office of Cooperative Education. Seniors are generally given priority, as are students in academic programs that require Internships. For additional information, see the "Major Modes of Study" chart on page 10, read the information on page 86, and visit the Cooperative Education office.

Organic Farm
Interested in learning about agriculture? See page 47.

Part-Time Study
Most Evergreen programs are designed for full-time study, but some offer part-time options in the evening for working adults. Evergreen offers some half-time programs for working students, often on Saturdays, and there are also part-time courses (4 quarter hours) which can fit into most any schedule. Sometimes part-time courses are available only to regularly admitted students.

Potluck
A tradition at Evergreen where a faculty member and the students in his or her seminar bring food for lunch or dinner, often at a seminar member's home. These occasions are perfect for mixing academic and social life.

Prior Experiential Learning
Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit. See page 86 for more information.

Programs
To distinguish Evergreen's offerings from the traditional courses or classes of other institutions, we use the term "program" to indicate an academic offering that is multidisciplinary and full-time or nearly so. Students enroll in one program at a time, often for a full year of study.

Retreats
Many academic programs go on retreat during the year, often off campus. Retreats allow for secluded work on a particular project or the finale to an entire year's studies. Also, the whole curriculum is planned at an annual Faculty Retreat. The programs in this catalog were planned at the Faculty Retreat of spring, 1990.

Self-Evaluation
Your evaluation of your own academic work, as measured against your objectives at the beginning of a quarter and the requirements of your program, contract or Internship. Evergreen believes that developing the ability to assess oneself is an important ability in the modern world. Student self-evaluations are part of their formal academic record.

Social Contract
Evergreen's planning faculty wanted Evergreen to function as a community, so they wrote their ideas about working together and social ethics into the Social Contract. See The Evergreen Student Handbook for a full copy.

Specialty Area
An interdisciplinary grouping of Evergreen faculty, all of whom are interested in a specific set of disciplines or issues. Faculty within each specialty area meet regularly to plan curriculum and often teach together. Evergreen's nine specialty areas are listed in "The Condensed Curriculum" on page 34.

Transfer Credit
Academic credit transferred to Evergreen from another institution of higher learning. Usually given only for academic, as opposed to technical, coursework.
Faculty Members David Powell and Rainer Hasenstab have been great. I worked with David in my first program. He’s funny, driven, friendly, genuinely caring and supportive, and expects good work. He loves what he does so much and it shows. He really cares about you and what you learn. Rainer has a strong passion for people, Native American culture and teaching. He has a very inspiring style that makes people excited about learning and about life.
Admissions

Evergreen is committed to fostering individual and collective growth in a democratic society. To that end, we welcome students of diverse culture, race, age, previous educational and work experience, geographical locations and socio-economic backgrounds.

The college seeks qualified students who demonstrate a spirit of inquiry and a willingness to participate in their educational process within a collaborative framework.

The college desires students who also express an interest in campus or community involvement, a respect and tolerance for individual differences, and a willingness to experiment with innovative modes of teaching and learning.

First Year Students

Students entering directly from high school or students who have earned less than 40 quarter credits of transferable college work by the application deadline will be considered for admission on the following basis:

1. High school grade point average (GPA),
2. Test scores on the SAT, ACT or WPC (if WPC was taken prior to 6/1/89),
3. Class rank (normally in the upper half of the graduating class).

Because the college seeks to achieve a diverse student body, special recognition will be given to applicants who are African American, Native American Indian/Native Alaskan, Asian-American/Pacific Islander, Hispanic, physically challenged, Vietnam-era veterans, adults 25 years and older, and students whose parents have not graduated from college. Determination of diversity factors is based on information provided on the Washington Uniform Application.

First year students are required to have completed the following college preparatory program in high school:

1. Three years of English selected from courses designed to develop college-level reading and writing proficiencies (composition, creative writing, literature);
2. Two years of mathematics selected from algebra, geometry, trigonometry, advanced algebra and higher-level courses;
3. Two years of science including one year of laboratory science (biology, chemistry, physics, ecology); and
4. Two-and-a-half years of social studies.

In addition, students should select electives that offer significant preparation for a challenging college curriculum. Honors and Advanced Placement courses are strongly encouraged. Interdisciplinary study and courses that stress skills in writing, research and communication are especially helpful in preparing for Evergreen's innovative programs. (College preparatory program requirements will change in 1992. Please check with the Admissions Office for updated information.)

Admission can be granted on the basis of six semesters of high school work though seven semesters are preferred. Before final acceptance by Evergreen, applicants considered on this basis must submit a transcript showing the completed high school record and date of graduation. Failure to submit a final transcript which shows satisfactory completion of admission requirements will result in disenrollment.

Note: First year students are admitted for Fall Quarter only.

Transfer Students

Transfer students, i.e., those who have earned 40 quarter credits of transferable college work or more at accredited colleges/universities by the application deadline, will be considered for admission on the following basis:

1. Grade point average (minimum 2.00 cumulative GPA).
2. Good standing at the last institution attended.
3. Satisfactory completion of a variety of courses in the liberal arts and the sciences.

Because the college seeks to achieve a diverse student body, special recognition will be given to applicants who are Afro-American, Native American Indian/Native Alaskan, Asian-American/Pacific Islander, Hispanic, physically challenged, Vietnam-era veterans, adults 25 years and older, and students whose parents have not graduated from college. Determination of diversity factors is based on information provided on the Washington Uniform Application. In addition, special consideration will be given to applicants who (a) have 90 quarter credits of transferable college work or (b) have an Associate in Arts from a Washington community college, or (c) have an Associate of Technical Arts from a Washington community college with which Evergreen has negotiated an “Upside Down” degree program.
Applicants from other institutions who have completed 40 quarter hours of credits of transferable college work need not submit high school transcripts. Transfer students must submit official transcripts from each and every college or university attended. Currently enrolled students should assure that the most recent transcript of their work at the current college is sent to Evergreen, then have a final official copy sent immediately upon completion of all coursework there. Failure to submit a final satisfactory transcript, as well as all transcripts of previous college work, will result in disenrollment.

Note: Evergreen encourages all transfer students to complete a variety of academic courses in the arts, the humanities, mathematics, the sciences and the social sciences which will give the student a solid foundation for intermediate and advanced level work. We strongly encourage all transfer students to complete the English composition course sequence (including research paper) at their present college, if currently enrolled.

Other Criteria
1. GED
Applications will be considered from persons 18 or older who have not graduated from an accredited high school but who have completed the General Educational Development tests. Normally, GED test scores should be at the 60th percentile or above in all categories. GED applicants must also submit scores for the SAT, ACT or WPC (if WPC was taken prior to 6/1/89).

2. Returning Students
Former students planning to return to Evergreen after withdrawing, graduating or taking a leave of absence of more than four quarters must complete the regular application process and submit transcripts from all institutions attended since leaving Evergreen.

3. International Students
The college will consider applications from international students who have met the minimum entrance requirements for universities in their native country and who can provide evidence of their proficiency in English. International students transferring from a college or university must show satisfactory completion of courses at a minimum achievement level of C+ or 75% or equivalent. Applicants must score at least 525 on the Test of English as a Foreign Language. Applicants must also show evidence of having at least $13,000 (U.S.) to pay normal expenses for one year’s enrollment at Evergreen. Interested international students should request specific information about application processes from the Admissions Office.

To Apply for Admission
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, accompanied by a non-refundable application fee of $25.
2. Official transcripts of all previous college studies and, for those applying directly from high school or those with less than 40 quarter hours of transfer coursework, a record of completed high school

FOR MORE INFORMATION ABOUT ADMISSIONS, CALL (206) 866-6000, EXT. 6310
Notification and Deposit

Target dates for notification of admission are April 1, 1991, for Fall Quarter 1991; December 1, 1991, for Winter Quarter 1992 and January 1, 1992, for Spring Quarter 1992. Upon notice of eligibility you will be asked to send a non-refundable deposit of $50 by a stated deadline in order to assure your space at the college for the quarter of admission. However, admission and deposit do not guarantee your space in a particular program, contract or course.

Attention: Housing and Scholarship Applicants

Admission to the college does not assure you a room assignment in college housing. Please contact the Housing Office for information about on-campus housing and observe that office’s first-come, first-served housing application process even before notification of admission. Admission deadlines and scholarship deadlines often vary. Contact the Dean of Enrollment Services for scholarship information in early January of 1991.

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-matriculated students is handled by the Office of Registration and Records. Space is limited for part-time students.

Special Student” and “Auditor” are categories for local residents interested in college work but not currently seeking a baccalaureate degree. Both categories may be counted toward a bachelor’s degree.

Transfer of Credit

Evergreen has a generous policy on the acceptance of credit from other institutions. The maximum amount of credits that can be transferred is 135 quarter hours or 90 semester hours. The maximum number of credits that can be 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 are acceptable in which a minimum 2.0 grade point or grade of C was received. Courses in physical education, remedial work, military science and religion are not transferable. Some vocational and personal development courses are transferable, others are not. Contact Admissions for details and obtain the Transfer Guide.

Admissions Office (see also, Prior Learning from Experience, page 86). Work performed should be equivalent to work for which a four-year college or university would normally give credit toward a bachelor’s degree and is evaluated on a case-by-case basis.
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.

 Uphide-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 voc/tech degree, including all transfer credit, 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 voc/tech coursework, which usually results in less than 90 transfer credits.

Minimum eligibility criteria include a cumulative grade average of at least a 2.5 and satisfactory completion of at least one, preferably two, English composition course(s). 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.

Doug Scrima
Assistant to the Dean

Credit for Military 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. Military training is evaluated by the Credentials Evaluator in Admissions in consultation with the Office of Registration and Records and is based upon the recommendations of the American Council on Education’s guide.

You must provide 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.

An earned pilot’s license is another source of credit which may transfer. 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 the quality of work you might do under the direction of an Evergreen faculty member. It must also be in an area which the college recognizes as applicable to a bachelor’s degree. Special job-related courses completed outside accredited institutions are an example of this type of credit. The credit can be academic or vocational and must conform to all transfer credit requirements.

You must submit to the Credentials Evaluator in Admissions a copy of your certificate, a course description or syllabus, an evaluation of the quality of your work and a completed “Certificate Evaluation Cover Sheet” available only in the Admissions Office. The Credentials Evaluator may submit your application to qualified faculty for further review.

Generally up to one quarter hour of credit may be generated for every 30 hours you spend in class. Contact Admissions for more information on this possible source of transfer credit.
Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial application packets are generally available by mid-January. Because funds are limited, it is recommended you submit your 1991-92 Financial Aid Form to the College Scholarship Service by February 15, 1991, to receive full consideration for all available campus-based financial aid. For more information, pick up a brochure on Student Financial Aid which outlines the application process, deadlines and other details.

Georgette Chun
Director of Financial Aid

Karan Wade James
Financial Aid Counselor

Evergreen's goal is to provide financial guidance to all students, and financial aid to those who could not otherwise attend Evergreen. Grants, loans, employment or a combination of these are based on financial need and can only supplement the contribution of the student and his or her family. Priority is given to full-time students seeking a first bachelor's or master's degree.

Financial aid is distributed quarterly by the Financial Aid Office to coincide with tuition and fee payments. All charges are deducted from the quarterly award, with the balance paid to the student during the first week of instruction. Exceptions are Guaranteed Student Loans, which have rolling disbursement dates based on remittance by the student's lender, and on-campus work-study earnings, which are distributed through monthly payroll checks.

The Financial Aid Office also offers financial counseling and maintains a listing of part-time employment opportunities both on- and off-campus.

Emergency Loan Program
Emergency loan funds are donated by businesses, service and professional organizations, individuals in the community, and by the Short Term Loan Fund of Services and Activities. This program aids continuing students who have temporary need by providing short term loans of up to $200. Application is made by personal interview with a Financial Aid counselor.

Scholarships
A variety of scholarships funded by the College's Foundation and private donors is available. Most of these scholarships are awarded on the basis of merit, e.g., high academic achievement, community service, artistic or musical talent, etc. For more information about these scholarships, please write or call the Office of the Dean of Enrollment Services (206) 866-6000, ext. 6310. Information is usually available after January 1. Application deadline is usually April 1.
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 in compliance with state laws. You must also establish your intention 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 plan to enroll as a resident student.

If you are a dependent student (not responsible for your own expenses), you do not qualify for residency 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 plan to enroll.

Applications to change residency status must be made no earlier than the 45th calendar day prior to the quarter in which you believe you will become eligible, and no later than the 30th calendar day of the quarter in which you believe you will become eligible. Applications are available at the Office of Registration and Records. Processing takes approximately ten days.

Washington/Oregon, Washington/British Columbia 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 students and undergraduate students of junior standing or above may apply. Legislation in process could affect the Washington/Oregon reciprocity agreement. For information, contact the Office of Registration and Records.

Billing and Payment Procedures
Student Accounts assembles all student financial information, both charges and credits, and prepares a periodic statement. This allows registered students to submit a single check for tuition, fees, housing and other charges by mail or night depository. The Cashier’s Office is open 10 a.m.-4 p.m., Monday-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. 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.

Students allowed to register during the second class week must pay a $15 late registration fee. Students allowed to register after the tenth class day must pay a $50 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.

Refunds/Appeals
Refunds of tuition and fees are allowed if you withdraw from college or are called into military service. In addition, if you change your credit load, the schedule below will determine what refund, if any, you will receive. If you follow proper procedures at the Office of Registration and Records, you will be refunded as follows:

<table>
<thead>
<tr>
<th>Fee/Charge Category</th>
<th>Applicable Refunds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>100 percent to fifth class day of quarter, 50 percent to 30th calendar day; after that, no refund.</td>
</tr>
<tr>
<td>Housing Deposit</td>
<td>Please contact the Housing Office for a copy of the Housing Contract which contains complete details on deposits and refund schedules.</td>
</tr>
</tbody>
</table>

Appeals on tuition and fee charges must be made to the Office of Registration and Records. Appeals on any financial policy or other charges must be made to the Controller’s Office.

FOR MORE INFORMATION ABOUT TUITION AND FEES, CALL (206) 866-6000, EXT. 6180

Estimated Expenses
These estimates are for a single student who lives on- or off-campus during the nine-month academic year. They are projections for the 1991-92 year and subject to change.

<table>
<thead>
<tr>
<th></th>
<th>Residents</th>
<th>Nonresidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$1611</td>
<td>$5649</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>495</td>
<td>495</td>
</tr>
<tr>
<td>Housing and Meals</td>
<td>3384</td>
<td>3384</td>
</tr>
<tr>
<td>Personal Needs</td>
<td>1080</td>
<td>1080</td>
</tr>
<tr>
<td>In-State Travel</td>
<td>720</td>
<td>720</td>
</tr>
<tr>
<td>Total</td>
<td>$7290</td>
<td>$11,328</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION ABOUT TUITION AND FEES, CALL (206) 866-6000, EXT. 6180
Tuition and Fees
These are projected tuition and fees for the 1990-91 academic year* and may be subject to change.

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Quarter Credit Hours</th>
<th>Washington Resident Tuition</th>
<th>Nonresident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>10-16</td>
<td>$537 per quarter</td>
<td>$1883 per quarter</td>
</tr>
<tr>
<td>undergraduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>9 credits or less</td>
<td>$53.70 per credit; 2 credits minimum</td>
<td>$188.30 per credit; 2 credits minimum</td>
</tr>
<tr>
<td>undergraduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southeast Asian</td>
<td></td>
<td>$107.40 for 2 credits</td>
<td>Does not apply</td>
</tr>
<tr>
<td>Veteran under-</td>
<td></td>
<td>$133 for 3-16 credits; 2 credits minimum</td>
<td></td>
</tr>
<tr>
<td>graduate students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>10-12</td>
<td>$868 per quarter</td>
<td>$2633 per quarter</td>
</tr>
<tr>
<td>graduate students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>9 credits or less</td>
<td>$86.80 per credit; 2 credits minimum</td>
<td>$263.30 per credit; 2 credits minimum</td>
</tr>
<tr>
<td>graduate students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Southeast Asian Veteran graduate students**

A $74 fee for student Services and Activities is included in tuition. For other fees, see the “Miscellaneous Fees” chart on this page.

* Tuition and fees may vary Summer Quarter, which is not part of the regular academic year.

** If registered before May, 1990

Miscellaneous Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory health fee (quarterly)</td>
<td>$20 §</td>
</tr>
<tr>
<td>WashPIRG (quarterly; refundable)</td>
<td>3.50 †</td>
</tr>
<tr>
<td>Housing deposit/administrative fee</td>
<td>60</td>
</tr>
<tr>
<td>Rental contract</td>
<td>100</td>
</tr>
<tr>
<td>Unit lease</td>
<td>10</td>
</tr>
<tr>
<td>Transcript</td>
<td>10</td>
</tr>
<tr>
<td>Extra transcripts ordered at same time</td>
<td>5</td>
</tr>
<tr>
<td>ID card replacement</td>
<td>5</td>
</tr>
<tr>
<td>Returned check</td>
<td>15</td>
</tr>
<tr>
<td>Application fee (non-refundable)</td>
<td>25</td>
</tr>
<tr>
<td>Admission deposit (non-refundable)</td>
<td>50</td>
</tr>
<tr>
<td>Late registration fee</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>
</tbody>
</table>

Parking

<table>
<thead>
<tr>
<th>Per Day</th>
<th>Quarter</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobiles</td>
<td>.75</td>
<td>$22</td>
</tr>
<tr>
<td>Motorcycles</td>
<td>.75</td>
<td>11</td>
</tr>
</tbody>
</table>

§ Students may also purchase health insurance for themselves and dependents. Options include either a major medical plan or full health care coverage. Students registered for ten credits or more are automatically enrolled in the major medical plan unless they submit a waiver card or full health care request to Student Accounts by the fifth class day of each quarter. Dependents are not automatically covered. Students must formally enroll at Student Accounts for additional coverage. Students registered for eight or nine credits must request coverage. Students registered for less than eight credits or as special students are not eligible for coverage. Contact Student Accounts for more information.

† WashPIRG, or the Washington Public Interest Research Group, is a consumer and environmental organization directed by students. Students who do not pay the $3.50 special fee are not blocked from enrollment. If you do not wish to support WashPIRG, you may waive the fee.
As a young girl, Faculty Member Ratna Roy learned to perform Buddhist and Hindu dances. That devotion continued throughout her life as she has extensively studied goddess worship, East and West, through books, journals, films and art. She has earned degrees from universities in India and the U.S., including a Ph.D. in English from the University of Oregon.

Evergreen is a place that allows imagination to roam free and create. The college allows disparate elements to converse and find common ground. Where else could someone who majored in English with doctoral work in African American studies, who is also a professional performer of classical Indian dances, go and feel comfortable?
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 should select your academic programs for the following year during advance registration in mid-May. If you are a new student, you will be asked to participate in an orientation and an academic advising session before you register. The Admissions Office will inform you about the dates.

All programs are filled on a first-come, first-served basis, and some require a faculty interview or audition for entry. 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. 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 in the dates or amount of credit need to be made as far in advance as possible to assure proper assessment of tuition and fees.

Any changes in the number of quarter credit hours for which you are registered must be submitted to the Office of Registration and Records no later than the fifth day of any quarter. Special registration periods are held for those desiring to enroll as non-degree seeking Special Students or Auditors. These special registration periods usually coincide with the opening dates announced in both on- and off-campus publications. Throughout the year, important information will be mailed to you from a variety of sources, therefore you are required to keep a current address—even one of short duration—on file with the Office of Registration and Records throughout your stay at the college. (See also Billing and Payment Procedures, page 26.)

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 Office of Registration and Records, and also check to see if faculty signatures are required for the particular programs involved. It is essential to complete these in advance. See Refunds/Appeals on page 26.

Withdrawal

You may withdraw any time up to the 30th calendar day of the quarter, but please inform the Office of Registration and Records. See the tuition and fee refund schedule on page 26.

Enrollment Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Full-time</th>
<th>Part-time</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>12-16</td>
<td>11 credits or less</td>
</tr>
<tr>
<td>Students</td>
<td>credits</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>9-12</td>
<td>8 credits or less</td>
</tr>
<tr>
<td>Students</td>
<td>credits</td>
<td></td>
</tr>
<tr>
<td>Veteran</td>
<td>Important: VA standards for full-time training are different than Evergreen's. The “seat-time” rule requires a specific amount of time in classroom situations. To be sure you meet these standards, check with Evergreen's Office of Veteran Affairs.</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
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</tbody>
</table>

Full-time enrollment must include any credit earned concurrently at another college for transfer to Evergreen. Maximum enrollment may not exceed the credit totals indicated above.
Leave of Absence
If you have been regularly admitted and registered and need to "step 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 undergraduate and one quarter for graduate students).

Academic Credit

General Policies
You accumulate academic credit for work well done and levels of performance reached and surpassed. Only if you fulfill academic obligations will full credit, expressed in quarter hours, be entered on the permanent academic record. Evergreen will not accept credit twice for the same coursework.

Partial Credit Options
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 their policy at the outset of the quarter. Exceptions are made only with their approval.

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

To evaluate your work, you meet individually with the faculty member who leads your seminar. At the end of each quarter, two evaluations are written about your academic accomplishments, one by your faculty member and one by yourself. For more about this unique way of grading, turn to page 12.

Appeals of Evaluation

Wording and Credit
The faculty member has the right to make the final determination of credit and evaluation wording. However, students have a right to an appeal for mediation and procedural review. A right to an appeal should be identified in each program covenant, but is presumed to exist in any case as a right to appeal to the members of a program team who are not directly involved in the award of credit.

For cases where a student is working with a single faculty member or where all members of a program team are directly implicated in the evaluation, a student may appeal directly to the dean responsible for that program team.

Typically, when the student is a member of a program, the first appeal should be made to the program team. If a satisfactory resolution to the issues is not reached, a further appeal may be made to the team’s academic dean. To make an appeal, a student should submit a written notice of appeal to other members of a faculty team with a duplicate copy to the dean responsible for that program.

Academic Honesty
Academic honesty is a necessity in a learning community. It makes coherent discourse possible, and is a condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism are violations of the Social Contract. Cheating is defined as intentional using or attempting to use unauthorized materials, information or study aids in any academic exercise. Plagiarism is defined as representing the works or ideas of another as one’s own in any academic exercise. It includes but is not limited to copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments.
Record Keeping

Transcript and Portfolio
The transcript and portfolio are the main records of your academic achievement at Evergreen. Maintained by the Office of Registration and Records, your transcript will include all work done for credit, the official description of the program or contract, faculty evaluations and, when required, your own evaluations.

Unless you go on a leave of absence, withdraw or change programs, credit and evaluations are reported only at the end of a program or contract. Once the evaluation is accepted in the Office of Registration and Records a copy is sent to you. If you need your faculty to further revise your evaluation, you have 60 days or until you request your transcript to be sent out, whichever comes first.

Since your self-evaluation becomes part of your permanent transcript, pay close attention to spelling, typographical errors, appearance and content before you turn it in. Your self-evaluation cannot be removed or revised once it has been received in the Office of Registration and Records.

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.

Please allow two weeks for processing between your request (and $10 fee) and mailing of the transcript. Evergreen reserves the right to withhold transcripts from students who are in debt to the institution. If you need more information on this issue, contact the Office of Registration and Records.

You maintain your own portfolio, which should include official descriptions of all your programs and contracts, copies of faculty evaluations, and your own self-evaluations, particularly those not in 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.

Retention of Records
Credentials, including original documents submitted in support of an application for admission, 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.

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. Copies of Evergreen’s policies may be obtained from the Office of Registration and Records or the Office of the Dean of Enrollment Services.

Academic Standing Policy
The academic standing of each Evergreen student is carefully monitored to ensure the full development of his or her academic potential. Any student not making satisfactory academic progress, as defined below, is informed of her or his standing in the college and is advised accordingly.

Faculty evaluation of student achievement formally occurs at the conclusion of programs, contracts, courses and internships. In addition, any student in danger of receiving less than full credit is so notified in writing at mid-quarter by his or her sponsor. A student making unsatisfactory academic progress will receive an Academic Warning and may be required to take a Leave of Absence.

1. Academic Warning. A student who receives either an incomplete or fewer than three-fourths of the credit for which she or he is 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. 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 first evaluation period will result in dismissal from Evergreen.

2. Required Leave of Absence. A student who has received an Academic Warning and who, at the next evaluation period, receives either an incomplete or fewer than three-fourths of the credit for which she or he is 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. 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 first evaluation period will result in dismissal from Evergreen.

Graduation Requirements
The minimum requirement 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 by an academic dean.

If you transfer credit from another college, you must earn at least 45 of the last 90 quarter credit hours while enrolled 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 Office of Registration and Records at least one quarter in advance of the anticipated graduation date.
I've learned that whatever I can dream about, I can do," says senior Nikki McClure. This year she teamed with other students to write, edit, illustrate and publish The Evergreen Natural History Journal, a stunning collection of essays and drawings. She is currently writing a book on wetlands for children.

Byron Youtz, Rudy Martin, Tom Rainey and Bob Sluss taught "Exploration, Discovery and Empire." With a combo like that, how could you go wrong? It was my first program. We went sailing every week, looked at stars, mapped the grounds behind the Library, learned plants...But the thing that stands out most is that I learned how to open my eyes. For example, I'd lived in western Washington all my life and didn't notice salal growing everywhere until I came to Evergreen, and really, really looked around. Ever since, I haven't been able to keep my eyes shut.
### Core Programs

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Exploration, Discovery and Change, 40</td>
<td>48</td>
<td>F</td>
<td>W</td>
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<tr>
<td>What's Cookin??: Food &amp; Culture, 40</td>
<td>48</td>
<td>F</td>
<td>W</td>
<td>S</td>
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<tr>
<td>Home: A Mutually Shared Responsibility, 40</td>
<td>48</td>
<td>F</td>
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<td>S</td>
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<tr>
<td>Chaos, Calculus and Confucius, 41</td>
<td>48</td>
<td>F</td>
<td>W</td>
<td>S</td>
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<tr>
<td>The Awakening Mind-Spirit, 41</td>
<td>48</td>
<td>F</td>
<td>W</td>
<td>S</td>
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<tr>
<td>Making American Selves, 41</td>
<td>48</td>
<td>F</td>
<td>W</td>
<td>S</td>
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<tr>
<td>Through African Arts: Arts, Religions and Cultures of Africa and Her Diaspora, 42</td>
<td>48</td>
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<td>W</td>
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### Environmental Studies

<table>
<thead>
<tr>
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<th>Credits</th>
<th>Fall</th>
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<tbody>
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<td>32</td>
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<td>S</td>
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<tr>
<td>Topics in Marine Studies, 44</td>
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<tr>
<td>Ecological Agriculture, 44</td>
<td>48</td>
<td>F</td>
<td>W</td>
<td>S</td>
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<tr>
<td>Geography and Environments, 45</td>
<td>16</td>
<td>F</td>
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<tr>
<td>Mammalogy, 45</td>
<td>32</td>
<td>F</td>
<td>W</td>
<td>S</td>
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<tr>
<td>Environmental Ethics: Theory and Action, 45</td>
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<td>F</td>
<td>W</td>
<td>S</td>
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<tr>
<td>Landscapes and Biogeography, 46</td>
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### Expressive Arts

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</thead>
<tbody>
<tr>
<td>Introduction to the Performing Arts, 50</td>
<td>48</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Studio Project, 50</td>
<td>16</td>
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<tr>
<td>Studio Project, 50</td>
<td>16</td>
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<tr>
<td>Studio Project, 50</td>
<td>16</td>
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<tr>
<td>Recording and Structuring Light &amp; Sound, 51</td>
<td>32</td>
<td>F</td>
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<tr>
<td>Identity, Imagination and Voice:</td>
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<tr>
<td>The Politics of Representation, 51</td>
<td>48</td>
<td>F</td>
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<td>S</td>
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<tr>
<td>Multicultural Music, 52</td>
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<td>F</td>
<td>W</td>
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<tr>
<td>Taste and Popular Culture, 52</td>
<td>32</td>
<td>F</td>
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<tr>
<td>Grasp Tight the Old Ways, 53</td>
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<td>F</td>
<td>W</td>
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<tr>
<td>Stylistic Theater: Archetypes in Theater and the Arts, 53</td>
<td>32</td>
<td>F</td>
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<tr>
<td>Freedom in Control:</td>
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<td>Sylized Theater in Production, 54</td>
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<tr>
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<tr>
<td>Production and Performance, 54</td>
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<tr>
<td>Out There: New Works in New Forms, 55</td>
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<tr>
<td>Writers’ Workshop, 55</td>
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<tr>
<td>Hometowns, 55</td>
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<td>W</td>
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<tr>
<td>All Creatures Great and Small:</td>
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<tr>
<td>Images of Animals in the Visual World, 56</td>
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<td>S</td>
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<tr>
<td>Interface: The Poetics of Words and Music, 56</td>
<td>16</td>
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### Related Offerings:

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<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<th>Winter</th>
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<tbody>
<tr>
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**Pat Labine**

Convener

**Terry Setter**

Convener
### Humanities

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<th><strong>Offerings:</strong></th>
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<td>Humanistic Explorations, 58</td>
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<td>An Anthropology of Human Communities, 58</td>
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- Mass Media, Popular Culture and Folklore, 59
- Student Originated Studies [in Humanities], 59

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#### Revising the Tradition, 61
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- Hometowns, 62

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#### The New Faces of Eastern Europe:
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### Management and the Public Interest

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### Native American Studies

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<td>Culture and Design: Pacific Northwest Traditions, 69</td>
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<tr>
<td>The Making of the Modern World: 500 Years of Oppression and Resistance, 69</td>
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</table>

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**Key**
- **F** Fall Quarter
- **W** Winter Quarter
- **S** Spring Quarter
Political Economy and Social Change

Jeanne Hahn
Convener

Political Economy and Social Change, 72  32  F  W
The Making of the Modern World: 500 Years of Oppression and Resistance, 72  32  F  W
Class, Gender and Development, 72  16  S
Microeconomic Theory, 73  16  S

Related Offerings:
Making a Difference: Doing Social Change, 73  48  F  W  S
Riding the Hydrologic Cycle, 73  16  S

Center for the Study of Science and Human Values

Betty Ruth Estes
Convener

The Human Condition: Reading and Writing the Book of Nature, 75  48  F  W  S

Science, Technology and Health

Tom Grissom
Convener

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Molecule to Organism, 80  48  F  W  S
The Geology and Chemistry of Pollution, 80  16  F
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Advanced Chemistry: Structures, 81  16  S
Energy Systems, 81  48  F  W  S
Mathematical Systems, 81  48  F  W  S

Physical Systems  
not offered this year

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Tacoma Program

W. Joye Hardiman
Director

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Graduate Study at Evergreen

Ralph Murphy
Director, MES
Lucia Harrison
Director, MPA
John Parker
Director, MIT

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Master of Public Administration (MPA), 88
Master in Teaching (MIT), 90

Master of Environmental Studies (MES), 88
Master of Public Administration (MPA), 88
Master in Teaching (MIT), 90

John Parker
Director, MIT
Special Features of the Curriculum

Interdivisional Offerings

A well-known aspect of Evergreen’s interdisciplinary curriculum is the way academic programs integrate several disciplines in the study of one problem or theme. The programs listed below are especially interdisciplinary, so much so because they are team-taught by faculty from divergent specialty areas and possibly of equal interest to students with widely different fields of interest.

Hometowns, page 55
Interface: The Poetics of Words and Music, 56
Mass Media, Popular Culture and Folklore, 59
Meaning, Learning and Power: Constructing an Education, 60
The Human Condition: Reading and Writing the Book of Nature, 73

International Studies and Opportunities to Study Abroad

Evergreen offers a variety of ways to study different cultures both in Olympia and abroad. The curriculum offers a variety of year-long programs with an international theme within the various specialty areas and the core curriculum. Opportunities are available for part-time language study.

Evergreen students also may pursue options to study abroad through individual learning contracts, group contracts or programs offered by other U.S. universities.

For further information regarding these options, contact the Student Advising Center preferably a year before you seek to study abroad.

Other programs in the curriculum offer an international focus. The Language and Culture Center, in particular, usually offers one or more programs each year that travel abroad for at least a quarter.

Multicultural Music, page 52
Stylistic Theater: Archetypes in Theater and the Arts, 53
Border Studies: Canada, Mexico, U.S.A., 42
The Awakening Mind-Spirit, 41
What’s Cookin?: Food & Human Culture, 40
Chaos, Calculus and Confucius, 41
Through African Arts, Religions and Cultures of Africa and her Diaspora, 42
Spanish Forms in Life and Art, 64
(overseas travel tentative)

(overseas travel tentative)

An Anthropology of Human Communities, 58
Literature, Values and Social Change: Europe and the U.S. in the 19th Century, 59
Japanese Language and Culture, 64
(overseas travel tentative)

The Making of the Modern World: 500 Years of Oppression and Resistance, 69
Class, Gender and Development, 72

Special Features of the Curriculum
Before attending Evergreen I only saw myself as a behind-the-scenes support person. I came here as a displaced homemaker with learning disabilities and physical challenges. I've learned that I'm capable of taking strong leadership roles. Seminars, projects and internship opportunities have given me the confidence to discover unknown talents and use my strengths.

I've produced a video documentary for two state agencies, had photographic exhibits in Seattle galleries and ran an arts program on a statewide level.

Evergreen's unique approach to learning has been an open door for me.
Core Programs

Core Programs are designed to give students in their first or second year of college a solid foundation of knowledge and skills in 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, reason quantitatively, work cooperatively in small projects or discussion groups, and use the many resources in the Library. Core Programs also help you connect your studies with your own intellectual and personal concerns and make responsible decisions about your education.

Each of the Core Programs listed in this section is an integrated study program that combines several activities: seminars, individual conferences with faculty members, lectures, field trips, laboratories—whatever is appropriate. In a Core Program you learn about the program theme or topic at the same time you learn about your own goals, about defining problems and dealing with them, and about the college's people and facilities.
Exploration, Discovery and Change
Fall, Winter, Spring/Coordinated Study
Coordinator: John Filmer
Enrollment: 66 Faculty: 3
Prerequisites: None
Special Expenses: Field trip costs, foul weather gear, safety harness
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Your identity as homo sapiens and as an "astronaut on spaceship earth" is a matter of individual perception and is intimately related to your own particular world view. Conflicting ideas and paradigms may emerge from your thoughts based on contemporary and multiculturally diverse understandings to form an ever changing dialectic. These representations are often spatially and chronologically removed from the reality of the environments in which you live. Sometimes it seems difficult to find congruency or achieve integration and relevancy in life.

This program will explore some of the social, economic, technological, intellectual, cultural, physical and historical environments in which we live with a view toward discovering who we are and developing a better understanding of ourselves in relation to these environments and to the rapid changes occurring in them. The focus of our explorations and discoveries will be the Pacific Northwest, its history, peoples, environment, economy and waters.

The "view" from the deck of a fast moving sailboat with sails flapping, snapping and fluttering and the wind and foam in your face can often be the catalyst that helps put it all in perspective. The challenge of sea and sail means something different for each and yet, strangely enough, results in an awareness of something larger than ourselves.

Come explore and discover through books, boats, people and through your own writing, observations and thought.

Planned equivalencies in quarter hours:
1-ecological history
4-geology of the Pacific Northwest
4-introducory mathematics
4-literature
4-marine natural history
4-oceanography
9-cultural economics
4-journal and expository writing
3-piloting, seamanship and small boat handling

Total: 48 credits

Program is preparatory for careers and future study in humanities, physical, biological, social or environmental sciences.

What's Cookin'?: Food & Human Culture
Fall, Winter, Spring/Coordinated Study
Coordinator: Carrie Margolin
Enrollment: 88 Faculty: 4
Prerequisites: None
Special Expenses: Field trips and lab supplies
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Spam, spinach, lima beans, embargoes, grain subsidies, the galloping gourmet, a frugal gourmet, food fights, manna from heaven, breaking bread, broken bread and bulimia, vegetarianism, starvation and the commodity exchange, Big Mac's, Wendy's, Sushi, hot dogs, apple pie, Halvah and Grandma's cookies, being on diets, lost on diets, apple maggot quarantines, calories, sucrose, glucose and everything in-between.

The Russians want our grain, the Japanese harvest our fish and the world views an obese United States. Americans cherish French cuisine, Szechuan beef and pasta almandine. Food is part of our existence and much of our daily routine.

This program will explore the cultural role of food through a diverse array of analytical tools and models. Through an extensive review of food themes in literature, film, economics and cultural practice, an understanding of the centrality of food to the human psyche will be acquired. For example, food has been used as a weapon on many scales. From systematic bartering and in some instances to the starvation of populations and of individual people, food serves as a means of conquest and oppression. On another scale, the use of food in initiation rites and family practices has been central to the function and transmission of culture.

Not only will students examine the theoretical and political role of food, but a variety of labs in food preparation and ritual practice will place the student close to the subject matter at the table. Field trips will include visits to food factories and related industries. We will study literature and films which investigate the symbolic and metaphoric qualities of food.

Planned equivalencies in quarter hours:
1-blood, I know why the caged bird sings,
2-legends of the pacific northwest,
2-when legends die, snow walker, forgotten founders, bless me, ultima,
2-winter in the blood,
2-breaking the silence, breaking the earth
4-writing the joy luck club, no no boy

Possible texts include:
- Peoples of Washington, Legends of the Pacific Northwest
- When the Legends Die, Snow Walker, Forgotten Founders
- Bless Me, Ultima, Winter in the Blood
- I Know Why the Caged Bird Sings
- Breaking the Silence, Riding the Earth Boy

Total: 48 credits

Program is preparatory for careers and future study in humanities, social science, human services, biological sciences, law and medicine.

Home: A Mutually Shared Responsibility
Fall, Winter, Spring/Coordinated Study
Coordinator: Mary Nelson
Enrollment: 66 Faculty: 3
Prerequisites: None
Special Expenses: Field trip(s), art supplies
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, if they apply to the program

Home. How do we collectively and individually share this responsibility? Is it in the heart? How does it apply to individuals, families, various cultures within a community, to peoples from different lands and from different cultures and is there a place, a time, a reflection or a remembrance? This program is designed to answer these questions and more in several study areas. We will do this by examining U.S. history, Northwest history and prehistory of the indigenous peoples of the area, as well as pertinent literatures, mythologies and poetry (including multicultural works). In addition to writing and research, we will consider anthropology, archaeology, politics, law, sociology and the arts.

The Northwest is the primary focus of this study, but we will include other areas when applicable.

The program will offer classes for students interested in specific areas: writing and poetry, applied arts, history and contemporary issues. We will also conduct workshops designed to acquire library research skills, listening skills and seminarizing skills. There will be at least one field trip, possibly to a Native American Cultural Center, a major museum or an historical site.

Possible texts include:
- Peoples of Washington, Legends of the Pacific Northwest
- When Legends Die, Snow Walker, Forgotten Founders
- Bless Me, Ultima, Winter in the Blood
- I Know Why the Caged Bird Sings
- Breaking the Silence, Riding the Earth Boy

Total: 48 credits

Program is preparatory for careers and future study in history, arts, anthropology, education, cultural studies, literature and humanities.
The Awakening Mind-Spirit

Fall, Winter, Spring /Coordinated Study
Coordinator: Rob Cole
Enrollment: 66 Faculty: 3
Prerequisites: None
Special Expenses: Field trip expenses
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program will examine the ways in which we see and describe the universe. Exciting advances in multiple disciplines are causing scientists to rethink mechanistic ways of seeing the world around us, and causing us to confront many of our cherished mythologies about how the universe is put together.

A world view heretofore dominated by order and predictability is being challenged by emerging studies of “chaos” and chaotic systems. Many ancient peoples believed that the forces of chaos and order were part of an uneasy tension in the world. Chaos was seen as immensely powerful, and potentially creative. Until recently, however, much of modern science has proceeded as if its task were to eliminate chaos from our lives: the world was thought to be reducible to a set of deterministic principles—a giant Newtonian clockwork which we could eventually understand with sufficient determination and patience. Current work in the study of chaotic systems in biology, medicine and the physical sciences suggests otherwise.

This program will examine the literature, history and mythology of ancient and modern world views. We will spend significant time reading and writing about the ways we see our world. We will also undertake laboratory exploration of non-chaotic and chaotic systems. We will study mathematics including pre-calculus and calculus. We will explore fractal geometry and the strikingly beautiful images generated from fractal sets. We will use Evergreen’s well-equipped personal computer laboratories to learn a variety of software applications in the study of order and chaos.

This program will give students a substantial introduction to current work in the mathematical and physical sciences, and to the impact this work has on the way we view the world.

Planned equivalencies in quarter hours: Will be distributed among the history and philosophy of science, mathematics, the physical sciences, world literature, mythology, computer studies, critical reasoning and expository writing.

Total: 48 credits

Program is preparatory for careers and future study in all of the liberal arts and sciences.

Making American Selves

Fall, Winter, Spring /Coordinated Study
Coordinator: Brian Price
Enrollment: 88 Faculty: 4
Prerequisites: None
Special Expenses: No
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

How do we gain a sense of individual identity? How do we define ourselves/get defined? How do these ways change over time? How do our races, genders, classes, families, friends, communities, educations, work experiences and interactions with imagine change and shape us? What does it mean to be an American? How does one become an American? How has the meaning of American changed over time? What will American mean in the future?

These questions will inform our studies in “Making American Selves,” as we try to make sense of this changing American world and to understand ourselves within it.

In Fall Quarter we will focus on who we are, reading about a diversity of contemporary American identities, while exploring and writing about our own changing identities and our family histories.

In Winter Quarter we will focus on where we come from, reading about American identities constructed in previous eras, discovering how they differ from our own and learning from older generations how they generated American selves.

In Spring Quarter we will focus on where we are going, reading about how American selves will change in the near future, and exploring what will be required of us in order to live in an increasingly multicultural United States.

This multicultural, gender-balanced, interdisciplinary Core Program will explore the construction of female and male selves in a variety of cultures in the United States. We will focus on fictional, autobiographical, and biographical representations of American selves, informing our reading by background studies in the areas of psychology, sociology, anthropology, history, education, gender and cultural studies.

Planned equivalencies in quarter hours: Will be distributed among expressive arts, psychology, expository writing, mathematics, religion, philosophy, anthropology, multicultural studies, critical reasoning and individual projects.

Total: 48 credits

Program is preparatory for careers and future study in all of the liberal arts and sciences.
Border Studies: Canada, Mexico, USA

Winter, Spring/Coordinated Studies
Coordinator: Gilbert Sakedo
Enrollment: 66 Faculty: 3
Prerequisites: No
Special Expenses: $20 for film rentals
Part-time Options: Four quarter hours in related area (e.g., foreign language)
Internship Possibilities: No
Additional Course Allowed: Yes, four quarter hours maximum

Borders are lines on a map. They define and differentiate nations from one another but they cannot separate peoples; indeed, they often serve as a corridor of cultural exchange. This paradox is central to understanding the dilemma of values and identity which challenges the individuals who live and work on an international or interregional borderline. Their situation is composed of diverse ingredients in history, politics, geography and languages.

Yet, while a boundary line emerges from these factors, the idea of the border eventually becomes a line drawn in the mind. The social reality of the border is a demarcation which has dissolved into a blur, the blend of distinct cultural roots tempered by common public concerns.

We will examine old assumptions, test new ideas and explore the cultural, political and linguistic borders of countries, provinces and "nations within nations" from a variety of interdisciplinary perspectives. We will raise such questions as: How are borders invented and what causes them to change? What function do they serve? What realities do they mask? Have they become anachronistic and illusory? What happens to the personal sense of identity of a man or woman native to the border zone of the nations?

Our major case studies will be Quebec/Canada, Canada/USA, and Mexico/USA. Students will develop a working definition of a particular cultural or political border area and write an individual research project or engage in collaborative research. Projects will be presented orally. Students can expect to acquire library investigation skills, techniques in interviewing and public speaking, improvement in writing capabilities, and a solid understanding of how historians, geographers, sociolinguists and political economists view borders.

Seminars will deal with bilingualism, population studies, legend and tradition, novels, biography, politics, gender and social class, race and ethnicity, and Native American mythology. Our overarching metaphor will illustrate how the idea of "the border" illuminates margins and boundaries unspoken in society—language, gender and race.

Planned equivalencies in quarter hours: Will be distributed in geography, history, language and culture, literature, library research, ethnic studies and gender studies.

Total: 24 credits

Program is preparatory for careers and future study in international studies, history, linguistics, geography, law, education and intercultural studies.
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:

- To understand the nature, development and interactions of terrestrial and marine ecosystems, and human societies;
- To learn the richness and the limits of the environmental and social resources available to sustain both human environments and natural systems;
- To study the cultural values and philosophies that shape environmental behaviors, and
- 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 drawn from the natural and social sciences, from the arts and from the humanities. Furthermore, it requires students and faculty who are willing to break down the boundaries between the disciplines in order to realize the integration necessary to achieve the goals stated above.

Environmental Studies

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 fieldwork 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 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.

First Year:
Any Core Program. Students interested in Environmental Studies may want to consider the following Core Programs: "Exploration, Discovery and Change" or "What's Cookin'? Food & Human Culture."

Second or Third Years:
"Introduction to Marine Environments" (FW)
"Ecological Agriculture" (FWS)
"Geography and Environment" (F)
"Topics in Marine Studies" (S)

Third or Fourth Years:
"Making a Difference: Doing Social Change" (FWS)
"Mammalogy" (F)
"Environmental Ethics: Theory and Action (WS)
"Landscapes and Biogeochemistry" (W)
"Ornithology" (S)
"Riding the Hydrological Cycle" (S)
Introduction to Marine Environments
Fall, Winter/Coordinated Study
Coordinator: Kaye V. Ladd
Enrollment: 48 Faculty: 2
Prerequisites: Core Program or equivalent
Special Expenses: About $20/quarter lab fee, $80/quarter field trips
Part-time Options: Yes, but not encouraged, faculty consent required
Internship Possibilities: No
Additional Course Allowed: See faculty

This program will focus on the sea as a habitat for marine life and the relationships between marine organisms and properties of the sea. Water pollution and its effects on aquatic life will be examined. In addition to topics in marine biology, the program will cover general chemistry with application to the chemical properties of the sea and the quantitative methods necessary for marine research. Field and laboratory work will focus on marine biology and water quality chemistry. Students with general college chemistry may substitute another course.

Planned equivalencies in quarter hours: Will be distributed in marine biology, chemistry and quantitative methods.

Total: 32 credits
Program is preparatory for careers and future study in environmental and marine studies.

Topics in Marine Studies
Spring/Group Contract
Sponsors: TBA
Enrollment: 24
Prerequisites: “Introduction to Marine Environments”
Special Expenses: Lab fee, field trips
Part-time Options: By consent of faculty
Internship Possibilities: No
Additional Course Allowed: See faculty

This program will focus on advanced topics in marine studies. Field and laboratory work will be included.

Planned equivalencies in quarter hours: Will be distributed in marine studies.

Total: 16
Program is preparatory for careers and future study in environmental and marine studies.

Ecological Agriculture
Fall, Winter, Spring/Coordinated Study
Coordinator: Pat Labine
Enrollment: 48 Faculty: 2
Prerequisites: Core Program or equivalent
Special Expenses: Approximately $75 field trip fees
Part-time Options: By arrangement with faculty
Internship Possibilities: By arrangement with faculty

Additional Course Allowed: By arrangement with faculty

The study of agriculture is a study of human interaction with the natural environment. Therefore, “Ecological Agriculture” will provide students with a useful introduction to Environmental Studies. The program will examine the progression of agriculture from its tribal and peasant origins to present-day industrialized food systems. Spring term will give special emphasis to agriculture and Third World development. At all levels, the larger social, political and economic contexts will be considered. Students will develop skills in critical reading and expository writing. There will be substantial work in a range of natural and social sciences (ecology, chemistry, botany, entomology, soils, planning and community development).

Students may elect “Farm Practicum” as an option within the program. Under the direction of the farm manager, students will help maintain the demonstration and market gardens of Evergreen’s Organic Farm. They will be given the opportunity to learn plant propagation, intensive organic production of fruits and vegetables, marketing and general farm maintenance. Practicum will also include field trips to a variety of farming operations in the Pacific Northwest.

Students who have not completed work in college level chemistry will be given the option of enrolling in Chemistry I and II concurrently with the program.

Planned equivalencies in quarter hours: Will be distributed among ecology, botany, soil science, chemistry, entomology, political economy of American agriculture, agriculture and development in the Third World, expository writing, library research and farm practicum.

Total: 48 credits
Program is preparatory for careers and future study in environmental studies, ecological agriculture research projects, Third World service and a variety of internships in organic agriculture.
Geography and Environment

Fall/Group Contract
Sponsor: William Brown
Enrollment: 24
Prerequisites: None
Special Expenses: None
Part-time Options: Consult faculty
Internship Possibilities: None
Additional Course Allowed: Yes

This course will examine the recent historical relationship that has developed between natural environments and human systems that have been imposed upon it. Our particular concern will be with the sustainability of both in view of population growth and resources. We will begin with an exploration of physical geography and climate, the basis of all natural systems. Next, we will examine the nature of political territorialization that has resulted in the present global division of have and have-not nations, the industrial West and the Third World. We will take a close look at the impact and ideology of growth in the industrial West in general, but also as it is now being scrutinized in Washington state in terms of its effects on this region’s environment. Students will have an opportunity to work with and hear from local organizations concerned with growth, e.g., Washington 2010, the Washington Environmental Council and the Sensible Growth Alliance.

Planned equivalencies in quarter hours:

| 4-physical geography |
| 4-resource geography |
| 4-environmental politics |
| 4-economic development and underdevelopment |

Total: 16 credits

Program is preparatory for careers and future study in geography, environmental studies and planning.

Mammalogy

Fall/Group Contract
Sponsor: Steven G. Herman
Enrollment: 24
Prerequisites: Introduction to biology; general understanding of natural history and interest in field work
Special Expenses: $100 for transportation and related expenses
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Possibly

“Mammalogy” is an advanced program designed to familiarize students with the class Mammalia, emphasizing Washington mammals through lectures as well as lab and field work. Students will be required to prepare scientific study skins and research one species of mammal in both the library and the field. There will be at least two overnight field trips, one west of the Cascade Mountains, one east. Most other fieldwork will be local, emphasizing live trapping. Students will maintain field records according to a rigorous technique pioneered by Joseph Grinnell. Required materials will include curatorial kit, standard field guides, Mammalogy by T. Vaughn and shorter texts as needed.

Planned equivalencies in quarter hours:

| 4-another course or area of emphasis on mammals |

Total: 16 credits

Students who do well in “Mammalogy” will have an excellent background in the natural history and physiology of mammals, and a thorough working knowledge of the natural history of Washington mammals, including selected marine species. These studies are applicable to career preparation in natural resource work and will be especially helpful for graduate studies in vertebrate zoology.

Environmental Ethics: Theory and Action

Winter, Spring/Group Contract
Sponsor: Mark Levensky
Enrollment: 24
Prerequisites: College-level ability to read, write about and discuss difficult texts in the humanities and social sciences. Willingness to engage in a half-time internship with an environmental action agency or organization during spring.
Special Expenses: Field trip expenses
Part-time Options: No
Internship Possibilities: Half-time internship with an environmental action group, agency or organization during Spring Quarter
Additional Course Allowed: None. Yes, but not in place of some part of the program

“Environmental Ethics: Theory and Action” is one response to our present worldwide environmental trouble. During the first quarter, students will read about, write about and discuss possible religious, philosophical, economic and social causes of this great trouble. Each student will participate in a small group research project on the condition of one part of our environment—air, land, water, plant, fish, animal or human artifact. During the second quarter, students will read about, write about and discuss possible foundations for an environmental ethics: religious, legal, economic, life-centered, humanistic. In addition, each student will engage in a half-time internship with an environmental action group, agency or organization. Seminars, lectures, films, field trips and workshops throughout the program will support students in all parts of their work.


Planned equivalencies in quarter hours:

| 4-expository writing |
| 16-environmental ethics |
| 8-internship in environmental affairs |
| 4-independent studies in social sciences |

Total: 32 credits

Program is preparatory for careers and future study in the humanities or social sciences.
Landscapes and Biogeography
Fall, Winter/Group Contract
Sponsor: Pete Taylor
Enrollment: 48 Faculty: 2
Prerequisites: Third-year standing, biology and physical geology
Special Expenses: Field trip costs, approximately $80
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No
This group contract will feature topics in geology and biology toward understanding the distributions and interrelationships of landforms, plants and animals. The primary subjects to be covered are geomorphology and biogeography. The geographic scope will be worldwide to include terrestrial and marine environments; polar, temperate, and tropical regions; and continents compared with islands. The modes of study will be lectures, reading, seminars, labs, field studies and literature-based research projects. During the Fall Quarter and continuing into the Winter Quarter, the studies will cover the broad scope of geomorphology (and related geology) and biogeography (and related ecology and evolutionary biology). Winter Quarter, there will be emphasis on case studies in the Northwest and on individual literature-survey research. The laboratory and field studies during both quarters will feature methods and trips to local sites applicable to geomorphology and biogeography.

Planned equivalencies in quarter hours:
8—geomorphology
8—biogeography
6—geological methods
6—ecological methods
4—selected topic in geomorphology and/or biogeography (literature survey)
Total: 32 credits
Program is preparatory for careers and future study in geology, biology and environmental studies.

Ornithology
Spring/Group Contract
Sponsor: Steven G. Herman
Enrollment: 24 Faculty: 1
Prerequisites: Basic understanding of natural history, basic understanding of bird identification and record-keeping techniques
Special Expenses: $500 for field expenses (room and board), $170 for transportation
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No
"Ornithology" is an advanced program designed to provide students with a comprehensive background in avian biology with an emphasis on field studies. Required materials include standard field guides (Ornithology, The Naturalist's Field Journal, Bird Study), field journal materials and high quality binoculars.

Planned equivalencies in quarter hours:
4—bird ecology
4—ornithology
4—bird behavior
4—bird structure
Total: 16 credits
Students completing this program as part of a larger scheme of study will be in a position to seek careers or future study in resource management, vertebrate zoology or environmental interpretation. Persons finishing the program will be competent to study birds successfully at the sub-professional level, and uniquely well-qualified for graduate work in the field of ornithology.

Natural History of the American Southwest: Here and There
Winter/Group Contract
Sponsor: Paul Ray Butler
Enrollment: 24 Faculty: 1
Prerequisites: Junior or senior standing; previous academic work in natural history; faculty interview and signature
Special Expenses: Field expenses for approximately two weeks
Part-time Options: Consent of faculty
Internship Possibilities: No
Additional Course Allowed: No
During the first half of the quarter students will study the natural history of the area through lectures, discussions and individually tailored reading assignments in preparation for their field project. The students will spend approximately two weeks with the faculty sponsor in the Southwest working on that project. Upon return to Evergreen, each person will write up the results of his or her work and make an oral presentation. Possible research projects include reconnaissance archaeology of the lower Grand Canyon and natural history topics in southern Death Valley.

Planned equivalencies in quarter hours: Will be distributed in geology, botany, anthropology, archaeology and zoology.
Total: 16 credits
Program is preparatory for careers and future study in environmental studies, anthropology and archaeology.
Riding the Hydrologic Cycle

Spring/Group Contract
Sponsor: Matt Smith
Enrollment: 48 Faculty: 2
Prerequisites: Previous academic experiences in Political Economy and Social Change, Habitats or other Environmental Studies program or equivalent experience; faculty interview and signature required
Special Expenses: Approximately $100 for field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Abundant water makes this planet unique. The distribution of water is a crucial issue for the growth and development of societies. This program will carry out an in-depth study of the hydrologic cycle and its modification and meaning to human societies. We will investigate the natural movement of water through the environment. This will allow us to discuss how these pathways are modified by human needs and structures. We will explore history of the competing and often incompatible demands made on river systems in the American West. We will also attend to the economic, cultural and personal meanings of water. In addition to classroom work, the program will have a strong commitment to field studies of local and regional significance. The program will involve travel away from campus.

Planned equivalencies in quarter hours: Will be distributed among hydrology, political economy of natural resources, water resource issues and writing.
Total: 16 credits

Program is preparatory for careers and future study in environmental policy, natural resource management, hydrology, law, western American history and environmental education.

Making a Difference: Doing Social Change

During the first years of college, we learn about societal and environmental problems. Population growth, our homeless, misuses of our natural resources and our environment, questionable business ethics and child abuse are some examples.

Useful methods exist now for being an effective agent for change. Increasing students' skills and knowledge about the ethics, goals and practices of doing change is the purpose of this program. "Making A Difference" will combine field experience with seminar learning. Students are encouraged to negotiate, in advance, internships where they will specifically conduct or observe field change projects. Students who do not have or want internships are welcome in the program, provided that they design and carry out their own change projects.

For a complete description, turn to page 67 in the Management and the Public Interest Specialty Area.

The Human Condition: Reading and Writing the Book of Nature

This program is about the literary character and philosophical presuppositions of scientific work. We will study the writing and interpretative practices of scientists, as well as the literary and aesthetic character of scientific work.

Within the context of scientific pedagogy (how science gets taught), we will examine the social and intellectual consequences of a language that is now increasingly seen as both specialized and exclusionary. An underlying assumption is that a critical understanding of how knowledge itself is socially constructed within language can inform and motivate social action—including projects chosen and pursued by scientists. For a complete description, turn to page 75 in the Center for the Study of Science and Human Values Specialty Area.

The Organic Farm

The Organic Farm, started by students during the college's first year, is an inspiration for involvement in agriculture. Each year new projects are undertaken to explore a range of options in sustainable agriculture. The widest possible array of crops adapted to the Northwest are grown to demonstrate which vegetables, fruits, berries and nuts do well in the region—without the use of pesticides, herbicides or commercial fertilizers. Information on organic agriculture is available to callers and visitors to the farm. For more information, contact Faculty Member Pat Labine, The Evergreen State College. Also see the Campus Life section starting on page 98.

The Seawulf and The Resolute

Commissioned in 1978, the Seawulf is a 38-foot sailboat, a portable piece of campus that serves as a floating classroom for marine studies and research projects. Built by students, faculty and community volunteers over a six-year period, the vessel is now used in academic programs to explore Puget Sound as far north as the San Juan Islands. The Seawulf has recently been joined by The Resolute, a 44-foot sailing vessel formerly used at Annapolis, Maryland. The Resolute was restored at Evergreen.

Feeding time at the Organic Farm.
Working with students on public art projects has been a highlight for me. These projects involved planning, constructing and installing temporary sculptures all over campus.

This work included the spatial, technical and visual considerations of sculpture PLUS a necessary relationship to a site and the need to work with campus staff.

Making public work on campus challenged students to have a different relationship with their audience, a different responsibility to the community.

It taught them to bring engineering, physics, public relations, politics and architecture into their work as artists.

Faculty Member Jean Mandenberg's enthusiasm for creating public art is contagious. Several years ago, students in her "Form and Function" program spent hundreds of hours constructing temporary, outdoor sculptures that brought cheer and delight to a wintry campus.
**Convener:** Terry A. Setter

**Affiliated Faculty and area of Graduate Advising:**
- Susan Aurand—Visual Art, Ceramics
- Andrew Buchman—Music
- Sally Cloninger—Film/Video
- Dorene Crable—Performance Studies, Literature
- Joe Fedderson—Visual Art
- Anne Fischel—FilmNideo
- Bob Haft—Visual Art, Photography
- Meg Hunt—Dance
- Rose Jang—Theater
- Bud Johansen—Dance
- Jean Mandeberg—Visual Arts, Sculpture
- Laurie Meeker—Film/Video
- Sandie Nisbet—Theater
- Ratna Roy—Darice, African Studies
- Terry Setter—Music
- Paul Sparks—Visual Art, Photography
- Gail Tremblay—Fiber Arts, Creative Writing
- Ainara Wilder—Theater
- Bill Winden—Music, Visual Art

The Expressive Arts Specialty Area is primarily concerned with helping students gain skills and experience in the arts. In many programs students have the opportunity to do work in more than one art form simultaneously, and collaboration and cross-disciplinary approaches to learning are stressed throughout the specialty area. Program themes are drawn from issues of current and historic interest to the faculty and vary widely from year to year. This insures that the faculty and the curriculum remains vital and relevant. Students should be aware that traditional sequential skills training is not available in most of the arts. The Expressive Arts faculty are committed to the importance of creative work as a central element in liberal arts education. The skills acquired in Expressive Arts programs will contribute to the work students undertake in future academic programs. However, it is important for students primarily interested in the Expressive Arts to have a broad range of other academic experiences. Students should not expect to do all of their undergraduate work within the Expressive Arts. They are encouraged to move into and out of the area, taking advantage of study opportunities in other specialty areas. While in the Expressive Arts, students are encouraged to work in more than one of the arts areas and to consider undertaking multimedia, collaborative projects with other students. The faculty believe that a wide range of experience in the arts and other disciplines is necessary to broadly develop the students' creativity and perspective.

Expressive Arts offerings include work in dance, theater, film/video, photography, visual arts, music, and creative writing. In all of these, we are working to create a learning environment which supports a strong multicultural perspective.

Each year the offerings in Expressive Arts include:
- A sophomore level coordinated study program which serves as an introduction and theoretical foundation for work in the arts;
- Junior/senior level work-based programs where students apply and refine arts skills;
- Individual contracts, internships and senior theses opportunities where advanced students with a minimum of three quarters of prior experience in the Expressive Arts can do work which is developed in relation to their own particular needs and abilities;
- Skill development modules designed to supplement work in programs and group contracts, and
- Internship possibilities for pre-professional work experience.

Expressive Arts

Offerings include work in dance, theater, film/video, photography, visual arts, music, and creative writing. Each year the offerings include:

- A sophomore level coordinated study program which serves as an introduction and theoretical foundation for work in the arts;
- Junior/senior level work-based programs where students apply and refine arts skills;
- Individual contracts, internships and senior theses opportunities where advanced students with a minimum of three quarters of prior experience in the Expressive Arts can do work which is developed in relation to their own particular needs and abilities;
- Skill development modules designed to supplement work in programs and group contracts, and
- Internship possibilities for pre-professional work experience.
This program is designed for the student who has an interest in exploring the roots of the performing arts: music, theater, dance. Through readings, seminars, lectures on the history and selected works of art, critiques of these works, response papers and hands-on workshops, the student will be given a broad and specific introduction to the performing arts.

Lectures will show the historical development of the performing arts as they grew in various areas and countries of the world. Comparisons and connections will demonstrate the richness and pertinence of the arts in the lives of people. Film/video, audio or live performance presentations of the periods studied will be used to develop critique skills and aesthetic awareness of the performing arts.

Seminars will be based on readings, lectures and critiquing of works of art. This will be a time to share reactions to material presented. Students will write a response paper each week for the seminar and a rebuttal paper after the seminar. Each faculty member will give a workshop in which students will concentrate on one or more areas for practical skills in music composition, acting or choreography. These workshops will result in collaborative productions shown to the program as works in progress.

Planned equivalencies in quarter hours:
- 12—music, theater, dance history
- 6—expository writing
- 12—music composition
- 12—acting
- 12—choreography
- 4—8—production
- 12—aesthetics and critique of performing arts

Total: 48

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

Internship Possibilities: Yes
Part-time Options: No
Additional Course Allowed: No
Special Expenses: Ticket cost and travel expense to performances
Prerequisites: Core Program or equivalent
Enrollment: 72 Faculty: 3

The emphasis during Fall Quarter of "Studio Project" will be upon drawing and painting, using a variety of media. Through work in art history, design and aesthetics, students will learn to synthesize an increasing ability to see imaginatively with ideas drawn from philosophy, history and personal themes. (This is the first quarter of a year-long study of imagemaking, and it is prerequisite to "Studio Project" work offered Winter and Spring Quarters.)

Planned equivalencies in quarter hours:
- 8—drawing and painting
- 6—two-dimensional design
- 4—art history

Total: 16 credits

Program is preparatory for careers and future study in arts and humanities.

Studio Project

Fall/Group Contract
Sponsor: Bill Winenden
Enrollment: 24 Faculty: 1
Prerequisites: Core Program or equivalent
Special Expenses: Art supplies
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program will be an in-depth study of photography and photographic history. Students will be expected to become proficient with the camera and in the darkroom, and will read and discuss critical texts (both historic and contemporary) about photography and how it relates to modern art. Emphasis will be placed on using the medium as a tool of personal expression. In addition to classroom work, field trips will be taken to galleries to view exhibits of photographic work and to sites of special visual interest for on-location shooting. Students will also be expected to participate in an art history module.

Planned equivalencies in quarter hours:
- 8—basic photography
- 4—aesthetics and design
- 4—art history

Total: 16 credits

Program is preparatory for careers and future study in photography, the arts and humanities.

Studio Project

Spring/Group Contract
Sponsor: Bob Haft
Enrollment: 24 Faculty: 1
Prerequisites: Fall Quarter of "Studio Project"
Special Expenses: Studio fees, material, special tools or equipment
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Spring Quarter of the "Studio Project" program will introduce students to the technical, design, historical and aesthetic considerations of contemporary sculpture. Emphasis will be placed on experimentation with form and materials, imaginative applications of ideas and development of personal imagery.

Planned equivalencies in quarter hours:
- 6—introduction to sculpture
- 6—three-dimensional design
- 4—art history

Total: 16 credits

Program is preparatory for careers and future study in the arts and humanities.
Recording and Structuring Light and Sound

Fall, Winter/Group Contract
Sponsor: Sally Cloninger
Enrollment: 24 Faculty: 1
Prerequisites: Sophomore standing or above, one year Core programs, interview and signature required
Special Expenses: $200 materials, $50 screening
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

All of the media curricula in Expressive Arts have a strong commitment to a critical perspective on imagemaking, the interface of theory and practice, skill development, and a concerted effort to integrate multiple perspectives on gender, race, class and sexual diversity. Specific attention to the politics and poetics of nonfiction imagemaking as well as to theoretical positions informed by feminist scholarship and Third World filmmaking praxis form the basis of film/video studies at Evergreen. This program is the entry-level media arts contract designed to provide students with a basic yet comprehensive background in technical, theoretical and aesthetic aspects of nonfiction imagemaking with emphasis on film, video and audio production.

Students will spend Fall Quarter acquiring specific technical skills, exploring the design process as it applies to these media, executing experiments in visual imagemaking, screening and evaluating films and video tapes, attending lectures and design seminars, and preparing for the production of a complete film or a videotape during Winter Quarter. Students will be instructed in preproduction design, cinematography (including camera operation and location lighting), sound recording for film and video, editing, sound recording and mixing, graphic design for film and video, and post-production techniques. Although technical skills will be stressed, the overall emphasis will be on experimentation and the development of a critical and political viewpoint with regard to one’s own imagemaking.

Identity, Imagination and Voice: The Politics of Representation

Fall, Winter, Spring/Coordinated Study
Coordinator: Anne Fischel
Enrollment: 72 Faculty: 3
Prerequisites: Junior or senior standing; interview and portfolio review; faculty signature; students must have had course work and be able to demonstrate basic skills in the area in which their Spring Quarter research will be carried out.
Special Expenses: Possible donation to film fund and personal project budget
Part-time Options: No
Internship Possibilities: Yes, Spring Quarter
Additional Course Allowed: No

People of color and white feminists all over the world have questioned European notions of history and their place within it. Seeking to create identities beyond that of “the other,” feminist and Third World thinkers and artists have begun the difficult task of creating new forms of enunciation in literature, images and theory. We are moving beyond colonial expressions of ourselves to a new politics of self-representation. As we map this difficult terrain, we seek to explore the connections between diverse groups, building dialogues and coalitions and developing strategies for change.

We propose to explore these themes in the context of three time periods: the 1920s, the post-WWII period and the contemporary (post-1968) era. We will focus on three things. We will pay close attention to voices from the Third World and to texts and images that are informed by senses of identity and historical imagination quite different from those of dominant North American culture. Some possibilities for study include the Harlem Renaissance, the rise of Negritude and the Third Cinema movement in contemporary Third World filmmaking.

We want to contrast the ways in which the West has constructed its “others” in texts and images. We will look at works drawn from traditional anthropology and ethnographic film and the modernist period in art, among others. We are also interested in the development of critical perspectives. We will look at a variety of these including: Marxist cultural criticism, feminist theory and film, the critique of racism and recent experimental ethnographies.

During Fall and Winter Quarters we will be engaged in intensive study of these materials. During this time we will be grappling with a variety of critical approaches and methodologies, seeking to construct philosophies and positions from which to work effectively as makers and critics of culture. During Spring Quarter students will carry out an original in-depth inquiry in one of a variety of media, including film, video, photography and creative or analytical writing.

Planned equivalencies in quarter hours:
20-cultural studies
8-film studies
8-feminist theory
12-independent project
Total: 48 credits

Program is preparatory for careers and future study in social science, film, history and writing.
Multicultural Music

Fall, Winter, Spring/Group Contract

Sponsor: Andrew Buchman
Enrollment: 24 Faculty: 1
Prerequisites: Third- or fourth-year standing; interest and some expertise in music; faculty signature not required
Special Expenses: Lab fees, materials, field trip to San Francisco, Winter Quarter
Part-time Options: No
Internship Possibilities: Yes, if student arranges
Additional Course Allowed: Yes


Typically, students in this program will be very interested in music and beyond the beginning level of skill development. They probably will not be interested only in music. A year in an Expressive Arts program including music, six months or more of private lessons and a year or more of independent study might be typical preparation. Students should plan to take one or more music skill modules and to study an instrument privately for credit. In addition to music modules, students may well want to work in visual media modules such as video, film and computer graphics.

Our goal will be to develop artistic skills within a multicultural framework. For example, we will study rhythm by using African music as models, melody by studying Irish folksongs, instrumentation and timbre by studying Balinese and Japanese music, and improvisation by studying jazz and Indian classical music. We will compare and contrast harmony and form in contemporary popular music and in "classical" European art music. We will also explore the social and political implications of changing definitions of what music is.

Specific activities are subject to the availability of resources, staff and equipment. Some possibilities: (1) quarterly concerts of new work in the Experimental Theater; (2) collaborative programming projects between computer scientists and musicians, resulting in a multicultural computer courseware package to be distributed nationally entitled World Beats; (3) a field trip to San Francisco in January to pursue research at Berkeley and the Center for Composition and Research in Music and Acoustics at Stanford University and cultural activities; (4) production and distribution of a CD, LP or cassette of students' works; and (5) attendance at a national meeting of the International Association for the Study of Popular Music in Eugene, Oregon.

Planned equivalencies in quarter hours:
4/12-ethnomusicology
4/12-modules (selected to meet individual needs) or independent study
4/12-independent study, including private music lessons and/or student-arranged internships
Total: 12/16 credits per quarter
Program is preparatory for careers and future study in music composition, music performance, audio recording, ethnomusicology and media arts.

Taste and Popular Culture

Fall, Winter/Group Contract

Sponsor: Hiro Kawasaki
Enrollment: 48 Faculty: 2
Prerequisites: Core in humanities or arts, or its equivalent
Special Expenses: Field trips and tickets
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

This contract will examine cross-cultural and historical concepts of taste and their manifestations in popular arts of two contrasting cultures and times: a period from Japanese history and one from the West. We will read popular literary work, look at examples of functional and decorative art, including crafts, architecture, interior designs, fashion, etc., and study popular theater and music. We will examine the relationships among various popular arts, discuss the connections between "taste" and "aesthetics," and between "taste" and "socio-economic conditions." We will explore how certain taste manifested in popular culture shapes as well as reflects the spirit of the time and place. We will see films, plays and other performances whenever possible as well as visit museums. Some students may work in art studios for a part of their credits and make objects that enhance their understanding of our subjects. Others can do library or field research in order to extend and expand what we learn as a group.

Planned equivalencies in quarter hours:
8-literature
8-art history
8-sociology
8-popular culture
Total: 32 credits
Program is preparatory for careers and future study in Japanese studies, humanities and art history.
Grasp Tight the Old Ways

Fall, Winter/Coordinated Study
Coordinator: Marilyn Frasca
Enrollment: 35 Faculty: 2
Prerequisites: Core program, portfolio interview and signature of faculty
Special Expenses: Students will provide cost of own art materials, plus $30 film screening and guest speaker’s fee
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: With faculty approval

The title of our program is taken from the catalog for an exhibition of Inuit art which documents their understanding and expressive capability as one such expression. Our study will be divided into theory and practicum. Students will be selected on the evidence of demonstrated skill in the visual arts, performing arts, arts promotion, and other creative skills or training which they have already had training. Faculty will hold auditions in the preceding Spring Quarter. We welcome students experienced in technical theater design and operation, visual arts, performing arts, arts promotion/production and poetry/playwriting/scripting. Students will be expected to identify a visual principle and symbol in various cultural and religious contexts such as roadside shrines of India, Islamic tiles, Northwest coast forms, Hmong textiles and influences of these cultural forms in contemporary art. We will examine traditional attitudes, practices and beliefs about the construction and design of formal visual objects. Students will be expected to identify a visual principle or motif from each cultural context studied and produce a body of work in a visual form which documents their understanding and response. In addition, students in small teams will do research on the life history of a particular work or visual element and present their findings throughout the quarter. Program activities will include seeing seminars, film screenings, group critiques and collaborative student presentations. Students will be selected on the evidence of demonstrated skill in the visual arts after an interview with the faculty.

Planned equivalencies in quarter hours:
3-anthropology
6-principles of design
10-independent project (TBA)
8-art history
2-philosophy

Total: 32 credits

Program is preparatory for careers and future study in the arts and humanities.

Stylistic Theater: Archetypes in Theater and the Arts

Fall, Winter/Coordinated Study
Coordinator: Ren-Hui (Rose) Jang
Enrollment: 48 Faculty: 2
Prerequisites: Junior or senior standing or equivalent; faculty signature; audition in spring, 1991
Special Expenses: Yes
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

This program will introduce students to the concept and power of archetypes in expressing universal emotions. Stylistic theater, which explores the spiritual, archetypal representation of the human world will be introduced as one such expression. Our study will be divided into theory and practicum. Primary theory will be based on an overview of Jungian archetypes as they might apply to performance practice and creativity. We will also look at theories and practices of stylistic performance inherent in different cultures. In Western tradition, we will study some 20th century theater movements such as expressionism, symbolism, surrealism, ritual theater and theater of the absurd. We will also analyze Laban movement, Chinese theater, Japanese Butoh theater, story dance and mask theater as different forms of stylization which incorporate archetypes. Faculty and students will pursue the study of archetypes and creative human expressions through workshops devoted to movement and voice, seminars covering assigned texts, and group meetings in which we will see films and videos, hear guest speakers and share lecture responsibility among students and faculty.

Students are expected to come into the work with one creative skill or perspective in which they have already had training. Faculty will hold auditions in the preceding Spring Quarter. We welcome students experienced in technical theater design and operation, visual arts, performing arts, arts promotion/production and poetry/playwriting/scripting. Students with other creative skills or training are also welcome and encouraged to audition. Each student will use his or her skill as the problem-solving support for individual and collaborative projects or responses both quarters, with more emphasis on "response" in the fall.

During Winter Quarter, students will combine "new" skills with the "old" to produce a "stylistic" theater presentation. No new students will be admitted in winter. Workshops will focus on vocal and physical skill development in stylistic performance. Students who do not want to perform have to participate in the voice and movement workshop but do not have to perform final presentations.

Planned equivalencies in quarter hours:
Fall
4-theoretical study of archetypes and performance
4-theater history and theory
4-writing: research and critical analysis
4-stylistic performance
Winter
8-performance/production
4-critical analysis: written and verbal
4-group process: collaboration in performance

Total: 32 credits

Program is preparatory for careers and future study in performing arts, theater arts, theater production, comparative theater, comparative mythology and Jungian studies.
Freedom in Control: Stylized Theater in Production

Spring/Group Contract
Sponsor: Ren-Hui (Rose) Jang
Enrollment: 24 Faculty: 1
Prerequisites: Junior or senior standing or equivalent. Faculty signature, audition in Winter for actors, dancers, musicians, playwrights and theater technicians.
Special Expenses: Performance supplies, tickets to performances
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes

This group contract will provide opportunities and training to exercise and combine concepts and principles of stylization from Western and Eastern performing traditions. Its main focus is on a major and collaborative production of stylized theater at the end of the quarter, which will incorporate theater, dance and music.

Students will spend some time studying the theories of varied and stylized performances through lecture and seminar. However, the core of this contract is an intensive movement workshop which begins with the basic training of stylized movements in Chinese theater. Students will also observe, experience and practice the movements from Chinese martial arts, dances in India and Bali, Grotowski theater movements and Martha Graham's modern dance. Through workshop activities, students will learn how to adapt their bodies to a series of totally controlled, formalized, yet expressive forms and shapes in correspondence with a definite rhythmical pattern. They will learn how to explore freedom through control and discover flexibility in discipline. Soon enough, they will find out the heart of emotion, the flow of energy, and the truth of expression in those exact, precise and predetermined theatrical forms.

The final production will be an adaptation of a Chinese story intended for a Western audience. This production, which emphasizes collaborative process, students and faculty will try to incorporate all the stylized principles and actual movements they have learned and practiced into the conceptualization and enactment of a consistent style throughout the performance. Since rhythm and music are integral parts of any stylized theater, we encourage the students who have interest in composing original music for theatrical productions to join this contract.

Planned equivalencies in quarter hours:
8—stylized performance/production
4—critical analysis
4—group process: collaboration in performance

Total: 16 credits

Program is preparatory for careers and future study in performing arts, theater arts, theater production, comparative theater, comparative mythology and Jungian studies.

Moving Image Theater: Production and Performance

Spring/Group Contract, Upper Division
Sponsor: Doranne Crable
Enrollment: 20
Prerequisites: One year of coordinated study or group contract work in Expressive Arts or equivalent; juniors and seniors only; faculty signature required; audition/portfolio required Week 9 of Fall Quarter 1991
Special Expenses: TBA
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes
Auditors: No

“Moving Image Theater” will focus on creating and producing a public performance in Week 9 of Spring Quarter and possible touring performance in Week 8 and Week 10. The work will be self-contained.

Functioning as an ensemble, we will design and implement all elements of our production/performance: lighting, sets, music/sound, costumes, make-up, masks, publicity. Students will work in one area of choice and expertise. In order to facilitate the planning and production, faculty will hold auditions in Week 9 of Fall Quarter 1991. After auditions and selections, the ensemble will begin preparation for spring work.

During Winter Quarter, students and faculty will meet once per week to plan the Spring production. This will include reading and discussing sources; deconstructing, interpreting, adapting or creating performance text; designing first-draft lighting, sets, costumes and publicity; determining possible off-campus performance sites for touring and learning techniques of “Image Theater Performance.”

Sources will be presented after auditions. Our Winter Quarter meetings will be informal, non-credit generating and necessary for all people involved in the Spring production. Students will earn their credit, primarily, through the one area of artistic work which is their chosen work for the quarter. The general direction of the sources will be comparative mythologies, depth psychology and personal “anthroplogy.” Interested students, please note the importance of the Fall Quarter auditions/interviews.

Planned equivalencies in quarter hours:
8—moving image theater: production/performance
4—moving image theater texts: analysis, composition, creation, production

Total: 12 credits

Program is preparatory for careers and future study in performing arts, theater production and comparative mythology.
Out There: New Works in New Forms

Fall/Coordinated Study
Coordinator: Sandie Nisbet
Enrollment: 72 Faculty: 3
Prerequisites: Previous college level work in performing or visual arts, presentation of a portfolio of work and writing sample in interview with faculty; faculty signature.
Special Expenses: Materials for projects
Part-time Options: None
Internship Possibilities: No
Additional Course Allowed: Yes, with faculty permission

This quarter is an opportunity for students with prior experience in the visual and performing arts to collaborate in the creation of original works in non-traditional forms. We are interested in working with intermediate and advanced students who wish to broaden the scope and content of their work through collaboration with other artists and performers and through the exploration of textual material from a variety of sources. Through weekly seminars, lectures, workshops and in-progress discussions, we will examine new inter-arts work being done in the Northwest and internationally, and explore the nature of the artist/audience relationship.

Planned equivalencies in quarter hours:
4—visual and performance composition
4—contemporary art history
8—individual project (exact equivalencies will vary with the student)

Total: 16 credits

Program is preparatory for careers and future study in visual or performing arts or humanities.

Writers’ Workshop

Fall/Group Contract
Sponsor: Argentina Daley
Enrollment: 24 Faculty: 1
Prerequisites: One year of college
Special Expenses: Students must provide own duplication copies for workshop discussion
Part-time Options: None
Internship Possibilities: No
Additional Course Allowed: No

Writers! Here’s your chance to hone your creative writing skills within a workshop setting for credit. The primary emphasis of this course will be on the practical side: writing, critiquing and more writing. Students will share their work in round-robin fashion during scheduled workshops, rewriting and revising manuscripts per criticism received in the workshop and from the instructor. We will also explore hallmark works of contemporary fiction and poetry, as well as essays by writers on writing during book seminars. Becoming familiar with the formal properties of fiction and poetry will also be stressed throughout workshop, seminar and lecture activities. Each student will also be responsible for one tutorial presentation of an author of his/her choice.

Planned equivalencies in quarter hours:
12—creative writing (fiction or poetry)
4—contemporary American authors

Total: 16 credits

Program is preparatory for careers and future study in literature, editing and expressive writing.

Hometowns

Winter/Coordinated Study
Coordinator: Argentina Daley
Enrollment: 48 Faculty: 2
Prerequisites: Previous college-level study in creative writing or art or both; presentation of portfolio and faculty signature
Special Expenses: Students must provide their own art supplies
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: With permission of the faculty

This program is a one-quarter study of the mystique and reality of hometowns through creative writing, visual art and literature. We are interested in working with students who are skilled in either writing or art, who wish to learn to use both forms to understand more about their own hometowns and lives, and/or to invent imaginary hometowns. All students will participate in weekly lectures, seminars, writing and/or drawing workshops and work in progress critiques. Each student will have the opportunity to make a body of work on a personal theme relating to the topic of hometowns in one or more of the following media in which he/she has basic technical skills: creative writing, drawing, painting, photography and/or sculpture.

Planned equivalencies in quarter hours:
4—literature
2—aesthetics
2—art history
8—individual project in writing and/or art

Total: 16 credits

Program is preparatory for careers and future study in writing, art, humanities, art history and literature.

Expressive Arts
All Creatures Great and Small: Images of Animals in the Visual World

Spring/Coordinated Study
Coordinator: Bob Haft
Enrollment: 48 Faculty: 2
Prerequisites: “Studio Project” or equivalent art experience and at least junior standing
Special Expenses: Art supplies, possible photography user fee
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Since the time of the cave paintings at Lascaux, images of animals have been a mainstay of visual artists all over the world. We will look at such images throughout history and across cultures. What does the art tell us about ourselves and our relationship to the creatures portrayed? How do some images of animals serve as substitute self-portraits or unique expressions of human experience and fears? We will examine the symbology behind the choice of various animals as subject matter and how these vary from culture to culture. In addition, students will make their own art dealing with animals and read books and stories in which animals play a central role. Possible readings include Mexican and Native American legends, John Berger’s essay on animals and selected short stories.

Planned equivalencies in quarter hours:
4—world literature
4—art history
8—studio art (two or three dimensional work)

Total: 16 credits

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

Interface: The Poetics of Words and Music

Spring/Coordinated Study
Coordinator: Terry Setter
Enrollment: 48 Faculty: 2
Prerequisites: Faculty signature required
Special Expenses: No
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Consult faculty

Does music speak to you? Can poetry sing? What is the “line” between speech and music?

This program will examine works by Joyce, Berio, Roethke, Anderson, Stockhausen, post-modernists, beat poets and others to research commonalities of structure, rhythm, content and intention. We will develop a semantically/syntactical vocabulary for use in our research, focusing on concerns shared by both art forms and investigate new works which write words and music in ways which reduce or eliminate the distinction between them.

Planned equivalencies in quarter hours:
6—music history and aesthetics
6—English literature
4—writing and research skills

Total: 16 credits

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

Mass Media, Popular Culture and Folklore

A central power that drives our society is rooted in cultural identification and difference. The resultant clash of intellectual perspectives created by this multiculturalism generates positive and negative tensions that provide us with cultural insight and understanding. This program will study these differences by examining the culture of Latin America and its influence on mainstream American culture.

Activities in the program will include critical media analysis, fieldwork and practice in the documentation of culture through observation and interviewing.

We will examine a wide range of expressive cultural forms: storytelling, family history, food ways, music, minstrelsy, belief, legend, myth, world views and the analysis of popular culture artifacts. We will also analyze key forms of mass media: popular entertainment, television, print journalism, propaganda and advertising. For a complete description, turn to page 59 in the Humanities Specialty Area.
The Humanities Group is a policy and curriculum planning group of faculty from the fields of literature, history, philosophy, anthropology, archaeology, psychology and art history. We are committed to these subjects and concerned about the following themes:

- The nature and value of written, visual and oral texts
- Connections between language, thought, value and behavior
- Conceptions of the nature of a person or people
- 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.

These disciplines, themes and faculty often are what make coordinated studies programs interdisciplinary. Humanities faculty have been exceptionally active in Core Programs. We do some work on one or more of these themes in each of the programs in which we teach. In addition, we work to:

- Emphasize great texts and/or artifacts and their connections to our themes
- Require wide reading and the sister skills of critical, independent and original thinking
- Encourage discussion in seminar groups
- Help each student improve his or her writing, and
- Do work at a level as advanced as the knowledge and skill of the majority of students allows.
An Anthropology of Human Communities

Fall, Winter Spring/Group Contract
Sponsor: Eric Larson
Enrollment: 24 Faculty: 1
Prerequisites: No
Special Expenses: No
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

A human community is a place where people feel they belong and where they create social relationships with one another. This group contract will study such communities, drawing examples from different cultures and periods in history. We will distinguish between various kinds of communities and make selections to reflect cultural diversity: a hunting and gathering band in South Africa; an isolated Polynesian island in the South Pacific; three peasant villages, including one situated on the Nile River in Sudan, another located in the state of Oaxaca, Mexico, and a third 70 miles from metropolitan Tokyo. We will also look at larger communities, including the ancient city of Rome during the reign of Augustus and the city-state of Tenochtitlan at the time of the Spanish Conquest. Cities in more recent history will be an additional subject of study: industrial Manchester in the mid-1800's; Italian Harlem around the turn of the 19th century; the colonial city of Lagos, Nigeria; and Hollywood, California in the Golden Era of the 1930s and 40s. We will read books chosen from anthropology, social history and literature and we will respond to these readings by writing short essays each week. The instructional modes in this group contract will include book seminars, writing workshops, videos, slide presentations and informal responses made by the instructor to the reading and writing assignments.

Planned equivalencies in quarter hours:
12-literature
12-social history
12-cultural anthropology
12-expository writing
Total: 48 credits
Program is preparatory for careers and future study in the humanities.

At the Edge of History: The Roots of Society

Fall, Winter, Spring/Coordinated Study
Coordinator: Gordon Beck
Enrollment: 48 Faculty: 2
Prerequisites: Two years of college work; demonstrated ability to write, discuss and do advanced research
Special Expenses: Field trip each quarter; Spring Quarter program retreat
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This is a program of exploration and discovery that probes the dim past of the human species, the formation of the continents and the earliest societies.

Our search will begin with the study of the earliest humans and end with the collapse of the Han Dynasty in China about 220 AD. In aid of our search we will read texts of bone, ash, stone, ivory, paint and ancient texts. Although we will use secondary texts for investigation of these societies, this work will involve a great deal of research, careful interpretation of evidence and speculative reasoning.

Our search will utilize the academic tools of history, archaeology, anthropology, art history, psychology, literature, mythology, folklore, religion and cosmology.

Some of the major texts we will use: Erich Neumann's The Great Mother, Colin Renfrew's Before Civilization and Archaeology and Language, Joseph Campbell's Primitive Mythology, Donald Johanson and James Shreeve's Lucy's Child: The Discovery of a Human Ancestor, William Irwin Thompson's At the Edge of History, Claude Levi-Strauss' The Savage Mind, Jean M. Auel's The Clan of the Cave Bear, and Alfred North Whitehead's Adventures of Ideas.

From Olduvai Gorge to Lascaux, from Ur to 1k, from Nagarjunakonda to the Nile Valley, from Banpo to Tell es-Sawwan, and from Catal Huyuk to Mohenjo Daro, our study will range across the breadth of human societies.

Planned equivalencies in quarter hours:
8-anthropology, cosmology and paleoethnography
8-ancient and paleo-history
8-comparative literature, ancient and modern
8-comparative religion, mythology and folklore
8-archaeology, art history and paleo-geography
8-advanced research writing
Total: 48 credits
Program is preparatory for careers and future study in humanities, arts, social sciences and sciences.
Mass Media, Popular Culture and Folklore

Fall, Winter, Spring/Coordinated Study
Coordinator: Tom Foote
Enrollment: 48 Faculty: 2
Prerequisites: Successful completion of Core Program or one year of college
Special Expenses: $25 car fee, speakers, films, field trips
Part-time Options: No
Internship Possibilities: Negotiable
Additional Course Allowed: No

A central power that drives our society is rooted in cultural identification and difference. The resultant clash of intellectual perspectives created by this multiculturalism generates positive and negative tensions that provide us with cultural insight and understanding. This program will study these differences by examining the cultures of Latin America and their influence on mainstream American culture. We will look at stories, music and myth and study how they have contributed to our national ethos. We will examine our cultural icons and how they are presented to us in the mainstream press. We will pay attention to the way in which the production of images about European American culture serves class interests and promotes divisions based on race, gender and other cultural differences.

We will examine the mainstream media, identify and analyze the sacred stories around which our national icons are constructed and unmask the techniques of covert stereotyping that contribute to, and reinforce, attitudes about class and race. Critical media analysis is central to our work and we will pay particular attention to the visual image expressed in film, on video and in advertising. Students will explore their own family history and cultural identities as Americans, and as members of particular groups.

Activities will include critical media analysis, fieldwork and practice in documenting culture through observation and interviewing. We will examine a wide range of expressive cultural forms: storytelling, family history, foods, music, minstrelsy, belief, legend, myth, world views and the analysis of popular culture artifacts. We will also analyze popular entertainment, television, print journalism, propaganda and advertising.

Planned equivalencies in quarter hours: Will be distributed in introduction to media analysis, introduction to anthropology and folklore, race and ethnicity, video production, American cultural history, gender studies, documentary and media projects.

Total: 48 credits

Program is preparatory for careers and future study in media and graduate studies in folklore or communications.

Student Originated Studies [in Humanities]

Fall, Winter, Spring/Group Contract
Sponsor: Charles B. Teske
Enrollment: 24 Faculty: 1
Prerequisites: Two years of college work at Evergreen; signature of faculty
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, if group project is designed to include it

“Student-Originated Studies” allows groups of students to develop their own educational plans for work in the Humanities. These plans should grow out of previous work at Evergreen and result in proposals including, for each group: (1) a statement of goals; (2) a description of proposed meeting times, readings, issues for discussion, writing to be accomplished and other activities and (3) a covenant describing the responsibilities and obligations of all participants. Each proposal must have the full commitment of at least eight students. The faculty sponsor and proposing team will then negotiate the formal description, covenant and credit equivalences for the project.

The faculty member is particularly interested in sponsoring groups planning to work on: English and comparative literature; issues of orality and literacy; comparative linguistics—etymology, semantics, philology, analysis of propaganda, or dramatic rituals in cultural context. Proposals for Fall Quarter studies should be submitted to Charles Teske by September 15, 1991; for Winter Quarter by December 1, 1991; and for Spring Quarter by March 1, 1992.

Planned equivalencies in quarter hours: Will be negotiated by project groups.

Total: 48 credits

Program is preparatory for careers and future study in literature, cultural history, theater, philology and linguistics.

Humanities
Meaning, Learning and Power: Constructing an Education

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Fall, Winter, Spring/Coordinated Study
Coordinator: Don Finkel
Enrollment: 72 Faculty: 3
Prerequisites: Core Program
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: With permission of faculty

Three faculty members (Don Finkel, Burt Gutman and Kirk Thompson), all with an interest in the process of education and each with a distinct interest in one of the three terms in the main title, will lead an inquiry into the meaning and making of meaning, learning and power to see how these might inform our aims and means in education.

This will not be a career-oriented program. It will be, instead, a challenging, broad-based and philosophic set of studies which should stimulate us to understand our own education, as well as the tension between the aims of public education and its cultural context.

The program will also have an experiential component. We are considering investigating the learning involved in the mastery of various “non-academic” skills such as cooking, a martial art or an athletic skill. We may require ourselves each to undertake the learning of such a skill. We also imagine including a student-run experimental laboratory for inventing and trying out various educational modes.

Nevertheless, the main thrust will be intellectual and academic with lots of reading and writing. We will delve deeply into political philosophy, epistemology, linguistics, psychology and cognitive science. We also anticipate looking at the nature of metaphor, the “unlearning” involved in meditation, the “educational” components of religious and social rituals, and, in general, broadening our notion of how meaning, learning and power pertain to education.

We welcome all students with at least a year of college, with well-developed academic skills, and with a desire to work hard with others and have fun doing so. We envisage this program as ideal for seniors wishing to complete their education with a broad-based inquiry into a set of topics with surprising implications.

Planned equivalencies in quarter hours: Will be distributed in political philosophy, epistemology, psychology, cognitive science, linguistics and philosophy of education.

Total: 48 credits

Program is preparatory for careers and future study in humanities, social sciences, education and psychology.
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Northwest Life

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Fall, Winter, Spring/Coordinated Study
Coordinator: Pete Sinclair
Enrollment: 48 Faculty: 2
Prerequisites: Sophomore standing; winter entry with permission of faculty
Special Expenses: Travel expenses for fieldwork
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: Language study

What is distinctive about life in the northwestern United States? The range of cultures and natural environments here make many Northwests. Yet the region as a whole has a shared history and sense of identity. This program will explore the character of experience in the Northwest, the traditions and aspirations of men and women who have lived here and what we can learn from them about the American experience.

Two central themes for inquiry will be the making of community and the environment. How, we will ask, have different groups created and sustained the means for a rewarding life? We will begin by studying Native American cultures and their relation to the land. We will look at subsequent settlement, covering the homesteading mentality, the control of resources by outside corporations, attitudes toward wilderness and the interplay of class, ethnicity, occupation and place. We will examine efforts to express a regional sensibility through imaginative literature. We will also analyze changing ‘media images of the Northwest, including its current incarnations as ecotopia and a haven for white supremacists.

This program emphasizes research and writing skills. Students will research topics and communities of their choice. Faculty will provide training in the craft of writing, oral history interviewing and ethnographic fieldwork. Readings will include a range of books about the region.

Planned equivalencies in quarter hours: Will be distributed in humanities and social sciences, depending on the student’s project.

Total: 48 credits

Program is preparatory for careers and future study in social sciences and humanities.
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The Victorian Connection

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Fall, Winter/Group Contract
Sponsor: Sandra Simon
Enrollment: 24 Faculty: 1
Prerequisites: Upper-division status, faculty signature
Special Expenses: Books
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This two-quarter group contract will cover the British poets, essayists and novelists standard to any upper-division 1832-1890 survey course. However, we will also trace some of the social, political, aesthetic and technological issues facing us in the 1990’s (i.e., how to break through the apathy of the middle classes, the moral implications of “realism” in art, the escalation of the media into our everyday lives, the transformation of political issues into “controversial” ones).

Students will be asked to indulge both their literary and speculative frames of mind. Good reading skills will be required, as well as a willingness to participate in team research projects. One day per month will be spent at the University of Washington Library.

Planned equivalencies in quarter hours:
8—Victorian essayists
4—Victorian fiction
4—Victorian poetry
8—19th century political and social history
4—literary scholarship
4—primary research techniques
Total: 32 credits

Program is preparatory for careers and future study in literature, history, and graduate school.
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Planned equivalencies in quarter hours: Will be distributed in humanities and social sciences, depending on the student’s project.

Total: 48 credits

Program is preparatory for careers and future study in social sciences and humanities.
We’ll interpret poems in two senses of the word. First, interpreting means talking about all the ways in which language carries meaning as a voice on the page talks along. Second, in the sense in which a musician speaks of interpreting a score, it means reading poems aloud, alone and together. This is scarier for lots of people, but we’ll try to play around and have a good time together learning to do it better.

Students with a little French, Spanish or German will have some opportunities for using it, since we will be reading poets like Rilke, Rimbaud, Senghor and Neruda as well as English and American writers from Yeats to Rich. Work will include attention to poets’ lives, the interactions between poetry and politics and the encounters across cultural traditions which have multiplied in the last hundred years.

Planned equivalencies in quarter hours:
- 4-modern British poetry
- 4-modern American poetry
- 4-modern poetry in translation

Total: 16 credits

Program is preparatory for careers and future study in humanities, public speaking and performance.

Revising the Tradition

Winter, Spring/Group Contract
Sponsor: Thad Curtz
Enrollment: 24
Prerequisites: Sophomore status
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

From Virgil and Dante to Joyce and Rich, one of the characteristic activities of Western writers has been the interrogation and re- vision of their received traditions. We will study several cases in which sequences of major works imitate, critique and transform preceding visions, probably centering on a series of epics from Homer to Lessing’s The Golden Notebook, Blake’s reworking of the Bible, the sequence of African American literature and political activity behind Ellison’s Invisible Man, and a variety of paired short works.

Planned equivalencies in quarter hours:
- 12-studies in the epic
- 6-Afro-American history and literature
- 8-the prophetic tradition
- 6-literary influences

Total: 32 credits

Program is preparatory for careers and future study in the humanities.

American Studies IV: 1960-1990

Winter, Spring/Group Contract
Sponsor: David L. Powell
Enrollment: 24 Faculty: 1
Prerequisites: Two years of college
Special Expenses: Books
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This is a group contract in the exciting, shifting world of contemporary American culture; the intention is to gain "cultural literacy" in our present. We will explore: poor America, urban America, Native American America, female and male America, white America, vanishing and emerging America, rich America, black America and a new America. Through these books we will explore the perennial American experiences, the old and new American dilemmas and the present state of the ever-building American consciousness. The class will be a discovery of concepts, assumptions, symbols, ideas, themes and serendipity.

The goals of the program are: to be open to learning, to read huge numbers of books (requiring at least 40 hours per week), to agree to a written and signed covenant, to speak in every seminar, to participate in class readings, to experience what is learned, to become aware and attentive.

Activities will include: (a) a student-only seminar (4-5 students) to start each week, (b) seminar (24 students, 1 faculty), (c) faculty lecture, (d) workshops, readings of dramas, movies, student writing/study/reading groups as desired, (e) final paper/exams each quarter and (f) individual student “readings” projects and presentations.

Readings include: Beloved; Herzog; Fool’s Crow; The Portable Arthur Miller; Complete Stories, O’Connor; Love Medicine; Lonesome Dove; Lyndon Hills; Sophie’s Choice; Song of Solomon; Plays, A. Wilton; Shame; Ironweed; Humbolt’s Gift; Contemporary Literature; The Color Purple; The Group; A Raisin In the Sun; The River Why; Even Cowgirls Get The Blues; The Beans of Egypt, Maine; The Bonfire of the Vanities. Ideal concept books include: In The American Grain; Shadow and Act; Zen and the Art of Motorcycle Maintenance. Students are strongly encouraged to pre-read as many books as possible.

Planned equivalencies in quarter hours:
- 12—contemporary American literature
- 8—contemporary ethnic American literature
- 8—contemporary American culture history
- 4—readings in contemporary American culture

Total: 32 credits

Program is preparatory for careers and future study in the arts and professions.
Narrative Poems of the Golden Age

Spring/Group Contract
Sponsor: Charles McCann
Enrollment: 24
Prerequisites: Preference given to seniors, juniors and sophomores in that order
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Discuss with faculty

We will read, in their entirety, Spenser's *The Fairie Queene*, Shakespeare's *Venus and Adonis* and *The Rape of Lucrece*, Milton's *Paradise Lost* and *Samson Agonistes*, along with one or two histories of the period. Students will present one oral "insight paper" per week and one long paper summarizing independent study of other poetry of Spenser, Shakespeare or Milton, or the poetry of a contemporary such as Sydney, Donne, Jonson, Herrick, Herbert or Marvell.

Planned equivalencies in quarter hours:
5-Spenser
4-Milton
2-Shakespeare
5-independent study
Total: 16 credits

Program is preparatory for careers and future study in humanities.

The Human Condition: Reading and Writing the Book of Nature

This program is about the literary character and philosophical presuppositions of scientific work. We will study the writing and interpretative practices of scientists, as well as the literary and aesthetic character of scientific work.

Within the context of scientific pedagogy (how science gets taught), we will examine the social and intellectual consequences of a language that is now increasingly seen as both specialized and exclusionary. An underlying assumption is that a critical understanding of how knowledge itself is socially constructed within language can inform and motivate social action—including projects chosen and pursued by scientists. For a complete description, turn to page 75 in the Center for the Study of Science and Human Values Specialty Area.

Hometowns

This program is a one-quarter study of the mystique and reality of hometowns through creative writing, visual art and literature. We are interested in working with students who are skilled in either writing or art, who wish to learn to use both forms to understand more about their own hometowns and lives, and/or to invent imaginary hometowns. For a complete description, turn to page 55 in the Expressive Arts Specialty Area.

Writers' Workshop

The primary emphasis of this course will be writing, critiquing and more writing. Students will share their work in round-robin fashion during scheduled workshops, rewriting and revising manuscripts per criticism received in the workshop and from the instructor. We will explore hallmark works of contemporary fiction and poetry, as well as essays by writers on writing. Becoming familiar with the formal properties of fiction and poetry will be stressed throughout workshop, seminar and lecture activities. Each student will be responsible for one tutorial presentation of an author of his/her choice. For a complete description, turn to page 55 in the Expressive Arts Specialty Area.
The Language and Culture Center plans and coordinates year-long programs and courses in the area of foreign languages and international studies on a two- to three-year cycle. It also serves as a source of information and academic advice for students who have an interest in foreign languages and area studies.

The Center's convener, Dr. Susan Fiksdal, is a full-time Evergreen faculty member who specializes in Linguistics, E.S.L. Methodology, and French Culture. Associate Dean Jose Gomez also serves as a source of information and academic advice for students who have an interest in studying abroad.

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

In the 1991-92 academic year, three year-long language and culture programs are being offered under the auspices of the Center: "Japanese Language and Culture," "Spanish Forms in Life and Art," and "Border Studies: Canada, Mexico, U.S.A."

For students interested only in language studies, Evergreen offers a series of part-time courses. Most of these courses are offered during evening hours. Language components of area programs may also be taken as separate courses, but they are mostly conducted during the day. Students interested in careers in business, journalism, education, anthropology and human services may want to consider such language study. In the 1991-92 academic year, courses in first-year college French, German, Spanish and Japanese will be offered as well as second-year French.

The following list includes the academic programs in this area planned through 1993:

1991-1992
- "Japanese Language and Culture," FWS
- "Spanish Forms in Life and Art," FWS
- "Border Studies: Canada, Mexico, U.S.A.," FWS

1992-1993 (tentative)
- "Japanese Language and Culture"
- "Francophone Culture"
- "Classical World"

The Jackson School of International Studies: A Partnership Program with the University of Washington

Evergreen students of junior and senior standing who have a sufficient proficiency in a non-Western language and some prerequisites may be eligible to spend up to a full year studying language, area studies, economics or international trade and affairs as special students in the University of Washington's Jackson School of International Studies. The School of International Studies has been a pioneer in offering programs in non-Western languages and cultural studies. It offers interdisciplinary curricula emphasizing both regional and topical studies. Students may concentrate their study on a major world area within the context of humanities and the social sciences, or they may specialize in topical studies, or they may pursue a more general course of study within the program. Major areas normally available through this program include: Chinese studies, Japanese studies, Korean studies, Middle Eastern studies, Russian and East European studies, South Asian studies and comparative religion.

Application to participate in a year at the University of Washington should be made through Dean Jose Gomez. Application must be made before April 1 of the year preceding admission to the University of Washington.

Student Exchanges with Japanese Universities

Evergreen has reciprocity agreements with two Japanese universities, Miyazaki and Kobe, for exchanging two students with each institution, tuition-free, for one calendar year, beginning in May or October.

Interested and qualified students may obtain further particulars from the director of the Language and Culture Center. The students who plan to apply for this exchange program must have a sufficient proficiency in Japanese as most of the teaching at both universities is in lecture format in Japanese. Applications should be submitted in the form of a letter of intent accompanied by portfolios to Dean Jose Gomez no later than March 1. The applications will be screened by a selection committee.
Japanese Language and Culture
Fall, Winter, Spring/Group Contract
Sponsor: Setsuko Tsutsumi
Enrollment: 24 Faculty: 1
Prerequisites: Core Program or equivalent
Special Expenses: No
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: No

Japan has become a highly industrialized nation while maintaining a strong attachment to her cultural tradition. What were the elements of Japan’s cultural tradition and how did they respond to forces of change? How and with what consequences did the new and sometimes disparate elements contribute to conflict and contradiction? An inquiry into these questions will go far toward the delineation of Japanese society and culture.

In Fall Quarter we will explore the significant areas of conflict and contradiction found in modern Japan from various perspectives, drawing on materials ranging from literature to mass media, from sociology to government and politics.

Winter Quarter will be devoted largely to the historical and cultural context of Japan in order to establish the salient features that constitute her cultural tradition and to probe the reasons and processes leading to the conflicts and contradictions.

In Spring Quarter we will turn to the contemporary scene and examine Japan in its microcosmic form of the daily life and lifestyle of the individual. The approach will be largely ethnological and social, and involve areas pertaining to clothing, food, dwelling and cadences of life marked, for example, by ritual and festivals. If circumstances permit, this phase of the program will be conducted in Japan.

Language will be taught throughout the year on a daily basis. Emphasis will be on developing skill in oral expression. The oral-aural approach will be used.

Planned equivalencies in quarter hours:
24-beginning or intermediate Japanese
12-Japanese literature in translation
12-social and cultural history of Japan
Total: 48 credits

Program is preparatory for careers and future study in languages, humanities or social sciences.

Spanish Forms in Life and Art
Fall, Winter, Spring/Group Contract
Sponsor: Nancy Allen
Enrollment: 24 Faculty: 1
Prerequisites: Core Program or equivalent, some work in history or literature
Special Expenses: Approximately $3000 for Spring Quarter trip to Spain
Part-time Options: Yes, 8 quarter hours of Spanish language or 8 quarter hours of history/culture seminar
Internship Possibilities: No
Additional Course Allowed: No, unless student is already taking part-time option

The 500th anniversary of Columbus’ voyage from Spain to America occurs in 1992. The “Spanish Forms” program for the year 1991-92 will emphasize relations between Spain and America and will include a trip to Spain in the spring. During Fall and Winter Quarters, students will be involved in intensive Spanish language classes on campus as well as a history/culture seminar conducted in English. In Spring Quarter all program work will be done in Spanish.

We will begin the seminar by reading selections from Columbus’ journals and will then study varying perspectives on the Spanish conquest of indigenous peoples in the Americas. From the vantage point of the Conquest, we will return to a study of Spanish medieval history and literature in an attempt to understand the actions of the Spaniards who went to America.

In Fall Quarter we will concentrate on the rich cultural interactions among Christians, Moslems and Jews in medieval Spain and the militant Christian ethic which grew out of the “Reconquest” and promoted the Inquisition as well as the conquest of America. Student groups will research such topics as Islamic contributions to Spanish life and the comparative roles of women in Islamic, Christian and Aztec groups.

In Winter Quarter we will read Cervantes’ masterpiece, Don Quixote de la Mancha. Students will develop skills in literary analysis and an understanding of this novel’s statement about Spanish Christian heroism. Mid-quarter, we’ll take a two-week break from the travels of Don Quixote and students may choose to read one of three women writers: Santa Teresa de Avila, Maria de Zayas or Sor Juana Ines de la Cruz. There may be further opportunities to study Latin American topics.

In Spring Quarter the program will sponsor a trip to Southern Spain. Exact details of this foreign study experience remain to be decided. In events surrounding the quincentennial of Columbus and by visiting the World’s Fair in Sevilla, students will be able to explore various questions related to Spain’s present-day view of America and its own colonial-imperialist past. Depending on program staffing, there may be a possibility of study in Latin American.

Planned equivalencies in quarter hours:
Fall:
4-medieval Spanish literature in translation
4-history of medieval Spain and the conquest
8-Spanish language
Winter:
6-golden age Spanish literature in translation
2-history of 16th and 17th century Spain
8-Spanish language
Spring:
8-Spanish language
8-depending on student project in Spain
Total: 48 credits

Program is preparatory for careers and future study in language study and teaching, history, literature and international studies.
Management and the Public Interest

Convener: Dean Olson

Affiliated Faculty: John Filmer, Virginia Ingersoll, Duke Kuehn, Paul Mott, Art Mulka, Chuck Nisbet, Dean Olson, Niels Skov, Greg Weeks and Tom Womeldorff

Upper-division work in this specialty area consists of a Coordinated Study Program titled “Management and the Public Interest” (MPI) for the first year and a changing series of advanced Group Contracts, Individual Contracts and Internships for the second year. Students may take one or two years of work in this area. 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.
Management and the Public Interest

Fall, Winter, Spring/Coordinated Study
Coordinator: Virginia Ingersoll
Enrollment: 72 Faculty: 3
Prerequisites: Microeconomics, principles of accounting, junior standing
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program is designed both to explore what it means for managers of business and government organizations to act in the public interest and to teach fundamental management concepts and skills. Year-long attention is devoted to the treatment of values, ethics and the public interest. Special emphasis is placed on developing students’ analytical, problem-solving and communication skills. In addition to addressing the program theme, students will do work in organizational psychology, economics, managerial accounting, managerial finance, marketing, management policy and strategy, and statistics.

“MPI” is a demanding and concentrated effort to prepare students for careers in business, government and service organizations. The program also provides fundamental preparation for graduate studies in business administration, public administration and law.

Accounting and economics prerequisites can be met through transfer of credit, summer courses or through offerings in these areas during Fall Quarter.

Planned equivalencies in quarter hours: Will be distributed in accounting, economics, finance, management, marketing, organization studies, statistics and business administration.

Total: 48 credits

Program is preparatory for careers and future study in business management, public administration, service organization management and law.

Decisions: Making Choices in Complex Situations

Fall, Winter, Spring/Group Contract
Sponsor: Lowell Kuehn
Enrollment: 24 Faculty: 1
Prerequisites: Upper division standing required, completion of Political Economy and Social Change or MPI recommended
Special Expenses: No
Part-time Options: Spring Quarter only
Internship Possibilities: No
Additional Course Allowed: With faculty approval

This group contract addresses the question of how decisions are made in complex organizations: legislatures, corporations, governments and associations. Decision making in these contexts requires clear thinking to analyze problems, the creativity to identify multiple courses of action and the courage to advocate and follow through on a decision. Members of this group contract will devote a year to expanding their analytic abilities to solve problems.

Using the tools of the social sciences, students will explore theories and models of decision making as well as quantitative and qualitative methods of understanding the sources and use of power within complex organizations. The results of these investigations will turn to the analysis of the way in which business and government reach decisions about issues current at the time the contract is underway. Students will produce individual or group research products applying their analytic skills to significant problems in the public or private sectors.

Students will enhance their interest in government through intensive exposure to the legislative process during the 1992 session of the Washington State Legislature. Similar interests in management and business administration will be supplemented through corporate biographies of Boeing, Weyerhaeuser and Microsoft.

Specific work will be done in organizational diagnosis, creative problem solving, social statistics, forecasting, strategic planning and the legislative process.

Planned equivalencies in quarter hours: 8-models of decision making 4-sociology of complex organizations 4-organizational diagnosis 4-organizational history 4-legislative process 4-public policy analysis 4-intermediate quantitative methods 4-survey design and analysis 12-research practicum

Total: 48 credits

Program is preparatory for careers and future study in management, public administration and law.

Making a Difference: Doing Social Change

Fall, Winter, Spring/Coordinated Study
Coordinator: Paul Mott
Enrollment: 24 Faculty: 1
Prerequisites: Senior standing; interview; faculty signature
Special Expenses: No
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

During the first years of college, we learn about societal and environmental problems. Population growth, our homeless, misuses of our natural resources and our environment, questionable business ethics and child abuse are some examples. Many of us will choose to devote our futures to solving those kinds of problems or we will want to learn how to make changes in the places where we work and live.

The good news is that useful methods exist now for making a difference: for being an effective agent for change. Increasing skills and knowledge about the ethics, goals and practices of doing change is the purpose of this program. It is designed for seniors with backgrounds in environmental studies, helping professions, labor management, education and the social sciences.

We will combine field experience with seminar learning. In the fall we will learn the techniques of doing change and preparing for field studies. Students are encouraged to negotiate in advance internships where they will specifically conduct or observe field change projects during Winter and Spring Quarters. A special effort will be made to develop a number of internships concerned with the problems of growth in the Olympia area. Students who do not have or want internships are welcome in the program, provided that they design and carry out their own change projects.

Among the topics that will be covered are: personal skills of change agents; social goals and ethics of planned change; assessing the capacities of organizations to change; change theory and techniques; designs for field experiments; participant observation, and measurement and evaluation of change.

Planned equivalencies in quarter hours: 6-theories of social change 6-organizational theory 6-field methods of research and evaluation 6-advocacy techniques 24-internship or field change study

Total: 48 credits

Program is preparatory for careers and future study in sociology, human services, management, political economy and environmental studies.

Management and the Public Interest
The major goal of “Native American Studies” is to provide an open educational opportunity for Native Americans and others involved in education self-determination.

This interdisciplinary area is designed to serve a variety of 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 their own traditional cultures and values including the dynamics of change in a plural society.

Native American Studies includes on-campus programs and a community-based program that currently meets at the Quinault Nation in Taholah, Washington. In addition, the area collaborates with other specialty areas to design symposium components 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 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 to have a positive impact on the world around them.

Planned equivalencies in quarter hours:
24—individual project work
4—Native American historical perspectives
4—Native American historical perspectives
4—Native American cultural studies
4—perspectives of cultural pluralism
4—philosophy
4—cross-cultural communication
4—human resource development

Total: 48 credits

Program is preparatory for careers and future study in education, archeology, the arts, anthropology, multicultural studies, tribal government and Native American studies.
Quinault Community-Based Program

Fall, Winter, Spring/Group Contract
Sponsor: Rainer Hasenstab
Enrollment: 24 faculty: 1
Prerequisites: One year of college, interview and faculty signature
Special Expenses: Field trips
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This program will examine important traditional and contemporary cultural and physical aspects of environmental design of the Pacific Northwest. Our focus will be on the past, the present and the future of our unique region and its people. We will learn about the traditional Native American cultural values: the dignity of the individual, cultural hospitality and the fundamental respect for elders, community and nature. We will develop an understanding of individual and collective responsibilities for the environment and for those who come after us.

We will examine four important human relationships: (1) to the land, (2) to others, (3) to work and (4) to the unknown. Central to our study will be an examination of cultural and environmental systems as they are expressed in the design of human communities and shelter.

This program will work in close, invitational partnership with faculty and students in the concurrent 1991-92 Northwest Native American Studies program, "Celebration: The Process of Human Exchange." Directed individual research, group project work and internships will be encouraged.

Readings will include Cedar and Indian Artifacts of the Northwest Coast; God is Red; Mountain in the Clouds: A Search for the Wild Salmon; The Prodigious Builders; House Form and Culture; Tradition and Change on the Northwest Coast; Guidelines for Bias-Free Publishing; Treaties on Trial; Squamish Tlelland Rights Ignored; Portrait in Time; Forgotten Founders; The Eyes of Chief Seattle; Indian Givers: How the Indians of the Americas Transformed the World; The Most Beautiful House in the World.

Planned equivalencies in quarter hours: Will be distributed in cultural, natural, and environmental design research projects; environmental design theory; environmental ethics; environmental planning and policy; community development and cross-cultural studies.

Total: 48 credits

Program is preparatory for careers and future study in environmental policy and management, urban studies, community development and cross-cultural studies.

The Making of the Modern World: 500 Years of Oppression and Resistance

Fall, Winter/Group Coordinated Study
Coordinator: Larry Mosqueda
Enrollment: 72 faculty: 3
Prerequisites: Junior or senior standing; background in political economy, film studies, Native American Studies or faculty signature required
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

October 12, 1992 is the Quincentennial of Columbus' "discovery of America." Elaborate plans are being made to celebrate this event. In this program we will focus on what will be left out and trivialized in these celebrations, the history of the people discovered by European expansionism and colonialism.

We will begin by exploring the nations and people that were "discovered" by Europeans in the Americas, Africa and Asia. In Fall Quarter we will focus on how this discovery and subsequent interaction shaped the Third World and also the resistance it engendered prior to the 20th century. In Winter Quarter we will study colonialism and neo-colonialism and the resistance to it in the 20th century. We will look at current struggles against oppression with an emphasis on the Third World and future possibilities.

Throughout the program we will examine how class, gender and race relations shaped and were shaped by colonialism. We will look at the history of people that were colonized, the impact of the Third World on the First World. The dialectic of subjugation and resistance will be an recurring theme.

Another will be how the culture of Third World nations and people have been influenced but not eradicated by this interaction. We will integrate readings in history and political economy with literature and film. We will examine the perceptions of this history as presented in the mass media and high schools and try to develop alternative print and video materials that could be used in the schools.

Planned equivalencies in quarter hours: 8-world history 1492-1992
8-political economy
8-Third World film and video
4-indigenous studies
4-cultural anthropology

Total: 32 credits

Program is preparatory for careers and future study in teaching, social services, and history, political, Third World and ethnic studies.

Native American Studies
Is what we do at Evergreen significant?
Yes, more than most of us realize or appreciate. I'm a member of an international group that addresses the causes of poverty through people-directed development initiatives. What I've learned is that knowledge paradigms built upon externally known and imposed "expertise" underlie the various forms of economic and cultural oppression that keep people in poverty.

Evergreen represents a different knowledge paradigm in the First World. Our existence is important to people in other parts of the world.

Since Faculty Member Russ Fox came to Evergreen in 1971, his name has been synonymous with commitment and community. In addition to helping found the Thurston County Safeplace and Women's Shelter and Olympia's Community/Senior Center, Fox has also engaged his students in numerous studies that have directly benefited Washington communities.
Political Economy and Social Change

Convener: Jeanne Hahn

Affiliated Faculty: Peter Bohmer, Priscilla Bowerman, Ken Dolbeare, Fred Dubé, Jorge Gilbert, Angela Gilliam, Jeanne Hahn, Peta Henderson, Larry Mosqueda, Alan Nasser, Brian Price and Matt Smith

Political Economy and Social Change integrates anthropology, economics, history, law, political science, philosophy and sociology as a way of understanding the modern world and as a set of tools for analyzing contemporary public problems. We focus on problems related to class, race and sex. We are interested in how such problems interweave and overlap, how they 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, philosophical, social, economic and political theories, history and practice. Their understanding involves exploring basic analytic concepts and values (freedom, equality, justice and 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.
Political Economy and Social Change

Fall, Winter/Coordinated Study
Coordinator: Jeanne Hahn
Enrollment: 96 Faculty: 4
Prerequisites: Sophomore standing
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The 1990s promise a decade of fundamental and transformative political, economic and social change. Old assumptions, alliances and political-economic institutions will undergo reformulation throughout the decade. Much is at stake in this change.

We will focus on both current and historical moments of political-economic transformation, stressing their underlying structural similarities and the significance of their differences. We will investigate several periods in the U.S., past, current developments in Europe and the Third World. We will study power and contradictions in the global economic system, theories and ideologies of development, the role of the state and the possibilities of democratic outcomes.

We will raise questions about economic structures and markets, exploring socialist, capitalist and mixed systems in these countries. We will explore the role played by the developed nations and their transnational institutions in shaping the options for less developed nations. Our understanding of the ways in which these societies develop will be mediated through the interrelationships of race, class, ethnicity and gender as they operate in specific cultures and historical periods. We will continuously ask the question "Who wins and who loses?" Much of the emphasis in Winter Quarter will be on the implications and prospects for further and future change.

Planned equivalencies in quarter hours: Will be distributed in political economy, history of economic thought, anthropology, history and international political economy.

Total: 32 credits

Program is preparatory for careers and future study in political science, history, anthropology, economics, development studies, law and teaching.

The Making of the Modern World: 500 Years of Oppression and Resistance

Fall, Winter Coordinated Study
Coordinator: Larry Mosqueda
Enrollment: 72 Faculty: 3
Prerequisites: Junior or senior standing; background in political economy, film studies, Native American Studies or faculty signature required
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

October 12, 1992 is the Quincentennial of Columbus' "discovery of America." Elaborate plans are being made to celebrate this event. In this program we will focus on what will be left out and trivialized in these celebrations, the history of the people "discovered" by European expansionism and colonialism.

We will begin by exploring the nations and people that were "discovered" by Europeans in the Americas, Africa and Asia. In Fall Quarter we will focus on how this discovery and subsequent interaction shaped the Third World and also the resistance it engendered prior to the 20th century. In Winter Quarter we will study colonialism and neo-colonialism and the resistance to it in the 20th century. We will look at current struggles against oppression with an emphasis on the Third World and future possibilities.

Throughout the program we will examine how class, gender and race relations shaped and were shaped by colonialism. We will look at the history of people of non-European background in the First World and the impact of the Third World on the First World. The dialectic of subjugation and resistance will be an occurring theme.

Another will be how the culture of Third World nations and people have been influenced but not eradicated by this interaction. We will integrate readings in history and political economy with literature and film. We will examine the perceptions of this history as presented in the mass media and high schools and try to develop alternative print and video materials that could be used in the schools.

Planned equivalencies in quarter hours: 8-world history, 1492-1992 8-political economy 8-Third World film and video 4-indigenous studies 4-cultural anthropology

Total: 32 credits

Program is preparatory for careers and future study in teaching, social services, and history, political, Third World and ethnic studies.

Class, Gender and Development

Spring/Group Contract
Sponsor: Jeanne Hahn
Enrollment: 48 Faculty: 2
Prerequisites: "Political Economy and Social Change" or equivalent; signature of sponsor
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The process of development affects people differently depending on their class, ethnicity and gender; it must be seen as a process of multiple power interactions and outcomes expressed both through formal political-economic institutions and policies, and through cultural media and norms. For example, the impact of global capitalist institutions like the World Bank, USAID and the IMF on people varies along a number of dimensions. For instance, under the Green Revolution, women's traditional work has been eroded and they have been pushed to the margins of the economy, thus rendering them and their work invisible to the state and its policies and often to themselves. We will study such processes and the actions people take to counteract them, with a focus on India. We will also consider the development-state-gender linkages in Africa, Central and South America and possibly Eastern Europe. There are significant differences between various economies, states and cultures as well as production, family, kinship and caste systems. We will develop the specific historical contexts necessary to understanding the process in countries upon which we focus. In addition, recent developments in feminist theory and critical social science have raised new perspectives on state and development theory and we will investigate these attempts as they apply to our subject matter.

Planned equivalencies in quarter hours: Will be distributed in political science, anthropology, feminist theory, and women and development.

Total: 16 credits

Program is preparatory for careers and future study in anthropology, political science, development, Third World studies, feminist studies, law and social change.
Microeconomic Theory

Spring/Group Contract
Sponsor: TBA
Enrollment: 24 Faculty: 1
Prerequisites: Introduction to Economics
Special Expenses: None
Part-time Options: Possible
Internship Possibilities: No
Additional Course Allowed: No

This program will focus on the microeconomic theory of the firm and consumer behavior. Further, we will apply microeconomic theory to explore issues of labor, regulation of business, protection of the environment, international trade and the proper role of the government.

Planned equivalencies in quarter hours:
6-intermediate microeconomics
6-applied microeconomics
4-research techniques and writing

Total: 16 credits

Program is preparatory for careers and future study in economics, political science and business.

Riding the Hydrologic Cycle

The distribution of water is a crucial issue for the growth and development of societies. This program will carry out an in-depth study of the hydrologic cycle, its modification and meaning to human societies.

We will investigate the natural movement of water through the environment. This will allow us to discuss how these pathways are modified by human needs and structures. We will explore the history of competing and often incompatible demands made on river systems in the American West. We will also attend to the economic, cultural and personal meanings of water. The program will have a strong commitment to field studies. For a complete description, turn to page 47 in the Environmental Studies Specialty Area.

Making a Difference: Doing Social Change

During the first years of college, we learn about societal and environmental problems. Population growth, our homeless, misuses of our natural resources and our environment, questionable business ethics and child abuse are some examples.

Useful methods exist now for being an effective agent for change. Increasing students' skills and knowledge about the ethics, goals and practices of doing change is the purpose of this program. "Making A Difference" will combine field experience with seminar learning. Students are encouraged to negotiate, in advance, internships where they will specifically conduct or observe field change projects. Students who do not have or want internships are welcome in the program, provided that they design and carry out their own change projects. For a complete description, turn to page 67 in the Management and the Public Interest Specialty Area.
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 (as well as responsible and successful professionalism) requires a moral vocabulary, drawn from the humanistic tradition, that can generate reasoned responses to contemporary problems in the human condition.

The Center for the Study of Science and Human Values educates students to be, both professionally and politically, interpretive life scientists and technologically informed humanists.
The Human Condition: Reading and Writing the Book of Nature

Fall, Winter, Spring/Coordinated Study
Coordinator: Sara Rideout
Enrollment: 72; Faculty: 4
Prerequisites: Core Program or equivalent
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Possibly

This program is about the literary character and philosophical presuppositions of scientific work. Physical, biological and social science are increasingly seen by their historians and theorists as socially created constructs rather than as unproblematic "mirrors of nature" (to use the phrase of philosopher Richard Rorty). The traditional, "common-sense" assumption that scientific language is a direct representation of the world—one which is somehow very different from poetic or literary language—seems rather naive today. We will study the writing and interpretative practices of scientists, as well as the literary and aesthetic character of scientific work. We will bring the resources of recent literary theory which draws on 20th century developments in philosophy, linguistics, feminist theory, psychology and sociology to the study of scientific texts, communities and practices.

We will ask: What are the implications for the entire scientific enterprise if every supposed decoding is actually just one more encoding? Our work with language will lead us to questions about how science is taught, as well as where and how it is located in the school and college curriculum and in the larger society. We will examine the social and intellectual consequences of a language that is increasingly seen as specialized and exclusionary.

An underlying assumption is that a critical understanding of how knowledge itself is socially constructed within language can inform and motivate social action including projects chosen and pursued by scientists.

We will read texts in literary theory and philosophy in conjunction with a study of the historical development of the experimental article in science with special emphasis on rhetoric and discourse theory.

In Winter and Spring Quarters the emphasis will switch to individual or collaborative student research projects which focus on interdisciplinary and critical inquiry. Students will also participate in workshops on advanced composition and rhetoric.

\textit{Planned equivalencies in quarter hours:} Will be distributed among literary theory and criticism; history and theory of science; sociology of science; sociology of gender, race and class; literature; philosophy; European and American history; research techniques; expository writing and rhetoric.

Total: 48 credits

Program is preparatory for careers and future study in humanities, biological and physical science, and social change.
Science, Technology and Health

Convener: Tom Grissom


Associated Faculty: Bill Bruner, Hazel Jo Reed, Kirk Thompson

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 who have 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, and also arranged 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, so they should plan to select at least two quarters of work from other Specialty Areas. 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.

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

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 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. These courses typically award 4 or 6 quarter hours or about one-fourth to one-third 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. Courses are listed quarterly in The Evergreen Times.
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. 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 recently acquired AT&T computer systems. Linear/digital electronics, microprocessors and their applications to scientific measurements will be covered in alternate years.

Senior project topics include studies and simulations of chaotic chemical systems, silicon chemistry, instrument design, biophysics and biochemistry.

First Year:
Any Core Program, plus courses if necessary, to meet prerequisites for “Matter and Motion,” e.g., pre-calculus math and basic chemistry.

Second Year:
“Matter and Motion”

Third Year and Fourth Year:
“Organic Chemistry I, II and III” course sequence from “Molecule to Organism; “Chemical Systems” 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. Some of the Computer Studies pathway is accessible on a part-time basis and to students outside the specialty area.

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

Third and Fourth Year:
Advanced offerings alternate, with one group of topics offered in even years (e.g., 1990-91) and another group in odd years (e.g., 1991-92). The programs in each are:

Even years:
“Computability and Cognition”

Odd years:
“The Business of Computers,” “Science of the Mind,” or an advanced Group Contract

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.

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”) or “Matter and Motion” or “Foundations of Natural Science.”

Third Year and Fourth Year:
“Energy Systems” or any combination of senior thesis, internships, portions of “Physical Systems,” or programs in other specialty areas.
Human Health and Behavior

The Human Health and Behavior pathway has three main, often intersecting branches: psychological 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 branch needs to develop its own tools, but with full awareness of the impacts and complementary roles of the other fields.

For Human Services, the entry level program, "Human Health and Behavior," is designed to investigate the various fields of human behavior and their interactions, within a cultural context while developing the vocabularies and fundamentals needed to function within these fields. More specialized programs at the junior and senior levels such as "Science of Mind" and "Psychological Counseling" develop the special skills needed in each area.

Health Sciences provides preparation for professional training in medicine, dentistry, naturopathic medicine, midwifery and veterinary medicine; paraprofessional jobs such as counseling in nutrition and health; graduate work in nutrition, biochemistry, genetics, microbiology and pathology. The entry program for students in this branch would be either "Matter and Motion" or "Foundations of Natural Science." Upper-division work would include the "Molecule to Organism" program and possible additional work in advanced biology, nutrition, health policy planning, computers, statistics or 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, and development and physiology. It is distinguished from basic ecological studies (see "Environmental Studies") that entail more fieldwork.

First Year: Any Core Program
Second Year: "Matter and Motion" or "Foundations of Natural Science"
Third Year: "Molecule to Organism" or outside studies
Fourth Year: "Molecule to Organism" or individual study or an 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, photosynthesis and behavioral physiology.

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. 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: "Mathematical Systems" full-time, or calculus program, part-time

"Mathematical Systems," a full-time program in mathematical structures and advanced calculus, "Computability and Cognition," or mathematics courses as part of an advanced Individual Contract.

Note: "Mathematical Systems" will be offered in 1991-92.
Physical Sciences

Students interested in professional work or study in chemistry, physics or some fields of engineering will find that the Physical Sciences 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 review (if necessary) to meet prerequisites for "Matter and Motion"

Second Year:
"Matter and Motion"

Third or Fourth Year:
Chemistry emphasis through "Chemical Systems" and Advanced Group Contracts in chemistry, or "Physical Systems" and "Energy Systems."

Foundations of Natural Science

Fall, Winter, Spring/Coordinated Study Coordinator: Gonzalo Munevar
Enrollment: 72 Faculty: 3
Prerequisites: Any Core Program or one year of college work emphasizing writing and discussion; mathematics through high school algebra and geometry
Special Expenses: $10-$15 per quarter lab fee; $30 retreat expenses
Part-time Options: Physics for those who have already completed college chemistry; signature required
Internship Possibilities: No
Additional Course Allowed: No

This program is designed to develop an integrated understanding of chemistry, physics, biology and mathematics in a cultural and evolutionary context. We will start with the study of our physical universe through astrophysics and chemistry; the four forces of nature and the structures of matter and energy. Later we will apply these concepts to biological systems, continuing an evolutionary and developmental theme. The study of chemistry will be central throughout the year. Laboratory experience will be an important component in the study of chemistry, physics and biology. Students will be expected to make serious progress in mathematics throughout the year and several levels of math will be available with selection based on an entrance placement exam. In the Spring Quarter some specialization will be available in one of the three sciences or in the philosophical development of scientific ideas.

A weekly seminar series will deal with the ways in which culture and philosophy have affected the developing sciences. We will expect students to read and discuss and write about this interplay of science and society.

Throughout this work, we want students to develop an integrated grasp of the sciences through a combination of lectures, problem sessions, laboratory work and small-group conceptual workshops in order to end the year with a working knowledge of concepts, critical reasoning, problem-solving skills and hands-on experience in natural science.

Planned equivalencies in quarter hours:
12/1S-general chemistry with lab
8/12-general physics with lab
8/12-general biology with lab
9-mathematics
6/10-history and philosophy of science
Total: 48 credits

Program is preparatory for careers and future study in education, laboratory biology, the health sciences, environmental/earth/marine science and for students interested in natural science for reasons of general education.

Matter and Motion

Fall, Winter, Spring/Coordinated Study Coordinator: Jeff Kelly
Enrollment: 48 Faculty: 2
Prerequisites: Proficiency in algebra, trigonometry and high school chemistry and physics (entrance exam in algebra and trigonometry); faculty signature
Special Expenses: Above average textbook expenses; up to $40 per quarter lab fee and $30 retreat expenses
Part-time Options: Inquire
Internship Possibilities: No
Additional Course Allowed: By permission of faculty; only as a substitute for portion of program which student has already completed

This program is designed for students with a keen desire to develop a firm physical science and mathematics background as preparation for advanced work. In addition to teaching the central concepts and methods of the physical sciences, "Matter and Motion" investigates how discovery happens. The program is intended for students with strong high school backgrounds in science and mathematics. An alternative program for students with less background is the "Foundations of Natural Science" program.

This program combines material from first-year physics, chemistry, calculus and computer programming with relevant areas of history, philosophy and literature in an exploration of the nature of inquiry and the basis of scientific discovery. Differential and integral calculus provide a foundation for the study of university chemistry and physics, including mechanics, stoichiometry and bonding, chemical equilibrium, thermodynamics, chemical kinetics and electricity, and magnetism. In seminar, students will study issues in ethics, literature and history to see what the sciences can—and cannot—contribute to human affairs.

"Matter and Motion" replaces traditional science laboratories with Exploration sessions. Students explore the nature of physical systems with special emphasis on the use of laboratory microcomputers for interfacing experimental measuring devices, collecting and processing data and controlling scientific experiments.

Planned equivalencies in quarter hours:
12-calculus
14/1S-university chemistry with lab
14/1S-university physics with lab
3/4-Pascal computer programming
3/4-seminar on science and culture
Total: 48 credits

Program is preparatory for careers and future study in physical sciences, health and biological sciences, chemistry, physics or mathematics.

Science, Technology and Health
Molecule to Organism

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

**Coordinator:** Janet Ott

**Enrollment:** 48; **Faculty:** 2

**Prerequisites:** General chemistry and general biology recommended

**Special Expenses:** Lab fee

**Part-time Options:** Consult faculty

**Internship Possibilities:** No

**Additional Course Allowed:** Possibly

"Molecule to Organism" is for students planning to go on to advanced work in biology or chemistry. An integrative seminar series will accompany the core studies of the program every quarter. The seminar deals with such subjects as the ethical considerations of advances in biology, medicine and molecular biology; the setting of priorities in research and health care delivery; and the actual practice of science as revealed by reading the biographies of scientists.

As we develop an understanding of organic chemical structure during Fall Quarter, we will also look at the other end of the size scale—at general biological structure and organization. Since the program assumes no previous study of biology, we will start with the whole body—something more recognizable than molecular reactions. We will study comparative physiology and anatomy, as well as development. As the year progresses, we will bring the two topics of organic chemistry and whole organisms together to examine the workings of bodies on a smaller and more intimate scale, studying examples of cellular and molecular processes.

In Spring Quarter, we hope to offer a more open-ended set of topics for study. The topics may include immunology, nutrition, neuroscience, molecular biology or more advanced work in chemistry or physiology.

We will take the viewpoint that learning how to ask good questions and how to find the answers are better than trying to cram a lot of soon-forgotten facts into one's brain. To this end, the seminar will also examine classic and current research papers. Perhaps we might also catch the authors' enthusiasm for their work.

**Planned equivalencies in quarter hours:** Will be distributed in organic and biochemistry, developmental biology, comparative physiology and anatomy, genetics and cell biology, and philosophy of science.

Total: 48 credits

*Program is preparatory for careers and future study in biology, chemistry and health sciences.*

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The Geology and Chemistry of Pollution

**Fall/Group Contract**

**Sponsor:** Fred Tabbutt

**Enrollment:** 24; **Faculty:** 1

**Prerequisites:** One quarter college chemistry and algebra, faculty signature required

**Special Expenses:** Lab fee of $20

**Part-time Options:** 4, 8, 12, 16 credit hours

**Internship Possibilities:** Yes

**Additional Course Allowed:** Yes

This program will engage students in the study of various problems of environmental pollution, using both theoretical and experimental methods. Applications of chemical equilibrium, geology and geochemistry will be developed, based on a foundation of thermodynamics. To this end there will be three parts to the classwork. A core track will cover pertinent topics in thermodynamics including the three laws, chemical equilibrium and chemical equilibrium. Two parallel tracks based on the core will be offered: (1) aquatic chemistry, dealing with the acid/base, solubility, and radox equilibria of fresh and salt water systems; (2) themes dealing with mineral resources, geology, heavy metal pollution, etc.

There will also be an advanced laboratory using techniques of gas chromatography/mass spectrometry, atomic absorption spectroscopy, x-ray diffraction and scanning electron microscopy to work on real problems of environmental significance.

Students will use the computer to analyze some of these problems.

**Planned equivalencies in quarter hours:**

- 4-thermodynamics
- 4-chemical equilibrium
- 4-chemistry
- 4-instrumental methods

Total: 16 credits

*Program is preparatory for careers and future study in environmental science, chemistry, geology and environmental policy.*

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Advanced Chemistry: Dynamic Systems

**Winter/Group Contract**

**Sponsor:** Fred Tabbutt

**Enrollment:** 24; **Faculty:** 1

**Prerequisites:** Two quarters calculus, two quarters college chemistry, one quarter college physics, laboratory and computer experience

**Special Expenses:** Lab fee of $20

**Part-time Options:** Yes

**Internship Possibilities:** No

**Additional Course Allowed:** No

A general approach to the modeling of dynamic systems ranging from populations to chemistry will be developed. During the first third of the quarter, students will be introduced to sufficient background in modeling techniques, including computers and chemistry, to undertake a specific project during the remainder of the quarter. Projects may range from a model of the ozone layer to a world model. Pertinent supplementary topics will also be developed in class during this time.

**Planned equivalencies in quarter hours:**

- 4-systems analysis
- 4-chemical kinetics
- 8-systems research

Total: 16 credits

*Program is preparatory for careers and future study in environmental science, chemistry, geology and environmental policy.*
Advanced Chemistry: Structures

Spring/Group Contract
Sponsor: Fred Tabbutt
Enrollment: 24 Faculty: 1
Prerequisites: Two quarters calculus, two quarters college chemistry, one quarter college physics, laboratory and computer experience.
Special Expenses: Lab fee of $20
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: No

The central topic of this quarter will be how molecular structure is determined experimentally and how this knowledge is used. This will require a development of topics in symmetry, spectroscopy and x-ray diffraction. Students will learn how crystal structures are determined. Each student will solve a simple structure problem. Applications to chemistry (molecular structure), geochemistry (minerals) and soil chemistry will be developed. Heavy use will be made of computers.

Planned equivalencies in quarter hours:
8-symmetry and quantum chemistry
4-x-ray diffraction
4-research

Total: 16 credits

Program is preparatory for careers and future study in environmental science, chemistry, geology and environmental policy.

Energy Systems

Fall, Winter, Spring/Coordinated Study
Coordinator: Tom Grissom
Enrollment: 24
Prerequisites: "Precalculus Math;" college level science or permission of the faculty
Special Expenses: Above average textbook costs, field trips
Part-time Options: Yes, for 12 credits, with faculty permission
Internship Possibilities: Yes, Spring Quarter
Additional Course Allowed: Yes, for 4 credits, with faculty permission

Energy Systems is designed to look broadly at issues of energy generation and utilization in our society and in the natural world around us. One of the goals of the program is to give students an understanding of the issues involved in achieving a sustainable energy society. We will examine energy science and technology, as well as related topics like energy policy, economics, politics and environmental concerns.

We will focus on electric and nuclear power and examine alternative energy sources such as solar, wind, geothermal, biofuels, etc. There will be modules covering the fundamentals of electricity, nuclear energy, solar energy and thermodynamics. Students will be expected to complete a component in calculus to be offered either as part of this program or in conjunction with another program. Students who have already completed calculus will be expected to take some other module which continues the development of their math skills, or a component in computer programming.

In seminar we will explore the social, political and economic aspects of energy production and use, including environmental and ecological concerns. Students will have an opportunity to undertake individual projects or to do internships in Spring Quarter. Field trips to energy production or technology centers are planned.

Planned equivalencies in quarter hours:
4-fundamentals of electricity
4-fundamentals of nuclear energy
4-fundamentals of solar energy
4-thermodynamics
8-calculus
4-introduction to computers and computer programming
4-energy systems: conventional/alternative
6-energy and society: policy, economics, politics
4-energy and the environment
6-energy project or internship

Total: 48 credits

Program is preparatory for careers and future study in energy science and technology; environmental science; ecology; public policy and administration.

Mathematical Systems

Fall, Winter, Spring/Group Contract
Sponsor: George Dimitroff
Enrollment: 24
Prerequisites: One year of college
Special Expenses: No
Part-time Options: Yes, see the following description
Internship Possibilities: No
Additional Course Allowed: Yes

This contract will study particular mathematical structures—geometric, topological and algebraic—from historical and psychological points of view as well as the purely mathematical. We will consider such questions as: Are such systems discovered or created? Why does a particular culture allow some to flourish and ignore others? What are some of the ramifications of embracing one model instead of another? Why are there so few ranking women mathematicians?

The contract is designed for people intending to pursue studies in mathematics and the sciences, for those who plan to teach in the area and for those who simply want to know more about mathematical thinking. "Mathematical Systems" is divided into seminars, workshops and coursework. Students may enroll in the seminar/workshop portion, in individual courses or in the entire constellation of activities. If you have questions about the appropriateness of your background for the various segments, consult the instructor.

Fall Quarter courses: Advanced Calculus I (a year of calculus is a prerequisite); Geometry.

Winter Quarter courses: Advanced Calculus II (Advanced Calculus I is a prerequisite); Topology (strong college-level algebra is a prerequisite).

Spring Quarter courses: Abstract Algebra (strong college-level algebra is a prerequisite); special topics in mathematics.

Planned equivalencies in quarter hours:
4-abstract algebra
8-advanced calculus
4-chaos theory or other special topic
4-geometry
4-topology
8-history of mathematics
8-psychology of mathematics
8-individual projects

Total: 48 credits

Program is preparatory for careers and future study in mathematics, education and humanities.

Science, Technology and Health
Data to Information

Fall, Winter, Spring/Coordinated Study
Coordinator: Will Humphreys
Enrollment: 48; Faculty: 2
Prerequisites: Core Program or equivalent; intermediate algebra; math placement exam required; faculty signature
Special Expenses: No
Part-time Options: Yes
Internship Possibilities: No
Additional Course Allowed: Possibly, if math background is extensive

"Data to Information" is for students planning to go on to advanced work in computer science. An integrative seminar and lecture series accompanies 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, and programming in a high-level language.

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

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

Spring Quarter: Operating systems will be included, as well as intermediate-level data structures.

Planned equivalencies in quarter hours:
- 8-data structures
- 8-machine organization and computer architecture
- 4-operating systems
- 4-programming language
- 4-quantitative methods
- 4-logic and discrete mathematics
- 4-introductory statistics and data analysis
- 4-management of technology
- 4-philosophy of science
- 4-science and ethics

Total: 48 credits

Program is preparatory for careers and future study in computer science, mathematics and information systems.

Science of Mind

Fall, Winter, Spring/Coordinated Study
Coordinator: David W. Paulsen
Enrollment: 72; Faculty: 3
Prerequisites: Junior or senior standing, others should speak with faculty
Special Expenses: $30/quarter lab fee
Part-time Options: Yes, by arrangement
Internship Possibilities: By special arrangement, Spring Quarter
Additional Course Allowed: In special circumstances

Philosophers, psychologists, neurobiologists, computer scientists, linguists and anthropologists have raised questions about the human mind. What is the structure of mind? What is the relationship of mind and brain? Does the brain work like a computer? If so, what kind of computer? How do culture and biology affect the development of mind? To what extent is the mind rational? A "cognitive revolution" has transformed the study of these questions.

"Science of Mind" will explore the nature of this revolution. It will consider theories from contemporary cognitive psychology and neurobiology, issues in philosophy of science, mind and language, as well as computer models of mental activity. Emphasis will be placed on theories about the nature of memory and reasoning as well as current developments in the use of neural nets for computer simulation. The program will cover basic cellular neurobiology, application of neural network models, techniques of experimental cognitive psychology, research design in psychology, descriptive and inferential statistics with psychological applications, use of the computer for data analysis and computer simulations of mental activity.

Fall and Winter Quarters: considerable work in statistics and research design as well as a survey of research in cognitive psychology, neurobiology and related fields.

Spring Quarter: an extensive research project in experimental cognitive psychology, neurobiology, computer modeling or library research.

Planned equivalencies in quarter hours:
- 12-topics in cognitive science (seminar)
- 4-cognitive psychology
- 4-research methods in psychology
- 8-neurobiology with laboratory
- 3-descriptive statistics
- 3-inferential statistics
- 2-data analysis using the statistical package for the social sciences
- 12-research project

Total: 48 credits

Program is preparatory for careers and future study in psychology, computer science, biology, the humanities and philosophy.

Human Health and Behavior

Fall, Winter/Coordinated Study
Coordinator: Betty Kutter
Enrollment: 72; Faculty: 3
Prerequisites: Core Program or one year of college work
Special Expenses: Transportation, food, lodging for possible retreat
Part-time Options: Yes, 12 credits, with faculty permission
Internship Possibilities: Consult faculty
Additional Course Allowed: Yes, students with a strong entering background in science and/or psychology are encouraged to substitute a course—i.e. chemistry, college algebra, media production, language or statistics (4 credits per quarter)—which helps meet needs for future work. Details need to be discussed with the faculty.

In "Human Health and Behavior" we will investigate the biological, psychological, spiritual and social forces that affect human behavior in order to develop strong foundations for further work in the areas of health, human services, education and counseling. Program material will be presented on the basis of two important assumptions. First, behavior and health are mutually influenced by psychological, biological and spiritual forces. Second, culture defines and influences our understanding and facilitation of health.

Drawing particularly from human biology, sociology, anthropology and psychology, the program will examine physiological development, the roles of gender and culture in differentiating human behavior; the central importance of self-esteem, and the guiding psychological processes. Emphasis will be placed on cognitive development, nutrition, perception, mind-body interactions, the impacts of social and community structure, and sociological and ecological forces influencing mental and physical health. Students will be encouraged 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: Will be distributed among psychology, human biology, nutrition, sociology, anthropology and health.

Total: 32 credits

Program is preparatory for careers and future study in human services, education, health sciences and psychology.
The Helping Professional

Fall, Winter, Spring/Group Contract
Sponsor: Diana Cushing
Enrollment: 24
Prerequisites: Senior standing, faculty signature is not required. However, this program demands willingness to be self-disclosing and to confront personal issues which are often painful. If you have any doubts about the suitability of this class for you, please discuss it with faculty before registering.
Special Expenses: $10 Fall, $25 Spring fee for special workshops; $30 Fall retreat (possible retreat winter and spring)
Part-time Options: No
Internship Possibilities: Spring Quarter, half-time
Additional Course Allowed: No

This advanced group contract is designed for those who plan to work in a helping profession and who may eventually attend graduate school in psychology, social work or a related area. It has three major components: (1) the study of much of the material usually prerequisite to graduate work; (2) development of interpersonal skills in one-to-one, small group and large group contexts; and (3) intensive personal growth work, since being an effective helper requires that one be relatively unhindered by one’s own “stuff.”

Three days a week (one-and-a-half in spring), we will explore theories and models of human growth and change, primarily through interactive modes such as discussion or seminars. Experiential workshops led by faculty and others will provide the primary means of skill development and learning. Students will be expected to be co-creators of the learning experience. We will study re-evaluation counseling and participate in a co-counseling relationship throughout the year.

Internship Component: Spring Quarter, students will assume a helping role in a human service agency (16-20 hours a week). Through the retreat, social activities and frequent opportunities for feedback in all directions, we will create a supportive, nurturing, stimulating and exciting learning community.

Planned equivalencies in quarter hours:
- Personality theory
- Personality and group work
- Counseling and psychotherapy
- Internship

Total: 16 credits

Program is preparatory for careers and future study in social work, human services and counseling.

Understanding Deaf Culture

Spring/Group Contract
Coordinator: Earle McNeil
Enrollment: 8
Prerequisites: None
Special Expenses: $30 fee for guides and interpreters
Part-time Options: 12 quarter hours
Internship Possibilities: Yes
Additional Course Allowed: Yes

This group contract will focus on issues, concepts and realities of living with severe hearing impairments and the nature, form and experience of the deaf community as a distinct, viable and meaningful cultural entity. A significant portion of the program will be experiential.

At least one of the faculty will be either born deaf and raised in contact with the deaf community, with sign as his or her first language or hearing but raised by deaf parents with sign as his or her first language and in contact with the deaf community.

American sign language will be a component of the program although students with advanced skills will choose alternative activities such as an internship or independent research.

We will also come to understand the issues and concepts raised as they apply to universal construction of personal and cultural realities.

Planned equivalencies in quarter hours:
- American sign language
- American deaf community studies
- American deaf studies
- Human development

Total: 16 credits

Program is preparatory for careers and future study in social work, human services and counseling.

Postmodernism and Human Services

Fall, Winter, Spring/Group Contract
Sponsor: Justino Balderrama
Enrollment: 24 Faculty: 1
Prerequisites: Core Program; background in social science; faculty signature
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The guiding assumption in this advanced group contract is that paradigms, models, classifications and methodologies inherited from the past no longer fully inform our knowledge or understanding of the contemporary human service environment.

A revisionist criticism called postmodernism is urging us to reconsider our basic pre-suppositions about professional human service practice and its disciplines of social science. Consequently we will reconsider three professional practices: human services, health/medical systems, and therapy/counseling by using the new methods of analysis suggested by postmodernism. We seek to understand how such powerful thought-systems as feminism, post-structuralism, multicultural studies, cultural studies, indigenism, critical theory and deconstruction have influenced, if at all, these three professional practices.

The contract is designed for students preparing themselves for the human service professions who seriously wish to reconsider the underlying assumptions that guide present day theory and practice.

We hope to examine the works of Daly, Keller, Griffin, Kristeva, Cicou, Allen, Arguelles, Lacan, Derrida, Foucault, Geertz, Clifton, Brotherston, Momaday, Douglas and Hinojosa.

Planned equivalencies in quarter hours:
- Sociology of emotions
- Ethics of intervention
- New theories of human behavior
- Multicultural studies
- Spring: Deconstruction of helping/healing
- Revisionist social science
- Independent research project

Total: 48 credits

Program is preparatory for careers and future study in law, social science, multicultural studies, social work, counseling, health and human services, women’s studies, management, public administration and graduate school.
Joye Hardiman

"Inspirational" is how students and colleagues describe Joye Hardiman, an Evergreen faculty member since 1975. Currently, she is the director of Evergreen's Tacoma Program, a dynamic, community-centered program serving the urban adult learner.

I'm an African American female who delights in creating and maintaining educational environments for people who look like me. I am a teacher, director and scholar-activist who uses African wisdoms to negotiate and solve contemporary problems.
Tacoma Campus

Director: W. J. Hardiman

Serving a student population composed primarily of working adults, The Evergreen State College—Tacoma provides a broad-based liberal arts education in the arts and sciences that recognizes the importance of providing the urban adult learner with the skills, information and vocabulary necessary for living and working in the 21st century.

Evergreen's off-campus program in downtown Tacoma features two-year, upper-division studies leading to a Bachelor of Arts degree. Classes are scheduled at times convenient for working people. Both daytime and evening classes are available. Students wishing to enroll in an off-campus program must have completed 90 quarter hours of transferable college-level work before entering. Detailed information on admission is also available through the Admissions Office in Olympia.

Tacoma Community College and Evergreen also offer a two-year, lower-division liberal arts program for freshmen and sophomores in the evenings at the same site as the upper-division program. More detailed information can be obtained by contacting Director W. J. Hardiman in Tacoma at (206)593-5915 or through the main campus in Olympia, (206)866-6000, ext. 6004.

Urban Issues, Urban Organizations

Fall, Winter, Spring/Coordinated Study
Coordinator: Joye Hardiman
Enrollment: 120 Faculty: 4.5/Quarter
Prerequisites: Junior standing and prospective student interview
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The goal of this year-long interdisciplinary program is to explore historical and contemporary urban communities, their origins, evolution and changing configurations.

In Fall Quarter the focus of the program will be on urban communities in Africa, Europe and Asia. In Winter Quarter the focus will be on urban communities in the United States. In Spring Quarter the focus will be on applying the information gained in the previous quarters to local urban issues and organizations. Among the various themes to be considered are: urbanization, urban life cycles and cultural expressions, ghettos, gentrification and urban revitalization.

The underlying subject matter will include political economy, archaeology and anthropology, social theory, cultural history, urban planning and architectural design, urban health issues, urban education and applied literary studies.

Students will be expected to use the knowledge acquired to do advanced research, construct conceptual models and design and implement public service activities or projects. The program format will consist of large group lectures and discussions, small group seminars, workshops and individualized projects.

Planned equivalencies in quarter hours:
- 6-cultural history
- 6-anthropology
- 6-political economy
- 6-urban studies
- 6-political theory and social change
- 6-educational theory
- 6-public health
- 6-applied literary studies

Total: 48 credits

Program is preparatory for careers and/or future study in urban studies, public, community and social services, law and education.
Internships and Cooperative Education

More than half of Evergreen's students complete one or more Internships by the time they graduate. This compares with a nationwide figure of less than two percent. Although most Interns work in businesses, schools, government agencies, or nonprofit organizations in southwest Washington, Internships are also available throughout the state, the nation, and even in other countries, in both the private and public sectors.

Each Internship must be approved in advance by the Office of Cooperative Education, which is part of Evergreen's Student Advising Center. Opportunities to conduct Internships are built into many academic programs. They also are available for upper-division students through Individual Learning Contracts.

Unless an Internship is required as part of one's work in a Coordinated Studies Program or Group Contract, students are eligible to conduct Internships only after they have been enrolled at Evergreen for at least one quarter. Priority access to Internships through Individual Learning Contracts is given to seniors.

Each Internship is sponsored by an Evergreen faculty member (or approved staff sponsor) who works closely with the Intern and her or his field supervisor to determine the amount of credit to be awarded for Internship Learning. Activities at the Internship site are guided by a field supervisor. At the end of the quarter, the faculty sponsor, with the benefit of the field supervisor's evaluation, writes the final evaluation describing the student's performance and internship-related learning.

Each quarter of an Internship is planned, arranged, conducted and evaluated based on the student's academic objectives for that quarter. Those objectives and all other Internship-related matters are negotiated and agreed to by the student, sponsor and field supervisor before the Internship begins. These agreements are formalized in an internship contract that is signed by all parties. Internships invariably include a strong component of academic activities such as related reading, a daily journal, weekly conferences with one's faculty and various written reports.

The Office of Cooperative Education is the central source of current information about Internship programs, policies and procedures, available Internship positions and Internship sponsors. Co-op staff members are available throughout the year to answer questions about the program and to assist students, sponsors and field supervisors with all activities involved in planning, arranging and conducting Internships.

You are encouraged to plan for your Internship at least a quarter ahead of time. For more information, call or write the Office of Cooperative Education, the Evergreen State College, Olympia, Washington 98505.

Part-time Studies

Part-time courses are offered throughout the year. Please check with the Admissions Office, however, if you only want to enroll part time, as priority goes to full-time students. Up-to-date descriptions of part-time offerings are published quarterly in The Evergreen Times.

Prior Learning from Experience

Prior Learning from Experience is a structured program for adult students who want to examine their pre-college experience for potential academic credit. PLE students plan, develop and write an extended paper which discusses the context of their pre-college experience, and the resultant learning.

The program requires all students accepted to take a "Writing from Experience" 4-credit class, usually offered in Winter and Summer Quarters. Writing from Experience requires students to examine their own learning patterns and writing skills and work on the narrative portion of the PLE document. When completed, the document is submitted to the PLE Credit Evaluation Committee for assessment of credit for prior learning.

Applications for enrollment in the PLE program are taken all year long, but enrollment is limited. Interested students are encouraged to contact the PLE office early. Most students complete their papers in a two-quarter sequence, with a third quarter required for evaluation. When accepted into the program, students have one academic year in which to complete the process.

For application forms and further information about PLE, contact the PLE office. For information on other forms of prior learning credit, see "Credit for Military and Flight Training," and "Credit for Training Sequences," page 24. A flyer on the various possibilities for attaining credit for work outside the classroom is available from the PLE office.

Writing Center

The Writing Center is available to students who would like help with reading, study skills or writing. Priority is given to assisting students within their academic programs. Diagnostic testing and individual conferences are available to help determine needs.

Students can work on reading and writing improvement with self-paced programs, in small groups or with individualized help from the Writing Center. Professional staff and student tutors on a first-come, first-served basis.

Self-Paced Learning

Since Evergreen 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 an 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 are housed in the Computer Center.
Library

The Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but 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's resources are the "what" of information usage while the Library's staff provides the "how" through workshops for locating and using printed, filmed, taped and microfiched information, library research methods, and free instruction in the use of media equipment and basic media.

"What" you will find in the Library includes 4,000 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment); over 231,000 books, 30,000 reference volumes, four well-equipped recording studios, a complete video production system, films, recordings, maps, documents, editing benches, drafting tables, and 1,920 periodical subscriptions.

In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through the computerized database 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 Library circulates more of its collections proportionately than most colleges — over 190,000 volumes last year.

More details can be found in the Library Comix publication, which can be picked up just inside the Library's main doors. You can also call ext. 6250 for more information or drop in and talk to any Library staff member.

Computer Services

In Academic Computing, the emphasis is placed on students and technology. Students are provided with 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 networking, and as more academic programs incorporate computing. There is no charge to students for the use of computing facilities.

Located in Library 2408, the Computer Center is a place where individual attention comes first. Direct your questions to the Computer Center's student consultants.

Many students use the college's Data General MV10000 "super-mini" computer, which offers several computer languages, including Pascal, COBOL, LISP and BASIC, as well as software like SPSS® and DBMS. In 1986, Evergreen received a National Science Foundation grant to create the Microcomputer Laboratory, which now offers 30 AT&T microcomputers, video projection equipment and access to the Data General computer.

The college has received computer equipment grants totaling nearly $1 million from AT&T. The equipment allows Academic Computing to upgrade the Microcomputer Lab, increase the number of microcomputers and improve computer networking.

Evergreen recently expanded its Macintosh laboratory to 18 Mac II computer stations; these are networked to share printing and peripheral resources. Complementing Evergreen's mainframe and other micro resources, the Mac Lab provides students with graphics, word processing, imaging and desktop publishing capabilities for academic projects.

Some equipment for plotting and graphics is also available in the Computer Center, as are manuals, specially-designed reference materials and workshops to help you make the best use of the facilities. Evergreen also has visual enlargement software and software and hardware to support persons with special needs. A Washington Services for the Blind grant has expanded this resource with personal reading and braille printing equipment. Microcomputers designed for natural science applications are located in LAB II, see page 103.

Evergreen has established several microcomputer purchase plans for student use at substantial educational discounts through the college Bookstore. We encourage you to consider purchase of a computer for your academic work at Evergreen.

Student and Support Services

The Hillaire Student Advising Center

The Hillaire Student Advising Center (SAC) exists to coordinate advising services among faculty, students and staff. The Center includes the offices of Academic Advising; the Prior Learning Program; Career Development, which provides students with career planning and placement; Cooperative Education, described on page 86; KEY-Special Services, which provides personal and academic skills development; the First Peoples' Advising Services, which supports students of color by providing academic, personal and social support on a drop-in basis; and the Dean of Student and Academic Support Services.

Located in the 1400 wing of the Library, the Student Advising Center provides up-to-date information on academic programs, faculty, job listings and other resources for students. The Center also offers numerous workshops throughout the year on such themes as writing evaluations, how to compile and maintain Evergreen portfolios, developing study skills, and career and academic planning. Programs and services are designed to assist students as they work toward their educational goals.

See the Academic Advising Office's publication, The Evergreen Student Handbook, for more about the SAC and advising at Evergreen.

Other Services

Students and Academic Support Services also include programs located elsewhere on campus. These include: Student Activities, the Counseling and Health Center, Upward Bound, the Evergreen Childcare Center, the Cooper Point Journal, and KAOS (Campus radio station). Each office is devoted to supporting the academic and personal development of students. See The Evergreen Student Handbook for more information about the Academic Support Services, or contact the Dean in the 1400 wing of the Library, ext. 6034, or the office that is directly related to your area of concern.
Graduate Study at Evergreen

Master of Environmental Studies (MES)

Director: Ralph Murphy

The Graduate Program in Environmental Studies opened in September 1984, and has reached its steady state capacity of approximately 80 students. Our first graduates of June 1986, are now in public and private sector jobs or continuing graduate studies in related fields. The program is integrated and interdisciplinary. A primary objective for study is a deep understanding of environmental policy development and implementation. Study will focus on the relationship between science and policy. Students can expect a balanced curriculum which considers and seeks creative solutions to contemporary environmental issues.

The MES Program is open to part-time and full-time students. To make attendance easier for employed students, most coursework is concentrated in the evening and late afternoon.

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 recent coursework in both the social and natural sciences and in statistics before entering the program.

The MES Program consists primarily of three parts: (1) a required 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 eight quarter hours per quarter and constitutes the full load for part-time students. The core runs consecutively for four quarters: Fall, Winter, Spring and Fall. All students are required to complete an original thesis which has policy implications. It may be the written result of an individual or small-group project. Students will enroll in the following core sequence:

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

Electives include land resources, natural resource economics, environmental policy, ecological methods, environmental management, ecological principles, environmental philosophy and ethics, American environmental history and watershed management. Electives are 4 quarter hours each. Some variation from year to year will occur based on student interest and faculty availability.

Questions concerning the MES Program should be directed to Carol Simila-Dickinson, Assistant Director, Graduate Program in Environmental Studies, The Evergreen State College, Lab I, Olympia, WA 98505; 206/866-6000, ext 6405.

Master of Public Administration (MPA)

Director: Lucia Harrison

The Graduate Program in Public Administration offers a master's degree in public administration (MPA). The program's primary commitment is to challenge and thoroughly prepare students to seek democratic, equitable and practical solutions to the problems which face state and local governments in the Pacific Northwest.

The program welcomes students intending to pursue a public sector career and those already working for government or organizations involved in public issues. It is open to full- and part-time students. Most students enrolled in the program are employed full time by state or local governments and are pursuing their graduate studies on a part-time basis. To accommodate these working students, classes are concentrated in the evenings.

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 six quarters. Students lacking significant public sector experience are expected to complete an internship for at least one academic quarter. To satisfy the degree requirement, a student must participate in a sequence of five core programs and complete three elective courses and an applications project. Each core program is interdisciplinary and team taught by two or three faculty. The core sequence provides sustained instruction in the analytical, administrative and communicative skills needed for effective public service. It is also designed to imbue students with the habit of examining the political and economic context of public administration and policy making, of addressing the ethical dimension of administration and policy, and of attending to the roles and issues of race and gender in the workplace and in public policy.

Elective courses allow a student to broaden the study of the public sector beyond the range of the core programs or to concentrate intensely on a specific public sector issue. The applications project is completed concurrently with the core program in Public Policy over the Winter and Spring Quarters
of the second year. It is a group or individually authored research effort, usually with practical impact for current public sector entities. The topic, form and content of any project will vary with the student's interests, opportunities and development, but every project represents the culmination of work in the program and provides a document which demonstrates the author's knowledge and ability.

The MPA curriculum is:

Core Programs

The Political and Economic Context of Public Administration (8 quarter hours)

Managing Human Resources (8 quarter hours)

Research Methods for the Public Sector (8 quarter hours)

Fiscal Policy (8 quarter hours)

Public Policy and Its Administrative Implications (8 quarter hours)

Applications Project in Public Policy and Administration (8 quarter hours)

Electives (12 quarter hours; typically, three 4 quarter hour courses)

Inquiries about the MPA program should be addressed to Carol Simila-Dickinson, Assistant Director, Graduate Program in Public Administration, Lab I, The Evergreen State College, Olympia, WA 98505; (206)866-6000, ext. 6405.

Graduate Program Procedures

Admissions

The application deadline for early admission is March 15. After that date, applications will be considered as they are completed. 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 is competitive. Admission decisions are based on a thorough review of the following (see the Graduate Catalog for details regarding these procedures):

- Academic transcripts including certification of receipt of a bachelor's degree
- Brief essays by the applicant
- GRE score
- Letters of recommendation.

For some who apply, the transcript or admissions material may be an incomplete reflection of their interests and abilities. Our admissions process considers 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

Limited financial aid is available in the form 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. Financial Aid Forms (FAFs) should be mailed to the College Scholarship Service by March 1. 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.
Evergreen offers an innovative Master in Teaching degree program, full-time for six academic quarters. Successful completion will result in the MIT degree and Initial Certification.

Evergreen's MIT is interdisciplinary and team taught. A group of 45 students and a faculty of three will form a "learning community" which will essentially remain together for two academic years.

The program content meets all academic requirements for the Washington Initial Teaching Certificate, and most academic requirements for the Washington Continuing Certificate.

Major areas of interdisciplinary study in the program will include psychology, philosophy and history of education, multicultural studies, research and teaching methods. There will be a strong emphasis on field experience. Five of the six quarters will include significant work with students in schools.

Elementary and Secondary Endorsements

An endorsement is a qualifying phrase on a Washington Teaching Certificate which identifies the grade level and subject matter area in which an individual may teach. Before beginning the MIT, students must have their endorsement area coursework completed (or within one academic quarter of completion).

The secondary education candidate, preparing for teaching in departmentalized classrooms in grades 4-12, must have a Primary Endorsement, and is encouraged to add a Supporting Endorsement as well. The available Primary Endorsements include English; mathematics; physics; science with biology, chemistry or physics concentrations and social studies.

The elementary education candidate, preparing for teaching in any classroom, grades K-8, will qualify for the Elementary Primary Endorsement, but must also have two Supporting Endorsements. Available supporting endorsements include: art, chemistry, economics, English, Spanish, French, German, history, math, physics and political science. The elementary education endorsement qualifies an individual to teach any subject in grades K-8 except special education.

Any course required for an endorsement which is lacking at time of admission to the program, must be completed no later than the summer preceding year two. It is not possible to undertake any endorsement courses during the six quarters of the professional program.

Admissions Requirements

Admission to the Teacher Education program is competitive.

Minimum requirements include a B.A. or B.S. at the time of entry, a 3.0 grade point average on graded transcripts (or comparable work on ungraded transcripts). General Education requirements for all candidates include 8 quarter hours of natural science, 8 quarter hours of social science and 12 quarter hours in writing.

As part of the entry process, students must take the Graduate Record Exam (GRE). The score on this exam, however, will not be used as a criterion for admission, but will be used in a long range research study.

Students wishing to apply to this program must submit all material to the Admissions Office. Required material includes the teacher education application form, official transcripts from every college previously attended, three letters of recommendation, a work experience resume and two essays. For complete information on admission, consult our catalog, Teacher Education at Evergreen, 1991-1993.
This is a listing of Evergreen's faculty as of 1990-91. A more extensive detailing of Evergreen faculty members' areas of expertise can be found in The Evergreen Student Handbook, available at the Student Advising Center.

**Humanities-Art**


Marianne Bailey, *Languages and Literature*, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Ph.D., Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, Germany.


Carol Vipperman, *Humanities-Art*, 1987; Assistant Academic Dean, 1987-89; Chair, Lacey Center, 1990-91. A more extensive detailing of Evergreen faculty members' areas of expertise can be found in The Evergreen Student Handbook, available at the Student Advising Center.

**Languages and Culture**

University of Nevada, 1972; M.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

Marianne Bailey, *Languages and Literature*, 1989; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Ph.D., Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, University of Tubingen, Germany.


Natural Sciences

Paul R. Butler, Geology, 1986; A.B., Geography, University of California, Davis, 1972; M.S., Geology, University of California, Berkeley, 1976; Ph.D., Geology, University of California, Davis, 1984.

Richard A. Cellarius, Plant Biology, Biophysics, Environmental Policy, 1972; B.A., Physics, Reed College, 1938; Ph.D., Life Sciences, Rockefeller University, 1965.

Robert Cole, Physics, 1981; B.A., Physics, University of California at Berkeley, 1965; M.S., Physics, University of Washington, 1967; Ph.D., Physics, Michigan State University, 1972.


Thomas Grissom, Physics, 1985; Ph.D., Physics, University of Mississippi, 1962; M.S., Physics, University of Missouri, 1956; B.A., Physics, University of Tennessee, 1957.

Burton S. Gutman, Biology, 1972; B.A., Interdisciplinary Science, University of Minnesota, 1938; Ph.D., Biology, University of Oregon, 1963.

Steven G. Herman, Biology, 1971; B.S., Zoology, University of California at Davis, 1967; Ph.D., Zoology, University of California at Davis, 1973.


Jeffrey J. Kelly, Chemistry and Biochemistry, 1972; Director of Laboratory Computing, 1984;

B.S., Chemistry, Harvey Mudd College, 1964; Ph.D., Biophysical Chemistry, University of California at Berkeley, 1968.

Robert H. Knapp, Jr., Physics, 1972; Assistant Academic Dean, 1976-79; B.A., Physics, Harvard University, 1965; D. Phil., Theoretical Physics, Oxford University, England, 1968.


Carrie Margolin, Psychology, 1988; B.A., Hofstra University, 1976; Ph.D., Dartmouth College, 1981.


Donald V. Middendorf, Physics, Physiology, 1987; B.A., Biology, University of Missouri, 1977; M.S. Applied Physics, Cornell University, 1980; Ph.D., Plant Physiology, 1984.

David H. Milne, Biology, 1971; B.A., Physics, Dartmouth College, 1961; Ph.D., Entomology, Purdue University, 1967.

Gonzalo Munequin, History/Philosophy of Science, 1989; B.A., Philosophy, California State University at Northridge, 1970; M.A., Philosophy, California State University at Northridge, 1971; Ph.D., Philosophy, University of California, 1975.

Janet Ott, Biology, 1985; B.S., St. Lawrence University, 1975; Ph.D., Biology, University of Southern California, 1982.

Willie L. Parson, Microbiology, 1971; Academic Dean, 1974-78; B.S., Biology, Southern University, 1963; M.S., Bacteriology, Washington State University, 1968; Ph.D., Microbiology, Washington State University, 1973.


Niels A. Skov, Management, 1972; B.S., Mechanical Engineering, Teknikum, Copenhagen, Denmark, 1947; M.S., Physical Oceanography, Oregon State University, 1965; Ph.D., Physical Oceanography, Oregon State University, 1968.


James Stroh, Geology, 1975; B.S., Geology, San Diego State University, 1968; M.S., Geology, University of Washington, 1971; Ph.D., Geology, University of Washington, 1975.


Peter B. Taylor, Oceanography, 1971; B.S., Biochemistry, Cornell University, 1955; M.S., Marine Biology, Scripps Institution of Oceanography, University of California at Los Angeles, 1960; Ph.D., Marine Biology, Scripps Institution of Oceanography, University of California at San Diego, 1964.

Alfred M. Wiedemann, Biology, 1970; B.S., Crop Science, Utah State University, 1966; M.S., Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.

Byron L. Youat, Physics, 1970; Academic Dean, 1973-74; Vice President and Provost, 1978-83; B.S., Physics, California Institute of Technology, 1948; Ph.D., Physics, University of California at Berkeley, 1953.


Kenneth Dolbear, Political Science, 1981; Director of Graduate Program in Public Administration, 1984-85; B.A., English, Haverford College, 1951; L.L.B., Brooklyn Law School, 1958; Ph.D., Political Science, Columbia University, 1965; Fullbright Scholar, Denmark, 1989-90.

Fred Dube, Psychology, 1989; B.S., Psychology and Sociology, Natal University, South Africa, 1966; Ph.D., Psychology, Cornell University, 1976.

Donald Finkel, Psychology, 1976; B.A., Philosophy, Yale University, 1965; M.A., Developmental Psychology, Harvard University, 1967; Ph.D., Developmental Psychology, Harvard University, 1971.


Lucia Harrison, Public Administration, 1981, Director, Graduate Program in Public Administration, 1990-present; B.A., Arts Administration, Antioch College, 1972; M.P.A., Public Policy, University of Wisconsin at Madison, 1976; Ph.D., Educational Administration, University of Wisconsin at Madison, 1979.


Ryo Inamuro, Psychology, 1988; B.A., Mathematics, University of California, Berkeley, 1967; M.S., Counseling, San Francisco State University, 1978; Ed.D., Counseling/Educational Psychology, University of San Francisco, 1986.

Virginia Ingersoll, Communications, 1975; B.A., Journalism-Philosophy, Marquette University, 1964; Ph.D., Communications and Organizational Psychology, University of Illinois, 1971.


Lovern Root King, Social Sciences, 1977; B.A., English, Seattle Pacific College, 1972; M.C., Communications, University of

Jaime C. Kooser, Environmental Studies, 1985;
B.A., Geography, Northwestern University, 1975; M.A., Geography, University of California at Berkeley, 1976; Ph.D., Geography, University of California at Berkeley, 1980.

Lowell Kuehn, Sociology and Public Administration, 1975; Acting Director, Washington State Institute for Public Policy, 1984-85; Director of Graduate Program in Public Administration, 1983-84.


Gerald Lassen, Public Administration, 1980;

Daniel B. Leahy, Public Administration, 1985; Director of Labor Center, 1987;

Russell M. Lidman, Economics, 1974; Director of Graduate Program in Public Administration, 1981-83; Director, Washington State Institute for Public Policy, 1985-1990; Provost and Academic Vice President, 1990-91.


Earle W. McNeil, Sociology, 1971; Academic Advisor, 1983-86;

Maxine L. Mimms, Social Services, 1972;
B.S., Education, Virginia Union University, 1950; Ph.D., Pedagogical and Curriculum Studies, Union Graduate School-West, 1977.

Larry Mosqueda, Political Science, 1989;

Paul Mort, Sociology, 1984;
B.S., Political Science, Purdue University, 1952; M.A., Political Science, University of Michigan, 1955; Ph.D., Sociology, University of Michigan, 1960.

Arthur Mulka, Public Administration and Management, 1979;

Jose State College, 1957; Ph.D., Anthropology, University of California at Berkeley, 1976; Ph.D., Georaphy, University of California at Berkeley, 1980.

Ralph W. Murphy, Environmental Science, 1964; Director, Graduate Program in Environmental Studies, 1988-present;

Charles T. Nisbet, Economics, 1971;

Dean Olson, Management, 1988;

Mark Papworth, Anthropology, 1972;

John L. Parker, Education, 1986;
A.B., American Civilization, Brandeis University, 1982; M.A.T., Social Science Curriculum, Harvard University, 1960; Ed.D., Curriculum and Supervision, Harvard University, 1968.

Yvonne Peterson, Education, 1984;

Sherry L. Walton, Education, 1987;

Gregory Weeks, Economics, 1981;

David W. Whitener, Native American Studies, 1979;

Thomas Wommeldorf, Economics, 1989;

Arthur Mulka, Public Administration and Management, 1979;

Barbara L. Smith, Management and Computer Services, 1973; Director of Computer Services, 1973-75; Assistant Academic Dean, 1979-81;
"Gender Images" is the best program I've had, hands down. It's made me confront issues about my identity that I would not have thought about otherwise. It's made me think hard about unlearning traditional male responses that create problems and pain for others. Most importantly, it's introduced a "new" masculinity that's not threatened by differences in gender, sexuality, race or class.

Spokane native Jon Snyder intends to complete his Evergreen career with a bang. He reports, "I'm part of a crack team of seniors who are putting together a weekly TV program that aims to be the most exciting piece of music television this campus has ever seen."
Evergreen's Wellness Center features instruction and encouragement as well as top flight equipment. The CRC (Campus Recreation Center) also includes multipurpose dance and exercise rooms, a brand-new gymnasium, Weight Room, sports medicine area, and an equipment rental center that offers everything from sailboats and kayaks to skis and backpacking equipment.

The Computer Applications Lab has interfaced lab equipment with computers, enabling students to analyze experimental results immediately.
Catching the sun on the Campus Plaza, a great place for playing frisbee or hackysack or just being with friends.

**Dedication of the statue** of a woman drummer as part of a Graduation Ceremony. The 12-foot carving welcomes visitors to campus and symbolizes Evergreen’s commitment to diversity of peoples, cultures and ideas.

The Communications Laboratory (COMM Building) is a dynamic focal point for the performing arts. You’ll find production and performance facilities for film, theater, music, and dance as well as a 200-seat Recital Hall and a black-box Experimental Theater.
Somethin' Else! — Evergreen provides extensive state-of-the-art media production equipment and professional advice on a personal basis.

The Evergreen Bookstore, located in the CAB, features general reading and reference books, film processing, ticket sales and the latest in Geoduck leisure wear. For late night needs, including books, magazines, snacks and school supplies, check out the Branch Bookstore in Housing’s Community Center.

Santa, an Honorary Greener, visits the Evergreen Childcare Center. The Center offers quality care for preschool children. There is usually a waiting list, so call ext. 6061 as soon as possible.
Learning for fun, personal development and encouragement of lifelong pursuits — that’s the goal of Evergreen’s Leisure Education Classes. Nearly 70 self-sustaining, non-credit classes can teach you everything from ethnic dances and Aikido to sea kayaking and rock climbing. Course tuition is generally about $35. Call 866-6000, ext. 6530 for complete details.

The Arts Annex, a facility especially designed for the expression of the expression arts. The Annex houses a ceramic studio, a large area for sculpture, casting, welding and sheet metal work, and newly constructed painting and design studios.

Take a break from everything on the Evergreen beach.
Saturday night at Evergreen.

The eight-foot Seaduck on national TV with Today Show's Willard Scott. Evergreen's mascot represents the college's unofficial motto, Omnibus Estares, which loosely translates to "Let it all hang out!"
R&R at the Community Center, the site for dances, meetings, poetry readings, chess games and other activities. Great snacks and meals are available at the Corner Cafe, inside the center.

In addition to intercollegiate teams in women's and men's soccer, swimming and diving, Evergreen's Recreation and Athletics program also offers intramural activities in basketball, volleyball, tennis, ultimate frisbee, skiing, sailing and more.

Come on in! The 11-lane swimming pool is complemented by a separate diving well, competition timing system, power lift for the physically challenged, and saunas.
The Evergreen Organic Farm has received national recognition. Located on the west edge of campus, the farm is 13 acres of bustling agricultural and academic activity. You can raise crops through academic programs such as "Ecological Agriculture" or on your own plot in the community garden. More details on p. 47.

"See you at the CAB!" is an invitation to meet in the College Activities Building. The CAB features a bookstore, a deli and cafeteria, KABS radio station, and The Cooper Point Journal (the student newspaper). There's also plenty of space to talk and relax.

At home in Housing. Nearly 1,000 students live in Evergreen's Housing, which offers a choice of single and double studios, one- to six-bedroom apartments and duplexes.
At a Slaot festivity (Indian stick game), Faculty Member David Whitener shows off his daughter. This event, open to all members of the campus community, is just one of many sponsored by student groups in the First Peoples Coalition. Groups include: Umja, MECHI, the Evergreen Indian Center, the Asian/Pacific Isle Coalition, and the Women of Color Coalition.

KAOS 89.3 FM is a radio station not to be taken lightly. It's a truly community phenomena, airing innovative, commercial-free shows created by students and community volunteers.

Faculty Member Rob Knapp and his students take a personal look at Evergreen's personal computers. See page 87 for details on Computer Services.
Access & Facilities

Student and staff member Anna Mae Livingston addresses Convocation, 1989.

If you are a physically or sensory challenged person you will find yourself not only welcomed at Evergreen, but encouraged to become a vital, active participant in our community. Our goal is to provide support and assistance that will facilitate the greatest degree of personal independence and self-reliance possible during your Evergreen career. In order to identify appropriate support services, we ask you to notify the college 60 days before registration to ensure required accommodations can be arranged. All verification disability materials are held in strict confidence and must be received prior to enrollment to be eligible for special services.

Offices that will assist you are:

**Affirmative Action**
- ext. 6364 or (206) 866-6834 for direct Voice/TDD;
- Physically and Sensorily Challenged Students ext. 6348.
- Students With Challenges Group ext. 6092.

To make arrangements to visit, request an information brochure on our services or just talk, please feel free to call the Affirmative Action Office. We look forward to learning with and from you.

**Student Union**

In June 1989, Evergreen's student body approved a proposal for creating a Student Union, whose activities will be coordinated by a six-member Student Union Board. The Social Contract, Code of Student Conduct and the Grievance and Appeal Process are printed in the *The Evergreen Student Handbook*.

**Food Services**

*The Corner Cafe*, located in the Housing Community Center, is a student-run collective, featuring homemade breads, soups and daily vegetarian specials.

*The Greenery*, located on the first floor of the CAB, offers a bountiful salad bar, Mexican food, homemade pastries, international food bar and more. One floor up, *The Delt* features sandwiches, espresso, ice cream and beverages. Payment may be cash or on a scrip ticket basis. Scrip tickets are convenient and save 10 percent on food purchases. You may purchase your $50 books of scrip for $45 in the Cafeteria.

**Mail Services**

Student mail is delivered six days a week and a self-serve postal unit is provided in the CAB. If you're a new student moving into Campus Housing, you can send your belongings to Mail Services, The Evergreen State College, Olympia, WA 98505.

**Security**

Campus Security is open 24 hours a day, seven days a week and is staffed by officers trained in law enforcement and problem resolution skills. Security works to resolve problems by using Evergreen's Social Contract (see *The Evergreen Student Handbook* for a complete copy of this document). While charged with law and college regulation enforcement, in the case of a serious incident, unarmed campus officers may act as intermediaries between campus community members and county deputy sheriffs rather than perform direct, initial involvement.

Although the college is not responsible for the loss of personal property from campus buildings, Security provides cards for listing personal valuables and, for a small fee, will register and license bicycles. Security keeps property information on file in case of loss or theft.

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Although the college is not responsible for the loss of personal property from campus buildings, Security provides cards for listing personal valuables and, for a small fee, will register and license bicycles. Security keeps property information on file in case of loss or theft.

**Other Facilities On Campus**

LAB I and II provide a learning environment for the arts and sciences. LAB I houses teaching and research labs, advanced microscopy lab, and several instrument labs which feature a scanning electron microscope with x-ray elemental analysis capability, a gas chromatograph, mass spectrometer and other equipment. LAB II houses the Computer Applications Lab and weaving, printmaking, neon, batiking, drawing and design facilities as well as open studio spaces and general laboratory science space.

**Student Activities**

Students fund a variety of organizations which provide cultural, informational, social, recreational, spiritual and educational services and activities. The current organizations include Asian/Pacific Islander Coalition; Bike Shop; *Cooper Point Journal*, Evergreen's student newspaper; Students With Challenges; Childcare Center; Political Information Center; Environmental Resource Center; Graduate Student Association; Innerplace; KAOS-FM; Lesbian/Gay Resource Center; MAZAR; Chicano/Latino Student Movement; Jurasic Group Coffee House; Speech Club; Veterans and Reservists Group; YWCA; Northwest Indian Center; Parents Center; Peace and Conflict Resolution Center; Recreational Sports; Recycling Program; Slightly West Literary Magazine; Student Produced Art Zone (SPAZ); Student Communications Center; Student Government; Umoja/African American Student Organization; Women of Color; Women's Center, and the Community Network Organization. The Student Activities Office is currently in CAB 305, ext. 6220. Student organizations are located on the third floor of the Library, the CAB and the College Recreation Center.

**Veterans Affairs**

Veterans Affairs assists veterans and other eligible persons with information and all VA-related applications to insure them maximum use of educational entitlements. The Office of Veterans Affairs also provides counseling, advocacy and referral for veteran students.
The Washington State Institute for Public Policy undertakes research studies, sponsors conferences, publishes newsletters and otherwise promotes the flow of information between higher education and public officials. The Institute also provides internship opportunities for Evergreen undergraduate and graduate students. One of the Institute's largest projects is an annual survey of 2000 low-income and at-risk Washington families. This information is an invaluable aid to state policy making.

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. Rooms in the residence halls and modular units are homes, and drinking is legally permissible for students 21 or older.

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 Conference Services, CAB 214.

Evergreen students, faculty and staff who want to schedule a special event or outside speaker must contact the Production Clearance Coordinator, CAB 365. Reservations for space and/or facilities are made through the Space and Scheduling Office, Seminar Building, room 4109.

Parking Regulations

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Per Day</th>
<th>Quarter</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motorcycles</td>
<td>.75</td>
<td>11.75</td>
<td>27.5</td>
</tr>
<tr>
<td>Automobiles</td>
<td>.75</td>
<td>22</td>
<td>54</td>
</tr>
</tbody>
</table>

Daily permits can be purchased at the information booth on the front entrance road to campus. Parking is permitted in designated areas only. 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, sexual preference, 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 Officer, ext. 6368, or V/TDD, (206) 866-6834.

Student Conduct Code

Current copies of this document, which describes students' rights and responsibilities, are available through the office of the vice president for Student Affairs.
The Evergreen State College is an hour’s drive away from the Seattle-Tacoma airport. Olympia is also 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 west for three miles to The Evergreen State College exit, and go another two miles on the Evergreen Parkway to the campus entrance.
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Campus Profile

Faculty
Ph.D. or Terminal degree 70%
Percent female 35%
Percent male 65%
Faculty of color—total 20%
Olympia Campus 14%
Tacoma Campus 50%
Average student/faculty ratio 20/1
Staff 392
Enrollment 3237
Graduate 5% 162
Undergraduate 95% 3075
Olympia Campus 3092
Tacoma Campus 145
Female 1825
Male 1412

Full-time 88%
Part-time 12%
18-24 age group 63%
25-29 age group 11%
30-39 age group 16%
40+ age group 10%
Students living on campus 1200
Students of color—total 10%
Asian 3%
Black 2%
Mexican/Latino 2%
Native American 2%
Olympia Campus 9%
Tacoma Campus 145
Male 34%
Female 66%
Students of color 45%

Entering Class 1157
Applicants, degree-seeking 2802
Admitted 59% 1643
Enrolled 67% 1097
Nondegree-seeking enrollment 60
Washington 866
Other states 281
Other countries 10
Financial aid 50%
Average award (1985-89) $4018
Placement 90%
1987-88 classes 73%
Employed 14%
Graduate school 3%
Travel, homemaking, etc. 3%

Contacting Evergreen

Dial 866-6000, then ask for the office or extension listed below. Inquiries about admission should be directed to: Director of Admissions, The Evergreen State College, Olympia, Washington 98505, or (206) 866-6824. 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.

Academic Advising ext. 6312
Academic Deans ext. 6870
Admissions see above
Community and Alumni Relations ext. 6192
Controller/Business Office ext. 6450
Development ext. 6565
Financial Aid ext. 6205
Hilaire Student Advising Center ext. 6560
Housing ext. 6132
Information ext. 6128
President’s Office ext. 6100
Recreation Center ext. 6530
Registration and Records ext. 6180
Student Accounts ext. 6447
Tacoma Campus (206) 593-5915
Vice Presidents:
Academic Affairs ext. 6400
College Advancement ext. 6551
Finance and Administration ext. 6500
Student Affairs ext. 6296
# Academic Calendar

<table>
<thead>
<tr>
<th>1991-92</th>
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<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>First Session</th>
<th>Second Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins</td>
<td>Sept. 23</td>
<td>Jan. 6</td>
<td>March 30</td>
<td>June 20</td>
<td>June 20</td>
<td>July 27</td>
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## Vacations

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<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>First Session</th>
<th>Second Session</th>
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<tbody>
<tr>
<td>Thanksgiving</td>
<td>Nov. 24-30</td>
<td>King Day</td>
<td>Memorial Day</td>
<td>Independence Day</td>
<td>Independence</td>
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<td></td>
<td>Jan. 21</td>
<td>May 27</td>
<td>July 4</td>
<td>Day, July 4</td>
<td>Day, July 4</td>
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<tr>
<td>Winter Break</td>
<td>President’s Day</td>
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<td>Dec. 15-Jan. 5</td>
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<td>Feb. 18</td>
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<td>Spring Break</td>
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<td>March 22-29</td>
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</table>

## 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, Vietnam era or disabled veteran status, or the presence of any sensory, physical or mental disability unless based upon a bona fide occupational qualification.

## Disclaimer

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### The Evergreen State College Production Team

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### Accreditation

The Evergreen State College is fully accredited by the Northwest Association of Schools and Colleges.