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"I've always wanted to be an attorney. After I did an internship with Safeplace (a shelter for abused women and children) I discovered this was an area where people needed legal expertise. I go to court and watch on Wednesdays. I interact in child-support groups and groups for survivors of domestic violence and sexual abuse. And I've done research with my faculty member on how various laws regarding domestic violence have evolved in Washington state and the nation."

L'nayim
Anne Shuman
neglected.

As a nation have
have forgotten, and we
economists in general
think that’s something
human well-being. I
the environment and
between economies.
The connection
made me understand
faculty member who
Tom Womeldorf is the
other institution
encouraged at any
something that
environment—
and the natural
the human economy
relationship between
in studying the

I’m really interested
“Evergreen is different and you have to be prepared for that difference. It’s not going to be the traditional education you’ve been used to. You have to be able to think for yourself. You have to be organized and you have to be disciplined.”

Francisca Lopez
"I'm getting ready to do this really cool literature class. I'm going to be studying Old English through the end of the Elizabethan period. And I'm not only going to be reading, every week, as much as I can read, but I'm also going to be forming both creative and critical responses, and writing poems and short stories set in the time period."
Speaking of Evergreen: a Glossary

A few words about Evergreen, a college built on the philosophy that teachers should focus on the educational experience of each individual student. Free of distraction created by academic departments, grades and majors, Evergreen is a college truly unlike any other. A few words, commonly used on campus, help describe this educational experience. We share them with you here, as you begin to explore all that Evergreen has to offer.

Academic Fair
A mass gathering of faculty, student services staff and students held in the Library Lobby at the beginning of each academic year and near the end of fall, winter and spring quarters. This provides a great opportunity to get information about upcoming programs, explore possible contracts and talk to people who are genuinely interested in helping you with planning. Check with APEL, Admissions or Registration and Records for dates and times.

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

APEL (Academic Planning and Experiential Learning)
A key part of the student support services available in the Student Advising Center, Academic Planning and Experiential Learning offers students up-to-date information on internships, programs, faculty and academic services. Advisors provide valuable advice for planning your education. You’ll also receive advising services—formal or informal, individual or group—on an ongoing basis from faculty in your programs and areas of interest.

CAB
Unless you’re calling a taxi, CAB refers to the College Activities Building.

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

Contracts
Evergreen offers three kinds of academic contracts: group contracts, individual learning contracts and internship contracts. See the chart Major Modes of Study, page 9.

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. 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.

Courses
Part-time courses supplement the main curriculum. For a sense of how they fit in, see Major Modes of Study, page 9.

CPJ
It’s the Cooper Point Journal, Evergreen’s student newspaper.

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.

DFT
DTFs are Disappearing Task Forces. Evergreen’s planners wanted to avoid permanent committees, so they created DTFs to study problems, make recommendations and then disappear. Several DTFs are active each academic year; students are encouraged to participate.

Equivalencies
The approximate course titles and credit hours listed at the end of the program descriptions. These will be 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 well as a faculty evaluation. These become official documents, making 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
At Evergreen, field trips are regularly integrated into the schedule of program activities—just like lectures, seminars, etc.

First Peoples
At Evergreen, the term First Peoples refers to people of color—often related to in the United States as minorities. The name is in recognition of the unique indigenous heritages of all people of color. See First Peoples’ Advising Services in the Student Support Services section. See First Peoples’ Recruitment in the Admission section.

Geoduck
The campus mascot—a legacy from Evergreen’s early humorists. Pronounced “gooey-duck,” the geoduck is an oversized clam native to this area noted for digging deep and fast.

Governance
An ongoing process at Evergreen, indicating our commitment to working together to make decisions. Students participate in governance along with staff and faculty members, usually through a DTF established to study a problem and seek solutions. 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 Evergreener.

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 exploration of literature.

Individual Learning Contract
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. APEL 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 APEL. Seniors are generally given priority, as are students in academic programs that require internships. See Major Modes of Study, page 9, for more information.

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.

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

Prior Learning From Experience
Also known as PLE. Practical knowledge of a subject that is the equivalent of academic learning in that field, and for which Evergreen may award academic credit. Contact APEL for further information.

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

Retreat
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 entire curriculum is planned at an annual Faculty Retreat. The programs in this Catalog were planned at the Faculty Retreat of spring 1994.

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. Student self-evaluations are part of formal academic records.

Seminars
One of the central experiences of an Evergreen education, seminars usually meet twice weekly to discuss the readings assigned in a particular program. The discussion group consists of a faculty member and an average of 20 students. Participants are expected to prepare for the seminar by reading and analyzing the book to be discussed.

Social Contract
Evergreen’s planning faculty wanted the college to function as a community, so they wrote their ideas about social ethics and working together into the Social Contract.

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, pages 34 and 35.

The Student Advising Handbook
Published by the Academic Planning and Experiential Learning (APEL) Office, this publication is an invaluable source of information and a tool for planning your career at Evergreen and beyond.
Education With a Difference

In the typical American college, students move from entry-level to advanced work by fulfilling general-education courses first and then completing a major. Opportunities to move from beginning to advanced work are primarily "vertical," and in-depth study of any one area occurs only at upper-division levels.

Charted out, such a curriculum looks like this:

**Typical Four-Year College Academic Pathway**

**Freshman Year**
Take general-education courses; for example, English 101 and 102, a 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. By end of sophomore year, declare area of emphasis—"major." 

**Junior Year**
Enroll in more advanced (200- to 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- to 400-level) and related courses.

At Evergreen, opportunities to move from beginning to advanced work are both "vertical" and "horizontal." Because the curriculum is integrated to allow full-time study in year-long, interdisciplinary programs, students move from entry-level to intermediate and often advanced work in a single year—in a horizontal progression. Vertical progression is built into the curriculum as a student, usually, moves from a Core program to entry-level programs in the specialty areas, to more intermediate and advanced offerings.

An Example of One Evergreen 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 various disciplinary and cultural points of view.

**Sophomore Year**
Take an entry-level program in an area of "major" interest, such as Introduction to the Performing Arts, The Marine Environment or Matter and Motion.

**Junior Year**
Enroll in a more advanced program, such as Molecule to Organism or Word, Sound and Image: Advanced Inter-Arts or continue to broaden your education by taking a program in any area.

**Senior Year**
Complete area of concentrated study, emphasizing "advanced" work through honors thesis, internship or relevant group contract. Each study area has some of its own options for advanced work detailed in the area descriptions in this Catalog.

Through the modes of study you’ll see on the next page, 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. In most curriculum areas at Evergreen, two years of study in a concentrated area are all that you should take; this would be equivalent to a major in another institution. In a few areas, notably the sciences, and especially if you are preparing for medical school, a third year of study is available and necessary. Nonetheless, the undergraduate degree should not be overspecialized, and it is to your advantage to pursue a broad course of study. For example, suppose 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 Hard Choices: Public and Private Decision Making in the Contemporary World, you would 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 Introduction to Environmental Studies in the Environmental Studies specialty area. The next year, you could enroll in The Marine Environment, or to broaden your perspectives, a course such as Evolutionary Ecology.

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 Washington State Department of Natural Resources. You have the option, of course, to follow other progressions. There’s plenty of room for flexibility and creativity as you plan, because the curriculum is not pre-structured by departmental requirements.
At Evergreen, you'll soon become familiar with an entirely new world of academic terminology. Colleges and universities everywhere are picking up on the curricular innovations that have made Evergreen one of the most highly acclaimed liberal arts and sciences colleges in the country. Here is a quick guide to some of the most important Evergreen differences:

The college is organized into a small number of interdisciplinary specialty areas, each providing multiple pathways to a degree. Specialty areas and pathways replace traditional academic departments and majors. We invite you to take a close look at the exciting possibilities in Environmental Studies; Expressive Arts; Knowledge and the Human Condition; Language and Culture; Management and the Public Interest; Native American Studies; Political Economy and Social Change; Science and Human Values; and Science, Technology and Health.

The main features of Evergreen's curriculum are coordinated study programs, offering team-taught, interdisciplinary education at its finest. They are usually full time, often for the entire academic year, and typically taught by two- to five-member faculty teams working with 40-100 students. Each program has a theme or issue around which several academic disciplines are explored.

A first-year student will usually begin with a Core program, a coordinated study program designed to give students in their first or second year of college a solid foundation of knowledge and skills. Each program is broadly interdisciplinary and taught by an interdisciplinary 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.

After completing a Core program, a student is prepared for almost any entry-level program offered by one of the specialty areas. Check page 40 for complete details on Core programs.

Next is an entry-level program—generally your first intensive exposure to a specialty area. You will explore a somewhat narrower range of subjects, but still with an interdisciplinary, coordinated study approach. 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 participating in other activities.

In frequent and regularly scheduled seminars, you'll have the opportunity to clarify questions and ideas. With this unified approach, you'll improve your ability to analyze problems, communicate findings and broaden your perspectives. Entry-level programs may be required before students can pursue more advanced work in a specialty area.

Group contracts operate like 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.

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.

For more on this new world of academic terminology, see the Evergreen glossary on pages 6 and 7.

### Major Modes of Study

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<thead>
<tr>
<th></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><strong>Levels of study</strong></td>
<td>Beginning, intermediate, advanced</td>
<td>Mostly intermediate, advanced</td>
<td>Mostly advanced</td>
<td>Intermediate, advanced-seniors</td>
<td>Beginning, intermediate, advanced</td>
</tr>
<tr>
<td><strong>Typical credits per quarter</strong></td>
<td>12-16</td>
<td>12-16</td>
<td>8-16</td>
<td>8-16</td>
<td>4-11</td>
</tr>
<tr>
<td><strong>Nature of study</strong></td>
<td>Two to five faculty, 40-100 students, 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, 30-40 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 and half-time programs on Saturdays and evenings</td>
</tr>
<tr>
<td><strong>For more information</strong></td>
<td>Read Core descriptions, pages 40-44</td>
<td>Read specialty area offerings</td>
<td>See Academic Planning and Experiential Learning (APEL) Office for list of faculty contract sponsors</td>
<td>See Internships, page 15</td>
<td>See the Evergreen Times, published quarterly</td>
</tr>
</tbody>
</table>

*First-year students are encouraged to begin their studies in a Core program. Transfer students are encouraged to look at coordinated studies and group contracts, if appropriate, as the best places for them to begin their studies at Evergreen.
Selecting Your Program of Study

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.

Read the Catalog to find the appropriate programs for you.

- If you are a freshman, your choice should be one of the Core programs. Core programs are described on pages 40-44. 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 Program Guide beginning on page 12. This guide lists all 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 of interest in the guide, read over all the offerings in that area.

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 will 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. 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.

Discuss your choices and goals with your faculty, or with the faculty and staff in the Academic Planning and Experiential Learning (APEL) Office. APEL 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. APEL staff can also give you information about new or revised programs.

Attend the Academic Fair described on page 6. 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 program faculty.

- Ask all questions, share your puzzlement and enthusiasm. Don’t hesitate to ask for advice. If a program isn’t right for you, faculty will direct you to other options.

Choose your program. In all of these discussions—with the APEL advisors, 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.

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

Pay your tuition by the deadline, and that’s it! You’re ready to attend your first seminar.
Answers To Some Frequently Asked Questions

Q & A

What degrees does Evergreen offer?
The bachelor of arts, bachelor of science, master in teaching, master of public administration and master of environmental studies degrees.

I'm undecided about what I want to study. Do I need to know exactly what I want to do?
No. Although it sometimes helps to know exactly what you want to do, it can be a hindrance if you want to explore. Coordinated study programs are excellent for pursuing what you want to do or for discovering new, unexpected directions and interests.

How do I know which program to take each quarter? Where do I go for help in planning?
Advisors in the Academic Planning and Experiential Learning (APEL) Office, the faculty members in your current program or faculty in other areas that interest you—all are excellent sources of information. Conversations with these individuals and careful reading of the Catalog can help you make curriculum decisions. The Academic Program Guide, beginning on page 12, is a great place to start. The Academic Fair is another great source of information (see page 6).

Are all 1995-96 programs listed in this Catalog, or are others added later?
One of the greatest strengths of Evergreen's academic programs is that they change from year to year—ensuring fresh approaches and up-to-date information on issues relevant to today's world. Most full-time programs listed in this Catalog were planned more than a year before the 1995-96 academic year. While every effort is made to present accurate information, it's inevitable that some programs and faculty will be revised, revamped, added or deleted. Information about changes is available at the APEL Office.

What if I want to attend part time, or enroll in a program part time so that I can also pursue other interests?
Most academic programs are planned for full-time enrollment, but other options do exist for part-time attendance, including half-time, interdisciplinary, team-taught programs in the Evening and Weekend Program. They are publicized in a campus quarterly called the Evergreen Times.

What do I do if I can't enroll in the program I want?
We make every effort to ensure that students will have their first choice of program offerings, but this is not always possible. If you don't get your first choice, don't be discouraged. Part of your education at Evergreen involves learning to take risks. Be willing to try something you hadn't considered before and remember—APEL advisors and faculty members can help you find out what's available.

Can I take more than one program at a time or take courses in addition to a full-time program?
Since focused study in one program is part of what makes the college distinctive, taking more than one program or a series of courses at one time is not encouraged. Each program description, however, specifies whether additional courses may be substituted for portions of that program if they are more relevant to your academic goals. You can also negotiate this with program faculty, but must limit the number of credits you take to 16 per quarter.

Where can I learn more about programs, individual and group contracts, internships and other opportunities available at Evergreen?
Check with the APEL Office in the Student Advising Center, first floor, Library Building. More detailed program descriptions, including book lists and weekly schedules, are available there, as well as information about program and faculty changes.
Matching Evergreen’s Programs to Your Field of Interest

You may be accustomed to thinking about your future study interests in terms of majors, rather than in the terms of the interdisciplinary program titles and the specialty areas used at Evergreen. If this is the case, this guide can help you match your educational interests with our offerings.

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The Evergreen Environment

Evergreen focuses its strong commitment to undergraduate education on an integrated, interdisciplinary curriculum, on student responsibility and involvement in design and delivery of their education, and on faculty dedication to teaching.

We work hard to foster an environment that encourages cooperation over competition; that recognizes and celebrates diversity; that knows an effective education treats "real life" as something that is happening right now, not later.

**Student-Centered Education**

What, exactly, does student-centered mean to you? It means that our primary mission is teaching and learning and that the structure of the college is specifically designed to promote effective learning. It means students are given meaningful opportunities for making choices, developing their own perspectives and becoming socially responsible citizens.

Our philosophy is simple: Education should enhance the breadth and depth of a student's knowledge and skill and foster a sense of personal empowerment and social responsibility. Students are taught to synthesize ideas, concepts and problems in a unified, interdisciplinary manner. They are continually challenged to see the connections between various elements, to integrate ideas, to experience competing perspectives and to work together as teams to solve problems.

**A Faculty Focused on Teaching**

Evergreen faculty share an important belief: that direct contact with students is an essential part of good teaching and learning. Here, you'll find faculty members are accessible to students, receptive to their ideas and open to their concerns. Student evaluations of 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.

At Evergreen, teachers teach. Faculty are hired and evaluated primarily on the quality of their teaching, not on the basis of their research or publishing success. On the average, faculty members at Evergreen spend nearly one-third more hours in direct teaching contact with students than is the norm at most public institutions of higher education.

**Collaboration and Connection**

We teach you how rather than what to think. Life teaches us that there is not often one correct, instructor-provided answer to questions. That's why at Evergreen students and faculty explore issues together-as a team-to gain fresh perspectives and glean new approaches. This collaboration is fostered through laboratory and studio projects, program workshops, field trips and seminars.

The real world is not a classroom. Evergreen students test what they've learned in real-world experiences. They learn to speak clearly, write effectively, think critically and apply multiple perspectives to each task at hand. Evergreen won't give you a typical college experience. It is not a campus of crowded lecture halls, distant lecturers and faceless evaluators. It is a college experience that's personal, effective and meaningful.

**Seeking Diversity, Sustaining Community**

Evergreen is committed to increasing diversity among both students and faculty. We believe strongly that our students' educational experiences are enhanced and their lives enriched in a multicultural environment. And while we are working to create diversity, we are also working to build a strong sense of community. In academic programs as well as in workshops, lectures, group activities and other special events, Evergreen faculty and staff work with students to create a welcoming environment...one that embraces differences...fosters tolerance and understanding...and celebrates a shared commitment to cultural, ethnic and racial awareness.

The work is far from completed. While Evergreen's commitment is real, the college is a microcosm of the larger, imperfect world. Evergreen, like all the rest of the world, has much to learn. We invite you to join us in working toward honest and earnest exploration of real issues and problems and in our work to safeguard the Evergreen community for learners who seek to explore, to grow, to interact and find meaningful connections in today's world.

**Graduates Making Important Contributions**

The Evergreen environment attracts self-starters and encourages them to work hard to achieve their goals. Our graduates tend to carry their sense of involvement and social responsibility with them in their careers as educators, entertainers, social workers, environmental engineers, lawyers, journalists, artists, administrators, care providers, counselors, entrepreneurs, businesswomen and businessmen.

The demands on Evergreen students are perhaps both greater and different than on students in traditional college settings, and it naturally follows that the results are greater, too. A recent research survey found that both employers and graduate school faculty ranked Evergreen graduates higher in six main areas of preparedness (writing, speaking, critical thinking, blending theory with practice, appreciating cultural differences and integrating information) than counterparts from other schools.
At the heart of most Evergreen interdisciplinary programs is the seminar, where students study one of the hallmarks of an Evergreen education, so central to the academic program that it’s not uncommon to hear students engaged in lively discussions about the most effective way of “seminarizing.” Here, one faculty member and an average of 20 students meet regularly to explore specific topics or readings. Although up to 100 students and a five-member faculty team may be involved in a coordinated study program, much of the student’s time is spent in these small group discussions held once or twice a week.

Narrative evaluations are used by the faculty members themselves in developing and improving their teaching strategies and by the academic deans to help make faculty development and retention decisions. When teaching is the most important faculty activity, the faculty member’s evaluation is used by the faculty members themselves in developing and improving their teaching strategies and by the academic deans to help make faculty development and retention matters.

Each internship is sponsored by an Evergreen faculty member (the faculty sponsor) who guides the student’s academic work and provides feedback and assistance throughout the internship experience. 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.

APELL is the central source of current information about internship programs, policies and procedures, available internship positions and internship sponsors. APELL 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 one quarter ahead of time. For more information, call or write: APELL, The Evergreen State College, Olympia, WA, 98505-0002.

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

The program requires all students accepted to take a four-credit class called Writing From Experience, usually offered every quarter, including summer. Writing From Experience requires students to examine their own learning patterns and writing skills and begin 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 fall, winter and spring quarters, but enrollment is limited. Interested students are encouraged to contact the PLE Office after they have enrolled. Most students complete their papers in a two-quarter sequence, with a third quarter required for evaluation. When accepted into the program, students have until they graduate to complete the process.
Evergreen's Social Contract:

When you make the decision to come to Evergreen, you are also making the decision to become closely associated with its values. A central focus of those values is freedom—freedom to explore ideas and to discuss those ideas in both speech and print, freedom from reprisal for voicing concerns and beliefs, no matter how unpopular. It's this freedom that is so necessary in a vibrant, dynamic learning community.

As members of the Evergreen community, we acknowledge our mutual responsibility for maintaining conditions under which learning can flourish—conditions characterized by openness, honesty, civility and fairness. These conditions carry with them certain rights and responsibilities that apply to us both as groups and as individuals. Our rights...and our responsibilities...are expressed in Evergreen's Social Contract, a document that has defined and guided the college's values since its very beginning.

The Social Contract is an agreement...a guide for civility and tolerance toward others...a reminder that respecting others and remaining open to others and their ideas provides a powerful framework for teaching and learning.

The Social Contract

Evergreen is an institution and a community that continues to organize itself so that it can clear away obstacles to learning. In order that both creative and routine work can be focused on education, and so that the mutual and reciprocal roles of campus community members can best reflect the goals and purposes of the college, a system of governance and decision making consonant with those goals and purposes is required.

Purpose: Evergreen can thrive only if members respect the rights of others while enjoying their own rights. Students, faculty, administrators, and staff members may differ widely in their specific interests, in the degree and kinds of experiences they bring to Evergreen, and in the functions which they have agreed to perform. All must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

The Evergreen community should support experimentation with new and better ways to achieve Evergreen's goals. Specifically, it must attempt to emphasize the sense of community and require members of the campus community to play multiple, reciprocal, and reinforcing roles in both the teaching/learning process and in the governance process.

Freedom and civility: The individual members of the Evergreen community are responsible for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Civility is not just a word; it must be present in all our interactions. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption.

Members of the community must exercise the rights accorded them to voice their opinions with respect to basic matters of policy and other issues. The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make statements in their own names and not as expressions on behalf of the college. The board of trustees or the president speaks on behalf of the college and may at times share or delegate the responsibility to others within the college. Among the basic rights of individuals are freedom of speech, freedom of peaceful assembly and association, freedom of belief, and freedom from intimidation, violence and abuse.

Individual and Institutional rights: Each member of the community must protect the fundamental rights of others in the community as citizens; the right of each member in the community to pursue different learning objectives within the limits defined by Evergreen's curriculum or resources of people, materials, equipment and money; the rights and obligations of Evergreen as an institution established by the state of Washington; and individual rights to fair and equitable procedures when the institution acts to protect the safety of its members.

Student Conduct Code/Grievance and Appeals

Complementing Evergreen's Social Contract is the Student Conduct Code—Grievance and Appeals Process (WAC 174-120-010 through WAC 174-120-090). This document defines specific examples of Social Contract violations and delineates appropriate corrective action. The code also defines the role of the grievance officer and prescribes the processes for informal conflict resolution, grievances and appeals procedures.

Copies of the Student Conduct Code are available at the Office of the Vice President for Student Affairs Office, LIB 3236.

Copies of Evergreen's policy on sexual harassment are available from the Equal Opportunity Office, LIB 3103.
A Guide for Civility and Individual Freedom

Society and the college: Members of the Evergreen community recognize that the college is part of the larger society as represented by the state of Washington, which funds it, and by the community of greater Olympia, in which it is located. Because the Evergreen community is part of the larger society, the campus is not a sanctuary from the general law or invulnerable to public opinion.

All members of the Evergreen community should strive to prevent the financial, political, or other exploitation of the campus by any individual or group. Evergreen has the right to prohibit individuals and groups from using its name, its financial or other resources, and its facilities for commercial or political activities.

Prohibition against discrimination: There may be no discrimination at Evergreen with respect to race, sex, age, handicap, sexual orientation, religious or political belief, or national origin in considering individuals' admission, employment or promotion. To this end the college has adopted an affirmative action policy approved by the state Human Rights Commission and the Higher Education Personnel Board. Affirmative action complaints shall be handled in accordance with state law, as amended (e.g., Ch. 49.74 WAC; RCW 28B.16.100; Ch. 251-23 WAC).

Right to privacy: All members of the college community have the right to organize their personal lives and conduct according to their own values and preferences, with an appropriate respect for the rights of others to organize their lives differently.

All members of the Evergreen community are entitled to privacy in the college's offices, facilities devoted to educational programs and housing. The same right of privacy extends to personal papers, confidential records and personal effects, whether maintained by the individual or by the institution.

Evergreen does not stand in loco parentis for its members.

Intellectual freedom and honesty: Evergreen's members live under a special set of rights and responsibilities, foremost among which is that of enjoying the freedom to explore ideas and to discuss their explorations in both speech and print. Both institutional and individual censorship are at variance with this basic freedom. Research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, violate the principle of free inquiry.

An essential condition for learning is the freedom and right on the part of an individual or group to express minority, unpopular, or controversial points of view. Only if minority and unpopular points of view are listened to and given opportunity for expression will Evergreen provide bona fide opportunities for significant learning.

Honesty is an essential condition of learning, teaching or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices.

Open forum and access to information: All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. Reasonable and impartially applied rules may be set with respect to time, place and use of Evergreen facilities in these activities.

As an institution, Evergreen has the obligation to provide open forums for the members of its community to present and to debate public issues, to consider the problems of the college, and to serve as a mechanism of widespread involvement in the life of the larger community.

The governance system must rest on open and ready access to information by all members of the community, as well as on the effective keeping of necessary records.

In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for voicing their concerns or for participating in governance or policy making.

Decision-making processes must provide equal opportunity to initiate and participate in policy making, and Evergreen policies apply equally regardless of job description, status or role in the community. However, college policies and rules shall not conflict with state law or statutory, regulatory and/or contractual commitments to college employees.

Political activities: The college is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support and its educational programs. At the same time, Evergreen has the obligation to recognize and support its community members' rights to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.
“Since being here in Evergreen’s Tacoma program, I have blossomed in many ways. I will be the first in my family to graduate with a bachelor’s degree, and I’m going to continue on into the Master in Teaching program. I have found there’s so much information out there to learn, and I want to get my share. Nothing can stop you unless you stop yourself.”

Kathleen Shadowvine
history, geography, or something like naturally lead to and that can of colonialism, country's because several other ramifications for of course, has history, which culture and one in-depth one program and study take a French. It makes sense to is put into context. how everything about Evergreen is „The best thing
Criteria for First-Year Students

Students entering directly from high school and high-school graduates who have accumulated fewer than 40 transferable quarter credits by the application deadline will be considered for admission on the following basis (students entering directly from high school will be reviewed as first-year students, regardless of college credit earned while in high school)—this includes individuals participating in Washington’s Running Start Program:

- High school grade-point average (GPA);
- Test scores in the Scholastic Aptitude Test (SAT), American College Testing (ACT) or Washington Precollege Test (WPC)—if WPC was taken prior to 6/1/89— from all individuals younger than 25;
- Class rank (normally in the upper half of the graduating class);
- Good standing of college work completed after high school graduation.

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 and older, and students whose parents have not graduated from college. Determination of diversity factors is based on information provided on the Washington Uniform Undergraduate Application.

Washington residents may be given admissions priority.

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

- English: Four years of English study are required, at least three of which must be in a single foreign language.
- Social studies: 4 years
- Foreign language: 2 years
- Mathematics: Three years of mathematics are required, at the level of algebra, geometry and advanced (second-year) algebra. More advanced mathematics courses are recommended, such as trigonometry, mathematical analysis, elementary functions and calculus. Arithmetic, prealgebra, and business mathematics courses will not meet the requirement. An algebra course taken in the eighth grade may satisfy one year of the requirement if second-year algebra is completed in high school.
- Science: Two years of science are required. One full year—both semesters in the same field—of biology, chemistry, or physics must be completed with a laboratory experience. The second year of science may be completed in any course that satisfies your high school’s graduation requirement in science. Two years of agricultural science is equivalent to one year of science. It is strongly recommended that students planning to major in science or science-related fields complete at least three years of science, including at least two years of laboratory science.
- Foreign language: Two years of study in a single foreign language are required. A course in English is required in the eighth grade.

Admission

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.
Fine, visual and performing arts or academic electives: One year of study is required in the fine, visual and performing arts, or in any of the aforementioned areas. The fine, visual, and performing arts include study in art appreciation, band, ceramics, choir, dance, dramatic performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, pottery, printmaking and sculpture.

In addition, students should select electives that offer significant preparation for a challenging college curriculum. Honors and advanced-placement (AP) 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.

Nontraditional high schools must provide transcripts that indicate course content and level of achievement. 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.

Criteria for Transfer Students
Transfer students, i.e., those who are not currently enrolled in high school and who have earned 40 or more quarter credits of transferable work at accredited colleges/universities by the application deadline, will be considered for admission on the following basis:

- GPA (minimum 2.0 cumulative);
- Good standing at the last institution attended; and
- Satisfactory completion of a variety of courses in the liberal arts and the sciences.

Course work should include classes in the humanities, social sciences, natural sciences and art.

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 and older, and students whose parents have not graduated from college. Determination of diversity factors is based on information provided on the Washington Uniform Undergraduate 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 of arts degree from a Washington community college or; (c) have an associate of technical arts degree from a Washington community college with which Evergreen has negotiated an Upside Down degree program.

Washington residents may be given admissions priority.

Applicants from other institutions who have completed 40 quarter credits of transferable work (see Transfer of Credit section) need not submit high-school transcripts. Transfer students must submit official transcripts from each and every college or university attended. Currently enrolled students should ensure 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 course work there. Failure to submit a final satisfactory transcript, as well as all transcripts of previous college work, will result in disenrollment.

Students who will not be able to complete 40 transferable quarter credits by the application deadline must submit official high-school transcripts, precollege test scores from either the SAT or ACT or WPC (if the WPC was taken prior to 6/1/89) along with official transcripts from each and every college or vocational institute attended, regardless of credit earned or nature of the program.

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

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

Returning Students
Former students planning to return to Evergreen after withdrawing 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.

Freshmen 25 or Older
Applicants who are 25 years of age or older who have fewer than 40 quarter credits of transferable work may not be subject to the stated freshman criteria and may be evaluated through alternative criteria. Please contact the Admissions Office for more information.

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 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 percent or equivalent. Applicants must score at least 528 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 must request, in writing, specific information about application processes from the Admissions Office by February 1.

All application materials must be received in the Admissions Office by April 15.
To Apply for Admission

All applicants who wish to be considered for acceptance as matriculated students must submit all the following items to the Admissions Office by the stated deadline:

- The Washington Uniform Undergraduate Application;
- $35-nonrefundable application fee (cash, check or money order only).

First-year students entering directly from high school must also supply an official high-school transcript and official precollege test scores from the SAT or ACT or WPC (if the WPC was taken prior to 6/1/89).

First-year students who have taken the GED must, in addition, submit an official set of GED test scores along with official precollege test scores from the SAT or ACT or WPC (if WPC was taken prior to 6/1/89).

Students not coming directly from high school who have accumulated fewer than 40 transferable quarter credits (see Transfer of Credit section) must also submit an official high-school transcript, official precollege test scores from the SAT or ACT or WPC (if WPC was taken prior to 6/1/89) and official transcripts from each and every college or vocational institute attended regardless of credit earned or nature of the program.

Other credit, such as that earned through the College-Level Examination Program (CLEP), Proficiency Examination Program (PEP), AP or international baccalaureate (IB) work, must be documented through official results from the testing company by the admissions deadline if it comprises any of the initial 40 credits or the associate's degree.

A transcript or test score is official if it bears the official seal and signature of the issuing institution and is:

- Sent directly by the institution to the Admissions Office; or
- Enclosed in a sealed envelope from the issuing institution and delivered by the applicant to the Admissions Office. If the envelope is opened prior to receipt in the Admissions Office, the transcript is no longer official.

The Admissions Office will try to keep you informed about the status of your application. However, the volume of applications may preclude us from notifying all students in a timely manner. It is the applicant's responsibility to assure that all required materials are in the Admissions Office by the specified deadline. Incomplete files will not be considered.

Facsimilies (fax copies) of any of the application materials (the Washington Uniform Undergraduate Application, transcripts, or precollege test scores) will not be accepted as part of the application. Original copies must arrive in the Admissions Office by 5 p.m. on the date of the deadline.

Eligibility for Admission

Eligible applicants are ranked by means of formulas that combine academic factors, i.e., grade-point average and/or test scores, and diversity factor. Because the number of qualified applicants generally exceeds the number of spaces available in the entering class, we are unable to offer admission to all qualified applicants.

Transfer of Credit

Evergreen has a generous policy of accepting credit from other accredited institutions. The maximum amount of credit that can be transferred is 135 quarter hours (90 semester hours). The maximum number of credits that can be transferred from two-year colleges is 90 quarter hours (60 semester 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 course work 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 to obtain the Transfer Guide. Evergreen abides by the policies outlined in Washington's Policy on Intercollege Transfer and Articulation.

An evaluation of your official transcript is done after you have been admitted and paid the $50-nonrefundable advance tuition deposit.

For more information about admission, call 866-6000, ext. 6170.
Other Sources of Transfer Credit

Evergreen accepts credits earned through CLEP, AP, PEP and IB work on a case-by-case basis, as long as the credits do not duplicate credit earned at other institutions, including Evergreen. Other national credit-by-examination options are reviewed on a case-by-case basis. The student must contact the testing company and have official test scores sent to the Admissions Office. Applicants who have completed AP examinations must submit official scores directly from the testing company to the Admissions Office for evaluation. A test score of 3, 4 or 5 is required on advanced placement tests in order to receive credit. CLEP, general and subject examinations may also generate credit. CLEP credit is also accepted as part of an associate's degree in a direct-transfer agreement with a Washington state community college. Students must request that official test results be sent directly from the testing center to the Admissions Office prior to the application deadline.

Evergreen recognizes and will award up to 45 credits for IB work, based on a minimum of three higher-level subject marks and three subsidiary-level subject marks with scores of 4 or better. Students without the final IB diploma, with scores of 4 or better on the exams, may be eligible to receive partial credit. Applicants should contact the Admissions Office for more information.

Upside Down Program

If you hold a vocational or technical associate's 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 Evergreen credits, 90 credits will be posted and you will be recommended for a bachelor's degree. Noncompletion of the recommended 90 Evergreen credits results in a course-by-course evaluation of your course work, which usually results in less than 90 transfer credits.

Minimum eligibility criteria include a cumulative GPA of at least a 2.5 and satisfactory completion of one English-composition course. Students applying for fall quarter admission prior to completion of their technical degree and with fewer than 40 transferable credits by the application deadline must also provide the Admissions Office with official high-school transcripts or GED test scores and official precollege test scores from the SAT, ACT or WPC (if WPC was taken prior to 6/1/89). If the student is over 25, he/she should contact the Admissions Office for information concerning the necessary criteria. Students applying for winter- or spring-quarter admission prior to the completion of their vocational or technical degree must have 40 transferable quarter credits by the application deadline.

Generally, associate's 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.
Application Deadlines

Fall 1995: Applications will be accepted from September 1, 1994 through March 1, 1995. All application materials must be received in the Admissions Office by 5 p.m. on March 1, 1995. Note: First-year students are admitted only for fall quarter.

Winter 1996: Applications (transfer students only) will be accepted from April 3, 1995 through October 2, 1995. All application materials must be received in the Admissions Office by 5 p.m. on October 2, 1995.

Spring 1996: Applications (transfer students only) will be accepted from June 1, 1995 through December 1, 1995. All application materials must be received in the Admissions Office by 5 p.m. on December 1, 1995.

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

Late applications will be accepted only if openings remain.

Notification and Deposit

Target dates for notification of admission are April 3, 1995 for fall quarter 1995; November 1, 1995 for winter quarter 1996 and January 2, 1996 for spring quarter 1996. Upon notice of eligibility you will be asked to send a nonrefundable 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 enrollment in a particular program, contract or course. Offers of admission cannot be deferred or transferred from one quarter to another. Applicants should contact the Admissions Office for more information.

Attention Housing and Scholarship Applicants

You are encouraged to prepare your scholarship application(s) concurrently with your application for admission. Completed scholarship application packet(s) will be reviewed if the applicant has been offered admission.

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.

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 To Apply for Admission section. Entry into part-time study for nonmatriculated 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. Special students may be limited in the amount of credit for which they can register. Special students receive credit and narrative evaluation. They may later apply for admission as described in the To Apply for Admission section. Upon acceptance, their previous work is credited toward a degree. Auditors receive neither credit nor narrative evaluation to be advanced toward a degree if they later apply for admission.

Summer Quarter

Summer-quarter enrollment is handled through the Office of Registration and Records and does not require formal admission. Full-time students who wish to continue their studies into fall quarter can do so only if they have been admitted to the college through the application process described in the To Apply for Admission section. However, if you are interested in part-time studies, please review the preceding section titled Special Students and Auditors.
Financial Aid

Evergreen participates in most federal and state financial aid programs. You must apply for these programs every year. Financial aid application packets are generally available by mid-January. Because funds are limited, it is recommended you submit your 1995-96 Free Federal Application for Federal Student Aid (FAFSA) to the processor by February 15, 1995 to receive full consideration for all available campus-based financial aid. The 1995 FAFSA also covers summer 1995, fall 1995, winter 1996 and spring 1996. For more information, please consult the flyer called Application for Student Financial Aid, which outlines the application process, priority filing dates and other details.

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 awarded 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 federal subsidized and unsubsidized Stafford 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 for both on and off campus.

Emergency Loan Program

Emergency loan funds are contributed by businesses, service and professional organizations, individuals in the community and by state regulation. This program aids continuing students who have temporary need by providing short-term loans of up to $300. Application is made at the Financial Aid Office.

Scholarships

A variety of scholarships funded by the college's foundation and private donors are 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, 866-6000, ext. 6310. Information is available after January 1. Application deadline is usually March 1. You are encouraged to prepare your scholarship application(s) concurrently with your application for admission, since you will not have enough time between the time you receive notification of admission and the scholarship application deadline to prepare your scholarship packet.

For more information about financial aid, call 866-6000, ext. 6205
Tuition and Fees

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 (claimed by a parent for tax purposes), you are eligible for residency only if 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.

Applications to change residency status must be made no earlier than four to six weeks prior to the quarter in which you may become eligible, and no later than the 30th calendar day of the quarter in which you may become eligible. Applications are available at the Office of Registration and Records.

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. Washington and the Province of British Columbia have a similar reciprocity agreement. Contact the Office of Registration and Records for reciprocity-agreement particulars for 1995-96.

Billing and Payment Procedures
Student Accounts assembles most 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.

Tuition and fees are billed quarterly by mail if you are " preregistered." Payments in full must be in the Cashier's Office by 3:45 p.m. on the first Tuesday of each quarter. Cash, check, money order, Visa and Mastercard are all acceptable forms of payment.

You may set up a special billing address so your bills are sent directly to the person who pays them. Contact the Student Accounts Office for more information. Failure to pay tuition and fees in full by the deadline will result in cancellation of registration. 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 or re-enroll after the 10th class day must pay a $50-late registration fee.

Estimated Expenses
These estimates are for a single student who lives on or off campus during the nine-month academic year.

<table>
<thead>
<tr>
<th></th>
<th>Residents</th>
<th>Nonresidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$2,352</td>
<td>$8,070</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>710</td>
<td>710</td>
</tr>
<tr>
<td>Housing and meals</td>
<td>4,480</td>
<td>4,480</td>
</tr>
<tr>
<td>Personal needs</td>
<td>1,440</td>
<td>1,440</td>
</tr>
<tr>
<td>In-state travel</td>
<td>950</td>
<td>950</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9,932</strong></td>
<td><strong>$15,650</strong></td>
</tr>
</tbody>
</table>

Note: Full-time undergraduate tuition figures include quarterly mandatory health fee.

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:

 Fee/Charge Category Applicable Refunds
| Tuition and Fees | 100 percent to Friday of the first week of quarter, 50 percent to 30th calendar day; after that, no refund. |
| Housing Deposit  | Please contact the Housing Office for a copy of the housing contract, which contains complete details on deposits and refund schedules. |

Appetite 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.
1994-95 Tuition and Fees

Rates subject to change without notice

<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 undergraduate students</td>
<td>10-16</td>
<td>$752 per quarter</td>
<td>$2,658 per quarter</td>
</tr>
<tr>
<td>Part-time undergraduate students</td>
<td>9 credits or less</td>
<td>$75.20 per credit; 2 credits minimum</td>
<td>$265.80 per credit; 2 credits minimum</td>
</tr>
<tr>
<td>Full-time graduate students</td>
<td>10-12</td>
<td>$1,200 per quarter</td>
<td>$3,645 per quarter</td>
</tr>
<tr>
<td>Part-time graduate students</td>
<td>9 credits or less</td>
<td>$120 per credit; 2 credits minimum</td>
<td>$364.50 per credit; 2 credits minimum</td>
</tr>
</tbody>
</table>

For other fees, see the Miscellaneous Fees chart at right.

* Tuition and fees may vary summer quarter, which is not part of the regular academic year. These are the tuition rates for the 1994-95 year. Tuition rates for 1995-96 will be set by the Washington State Legislature in the spring of 1995 and were not available at press time.

Miscellaneous Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory health fee (quarterly)†</td>
<td>$32</td>
</tr>
<tr>
<td>WashPIRG (quarterly, waivable) †</td>
<td>3.50</td>
</tr>
<tr>
<td>Housing deposit/administrative fee</td>
<td>60</td>
</tr>
<tr>
<td>Unit lease</td>
<td>100</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 (nonrefundable)</td>
<td>35</td>
</tr>
<tr>
<td>Admissions deposit (nonrefundable)</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>Specialized facility use fee (varies)</td>
<td>5-150</td>
</tr>
<tr>
<td>Leisure Education (varies)</td>
<td>5-100</td>
</tr>
</tbody>
</table>

Parking*

<table>
<thead>
<tr>
<th>Type</th>
<th>Per Day</th>
<th>Quarter</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobiles</td>
<td>.75</td>
<td>$22</td>
<td>$54</td>
</tr>
<tr>
<td>Motorcycles</td>
<td>.75</td>
<td>11</td>
<td>27</td>
</tr>
</tbody>
</table>

§ Students may also purchase health insurance for themselves and dependents. Information about the plans is available from Student Accounts. All payments and questions regarding specifics of the plans may be directed to the insurance agent at 943-4500.

† The Washington Public Interest Research Group (WashPIRG), 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.

* At the time of this publication’s printing, proposed increases to these rates were being reviewed.

Note: Tuition is intended to cover the cost of instruction, except for supplies, books and consumables. For a few programs there may be a fee for using a specialized facility.
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.

Entrance into a program is based on your registration priority. Some programs 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.

Special registration periods are held for those desiring to enroll as nondegree-seeking special students or auditors. These special registration periods usually coincide with the opening dates announced in both on- and off-campus publications.

Address Changes
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 on 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>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>12-16</td>
<td>11 credits</td>
</tr>
<tr>
<td>Students</td>
<td>credits</td>
<td>or less</td>
</tr>
<tr>
<td>Graduate</td>
<td>10-12</td>
<td>9 credits</td>
</tr>
<tr>
<td>Students</td>
<td>credits</td>
<td>or less</td>
</tr>
<tr>
<td>Veteran</td>
<td>Important: VA standards for full-time training are different than Evergreen's. The &quot;seat-time&quot; 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>
</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 have attended at least one quarter, but need to "step out" for a while, 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).

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

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.

Credit Limit
Students may register for a maximum of 16 credits during any given quarter. If the student is concurrently pursuing course work at another college, he/she may register for a combined maximum of 16 credits. Credits earned beyond this limit will not be accepted.
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, see page 15.

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.

Typically, when the student is a member of a program, the first appeal should be made to the program team. If a satisfactory resolution is not reached, a further appeal may be made to the team’s academic dean.

Note: Appeals must be made within 60 days of the end of the appropriate quarter.

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 intentionally 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 all 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.

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 U.S. 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 earns fewer than three-fourths of the number of registered credits in two successive quarters will receive an academic warning issued by the dean of Enrollment Services. A student registered for six quarter credit hours or more who receives no credit in any quarter will receive an academic warning. Such warning will urge the student to seek academic advice or personal counseling from a member of the faculty or through appropriate offices in Student Affairs. A student will be removed from academic warning status upon receiving at least three-fourths of the credit for which he or she is registered in two successive quarters.

2. Required leave of absence.

A student who has received an academic warning, and while in warning status 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 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 awards of B.A. and B.S. degrees requires at least 225 quarter hours, including 90 at Evergreen and application at least one year in advance.

An application form submitted to the Office of Registration and Records and payment of a $25 fee are necessary for graduation. Contact Registration and Records at least one quarter in advance of the anticipated graduation date. For specific information regarding graduation requirements for MPA, MES and MIT programs, please refer to the appropriate Graduate Catalog.
Evergreen’s learning environment is profoundly engaging and challenging. The education you receive here ideally will bridge the gaps between academic disciplines and enable you to view concepts, problems and solutions in a unified, interdisciplinary manner. It’s an experience designed purposely to empower you for your entire life, not just to prepare you for a job.

You will find the experience most valuable if you look carefully at the many decisions you’ll be making about your education, if you take responsibility for your own learning and keep your eyes wide open for the rich and varied opportunities Evergreen offers.

Evergreen’s commitment to you means more than just making all this available. It also means we’re committed to helping you succeed and make the most of your academic career, your social development and your physical well-being. Sound advice, genuine support, good information and easily accessible resources for both work and play are invaluable tools for students entering and making their way through the Evergreen community of learners. We encourage you to take full advantage of these services. For further information, see Campus Services and Resources, beginning on page 87.

### Student Support Services and Activities

**Academic Planning and Experiential Learning (APEL)**

Lib 1401, ext. 6312

APEL offers both individual and group advising sessions when you need advice and information on programs, degree requirements, individual contracts, internships, credit for prior learning and other academic concerns. You’ll find it an excellent resource for all your academic planning.

**Access Services for Students with Disabilities**

Lib 1407D, ext. 6348; TDD: 866-6834

Access Services supports and assists students with disabilities by providing access to Evergreen’s programs and facilities. In addition to acting as an institutional liaison for students with disabilities, Access Services offers interpretive services for the hearing impaired and books on tape for visually and sensory-challenged students. Information is available on resources for testing, study-skills development, tutoring and reader services.

**Campus Recreation Center (CRC)**

CRC Office (CRC 210), ext. 6770

For almost any recreational or fitness activity you have in mind, Evergreen has facilities and offerings to serve your interests and needs: one of the finest recreation and fitness centers in the area; an outdoor covered sports pavilion; tennis courts; five playfields; movements rooms, weight rooms and workout rooms; a 25-meter by 25-yard pool; a rock climbing practice wall; a 3-court gymnasium; a wide array of leisure and fitness education courses offered every quarter; and the opportunity to participate in varsity swimming and soccer. Evergreen has nearly everything you need to "re-create" body and spirit.

**Career Development Center**

Lib 1407, ext. 6193

The Career Development Center supports students and alumni in their career and life work-planning process. The center offers a variety of services, including workshops, individual counseling, ongoing groups, career exploration and planning, resume writing and interviewing techniques. Resources in the center include assessment inventories, a computerized career information system, graduate school information, entrance exam practice testing and a 3,000-volume library on topics such as career exploration, graduate schools, career planning and employer information. A job board, updated daily, lists available state, national and international positions.

**Health and Counseling Center**

Health, SEM 2110, ext. 6200; Counseling, SEM 2109, ext. 6800

The Health Center is here to meet the primary needs of currently enrolled, full-time Evergreen students who have paid a mandatory fee of, as this Catalog went to press, $32. Students with health concerns will be evaluated and treated appropriately. If necessary, referrals will be made. Clinicians diagnose and treat common medical problems and manage stable chronic illness. The practitioner write prescriptions or dispense from the small, on-site pharmacy.

The Counseling Center provides professional psychological counseling and peer counseling for mental health issues, as well as workshops and therapy groups. The college’s alcohol and drug education program and support services for students in recovery are also located in the center. Referrals are made to community therapists and other offices when appropriate.
First Peoples' Advising Services
LIB 1415, ext. 6467

As a student of color, you bring important life experience to Evergreen's learning environment. You may also face unique challenges. The First Peoples' Advising Services staff works to make you feel welcome and to provide a warm, hospitable environment. Located in the Student Advising Center, First Peoples' Advising offers academic and personal counseling to support you in achieving your academic goals, support from peer counselors, workshops and support groups, a library/lounge/meeting room, advocacy, referrals and community-gathering meetings.

Housing
Housing Office (A-Dorm, Room 301), ext. 6132

Campus Housing offers excellent accommodations ranging from single and double studios to six-bedroom apartments and duplexes. In addition to free recreational activities for residents, Housing offers workshops on self-defense, roommate relationships, drug awareness and other relevant topics.

KEY Student Services
LIB 1407, ext. 6464

KEY (Keep Enhancing Yourself) Student Services is a federally funded support program. You are eligible for KEY if: 1) neither parent has a four-year college degree; 2) you have a physical disability or documented learning disability; or 3) you meet federal guidelines for low-income status.

The KEY staff will work with you to provide the following: needs assessment; personal and academic advising; financial aid advocacy; financial management assistance; free tutoring; academic and study-skills development; cultural enrichment; career guidance; referral; and institutional advocacy.

Learning Resource Center
LIB 2126, ext. 6420

The Learning Resource Center offers assistance with math and writing, as well as reading and study skills, at basic or advanced levels. Diagnostic testing and individual conferences are offered to help determine your academic needs. The center’s professional staff and student tutors can help you in individual or small group work in self-paced programs. Students receive assistance on a first-come, first-served, drop-in basis or can call for an appointment.

Student Activities
CAB 320, ext. 6220

More than 40 active student groups offer a wide variety of opportunities for student involvement (cultural, educational, social, recreational and spiritual). Students, through co-curricular involvement, gain practical skills and develop life-long friendships. A professional staff is available to help students get connected with one of the many student groups, find out what's happening on campus, assist in interpretation of campus policies and procedures or local, state and federal laws, and assist with developing and implementing student-initiated programs and activities. Please check page 89 for a list of active student groups, and stop by CAB 320 to find out more about the many ways to get involved on campus.

Student and Academic Support Services (SASS)
LIB 1414, ext. 6034

Advice on Evergreen policies and procedures is available in the Office of the Dean for Student and Academic Support Services. The office also offers mediation services, coordinates new student programs and provides referrals to campus and community resources.

Student Affairs Office
LIB 3236, ext. 6296

The Office of the Vice President for Student Affairs can assist you in determining how to proceed with problems that involve other persons or institutional issues. The vice president oversees the grievance and appeals process outlined in the Student Conduct Code, supervises the grievance officer and establishes a hearings board in the event of an appeal regarding alleged infractions of the code. The vice president also oversees Student and Academic Support Services, Enrollment Services, Recreation and Housing.
"The primary reason students are here is to learn, so making every effort to assist students with that process is a primary motivation for the staff and faculty at the college. I maintain contact with as many students as possible. I like to know how they’re doing and what they think about Evergreen. I’m able to carry those new impressions out to prospective students, parents, high school counselors, whoever I’m talking to as an Admissions counselor."

Diane Kahaumia
"My high school teacher recommended Evergreen to me, and I said, 'No way.' But then I came down and I went to a seminar, and it sold me. I fell in love with the seminar process. The seminar is a place where you come together with 20 people in seminar. It's the best feeling in the world when you can talk and learn.

Nathaniel Bretonspart Pettis
### Condensed Curriculum 1995-96

**Key**  
F—fall quarter; W—winter quarter; S—spring quarter

#### Special Features of the Curriculum (page 36)
- Interdivisional Offerings
- International Studies and Opportunities to Study Abroad
- The Evergreen Sustainability Initiative
- Mathematics Study at Evergreen
- Part-Time Study
- Evening and Weekend Programs

### Interdivisional Offerings
- Expressive Arts (page 51)
  - Credits
- Performing Arts
  - Foundations of the Performing Arts: 36 F W S
  - Stage, Staging, Stages: 36 F W S
  - Music: Composition and Technology: 24 F W
  - Dance and Culture: 8 S
- Film/Video
  - Mediaworks: 48 F W S
- Visual Arts
  - Foundations of Visual Arts: 48 F W S
  - International Craft and Folk Art: 24 F W
  - Cross Area
    - Mythic Reality: Imagining the Goddess: 24 F W
    - Artists in Community: Image Making in Theory and Practice: 32 F W
    - Islands: 32 W S
- Related Offerings:
  - After Audubon: 16 S
  - The Music Dramas of Richard Wagner: 16 S

### Core Programs (page 40)
- Credits
- The Good Life: 48 F W S
- Environment, Economics and (a)Esthetics: 48 F W S
- Water: 48 F W S
- Classical and Modern: 48 F W S
- Nature/Image: 32 F W
- The Search for Meaning: 48 F W S
- Science and Society: The Experimental Spirit: 48 F W S
- Great Books and Great Stories: 48 F W S
- Virtual College I: Humanity and Its Hardware and Software in the 21st Century: 48 F W S
- Nature and Technology: Touching Everywhere: 16 F W S

### Knowledge and the Human Condition (page 56)
- Literature, Values and Social Change: The United States, Russia and East Central Europe in the 20th Century: 36 F W S
- Shakespeare and Chaucer: Experience and Education: 48 F W S
- Cultural Codes: 32 F W
- Student-Originated Studies in the Humanities: 16 F W
- Europe Between the Wars: 1918-39: 12 F
- Down and Out: 12 W
- Myths at the Edge of History: 16 W
- Narrative Poems of the Golden Age: 16 W
- Nietzsche: Life, Work, Times: 16 S
- The Marine Environment: 32 W S
- Modori: 16 S
- Related Offerings:
  - Environmental Ethics: Theory and Action: 32 F W
  - Mythic Reality: Imagining the Goddess: 24 F W
  - Great German Works: Studies in Literature, Music and the Dramatic Arts: 24/32 F W
  - The Art of Conversation: 32 F W
  - (Re)Thinking Law: 32 F W
  - Global Webs and the Re-Imagined Americas: 48 F W S
  - Persistence of Vision: 16 S

### Environmental Studies (page 45)
- Credits
- Introduction to Environmental Studies: Land: 32 F W
- Introduction to Environmental Studies: Water and Watersheds: 32 F W
- Ecological Agriculture (Sustainability Initiative): 48 F W S
- Community Development:
  - Conflicts and Strategies (Sustainability Initiative): 48 F W S
  - Environmental Ethics: Theory and Action: 32 F W
  - The Marine Environment: 32 W S
  - Temperate Rainforests: 16 F
  - Tropical Rainforests: 16 W
  - Biogeography: 16 F
  - Mammalogy: 16 F
- Geographical Information Systems: Introduction to Principles and Geo-Ecological Applications: 32 F W
- After Audubon: 16 S
- Of Nations and States: Reinventing Geography: 16 S
- Hydrology: 4/8/16 S
- The Practice of Sustainable Agriculture: 8 S
  - (Spring '96/S, Summer '96/8-16c, Fall '96/8c)
- Tribal: Reservation Based/Community Determined: 48 F W S
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Special Features of the Curriculum

Interdivisional Offerings
Evergreen’s interdisciplinary curriculum enables academic programs to integrate several disciplines in the study of one problem or theme. The programs listed below are team taught by faculty from different specialty areas and provide an opportunity for students with widely differing fields of interest to pursue those interests from an integrated, broadening perspective.

- Community Development: Conflicts and Strategies (Sustainable Initiative), (page 46)
- Modotti, (page 59)
- The Virtual College, (page 68)
- After Audubon, (page 49)
- Islands, (page 55)
- The United States, Russia and East Central Europe of Nations and States: Re-Inventing Geography, (page 49)
- Europe Between the Wars (page 57)

International Studies and Opportunities to Study Abroad
Evergreen offers a variety of ways to study various cultures, both in Olympia and abroad. The curriculum offers a number of programs with an international and/or multicultural theme, both within the various specialty areas and in the Core curriculum. In some, opportunities are available for part-time language study.

Evergreen students have several options for studying abroad. The Language and Culture specialty area in particular, usually offers one or more programs each year in which students travel abroad for a quarter. Evergreen and Washington’s other public institutions collaborate in the Washington Cooperative Development Studies Program in Ecuador. Interdisciplinary offerings there provide opportunities for students with the unique opportunity to study and experience firsthand the environmental, social, political, cultural and economic impacts of development in Latin America. Full-time, quarter-long programs include Spanish Language and Latin American Culture; Environment, Development and Health in Latin America; and projects and/or internships in environment, development and health issues. Students may also 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.

Programs offered in the 1995-96 curriculum with a strong international focus include:
- Hispanic Forms, (page 60)
- Great German Works, (page 61)
- Global Woes and the Re-Imagined Americas, (page 66)
- Art, Politics and Culture of the Americas, (page 67)
- Jung’s Journey to the East, (page 75)
- Tropical Rainforests, (page 47)
- International Craft and Folk Art, (page 54)
- Mythic Reality: Imaging the Goddess, (page 54)
- Literature, Values and Social Change: The United States, Russia and East Central Europe in the 20th Century, (page 56)
- Of Nations and States: Re-Inventing Geography, (page 49)
- Mythic Reality: Imaging the Goddess, (page 54)
- Energy Systems, (page 73)
- Foundations of Natural Science, (page 72)
- Ecological Agriculture, (page 46)

The Evergreen Sustainability Initiative
In the 1995-96 academic year, Evergreen is continuing its experiment with a new mode of learning, the research/performance community, which brings together a large group of faculty and students of different levels with the intent of going beyond study to production and public presentation of research and/or performance which contributes to local and world discourse on a significant theme. The first research/performance theme is sustainability; several Evergreen programs will merge some of their activities to promote investigation and expression on widely diverse aspects of this broad—and urgently important—topic. Faculty involved are scientists, humanists and social scientists. They share the question, What long-term, healthy co-existence is possible between and among living things on the planet? and represent many disciplines and approaches: Patrick Hill (philosophy), Don Middendorf (physics and biology), Russ Fox (planning), Pat Labine (ecological agriculture), Lin Nelson (environmental health), Rob Knapp (physics), and Alice Nelson (Spanish language and culture).

The question of sustainability includes environmental affairs, but reaches beyond them, as well, to issues and investigations in body-mind integration, natural history, social and economic justice, fundamental physics and dreaming. Students join by enrolling in one of the Evergreen programs affiliated with this initiative:
- Foundations of Natural Science, (page 72)
- Energy Systems, (page 73)
- Ecological Agriculture, (page 46)
- Community Development: Conflicts and Strategies, (page 46)

How the Sustainability Initiative Will be Organized
The initiative is aimed at students in their second and later years of college. For 1995-96, the second year of this experiment, we will be designing specific activities in response to the first year’s results. Generally, there will be three kinds of activity:
- Research/performance: preparing and publicly presenting work that responds to the theme of sustainability, artistically, scientifically, socially/politically, or otherwise (e.g., community energy audit, poetry reading, land trust feasibility study);
- Skill-building: classes in specialized knowledge needed to carry out research and/or performance (e.g., introductory chemistry, effective group work, precalculus math, Spanish language); and
- Symposium: whole-group activities to develop awareness and understanding of critical background material which affects all work related to sustainability (e.g., workshops on race and class issues, guest lectures on environmental art, eco-restoration work parties).
Mathematics Study at Evergreen
If you want to learn how math relates to art, philosophy and, of course, science, Evergreen is the ideal place for you, even if you have had unpleasant experiences in previous mathematical education.

In this Catalog, you usually will not find a course explicitly called Calculus II or Linear Algebra; but don’t be misled into believing that we don’t study such things at Evergreen. Instead, you will find programs with titles like Matter and Motion or Data to Information. These programs and others incorporate traditional mathematics. In addition to developing your mathematical skills, you will also discuss, with faculty and other students, philosophical issues and social and political implications of the use of mathematics and science. You can also take math modules that are separate from programs or participate in self-paced programs at the Learning Resource Center. At Evergreen you will receive personal and personalized attention. The staff and faculty will make every effort to adapt to your individual interests and needs.

Part-Time Courses
Part-time courses (for two or eight credits) are offered each quarter. Most of these courses are offered to fill specific needs of the full-time curriculum or to enrich and complement that curriculum. Thus, they do not provide a wide and coherent array of courses for part-time students. In general, full-time students are discouraged from substituting several courses in a quarter for participation in a full-time group contract or coordinated studies program.

People wishing to enroll in studies part time should speak with Registration and Records (ext. 6180) and Academic Planning and Experiential Learning (ext. 6312) to better understand the courses available to them. Up-to-date descriptions of part-time offerings are published quarterly in the Evergreen Times, which can be obtained by calling Registration and Records.

Evening and Weekend Programs
Fall 1993 marked the beginning of a new experiment for Evergreen: programs offered evenings and weekends for part-time students. Team-taught, interdisciplinary work featuring seminars and narrative evaluations have been the signature trademark of an Evergreen education. Our new Evening and Weekend Studies Program brings these characteristics to evenings and weekends in a half-time, eight-credit format. Unlike our part-time courses, Evening and Weekend is designed as a coherent program of coordinated study. The program’s primary goal is to respond to adult learners unable to attend full time or during the day. We hope to provide the adult learner with an opportunity to experience Evergreen’s best innovation in a format sensitive to the demands of adult life.

The faculty develop programs that maintain a thematic line for the entire year. However, since today’s world often requires us to make changes in life schedules, faculty have also designed each quarter to stand alone—allowing students to enter winter or spring quarter if space is available.

Please call the Admissions Office (ext. 6170) or Nina Powell, Evening and Weekend student services coordinator (ext. 6657), for additional information.
"I’m vacillating between theater and medicine. But I get the feeling anything I want to do, I can do, as long as I’m willing to put in the work. I also think the social life at Evergreen is really cool. I’m really glad I live on campus and I’m surprised how many people I’ve gotten to know."

Heidi McAllister
I want to listen to me!

I thought: Wow, they

initiating art history;

but it was

seminar was exciting

my own ideas in

being able to express
dominating family.

and a very

I'm from a small town

speaking my mind.

I wasn't used to

Ambrose

Micko
Core Programs

Core programs are designed to give first- or second-year college students a solid foundation of knowledge and skills as preparation for more advanced studies. Core programs will introduce you to the central mode of study at Evergreen—coordinated studies—in which faculty members from 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 or mathematically, work cooperatively in small projects or discussion groups, and how to use the many resources in the Library. Core programs also help connect your studies with your own intellectual and personal concerns. You learn to contribute directly to the decisions central to 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 while at the same time learning about your own goals, about defining and dealing with problems, and about the college’s people and facilities.

Making Modern America: 1820-1960

Fall, Winter, Spring/Coordinated Study
Faculty: David Hitchins, Jerry Lassen, Argentina Daley
Enrollment: 66 Faculty: 3
Prerequisites: None
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: With faculty permission

As Andrew Jackson prepared to make his bid for the presidency, the new American nation pulsed with energy and zeal. Thinkers argued the nation was poised to finish its true mission: the creation of the world’s first perfect society. Balanced between the assumptions of the triumph of progress and the decadence of the Old World and the savagery of the frontier, the fledgling state seemed to occupy an ideal position: It could escape the extremes on both sides and finish off the business of building a republic which could deliver on the promises inherent in its Declaration of Independence. Each citizen would be able to travel as far and as fast down the road toward health, wealth and comfort as his talents would take him. No thought was given to the manner in which citizenship was defined—and which excluded women and nonwhites from participation in the economic political and social processes.

Beginning in the 1820s, however, the nation bubbled and roiled with reformist zeal as the woman question, penal reform, dietary issues and a growing disaffection with slavery sparked mass movements and culminated in the Civil War. The Reconstruction Period, which followed the Civil War, was also a period of unprecedented economic growth which sparked reformist movements: the Agrarian Revolt, Populism, Progressivism, Prohibition and imperial designs on overseas possessions. After Woodrow Wilson was elected president in 1912, the nation was embroiled in the international crises of the 20th century while still attending to the unfinished business of incorporating former slaves and women into their newly won roles as citizens. What lay ahead were two world wars, great prosperity, the Great Depression and major changes in the fabric of American Society—leading to John F. Kennedy’s 1960 presidential campaign, which promised a New Frontier.

Making Modern America will divide the academic year into three portions: Fall quarter will examine the period 1820-60; winter quarter will focus on 1865-1912; and spring quarter will study 1912-60. We will carefully read the major American thinkers and authors in history, literature, society, philosophy and economics and incorporate materials from the not-so-famous, such as mid girls from Lowell, Massachusetts. We will read diaries kept by women on the Oregon Trail and other materials, which will help us align the official history of the nation with its daily life and practice. We will honestly confront issues of race, gender and class as they emerged in the context of their times and study how they have formed who and what we are as a society today.

Students will be taught how to write clear expository prose; how to read and understand demanding texts; how to do research in primary and secondary source materials; how to articulate their ideas in verbal discourse; and how to synthesize lucid, effective positions from a variety of sources. Fall and winter quarters will require students to perform weekly writing assignments and spring quarter will feature a formal research project capped with a scholarly essay about that research. In addition, the common reading list will be extensive. Making Modern America is designed to take the beginning student into more advanced work with self-confidence and enhanced academic skills.

Credit will be awarded in American History, American literature, philosophy, political economy and cultural studies.
Total: 48 credits

Every Core program prepares students for entry programs in all specialty areas.
Fall, Winter, Spring/Coordinated Study
Coordinator: Brian Price
Enrollment: 88 Faculty: 4
Prerequisites: None
Special Expenses: Up to $200 for overnight field trips
Part-time Options: No
Internship Possibilities: No
Additional Courses Allowed: No

Planet Earth is a sick patient. Human population growth and economic development deplete natural resources and create pollution threatening the lives of all species. Although growth, development, depletion, and pollution may result in higher living standards for humans, they do not necessarily improve quality of life, as the human experience of alienation from nature and from other humans attests. The outlook for humans and the entire biosphere seems grim.

In this program we will investigate the ecological, economic and aesthetic underpinnings of this prognosis. We will ask such questions as: Why is nature treated largely as an object, as a resource base for the production of material goods? Why is the accumulation of money, land and possessions considered a positive value? Why do short-term interests tend to outweigh long run considerations?

We will also investigate antitheses to this prognosis by exploring the idea of The Good Life, which, we take it, is inextricably tied up with the idea of sustainability. We want to know: Are there alternative economic systems that are compatible with sustainable resource use? Are there philosophical, moral and aesthetic values which are integral to The Good Life? Are there virtues to reestablishing closer human relationships with the natural world?

We will not just ask theoretical questions. The Good Life cannot be merely thought; it must be lived. Thus, we will engage in practical explorations of The Good Life. For example, we will do regular field work and undertake field trips so as to learn how to observe, experience, and interpret natural and human environments. We will attend musical, theatrical, and artistic performances and displays as a way of better understanding the role of human creativity in The Good Life.

We will carefully read and write a great deal. We will also observe, listen, reflect and, perhaps, even draw. We hope you can live a bit of The Good Life as we learn what that life entails.

Credit will be awarded in environmental studies, political economy, philosophy, cultural studies, literature, and writing.

Total: 48 credits

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

Every Core program prepares students for entry programs in all specialty areas.

Water

Fall, Winter, Spring/Coordinated Study
Coordinator: Fred Tabbott
Enrollment: 88 Faculty: 4
Prerequisites: None
Special Expenses: Overnight field trips and $5/gqr lab breakage fee
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

As we enter the 21st century, it is clear that water, both in terms of quantity and quality, is emerging as the most important natural material. A variety of disciplines must be brought to bear to understand the natural, political and human aspects of this remarkable substance. In an integrated manner, we shall introduce students to the topics which are necessary to gain a fundamental understanding of water. Furthermore, we shall develop students' expertise sufficiently so that by spring quarter they can undertake a water-related environmental project of some significance in conjunction with governmental agencies or private citizen groups.

Water will introduce students to limnology, aquatic chemistry, oceanography, aquatic systems as habitats, environmental policy and regulation as it affects water quantity and quality, geochemistry, physical geology, toxicology (emphasizing human health effects of water pollutants), hydrogeology, risk assessment, computer modeling, aquatic contamination and the physical chemical properties of water as it affects distributions, diversity and activities of organisms. Applications and case studies will range from the pristine headwaters of the Nisqually River to the cleanup on the Hanford site. In support of some of these activities students will learn statistics, the use of the spreadsheet and the use of a programming language. The program assumes students have mastered high school algebra. During the spring quarter some topics will carry upper-division credit.

There will be a heavy emphasis on laboratory and field work. Bench analytical methods will be used, as well as instrumentation utilizing samples taken in the field. During winter and spring quarters, students will embark on monitoring projects ranging from local fresh water systems to the marine environment of South Puget Sound. Library research will be required to supplement the field data for each project's final report.

During these two quarters students will also be tracking water-oriented legislation during the 1996 legislative session. Writing will be an important component, starting with essays every other week during fall quarter, moving to technical reports winter quarter and culminating in a substantial research paper at the end of spring quarter.

Students should be able to cope with field trips which, in some cases will involve hiking and rustic overnight accommodations, as well as sampling cruises on research vessels, which will necessitate exposure to winter weather on the open water.

Credit will be awarded in environmental chemistry, analytical chemistry, computer programming, environmental policy, environmental science, oceanography, political science, hydrogeology and writing.

Total: 48 credits

Program is preparatory for careers and future study in natural resource management and environmental sciences.

Every Core program prepares students for entry programs in all specialty areas.

Classical and Modern

Fall, Winter, Spring/Coordinated Study
Coordinator: Bill Arney
Enrollment: 88 Faculty: 4
Prerequisites: None
Special Expenses: No
Part-time Options: No
Internship Possibilities: Spring quarter, with faculty permission
Additional Course Allowed: No

In Republic Plato speaks of an ancient quarrel between poetry and philosophy, a dispute concerning the true nature of the gods, the source of all knowledge and the nature of life itself. After Plato, this quarrel surfaces in various forms: as a dispute between the avant-garde and the mainstream; and a view of life as inherently tragic; as a dispute about whether the world is ultimately understandable through reason or complex forces. We have come to understand human nature as the limits of human knowledge, about whether we can know and how we can know; as a dispute about how to understand suffering and injustice.

This quarrel is a debate between those who think there is one answer and those who think there is always a multitude of interpretations, between those who think we can know with certainty and those who believe we can only gain limited knowledge under conditions of uncertainty. In the humanities we find this debate expressed, for example, in Gabriel Garcia Marquez's Chronicle of a Death Foretold, in the poetry of T.S. Eliot, and in the works of Picasso and the cubist painters. In science and mathematics, important contributions to this ancient quarrel have come from statistics, systems analysis, relativty theory, quantum mechanics, non-Euclidean geometries, abstract algebraic structures, and the dynamics of nonlinear phenomena.

In this program we will explore the various dimensions of this ancient quarrel through literature, philosophy, history, science and mathematics. We will be doing intellectual history and will follow this debate from its earliest forms to its most recent expressions. The goal of the program is to find out how this ancient debate can help us appreciate better our current situation—our situation at this college, in this community and in a world faced by issues like global warming, overpopulation and various environmental crises. We will introduce a cultural perspective by examining the extent to which this ancient quarrel is a Western phenomenon or a universal part of the human condition.

Fall quarter we will examine the roots of the ancient quarrel in Homer's Iliad, in Plato and in Greek tragedy. We will introduce contemporary issues during this quarter to see how "the ancient quarrel between poetry and philosophy" has meaning for us today. Winter quarter we will study in depth specific examples of how this quarrel forms the debated issues in literature, philosophy and science from the 18th century to the present. In the spring students will undertake projects designed to examine how this ancient quarrel is embedded in thinking about and resolving a specific current issue.

During fall and winter, we will write expository essays on our common readings. As part of their spring projects, students may choose to pursue other forms of writing. Important ideas in mathematics and science will be explored in lectures and workshops.

This program is appropriate for all students pursuing studies broadly in the humanities or the sciences.

Credit will be awarded in literature, philosophy, science, mathematics, history, philosophy of science and expository writing.

Total: 48 credits

Every Core program prepares students for entry programs in all specialty areas.
The Search for Meaning

Fall, Winter/Coordinated Study
Faculty: Lucia Harrison and Pris Bowarman
Enrollment: 44 Faculty: 2
Prerequisites: None
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program is designed for students who are considering choosing one of these "callings" for themselves and for students interested in others who make this choice. It will be a varied and intense program. Students will develop critical reading, expository writing and critical thinking skills through the historical, biographical and conceptual studies sketched above. All students will have the opportunity to participate in visual arts workshops (drawing, painting and perhaps photography) or in creative writing groups, and to perform voluntary service with social, political or religious organizations in the community. The program will invite people who are following these callings today to speak to us about their choices and experiences, and students will be asked to reflect throughout the program on their own choices in light of their learning in the program.

Credit will be awarded in writing, history, literature, art and social sciences.
Total: 48 credits

Every Core program prepares students for entry programs in all specialty areas.

Nature/Image
Fall, Winter/Coordinated Study
Faculty: Susan Aurand, Marilyn Frasca
Enrollment: 44 Faculty: 2
Prerequisites: None
Special Expenses: Art supplies
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: With faculty permission

This program will focus on building skill at making images in two and three dimensions. Our work will be to make our own images from our experiences of, and thoughts about, nature. What we see and our response to what we see will be informed by an intense study of how women and men have described nature to themselves and others through creations in two- and three-dimensional art, poetry, prose, film, music and dance. Each student will be expected to build a body of work which documents her/his efforts at expressing an experience of nature.

During fall quarter, students will participate in weekly lectures or presentations, topic seminars, drawing workshops and seeing seminars. During winter quarter, students will identify themes they wish to study and will participate in designing the winter quarter program structure to study those themes. During winter quarter students will also have the opportunity to make images in ceramic and mixed-media sculpture, in addition to drawing.

Credit will be awarded in drawing, sculpture, literature, humanities, creative writing and art history.
Total: 32 credits

Program is preparatory for careers and future studies in art and humanities. Every Core program prepares students for entry programs in all specialty areas.

In our materialist culture, money is commonly the measure of a person's success. Not surprisingly, then, many college students, at least sometimes, view their education primarily as a means to high-paying jobs, and they make choices about what they will study based on their estimates of how much money they can hope to earn with a certain kind of training.

Yet this is not a simple choice for many students: they feel disquiet at the choice between careers that promise future economic comfort on the one hand, and meaningful work on the other. Some students are upset by social problems (e.g., poverty, racism, violence, AIDS, political corruption or environmental degradation) which they may know well from their personal experiences or through reading. They need to weigh the necessity of earning a living and their desire to "make a difference." Some students may wish to pursue an art though they may not become famous, well-remunerated artists—at least in their lifetimes. Some students may be seeking a deep connection with a spiritual or religious community that cannot be sustained along with a highly paid career. In sum, some students may choose to earn less money in order to work at what they find meaningful.

Students may be seeking a deep connection with a spiritual or religious community that cannot be sustained along with a highly paid career. In sum, some students may choose to earn less money in order to work at what they find meaningful.

We will read biographies or autobiographies of people who have pursued these callings. Focusing on a few periods in history, we will examine how historical conditions affected their callings. Did the society at the time recognize a social need for these pursuits? Were they supported politically or financially? Were some people categorically excluded from them? Were those who followed these paths respected, admired, and/or mocked?

We will read biographies or autobiographies of people who have pursued these callings in each historical period to understand the complexity and difficulty of their choices, what motivated and inspired them, what compromises they made, and we will study some of their "works." Throughout our studies we will examine certain important concepts, including compassion, pride, voluntary poverty and self-discipline.
Great Books and Great Stories

Fall, Winter, Spring/Coordinated Study
Coordinator: Nancy Taylor
Enrollment: 66 Faculty: 3
Prerequisites: None
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program will use literature and stories as a window for understanding society in its current and historical contexts. Because staffing for this program was not completed as this Catalog went to press, a detailed text was not available. Past programs of this type focused on the Classical World, Renaissance Europe and literature that shed light on building the foundations of American society during the late 18th and 19th centuries. This new program will include literature and stories from both the East and West, and may also provide a stronger focus on contemporary time.

The weekly schedule will include lectures, seminars and expository writing sessions. Workshops will teach reading, art interpretation, oral interpretation of literature and writing well.

A detailed description of the program will be available at the time admitted students go through the advising and program selection process.

Credit will be awarded in expository writing history, art history and literatural/erual interpretation.

Total: 48 credits

Program is preparatory to careers and future study in the humanities or social studies. Every Core program prepares students for entry programs in all specialty areas.

Virtual College I, II:

Fall, Winter, Spring/Coordinated Study
Faculty: Sarah Williams, Wayne Wong, TBA
Enrollment: 33 (Virtual College I, Core), 36 (Virtual College II, Science and Human Values) Faculty: 3
Prerequisites: None
Special Expenses: No
Part-time Options: Yes, spring quarter only, with faculty permission
Internship Possibilities: Yes, spring quarter only, with faculty permission

This program will be dedicated to the goal of creating an intentional learning community without walls in time and space, a virtual college. Our experiment will explore the frontiers of collaborative education through advanced interactive multimedia technology on the Internet to link individual learners with one another locally and globally. We will explore the dynamics of corporations and states upon the human use of computers. At the center of our ongoing collaborative work will be a study of how and why class, race and gender/ses are dialectically related to the specific development of liberal democracy and its reproduction through the institutionalization of education.

The Virtual College will mix regular seminars, lectures and workshops with Cyberpace activities. We will post critical and creative writings on a Cyberpace people wall. We will use these shared responses for Cyberpace discussions on the central issues. We will attempt to prove the limits of interactive multimedia communication.

Students will also carry out special projects, either collaboratively or individually. Some of you may wish to make an intensive study of the emerging environments in which computers and human beings (i.e., "cyborgs") are combined such as interactive video, virtual environments, and the politics of the infobahn. Some students may also focus on popular and underground electronic cultures—including hacking, cracking, Cyberpunk and zines. Other examples would be deconstructing the imaginative literature from the new South Africa; building an activist network to preserve the Pacific Northwest; and researching the Human Genome Project. We will use our findings to inform the politics, pleasures, histories and promises of the new information technologies.

Our tentative reading list includes the following texts: J.D. Boler, Writing Space: The Computer, Hypertext and The History of Writing; Patrick Colignon, Symporia: Manuel de Landa, War in the Age of Intelligent Machines; Mike Davis, City of Quartz: Excavating the Future in Los Angeles; William Gibson, Neuromancer; S.S. Hall, Mapping the Next Millennium; Roger Lewin, Complexity: Life at the Edge of Chaos; Stephen Levy, Artificial Life; Vardell, Thompson and Rosch, The Embodied Mind: Cognitive Science and Human Experience. Students will also subscribe to one or two professional and trade periodicals and we as a program texts, one of which will be Wired magazine. Films and videos include "Citizen Kane," Welles; "Born in Flames," Borden; "Blade Runner," Scott; "Dead Ringers," "Videodrome," Cronenberg; "Zelig," Allen; and "Cyberpunk," Trench.
In The Virtual College we will not naively celebrate electronic environments or reflexively condemn them. Rather, our aim is to explore them and to understand what they mean. We thus encourage technophiles, technophobes, computer experts, and computer novices alike to join us—as well as people who couldn’t care less about computers but are fascinated by our issues and our hopes. Students will have ample opportunity to do writing in a variety of genres. Creative work in such forms as music, performance art, computer graphics, hypertext and multimedia will be both encouraged and welcomed.

Program note: In the spring quarter, The Virtual College will collaborate directly with the coordinated study program Persistence of Vision.

Credit will be awarded in computer studies, literature, philosophy, cognition, social theory, feminist theory, fine arts, writing and other areas determined by special projects.
Total: 48 credits

Program is preparatory for careers and future study in humanities, social sciences, computer studies, writing and performance. Every Core program prepares students for entry programs in all specialty areas.

Nature and Technology: Touching Everywhere

Spring/Coordinated Study
Faculty: Justino Balderrama and David Rutledge
Enrollment: 44 Faculty: 2
Prerequisites: None
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

We propose a cultural studies inquiry into the heart of the relationship between nature and technology. These days we find ourselves in a continuous ambivalent discoune: We simultaneously lament the loss of nature while we celebrate the promises of technology. Our North American culture has arisen as an ethos committed to technological power and mastery over nature; treating nature as primarily a material resource. We intend to juxtapose these two seemingly polarized conceptual orientations, nature and technology, to examine more closely the quality of this relationship. Our inquiry will attempt to explicate the conceptual patterns and issues that make up our ways of thinking about, looking at, interacting with, and being in a world of nature and technology. Consequently, we will be free to consider Eastern thought and Native American thought systems, as well as Western archetypes, paradigms and models (including feminist thought). Our aim is to map the evolution and transformation of this relationship between nature and technology into the 21st century.

Credit will be awarded in social science, Native American studies, philosophy of science, cultural studies and writing. Registration priority for this program will be given to first-year students.
Total: 16 credits

Every Core program prepares students for entry programs in all specialty areas.
Environmental Studies

Conveners: Mike Beug, Matt Smith

Affiliated faculty: Michael Beug, Paul Butler, Jovana Brown, William Brown, Richard Cellarius, Larry Eckstaedt, Russ Fox, Steven G. Herman, Pat Labhine, Kaye V. Ladd, John Longino, David Milne, Matt Smith, Jim Stroh, Pete Taylor and Al Carol Minugh, Ralph Murphy, Nalini Nadkarni, Lin Wiedemann

The philosophy of Environmental Studies is that the interaction of human societies and natural systems must ensure the sustainable survival of both. It is our primary experience to express that philosophy in many different roles in society.

Specifically, the goals of Environmental Studies are:

• to qualitatively and quantitatively investigate the chemical, physical and biological elements that define terrestrial, freshwater and marine ecosystems;
• to understand the physical systems that underlie life on earth;
• to understand the nature, development and interactions of human societies with the environment;
• to learn the richness and limits of environmental and social resources available to sustain both human environments and natural systems; and
• through applied work, to develop the skills necessary to manage our resources wisely.

Introduction to Environmental Studies: Land

Fall, Winter/Coordinated Study
Faculty: Ralph Murphy and Oscar Soule
Enrollment: 48 Faculty: 2
Prerequisites: One year of college
Special Expenses: None
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

Understanding land use and the policies that regulate it are central to doing good work in the environmental arena. The work in this program will be designed to help us think about how we might best understand and design appropriate conditions for sustaining both human and natural communities. We will take a terrestrial-ecosystem approach to understanding impacts on different land types. We will place equal emphasis on the origin and implementation of environmental regulations. Group work will be in the form of workshops, seminars, projects and field trips. Given the introductory nature of this program, students should expect basic concepts to be presented, at least initially.

We will share eight quarter hours of the program with the Introduction to Environmental Studies: Water and Watersheds program. In the fall quarter we will share two lecture/discussion series: one focusing on natural history and the other dealing with political economy of the environment. In the winter quarter we will share a lecture series on ecology and a second on research, statistics and economics.

In the spring quarter students will select from a variety of internships, group contracts and courses offered by program faculty from Introduction to Environmental Studies: Water and Watersheds; Introduction to Environmental Studies: Land; and Ecological Agriculture.

Credit will be awarded in environmental studies, ecology, political economy and public policy.

Total: 32 credits

Program is preparatory for careers and future study in environmental studies, political economy, environmental planning, economic development, law and natural sciences.

Introduction to Environmental Studies: Water and Watersheds

Fall, Winter/Coordinated Study
Faculty: Larry Eckstaedt and Matt Smith
Enrollment: 48 Faculty: 2
Prerequisites: One year of college
Special Expenses: None
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

Water and watersheds define basic units for understanding the distribution of natural and human populations on terrestrial landscapes. The work in this program will be designed to help us think about the questions of how we might best understand and design appropriate conditions for sustaining both human and natural communities. We will be studying both small, relatively simple local watersheds and the highly complex Columbia River watershed in order to develop an appreciation of the complexities of human uses of the landscape, the distribution and interactions of physical systems, plants and animals, and the ways in which human use affects—and is affected by—the natural world. Students can expect to do both serious field work and complex library research on their own and in group projects.

We will share eight quarter hours of the program with the Introduction to Environmental Studies: Water and Watersheds program. In the fall quarter we will share two lecture/discussion series: one focusing on natural history and the other dealing with political economy of the environment. In the winter quarter we will share a lecture series on ecology and a second on research, statistics and economics.

In the spring quarter students will select from a variety of internships, group contracts and courses offered by program faculty from Introduction to Environmental Studies: Water and Watersheds; Introduction to Environmental Studies: Land; and Ecological Agriculture.

Credit will be awarded in environmental studies, ecology, political economy and public policy.

Total: 32 credits

Program is preparatory for careers and future study in environmental studies, political economy, environmental planning, economic development, law and natural sciences.
Ecological Agriculture
(Sustainability Initiative)

Fall, Winter, Spring/Coordinated Study
Faculty: Pat Labine, Mike Beng
Enrollment: 48 Faculty: 2
Prerequisites: Core program or equivalent; some college work in chemistry and economics and/or political science recommended
Special Expenses: No
Part-time Options: By arrangement with faculty
Internship Possibilities: Spring quarter
Additional Course Allowed: By arrangement with faculty

The Ecological Agriculture program provides a broad, interdisciplinary study of agriculture from a critical perspective of social and ecological sustainability. In fall seminar we will examine the history and present predicaments of American agriculture. During winter quarter we will consider alternatives and possible futures. In spring quarter we will focus on the role of agriculture in Third World development. Critical reading and expository writing will be emphasized. In addition to seminar work, there will be substantial study in the natural and social sciences (chemistry, ecology, soil science, entomology, community studies, economics). Students will also have the opportunity for practical experience in food production at the college's Organic Farm. Students wanting more extensive training in agricultural production may take the program The Practice of Sustainable Agriculture spring quarter, as part of their work in Ecological Agriculture. Other student projects and internships will also be spring-quarter options.

This program will participate in a cross-program symposium: the Evergreen Sustainability Initiative, (see page 36).

Credit will be offered in ecology, chemistry, soil science, entomology, political economy of American agriculture, community studies, agriculture and development in the Third World, expository writing, library research and farm practice.

Total: 48 credits

Program is preparatory for career and future studies in environmental studies and agriculture.

Community Development:
Conflicts and Strategies
(Sustainability Initiative)

Fall, Winter, Spring/Coordinated Study
Faculty: Russ Fox, Patrick Hill, Lin Nelson
Enrollment: 60 Faculty: 3
Prerequisites: Junior/senior standing; written questionnaire and faculty signature required; background in environmental study or political economy or community service experience
Special Expenses: Overnight field trips and community projects
Part-time Options: No
Internship Possibilities: Yes, spring quarter, with faculty permission
Additional Course Allowed: Yes, with faculty permission

This upper-division program will explore conflicting theories and manifestations of community in the world as we approach the 21st century. Forces competing as determinants of the social context we call community include: an increasingly imposed global economy and culture, the transformation of nation states of the world, development paradigms that destroy the natural environment as well as indigenous cultures and workers' health, the changing role of nongovernmental organizations, articulation of how the principles of sustainability apply to community-building, and grassroots movements addressing human rights, environmental health, social justice, economic self-sufficiency and democratic decision-making processes. This program will examine these forces—the theories behind them, their impacts and emergent strategies.

With a geographical focus on the Americas, the North American Free Trade Agreement (NAFTA) will be used as a case study to examine the interaction of these conflicting forces and movements. We will study how the cultural, environmental and economic clash of these paradigms of development and community plays out. Philosophies of community and the role of religion in community identity and action will also be explored. This program will also participate in a cross-program symposium—the Evergreen Sustainability Initiative (see page 36) and perhaps in a Latin America Colloquia involving other programs studying Latin American culture and issues.

Theories, strategies and skills of community-based organizing and development, with particular attention to regional and international networks, will be introduced, examined and practiced. Liberation theology, participatory research, grass roots international trade alternatives and environmental justice organizing are examples.

Spring quarter, students may have the opportunity to implement skills and theoretical insights they have learned through community projects and internships. Opportunities for intensive Spanish-language training and/or for community development in Latin America may also be available spring.

Credit will be awarded in community and regional studies, international studies, political economy of development, participatory research methods, Latin American studies and multidisciplinary perspectives of sustainability.

Total: 48 credits

Program is preparatory for careers and future studies in local or international community development, environmental studies, public policy, community planning, organizing or advocacy.

Introduction to Environmental Modeling

Fall, Winter/Group Contract
Sponsor: Robert S. Cole
Enrollment: 24 Faculty: 1
Prerequisites: One year of college, one year of college-level science, one year of calculus or concurrent calculus
Special Expenses: No
Part-time Options: Yes, 12-credit option with prior faculty approval
Internship Possibilities: No
Additional Course Allowed: Yes, four credits only, with faculty approval

This program will investigate mathematical models of biological and ecological systems. We will explore the nature of several dynamical systems in an effort to discover relationships between constituent parts, and to develop critical insights into issues of ecological and social sustainability. Topics will include population dynamics of single species, including harvesting models in fisheries and forestry, predator-prey interaction models, epidemic models and the dynamics of infectious diseases, temporal and spatial diffusion of pollutants in biological organisms, groundwater modeling and dynamics of physiological systems.

In workshops we will develop many of the mathematical tools and computer skills necessary to understand the models we'll investigate. Readings, lectures and films will address underlying concepts as well as visions for changing many of the unsustainable activities of the present.

In fall quarter we will focus upon population and epidemiological studies. During winter quarter we will emphasize pollutant studies and groundwater issues, while affording students opportunity to use skills and theoretical insights learned on individual and collective project work.

No prior background in computing is assumed, but students should have completed one year of college-level science, and either have completed one year of calculus, or be taking it concurrently with this program.

Credits will be awarded in mathematics, computer modeling and simulation, environmental analysis, and environmental and public policy.

Total: 32 credits

Program is preparatory for careers and future studies in environmental science, physical or biological science and mathematics or computer studies.
Environmental Ethics: Theory and Action

Fall, Winter/Group Contract
Sponsor: Mark Levensky
Enrollment: 24 Faculty: 1
Prerequisites: Junior/senior standing
Special Expenses: Approximately $60 for overnight field trip, group project and internship expenses
Part-time Options: No
Internship Possibilities: Half-time internship is required winter quarter
Additional Course Allowed: With permission of faculty

Environmental Ethics: Theory and Action is a two-quarter group contract designed to explore: (1) a small number of philosophical ideas at the center of contemporary environmental ethics; (2) six environmental problems in Puget Sound; and (3) the possibility of making a contribution toward the solution of some environmental problems by working with an environmental agency, organization or action group.

During fall quarter, each student will make and present essays in response to assigned readings, participate in a book seminar on essays in environmental ethics and work with a small group of students to prepare a presentation on and lead an all-program field trip to the site of an environmental problem in Puget Sound. During winter quarter, reading, writing and book seminars will continue. Each student will also engage in a half-time internship in the Olympia community.

Each quarter the program will include guest lectures, films and talks by the program faculty. Some topics for reading, writing and discussion: the general nature of an environmental ethic; rights, duties and obligations; intrinsic and nonintrinsic value; mind and matter; nature; spirit; property; beauty; greed; and environmental racism. Possible topics for small-group presentations and all-program field trips: land use planning; nuclear energy; wildlife refuge; toxic wastes; mining; salmon; trees; and water. Each student, working with the Academic Planning and Experimental Learning Office, will make arrangements for his or her own winter-quarter, half-time internship. Internship sites might be: government agencies; environmental organizations; schools; grassroots action groups; and refugees.

Credit will be awarded in environmental ethics, essay writing, research project in contemporary environmental problems and internship work.
Total: 32 credits

Program is preparatory for work in philosophy and environmental studies.

The Marine Environment
Winter, Spring/Coordinated Study
Faculty: Kaye V. Ladd, TBA
Enrollment: 24 Faculty: 2
Prerequisites: At least two quarters of college chemistry and college-level biology with lab; the ability to quantify information (work easily with numbers and equations); and experience using a personal computer required (IBM environment preferred); junior or senior standing preferred
Special Expenses: $5 per quarter lab breakage fee
Part-time Options: With permission of faculty
Internship Possibilities: No
Additional Course Allowed: No

The Marine Environment focuses on the sea as a habitat for marine life and the relationships between marine organisms and the physical and chemical properties of the marine environment. Material will be developed through the study of biological, chemical, and physical oceanography; statistics; laboratory and field work; and research projects. There will be course-type work in oceanography and statistics, and the concepts developed will be applied through faculty-designed experiments and student-designed research projects.

This is a two-quarter program. Winter quarter, we will develop field and lab methods for determining physical parameters, nutrients, biological productivity and trace metals. In addition, students will design research projects using these methods and read in the appropriate primary literature to develop the background material for their project. The faculty will provide a list of possible research projects, among which will be understanding the relationship between trace metals in marine organisms and their habitat and the dynamics of productivity and nutrients in Budd Inlet. Spring quarter, roughly one-third of the program work will be devoted to completing the research projects. Seminar will develop your ability to read and discuss primary literature and you will be required to make a formal oral analysis of a particular paper. Data analysis (statistics) will be facilitated through use of Quattro Pro. You will be expected to develop your formal written products using a word processor (WordPerfect preferred) and you will learn to integrate various forms of software outputs (spreadsheets, graphs, text) for formal presentations. You will have biweekly formal written reports which integrate the field/lab and lecture material.

Credit will be awarded in marine ecology, oceanography, statistics, and research/laboratory/field work in marine science. Although subject to change, we anticipate all credit will be designated upper-division science.
Total: 32 credits

Program is preparatory for careers and future study in marine and other environmental sciences.

Temperate Rainforests
Fall/Coordinated Study
Coordinator: John Longino
Enrollment: 48 Faculty: 2
Prerequisites: Junior-senior standing; at least one year of college study in environmental studies, including Introduction to Environmental Studies or its equivalent
Special Expenses: Overnight field-trip costs estimated to $20
Part-time Options: With faculty permission
Internship Possibilities: No
Additional Course Allowed: With faculty permission

The world’s rainforests are under tremendous pressure. This program will focus on the temperate forests of the Olympic Peninsula. Through seminars, lectures and extensive field work, both directed and student originated, students will develop an understanding of this unique ecosystem. With this background, we can then compare and contrast the region with other temperate and tropical rainforests, both in a natural history sense and as it relates to human activities.

Credit will be awarded in ecology, biology and environmental studies.
Total: 16 credits

Program is preparatory for careers and future study in field biology and ecology, and environmental studies.

Tropical Rainforests
Winter/Coordinated Study
Coordinator: John Longino
Enrollment: 24 Faculty: 2
Prerequisites: Temperate Rainforests or equivalent required; some Spanish language preferred; faculty signature required; contact faculty for application information early in fall quarter, application due October 27
Special Expenses: $3,300 (estimated) for field studies in Costa Rica
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Students and faculty will conduct field studies at the Monteverde biological station in Costa Rica for the entire quarter. Also included is a trip around the country to introduce students to the various habitats found in this diverse Central American nation. Emphasis is on learning the natural history of tropical ecosystems.

Credit will be awarded in tropical biology, earth science, and language and culture.
Total: 16 credits

Program is preparatory for careers and future study in field biology and ecology, environmental studies and earth science.
Biogeography
Fall/Group Contract
Sponsor: Pete Taylor
Enrollment: 24 Faculty: 1
Prerequisites: Junior-senior standing and college-level general biology are required; general ecology is desirable
Special Expenses: Overnight field-trip costs estimated at $25
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Biogeography is a scientific field dedicated to describing and explaining the distributions of organisms. Explanations are sought in historical and modern causes, drawing from several fields of environmental science, including ecology, evolutionary biology, systematics and geology. The program will also explore aspects of conservation biology, an emerging field that applies concepts from biogeography and the related fields just mentioned, to protecting biodiversity—now recognized as declining at an unprecedentedly high rate due to human causes. These subjects will be covered by lectures, readings, seminars, field trips and literature-survey projects. The geographic scope will be worldwide with some focusing on the Pacific Northwest. Local examples will include the Olympic Peninsula, Mount Saint Helens, forests, salmon, and other places and organisms having particular biogeographic and conservation interest.

Credit will be awarded in biogeography and conservation biology.
Total: 16 credits

Program is preparatory for further studies in natural sciences and related environmental fields.

Mammalogy
Fall/Group Contract
Sponsor: Steven G. Herman
Enrollment: 24 Faculty: 1
Prerequisites: Junior/senior standing; Introduction to Biology; general understanding of natural history and interest in field work
Special Expenses: $150 for overnight field trips and related expenses
Part-time Options: No
Internship Possibilities: Yes
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 ten scientific study skins and research one species of mammal in both the library and the field. Our major (three-day) field trip takes us to the east side of the Cascades early in the quarter. Most other field work will be local, emphasizing live trapping. Students will maintain field records using a rigorous technique pioneered by Joseph Grinnell. Required materials will include a curatorial kit, standard field guides, Mammalogy by T. Vaughn and shorter texts as needed.

Credit will be awarded in mammalogy and 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.

Geographical Information Systems: Introduction to Principles and Geo-Ecological Applications
Fall, Winter/Group Contract
Sponsor: James M. Stroh
Enrollment: 24 Faculty: 1
Prerequisites: Sophomore standing; geology or physical geography, geometry, college algebra, statistics
Special Expenses: Upto $5 lab breakage fee, $70 for field trips (possible higher cost: $170 for Southwest desert trip)
Part-time Options: Yes, with faculty permission
Internship Possibilities: Possible winter quarter, consult faculty
Additional Course Allowed: Yes, with faculty permission

This class will focus on the use of a computer-based Geographic Information System (GIS) in modern analysis of landscape-linked, geo-environmental studies and environmental problem solving. GIS provides the ability to combine spatial (map) information with databases and modeling. This powerful tool has exceptionally broad analysis capabilities. For better or worse it is used more and more frequently by government industry and environmental organizations. Since one of the least understood underpinnings of GIS, by operators, involves map projections and map-data limitations, this class will focus on maps and limitations of field data. The program will concentrate on geologic, soil, and where possible, vegetation map analysis. Modes of study will include reading texts and discussing scientific articles; lectures; laboratory and field exercises; and special workshops. Individual and group projects will be required to achieve a realistic understanding of GIS.

Field exercises might include geology-soil-plant relationships in California's Death Valley area, if the plants are identifiable. All field work requires ability to traverse rough terrain and maintain a rigorous daily schedule on foot.

Credit will be awarded in geology, GIS and environmental studies. Credit in upper-division science will be awarded to students with backgrounds suitable for the B.S. degree: a minimum of eight or more credits in college algebra, college statistics or more advanced math; and eight credits or more in college chemistry, or eight or more credits in college physics; and eight or more credits in college biology or eight or more credits in college earth science.
Total: 32 credits

Program is preparatory for careers in earth science, environmental science and geography.
After Audubon

Spring/Coordinated Study
Coordinator: Steve Herman, Susan Aurand
Enrollment: 44 Faculty: 2
Prerequisites: Core program or equivalent
Special Expenses: Field trips and art supplies
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: With faculty permission

This program is about birds—about how we understand, experience and portray them in art, biology, literature and myth. Students will work to develop skills in ornithology and in drawing to enable them to study and make images of birds in nature. Our weekly work will include lectures and presentations, drawing workshops, fieldwork in ornithology, seminars and journal writing. Our study will range from the biology of birds to why birds have been thought to be the messengers of the gods and symbols of the soul. In the last five weeks, each student will identify a topic or theme concerning birds and develop a body of work on this topic which includes drawings, research and writing.

This program is appropriate for students seeking to combine art and science in a focused multi-disciplinary study. Some prior experience in either art or biology is strongly recommended. No prior drawing experience is required, only a willingness to do intensive work in both drawing and ornithology.

Credit will be awarded in drawing, ornithology, literature and art history.
Total: 16 credits

Program is preparatory for careers and future study in art, ornithology and environmental studies.

Of Nations and States: Reinventing Geography

Spring/Group Contract
Sponsor: Bill Brown
Enrollment: 24 Faculty: 1
Prerequisites: Junior/senior standing
Special Expenses: No
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The breakup of the Soviet Union and Yugoslavia, as well as the turmoil that has attended the history of post-colonial Africa, has as never before brought into question the reality of the familiar political map of the world. The prominence, and the pre-eminence, given to states (countries) over nations (coherent cultural/ethnic groups) presumed either the assimilation, compliance, or effective suppression of nations within the boundaries of the state. Thus, as one writer has observed, the political maps with which we are all familiar have created a "conceptual barrier that prevents us from comprehending the political crack-up just beginning to occur worldwide." If these maps fail to represent the many scores of lands and cultures beyond the approximately 150 states officially recognized at present, an equally serious concern is the typical failure of state boundaries to correspond even remotely with natural environmental systems, and with the resource needs of the country. Thus, from at least two directions, NAFTA, GATT, and the "global village" notwithstanding, we have powerful forces at work undermining the conventional stability of the world's major political regions, if not the entire globe.

This program will examine continuing trends in this process of readjusting cultural, spatial and environmental elements in the making of new political maps. We will experiment with the creation of models of places that express a closer and more sane correspondence between natural environments and human cultures.

Credit will be awarded in cultural geography, political geography and environmental planning. Other credit will be awarded as appropriate in terms of individual student research.
Total: 16 credits

Program is preparatory for careers in geography and in regional and environmental planning.

Hydrology

Spring/Group Contract
Sponsors: Paul Ray Butler, James M. Stroh
Enrollment: 24 undergraduate, 18 graduate Faculty: 2
Prerequisites: Graduate standing; or junior/senior standing, good math skills (calculus not required)
Special Expenses: Approximately $10 for overnight field trips
Part-time options: Yes
Internship Possibilities: Yes
Additional Courses Allowed: Yes

Both graduate and advanced undergraduate students are afforded the opportunity to study surface water and/or groundwater hydrology. Each of these options will be offered as a separate four-credit module. In each area of study, the focus will be on the physical processes that determine the distribution and movement of this vital resource. In addition, students have the option of taking an independent research component dealing with a local water-related issue.

Credit will be awarded in surface-water hydrology, groundwater hydrology, and research topics in hydrology.
Total: 6/8/12/16 credits

Program is preparatory for careers and future study in hydrology, environmental science and natural resource management.
The Practice of Sustainable Agriculture

Spring, Summer, Fall Course
Coordinator: Pat Moore
Enrollment: 18 Faculty: 1
Prerequisites: Junior/senior standing; faculty signature and faculty interview required during winter quarter, February 12-23, 1995, assessing student's motivation, maturity, communication skills and background in environmental sciences; transfer students, during winter quarter, January 29-February 2, 1995, should mail description of college courses taken and related work experience, plus letters of recommendation; faculty will then conduct phone interview; be sure to send faculty phone number at which you can be reached
Special Expenses: Up to $30 per quarter for overnight field trips and plant clippers
Part-time Options: This is an eight-credit program in spring and fall and a 12-16 credit program in summer
Internship Possibilities: Yes
Additional Course Allowed: Yes

This program will provide upper-division students with direct experience in the practice of sustainable agriculture. There will be weekly lectures and occasional field trips; however, the major emphasis of this program will be practical skill development in intensive food production at the college's Organic Farm. Students can expect instruction in soils, plant propagation, greenhouse management, composting, green manuring, the use of manures, equipment combinations, the economics of small farms, livestock management, pest control, weed control strategies, water management, irrigation system design, machinery maintenance, basic horticulture, intensive vegetable culture, marketing, orchard systems and more. We will also examine biodynamics, permaculture and radionics.

Credit will be awarded in soil management, weed and pest control, low-input sustainable agriculture methods and plant propagation.
Total: 28/32 credits

Program is preparatory for careers and future studies in agriculture.

Tribal: Reservation Based/Community Determined

Fall, Winter, Spring/Coordinated Study
Coordinator: Carol J. Minugh
Enrollment: 48 Faculty: 2
Prerequisites: Faculty signature required, consult coordinator
Special Expenses: No
Part-time Options: Yes
Internship Possibilities: Yes
Additional Course Allowed: Yes

This community-determined program seeks students who work live on a reservation, are tribal members or Indian.
The program emphasizes community building within Native American communities where the classes are held. The curriculum for the program is a direct result of students themselves determining what an educated member of an Indian nation, who wants to contribute to the community, needs to know. The interdisciplinary approach provides opportunity for students to participate in seminars while also studying in their individual academic interest areas.

Development of the curriculum for the academic year begins with community involvement the previous spring. Current and potential students work to identify educational goals and curriculum topics for the program. A primary goal of this process is the student's ability to be effective in or outside the native community. After the students make decisions, the faculty and students identify texts, methods and resources to assist the learning process. Students play a major part in making the learning appropriate to them in their community.

Within the framework of the identified curriculum is the overall premise than an "educated person" needs to have skills in research, analysis and communication. Material is taught using a tribal perspective, and issues related to tribal communities are most often the topics of discussion.
For program information, contact: Dr. Carol Minugh, Program Director, The Evergreen State College, Olympia, WA, 98505-0002, 866-6000, ext. 6025.

Credit distribution relates to specific curricular foci and topics adopted in the program.
Total: 48 credits

Program is preparatory for careers in human services, tribal government/management, education and community development.
in the Expressive Arts. Include a minimum of three quarters' prior experience in the expressive arts or expect to have taken and successfully completed an entry-level film and video program, such as MediaWorks. Transfer students who have spent a year in coordinated studies may also plan independent contracts if they have at least one year of intensive course work in media production and theory from their former institution. Students may not use independent contracts to learn basic production skills that are taught in full-time programs, courses or modules.

The following items should be included in the portfolio which students submit when seeking entrance into an advanced program in the visual arts: (1) At least six examples from a body of work which examines a particular theme or topic. The theme may be explored using a single medium or through the use of several different two-dimensional and three-dimensional media. Slides, photographs, and actual pieces may be included; (2) Students who have worked in a variety of media should include examples from each, demonstrating the range of diverse skills which have been developed; (3) Several examples of written work should be contained in the portfolio. Assigned papers, creative writing and/or self-evaluations would serve this purpose. These materials should be contained in a portfolio which is portable and easily carried from one place to another. They should be arranged in a coherent sequence based upon one of the following factors: chronology, medium, theme, or the sequences of programs in which the work was completed. Students should contact the relevant faculty or the Academic Planning and Experiential Learning Office for information concerning the times and places for submission of portfolios.

Students wishing to do either contracted individual study or a senior thesis in the arts should check with Expressive Arts faculty members about these requirements prior to submitting proposals. Students may also enroll in skill-development modules designed to supplement work in programs and group contracts. Finally, there are internship possibilities for preprofessional work experience.

Independent contracts in film/video are available on a limited basis to students who are ready for advanced work in film/video production, history and theory. Independent contract projects might involve production of a film, video, or mixed-media piece; writing a script or screenplay; or research on media history or theory. In order to do an independent contract, students must be at the junior or senior level and must demonstrate they have gained a solid theoretical and technical background in film and video production, history and theory. This background should be developed through work in programs, courses and modules equivalent to a concentration. Students must have at least three quarters' prior experience in the expressive arts or expect to have taken and successfully completed an entry-level film and video program, such as MediaWorks. Transfer students who have spent a year in coordinated studies may also plan independent contracts if they have at least one year of intensive course work in media production and theory from their former institution. Students may not use independent contracts to learn basic production skills that are taught in full-time programs, courses or modules.

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Students wishing to do either contracted individual study or a senior thesis in the arts should check with Expressive Arts faculty members about these requirements prior to submitting proposals. Students may also enroll in skill-development modules designed to supplement work in programs and group contracts. Finally, there are internship possibilities for preprofessional work experience.

Foundations of the Performing Arts
Fall, Winter, Spring/Coordinated Study
Faculty: Bud Johannsen, Sandle Nisbet, Sean Williams
Exercises: 72 Faculty: 3
Prerequisites: Core program or equivalent, sophomore standing or above
Special Expenses: Admission fees at three performance events per quarter
Part-time Options: No, this program offers only 12 credits each quarter
Internship Possibilities: No
Additional Course Allowed: Yes (four credits)

Throughout history, major artistic developments have most often occurred as a result of changes and crises in society. In the classical performing arts, these crises have manifested themselves in various ways, such as in the shift away from the sacred to the secular, the development of theatrical realism and the combination of dance, music and theater in increasingly complex ways. In this program, we intend to focus on the Western performing arts traditions with supplementary background material from outside Western Europe, including the artistic source areas of Greece, Russia, the Middle East and Africa.

But to what end do we explore the performing arts, if not partly to discover where we are now and where we are going in the future? Are the current developments in the performing arts of the 1990s a reflection of a series of crises, or are they harbingers of crises to come? How can we prepare for the future without understanding what has happened in the past? Through the lens of the performing arts, we will question and deepen our understanding of the cultural context of music, dance and theater in early modern Europe and follow the dramatic shifts that have occurred in the arts and society of 20th century America.

In addition to building our theoretical grasp of the issues that have led to change and development of the performing arts, we will also work toward developing important practical skills. Each week, students will participate in workshops designed to build skills in acting, choreography and music theory and composition. These workshops will lead to performances at the end of each quarter, in which students will be challenged to stretch their artistic boundaries and explore otherwise hidden talents.

One program materials will be drawn from a variety of texts, films, recordings and live performances. This lively blend of sources will be examined in the context of seminars and lectures; student contributions will enrich the program further through performances, research and writing.

Credit will be awarded in theater, dance, music, cultural studies and European social history. Total: 36 credits

Program is preparatory for careers and future study in the performing arts and liberal arts.
Music Composition and Technology

Fall/Winter/Group Contract
Sponsor: Terry Setter
Enrollment: 24 Faculty: 1
Prerequisites: Junior/senior standing; training and experience in music, preferably composition; faculty signature required; submit a cassette tape of previous work (can be informal) to Terry Setter and arrange a verbal or written interview with him; students can contact Terry directly, by phone, in writing or by e-mail; interviews should be completed by May 17, 1995
Special Expenses: $15 audio tapes, $50 retreat
Part-time Options: This program offers only 12 credits each quarter
Internship Possibilities: No
Additional Course Allowed: Yes
Credit will be awarded in music composition, aesthetics, contemporary music history, and innovative aspects of music technology in order to gain the broadest possible perspective on these subjects and the greatest number of usable skills.
Class meetings will be divided into lectures, seminars on various program materials, and a composition forum. Readings on related materials will be assigned, as will composition projects. A concert of original works by members of the program will be presented at the end of winter quarter. Emphasis will be placed upon linking the skills developed in each of the areas noted above. Regional concerts and other related events will be attended by program members during both quarters. Attendance at these events will be mandatory and critical to successful completion of the program. Students are strongly encouraged to take a related module, such as audio engineering or music structures, to complete their 16-unit course of study.
If you are interested in developing your creative voice in music, this is the program for you.
Credit will be awarded in music composition, aesthetics, music history, music technology and research presentation.
Total: 24 credits
Program is preparatory for careers in dance, performance studies, cultural studies, and education.

Dance and Culture

Spring/Group Contract
Sponsor: Meg Hunt
Enrollment: 24 Faculty: 1
Prerequisites: Previous study in performing arts, junior standing
Special Expenses: Performance and workshop tickets
Part-time Options: This is an eight-credit offering
Internship Possibilities: Yes
Additional Course Allowed: Yes
Although the art form of dance has been too often maligned and trivialized in Euro-American culture, it is in most of the world throughout most of history, a powerful force in the life of the human community. In this program, we will examine how one looks at and defines dance is ways that respect its place in its own culture; we will also look at specific forms from several different cultures. In addition to theoretical reading, there will be workshops by guest artists in different forms of dance. Students will select one dance form to examine in greater depth. The emphasis will be on reading, writing and research rather than studio work. It is not necessary to be a dancer to enroll in this program, though many students will want to take a dance course concurrently.
Credit will be awarded in dance history, cultural studies, and performance studies.
Total: 8 credits
Program is preparatory for careers in dance, performance studies, cultural studies, and education.
MediaWorks
Fall, Winter, Spring/Coordinated Study
Coordinator: Laurie Meeker
Enrollment: 40; Faculty: 2
Prerequisites: Core program (transfer students must complete one quarter of coordinated studies before being considered for this program), preference given to juniors and seniors, faculty signature required, interview and portfolio review (see application procedure to the right)
Special Expenses: Students are responsible for their own film stock, processing and other production supplies ($100-$300 per quarter) and $40-per-quarter screening fee
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Not for fall, with faculty permission winter and spring

MediaWorks is the entry-level, moving-image program designed to provide students with basic skills in film, video and audio production, as well as some aspects of film and video history and theory. All moving-image programs emphasize the linkage of media theory and practice, focusing on the development of a critical perspective for imagemaking and examining the politics of representation.

In the 1995-96 version of MediaWorks, we will focus on the art of the moving image. Documentary filmmaker Laurie Meeker will collaborate with a visiting animator to explore a variety of filmic modes and communication strategies, including animation, autobiography, documentary and experimental films/video. A focus on animation will emphasize the importance of each frame while drawing attention to the specific artistic properties of the moving image. An exploration of autobiography and documentary theory/practice will demonstrate the necessity of understanding the politics of representation. Students will be instructed in various animation techniques, preproduction design, cinematography, video production, sound recording for film and video and post-production techniques.

Although the development of competent technical skills will be emphasized, the overall focus of the program will be on experimentation and the development of a critical and political viewpoint with regard to one’s own imagemaking.

Students will spend fall and winter quarters acquiring specific technical skills, exploring the design process as it applies to the moving image, executing experiments in visual imagemaking, and screening and evaluating films and video tapes. Seminars will focus on both visual and written texts that explore the history and theory of documentary, experimental and animated forms of imagemaking. Students are expected to have competent research skills and will be writing research papers as well as critical essays analyzing visual material. Students should expect to work collaboratively as well as individually, and to design projects consistent with the stated themes of the program. During spring quarter, students will work on a complete film or video project, or may pursue an internship in media production. Attention will be given to the process—as well as the product—of media production, with frequent screening of work in progress and emphasis on group discussion and critique.

Application procedure: Juniors and seniors are given priority. Students may request an application from the program secretary after April 10, 1995, and may sign up for an interview one week prior to the spring Academic Fair scheduled for May 10, 1995. Because this has been a popular program, we ask that you respect faculty commitments to their current academic programs and respect the fact that faculty will not be available for interviews prior to that time. The final list of students accepted into MediaWorks will be posted on Meeker’s office door on the Monday following the Academic Fair. Transfer students will be expected to complete at least one quarter of coordinated studies (at Evergreen or elsewhere) before applying to this program.

Credit will be awarded in film/video production, animation, audio production, documentary history and theory, documentary film ethics, experimental film/video history and theory, feminist film theory, and independent film and video projects.

Total: 48 credits

Program is preparatory for careers and future study in media, visual art and communications.

Foundations of Visual Arts
Fall, Winter, Spring/Group Contract
Faculty: FW/Rob Haft, Hiro Kawasaki; Sp/Jean Mundinger
Enrollment: 48 FW, 20% Faculty: 1
Prerequisites: Presentation of a portfolio (see portfolio requirements for Visual Arts in this Catalog’s Introduction to the Expressive Arts), faculty signature required
Special Expenses: Drawing and photographic supplies
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Foundations of Visual Arts is a year-long, group contract that offers an introduction to the making of both two-dimensional and three-dimensional art forms in conjunction with a study of aesthetics and the history of art.

Full quarter students will learn what it means to do studio work. We will deal with various two-dimensional media that include (but are not limited to) charcoal, pencil, conte crayon and photography. Students will learn to draw both by following a series of exercises and by working with live models. They will also learn the basics of the 35mm camera and of black and white photography. Through weekly design assignments, we will explore design and composition. Critique sessions, which will follow the assignments, will allow students to share their work with the entire program and get constructive feedback. Along with the hands-on segment of the program, we will see films and read novels and nonfiction articles—designed to compliment our studio work—that deal with both the lives and the working methodologies of artists. This part of the program will also continue during the winter and spring.

Winter quarter we will continue to build on what we learned in the fall, continuing with the study of figure drawing and some design assignments. In addition, we will add several new elements: the study of painting, more in-depth work in photography, the study of color and the notion of theme work. Students will be expected to produce a portfolio of their thematic work by the end of the quarter and present it to the program.

Spring quarter the program will consist of an introduction to the world of three-dimensional art. Because of limitations with the wood- and metal-shop facilities, only 20 of the people enrolled winter quarter will be able to continue in the program. Students will work with wood, metal and mixed media to study 3-D design and explore a variety of materials and working techniques. As in fall and winter, weekly critiques will center on students’ personal responses to shared assignments.

Credit will be awarded in drawing and design, figure drawing, photography, sculpture, aesthetics and art history.

Total: 48 credits

Program is preparatory for careers and future study in art and humanities.
International Craft and Folk Art
Fall, Winter/Group Contract
Sponsor: Jean Mandeberg
Enrollment: 24 Faculty: 1
Prerequisites: Sophomore standing
Special Expenses: Art supplies; studio use fees of up to $50 per quarter
Part-time Options: This program offers only 12 credits per quarter
Internship Possibilities: No
Additional Course Allowed: Yes (4 credits)

This group contract will combine studio work and research about folk art—the art of ordinary people that holds everyday significance, generally small scale, often functional, made out of available materials. The utilitarian nature of folk art often connects it to craft, its spirit is “the soil where all great art is rooted,” and the social context of its creation is part of what makes it so unique.

The studio portion of the program will include instruction in metalsmithing and jewelymaking, woodcarving and mixed media. Students will rotate through these three studios, working in response to assignments and on individual projects. At the same time, the program will include reading on the history of craft and the nature of craftsmanship, an examination of a range of objects with meaning and familiarity to different cultures by looking at major collections of folk art, and finally more in-depth research into the historical, cultural and artistic nature of particular work. Seminar discussion will address issues affecting folk art such as tourism, the changing availability of materials and methods of instruction in traditional techniques.

Weekly activities will include studio instruction, seminar, slide lectures and group feedback on individual research projects. Students are encouraged to take an additional course that complements the content of the program.

Credit will be awarded in history of craft, 3-D studio art, fine metal-working, woodworking, mixed media and research topics in folk art.
Total: 24 credits

Program is preparatory for careers and future studies in humanities, art history and art.

Mythic Reality: Imaging the Goddess
Fall, Winter/Coordinated Study
Coordinator: Ratna Roy
Enrollment: 48 Faculty: 2
Prerequisites: Junior standing; Introduction to Performing Arts or equivalent background in theater, music, dance or scenic design
Special Expenses: Performance tickets; workshop tickets
Part-time Options: This program offers only 12 credits per quarter
Internship Possibilities: Yes
Additional Course Allowed: Yes (4 credits)

This is a two-quarter, advanced performing arts and humanities program. Theater will be used as a tool to understand and present literature. It is an exploration of the historical development of the goddess myths, the underlying philosophy and the consequent reality of women’s lives today through an examination of South Asian, Egyptian and European cultures. It is also an intensive workshop-based, hands-on dance/theater/mime performance-oriented program.

Through readings, lectures and seminars, we will also discuss issues of Third World feminism, hegemony, cooption and cultural colonialism in the context of myths and mythic reality, feminism, the other, body versus intellect, and reason versus intuition. As an initial project, students will examine and rewrite scenes from available literature (both European and Third World) and/or discourse. There will be workshops in script writing, acting and scenic design. The final project in winter quarter 1996 will be to produce the dance/theater/storytelling of the written piece(s), possibly in a multimedia context. Students will be required to write and design their own group projects, perform in them and learn directing and stagecraft.

The faculty encourage creative writers, performers, dancers, scenic designers, stage technicians—male and female—to participate in the program. Students may take a four-credit course in addition to this program. Ratna Roy will offer the following courses: (1) Orissi Beginning (four credits); (2) Orissi Intermediate (four credits).

Credit will be awarded in literature, myth, cultural studies, Third World studies, performance arts, stagecraft/scenec design, and politics of colonization.
Total: 24 credits

Program is preparatory for careers in performance studies, intercultural (multicultural) studies, humanities and education degrees, including Evergreen’s Master in Teaching.

Artists in Community: Image Making in Theory and Practice
Fall, Winter/Group Contract
Faculty: Joe Fiedler, Anne Fischel
Enrollment: 40 Faculty: 2
Prerequisites: Junior/senior standing; faculty signature: submit portfolio and proposal to Anne Fischel by May 1, 1995; transfer students should send slides and videotaped copies of work, plus evaluations and/or transcripts to Anne Fischel by May 1, 1995
Special Expenses: Plan to budget $220 per quarter for production and supplies
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program is designed for students with a strong foundation in the visual or moving image arts, including filmmaking, video, photography, painting, drawing, printmaking and sculpture. The program will focus on the theory and practice of image making. It will emphasize equally production and theory/research. Our goals are: to deepen critical understanding of image-making history, theory and practice; produce substantive thesis-level artwork; develop common skills and vocabulary across arts disciplines; encourage interdisciplinary collaboration and create a critical community of working image-makers.

Students interested in this program should expect to attend a planning meeting shortly after the spring Academic Fair. Our selection of themes and content will be determined by student interests and commitments. Students should expect to be active co-creators and researchers in this program, and will be asked to present lectures, coordinate presentations and workshops and participate in the selection of images and tools for our common study.

Credit will be awarded in art theory, art history and media studies, as well as in the area of each student’s project work.
Total: 32 credits

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

Winter, Spring/Coordinated Study
Coordinator: Sally Cloninger
Enrollment: 48 Faculty: 2
Prerequisites: Sophomore standing or above; faculty interview fall quarter, week of November 13-17 or November 27-December 1, 1995; signature required (see below for additional entry requirements)

Special Expenses: Travel and living expenses away from home for six weeks of spring quarter (depends on student’s choice)

Part-time Options: Spring quarter only, with faculty permission

Internship Possibilities: No Additional Course Allowed: Winter quarter only, with faculty permission

From Manhattan to Madagascar, Vashon to Vansu Lesu and Bainbridge to Bali; from Santa Cruz to Sri Lanka and Nantucket to Nuku Hiva, islands have long been a source of symbol, allegory, myth and fantasy, as well as a laboratory for artists, ethnographers and scientists. In this two-quarter, coordinated studies program, students and faculty will investigate the notion of the island, aided by collective studies, visitations by island experts, individual research and travel.

During winter quarter, we will discuss island texts (from novels to paintings to Broadway musicals to scientific theories), listen to island music, screen island films, and attend lectures by faculty and visitors who have a special connection to one island on this planet. We will also conduct a rigorous search of the literature about our selected island destination (using libraries and the Internet) in order to present an area study at the end of the quarter that will serve as a starting point for our own documentation project. In addition, we will work with some basic documentation skills (field journals and photography), but students with additional representational skills can also expect to exercise these in the field. Two other areas of study for winter quarter will include the politics of development and tourism, as well as visual anthropology.

During spring quarter, we will meet for one week as a group and then depart for our selected island destination. Students and faculty will be expected to spend six full weeks on their island, documenting and observing their own experiences. This island could be as near as Southern Puget Sound or as far as the Indian Ocean. Each member of the Islands learning community will produce a book (or another equivalent product) about their experience and make a public presentation to the entire program during the final two weeks of spring quarter.

To be selected for membership in this learning community, you must, at the time of your interview, have a destination, i.e., a travel plan and an idea for the island that you wish to visit and document during six weeks in spring quarter. If English is not the primary language on this island, you must also make plans for some preliminary language study before you enroll in this program. For example, if you choose to travel to Sri Lanka, we do not expect fluency in Sinhalese but would expect that you would arrange to acquire basic conversational skills before enrolling. You also need to have completed some kind of interdisciplinary coordinated studies.

Credit will be awarded in literature, visual anthropology, visual art and communication.
Total: 32 credits

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

Students interested in this specialty area’s subject matter should also consider the following programs:

After Audubon (Environmental Studies)
The Music Dramas of Richard Wagner (Knowledge and the Human Condition)
Art, Politics and Culture of the Americas (Political Economy and Social Change)
Knowledge and the Human Condition

Secretary: Sam Schrager


The end of the 20th century finds American universities and Americans, in general, more and more dubious about the certainties of what we know. This curricular grouping focuses on our current questions about knowledge and frames those questions in the context of the political and cultural situation. We examine knowledge from the perspectives of culture, gender, the political and cultural situation. We examine knowledge and frame those questions in the context of grouping focus on our current questions about the certainties of what we know. This curricular curriculum.

Literature, Values and Social Change: The United States, Russia and East Central Europe in the 20th Century

Fall, Winter, Spring/Coordinated Study
Faculty: Tom Rainey, Pat Krafcik, David Marr
Enrollment: 72
Prerequisites: Sophomore standing, winter and spring quarter entry with permission of faculty

Part-time Options: This program offers only 12 credits per quarter
Internship Possibilities: No

Additional Course Allowed: Yes

This program explores American, East Central European and Russian literary, social and cultural life between 1900 and 1989. The program has two closely related aims: to learn about the history of this century through great literature and to read and appreciate literature in its historical context. We will study pieces of literature as social documents, as moral statements and as works of art. To do this study we will consider questions like the following: What is literature? What is history? What is art? What is interpretation? What sense do authors make of their own times and circumstances? How does literature treat racial experiences, class differences, gender identity, politics and cries for liberation from oppression?

Fall quarter will focus on the United States, winter quarter on Russia and spring quarter on East Central Europe. The format of the program will consist of weekly seminars, lectures and films. Each quarter there will be one examination and two papers on required reading. Readings through the academic year will include major works of the following: William Faulkner, Sinclair Lewis, John Steinbeck, Richard Wright, Eudora Welty, Mary Gordon, Maya Angelou, Mikhail Sholokov, Aleksandr Blok, Anna Akhmatova, Marina Tsvetaeva, Aleksands Solzhenitsyn, Valentin Rasputin, Taisiya Tolstaya, Ivo Andric, Jaroslav Hasek, Milan Kundera, Vlaclav Havel, Eva Kanturkova and Josef Skvorecky. Through the works of these authors and many others this program will attempt a tentative historical and literary retrospective on the 20th century. Because this program offers only 12 credits per quarter, students have the option of taking any additional four-credit course. The faculty in this program will be offering the following courses:

Elementary Russian (fall, winter, spring), Pat Krafcik; Criticism (fall, winter, spring), David Marr; History of American Film (fall), Tom Rainey; History of Russian and Soviet Film (winter), Tom Rainey; 20th Century Europe (spring), Tom Rainey

Credit: will be awarded in 20th century American, Russian and East Central European literature; history and cultural studies.
Total: 48 credits

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

Shakespeare and Chaucer: Experience and Education

Fall, Winter, Spring/Coordinated Study
Faculty: Don Finkelt and Pete Sinclair
Enrollment: 48 Faculty: 2
Prerequisites: Core program or equivalent; college-level expository writing skills
Special Expenses: Possible field trip to Ashland
Shakespeare Festival
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Chaucer and Shakespeare are the founding poets of our literature. That is the lesser reason that they are considered our greatest poets. The greater reason is that, through language, story and drama, they teach us how to locate in our own experience the authority to act in the world, to do good, and, by teaching others, to pass on the values of our culture to the next generation.

It is an open question whether this rationale for reading and teaching our greatest poets carries conviction today. We continue to teach Shakespeare and Chaucer, but can we still learn something of value from them? In this program we will begin with the assumption that both poets assumed the responsibility to educate their audience. By reading nearly all their work, we shall examine what there is to learn from them today. We will investigate the specific medium in which each poet cast his art. We will study their means of transforming human experience into literature. We will aim to discover the educational impact of their work.

The major thrust of our work will be reading Chaucer and Shakespeare; we will also study texts important for understanding the historical and cultural context of their work, as well as works on philosophy of education, aesthetics, and literary criticism. We will extend our study by reading the work of some writers in the modern era who have followed Shakespeare and Chaucer—as poets and teachers. Our hope is to confront the great poetry of the past with our experience of the present, and, in doing, to draw some significant conclusions about the educational potential of great literature.

Credit will be awarded in English and American literature, intellectual history, philosophy of education, and in related areas of program and independent study. Students who successfully complete the program may satisfy the requirements for an English emphasis as required by Evergreen's Master in Teaching Program. Total: 48 credits

Program is preparatory for careers and future study in humanities, social studies and education.
Cultural Codes

Fall, Winter/Coordinated Study  
Faculty: Tom Foote, Sam Schrager  
Enrollment: 48 Faculty: 2  
Prerequisites: Core program or a full year of college  
Special expenses: None  
Part-time Options: No  
Internship Possibilities: No  
Additional Course Allowed: No

This program examines folklife and the mass media: the cultures people create and sustain for themselves and cultures constructed through national channels of communication. Our goal is to understand both forms of meaning-making and the complex, often contradictory ties between them.

We start from the premise that members of communities artfully express experiences they have in common. We will explore such stories, practices, outlooks and traditions in specific groups. How do these cultural codes work? What do they signify, and why? When portrayals of these groups are made for consumption by mass society, different meanings emerge. Who gets to tell their stories on a national stage? How do the mythologies of national life shape local and personal realities? Can communities surround mass-cultural codes to make their own truths public?

Our inquiry is for students interested in documentation and representation of human diversity. We'll look at ethnic, gender, generational, class and other identity-based cultures, mainly in the United States, with some comparison with other societies. We will connect theory and practice. There will be sustained training in ethnographic field research methods and critical media analysis, with students undertaking projects in both areas. Readings from the social sciences and humanities will cover outstanding work and current debates in cultural studies.

Credit will be awarded in anthropology, sociology, media studies, literature and folklore.
Total: 32 credits

Program is preparatory for careers and further study in the humanities, social sciences, media and community or social-service work.

Student-Originated Studies in the Humanities

Fall, Winter/Cluster Contracts  
Sponsor: Leo Daugherty  
Enrollment: 2-10 per quarter; Faculty: 1  
Prerequisites: Junior/senior standing; faculty signature; written academic proposal, a recent writing sample must accompany creative-writing proposals, selection based on student's preparation for successfully completing the work proposed  
Special Expenses: None  
Part-time Options: No  
Internship Possibilities: Unlikely, but not impossible  
Additional Course Allowed: Yes, but only one, not to exceed 4 quarter hours

Student-Originated Studies in the Humanities is conceived as a conveneince for advanced-level students who wish to do small cluster contracts of their own design on subjects of their own choosing during fall and winter. (Cluster registration will be via individual contract.) Some examples of recent cluster programs include Ecology and Writing, Shakespeare and Writing, Renaissance and Reformation Studies, Literature of the American South, Carl Jung's Psychology and Literary Theory.

Interested groups should send written proposals to faculty member Leo Daugherty at LIB 2102. Proposals should be carefully written and as specific as possible. Suggested length: one single-spaced typed page (in addition to book list).

Applicants for cluster programs should work out their own unresolved differences prior to submitting their group proposal and the collaborative writing of the proposal should, in fact, serve as an early way for them to do so.
S.O.S. in the Humanities is appropriate for students interested in creative writing and advanced-level expository writing and research; however, prospective students should understand that space for creative writing clusters is extremely limited and that a sizeable sample of recent work must accompany all such proposals.

Credit will be awarded in the humanities subject areas of the various student-generated clusters.
Total: 16 credits

Program is preparatory for careers and future study in the various humanities and social sciences disciplines, as well as such professional areas as law, theology and museology.

Europe Between the Wars: 1918-39

Fall/Group Contract  
Faculty: Gilbert G. Salcedo  
Enrollment: 24 Faculty: 1  
Prerequisites: One year humanities/social science  
Special Expenses: None  
Part-time Options: This program offers only 12 credits  
Internship Possibilities: No  
Additional Course Allowed: Yes

This is a one-quarter group contract in contemporary European studies with emphasis in literature, politics, geography, history, and philosophy of history from the end of the First World War and the Versailles Treaty Era, to the Spanish Civil War and the transformation of ideological alignments which prefigured World War II. The premise is that the present Post-Cold War Era in Europe, especially the demise of the Left and the revival of the Right, must be understood in terms of key social, political and intellectual trends peculiar to the interwar period, particularly the cultural trauma caused by the unprecedented loss of life in the war of 1914-18; the wounded confidence in European world supremacy and the fear that colonized peoples might no longer be kept in check. Other trends include the rise of fascism and national socialism, and the crisis of parliamentary liberalism; the paralysis of the Western democracies in confronting the Italian and German dictatorships and the self-justifying formula of appeasement; the reappearance of theories of spiritual decadence and the decline of civilisation and concomitant strategies for cultural renewal through national-authoritarian political models.

Seminar, books and lectures will focus on both primary and secondary sources in political and historical analysis, including theoretical interpretations of the European situation in the light of contemporary geopolitical and racialist theories; examples of period film and poster art propaganda; as well as biographies, novels and memoirs dealing with the leaders of mass movements as well as ordinary people caught in the destiny of their time. Readings may be drawn from George Mosse, The Crisis of German Ideology; Zez Sternhell, The Birth of Fascist Ideology; Erich Maria Remarque, All Quiet on the Western Front; Robert Graves, Goodbye to All That; Giorgio Bassani, The Garden of the Finzi Contini; Alberto Moravia, The Conformist; Alfred Rosenberg, The Myth of the Twentieth Century; Oswald Spengler, The Decline of the West; Eugen Weber, The European Right; Adolph Hitler, Mein Kampf; Dolores Ibarruri, They Shall Not Pass; Carlos Bauer, Cries From a Wounded Madrid; and Ignazio Silone, Bread and Wine.

Students will develop thinking and writing skills in history, geography, literature and philosophy, and will have the option of writing a short essay or research paper related to course themes. There will be two map quizzes, a short-answer mid-term exam, and an essay-type final exam.

Credit will be awarded in modern European history, modern literature, expository writing and philosophy.
Total: 12 credits

Program is preparatory for careers and future study in history, literature and philosophy.
Down and Out
Winter/Group Contract
Faculty: Gilbert G. Salcedo
Enrollment: 24 Faculty: 1
Prerequisites: One year humanities/social science
Special Expenses: None
Part-time Options: This is a 12-credit program
Internship Possibilities: No
Additional Course Allowed: Yes, this is a 12-credit program

In this one-quarter humanities group contract we will study prose fiction, poetry, autobiography, memoir, and social history. The central theme is the determination of individuals to survive, spiritually and physically, against the odds they face in a variety of hostile social, cultural and historical settings. The primary aim is to acquaint students with the many dimensions of a universal theme as expressed in novels, poems and plays, and to provide the opportunity for intellectual growth through reasoned, moral assessment of the conflict between the demand for social conformity as a reflection of cultural value-consensus and the individual’s struggle for personal integrity and self-preservation.

The seminar readings will focus upon the writings of individuals who have left us a record of their hopes, dreams, pain, disillusionment and courage in their battle for existence outside the margins of respectable society. Works to be studied include Villon’s Dit/5 Testament of life in 15th-century Paris; Guevara’s Lazarillo of 16th-century Spain (in English translation); the experiences in the 1920s of George Orwell in his Down and Out in Paris and London; Jerry Koning’s tale of war-time survival in Eastern Europe, The Painted Bird; the pathos of Tennessee Williams’ Twenty-Six Wagon Full of Cotton, one-act plays about people just barely hanging on; and the hard-edged compassion for the urban underdogs of late 20th-century Los Angeles in Ham On Rye and Love is a Dog From Hell—these stories and poems of the late poet and novelist Charles Bukowski.

Students will have the opportunity to refine informal discussion skill through seminars on the interpretation of literature, develop critical reflection skill through theme-related journals, and strengthen skill in formal exposition through the composition of short essays. Seminar will include oral presentation of writing.

An additional four quarter hours are possible through a related independent project or additional course.

Credit will be awarded in literature, social and intellectual history, expository writing and creative writing.

Total: 12 credits

Program is preparatory for careers and future study in literature, history, philosophy and drama.

Myth at the Edge of History
Winter/Group Contract
Sponsor: Gordon Beck
Enrollment: 24 Faculty: 1
Prerequisites: Junior/senior standing
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This program is an exploration of the roles of myth and history in our society. Myths are generally held to be untrue; history is usually taken as the truth. Yet historians agree that truth is impossible in any historical account. The father of history, Thucydides, described Pericles’ funeral oration by writing: “This is not what Pericles said, but what he ought to have said.” Many writers contend that truth is to be found in myth. One Evergreen student proclaimed at the end of his inquiry, “A myth is a lie...that is true!”

This is a program of exploration and discovery. We will examine myth and history of several events, modern and ancient. In the course of our study we will examine documents and narrative texts and compare them with scientific and archaeological evidence. Our work will involve research into both myth and history, analysis of evidence and clear reasoning. Our search will utilize the academic tools of history, mythology, comparative religion, archaeology, anthropology, art history, literature and folklore. Our activities will include lectures, seminars, image workshops, films and student seminars. Central to these will be reading, writing and discussion:

Some texts will be Mary Beard’s The Mythmakers, Joseph Campbell’s The Flight of the Wild Gander, Robert Graves’ Heroes Myths, The Bible (Old Testament), David Lowenthal’s The Past is a Foreign Country, William H. McNeill’s Mythsity and Other Essays, Jean Szecsei’s The Survival of the Pagan Gods, and William Irwin Thompson’s At the Edge of History.

Credit will be awarded in historiography, mythology, literature, history and prehistory, ancient art history and archaeology.

Total: 16 credits

Program is preparatory for careers and future study in archaeology, classical literature, anthropology, arts and humanities.

Narrative Poems of the Golden Age
Winter/Group Contract
Sponsor: Charles McCann
Enrollment: 24 Faculty: 1
Prerequisites: Sophomore standing; faculty signature: leave message on Charles McCann’s phone to set up interview
Special Expenses: None
Part-time Options: No
Internship Possibilities: Discuss with faculty
Additional Course Allowed: Discuss with faculty

We will read, in their entirety, Spenser’s The Faerie Queene, Shakespeare’s Venus and Adonis and The Rape of Lucrece, Milton’s Paradise Lost and Samuel Agatonitis, along with one or two histories of the period.

Students will present one oral in-text paper per week, and one long paper focusing on an aspect of quarter-long independent study in the history or other literature of the age.

Credit will be awarded in English literature: Spenser, Shakespeare, Milton; and Tudor history.

Total: 16 credits

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

Nietzsche: Life, Work, Times
Spring/Group Contract
Faculty: Mark Lewensky, Marianne Bailey
Enrollment: 48 Faculty: 2
Prerequisites: Junior standing
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: Yes, with faculty permission

Nietzsche: Life, Work, Times is a one-quarter, advanced group contract designed to study a small number of philosophical and literary problems present in Nietzsche’s life, work and times. The most general of these problems concerns the re-evaluation of values. What did Nietzsche mean by “the re-evaluation of values,” why should a culture’s values be re-evaluated, and how and with what result can this work be done?

Students in the program will participate in weekly: (1) lectures by program faculty and guests, (2) faculty-directed and smaller, student-directed book seminars, and (3) student presentations of some of the results of students’ independent research and German language study. Students will be encouraged to study the German language outside of the program. However, students should know that German language courses are not offered regularly at Evergreen.

Primary readings (in English translations) for the book seminars: Nietzsche’s The Birth of Tragedy, The Gay Science, Thus Spoke Zarathustra, and Ecce Homo. Additional primary and secondary readings in and about literature, philosophy, art, language, politics, music, history and biography will be assigned or recommended.

Credit will be awarded in philosophy, literature and, if proper arrangements are made, German language study.

Total: 16 credits

Program is preparatory for work in philosophy, literature and German studies.
The Music Dramas of Richard Wagner

Spring/Group Contract
Spender: Charles Teske
Enrollment: 24 Faculty: 1
Prerequisites: Great German Works fall and winter quarters or junior standing and undergraduate work in literature, myth, theater or music
Special Expenses: $20-40 in admission fees for regional music-theater productions
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: With faculty permission: foreign language, theater arts or music

Among the most ambitious, challenging and fascinating stage works of the world stand the music dramas of Richard Wagner. These include: "Lohengrin," "Tristan and Isolde," "The Mastersingers of Nurnberg," "Parsifal," and the trial-part cycle "The Ring of the Nibelung." A full appreciation of these involves the consideration of his earlier works "The Flying Dutchman" and "Tannhauser," and an understanding of the traditions of music theater which influenced Wagner and against which he rebelled. The music dramas represent massive interdisciplinary ventures—Wagner wanted them to be total works of art—and call for the study of myth, legend, literature, music and theater arts, as well as cultural and political history. Wagner's theories and practice also exerted strong influences for good or ill, including his impact upon other artists, his controversial anti-Semitism, and the ways in which his ideals lent themselves to perversion by the Nazis. But his works continue to hold the stage among the most powerful productions of musical theater.

We shall study and attempt to appreciate these works through investigations of the libretos, listening sessions devoted to his music, readings in Wagner's sources and theoretical writings, and readings about Wagner—including discussions of his cultural, social and political significance. The weekly activities will involve seminars, lectures and workshops and will culminate in the witnessing of a music-video version of one of his music-dramas. If possible, we shall also attend a music-theater production or two in the region.

This full-time group contract addresses students who have participated in the program Great German Works or who have already done substantial undergraduate work in literature, myth, theater arts or music. No one will be expected to be competent in all these disciplines, but all students will be expected to make contributions to the group from their areas of experience and concern—through the brief essays they bring to seminars, the issues they raise in discussions and the presentation of individual research projects in the final weeks of the quarter. Wagnerian music drama requires and rewards teamwork.

Credit will be awarded in music history and appreciation, theater arts, study of myth and legend and cultural history of romanticism.

Total: 16 credits

Program is preparatory for careers or future study in music, theater arts, literature (including myth and legend), arts management and connections of performing arts with cultural and political history.

Modotti

Spring/Coordinated Study
Coordinator: Kirk Thompson
Enrollment: 48 Faculty: 2
Prerequisites: Sophomore standing; faculty signature: mail your best college paper to Kirk Thompson by winter quarter Academic Fair, March 13, 1996
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

The vibrant personal, artistic and political life of one individual, Tina Modotti (1896-1942), will serve as a lens to focus our images of the early 20th century in the Americas and Europe. Through her biography, we will come to understand a slice of the social, political and artistic history of Mexico and Europe in the era before and during the Spanish Civil War.

An Italian immigrant to the United States in the early 20th century, Modotti became an ethnic-stage actress and then a silent-film star. She went to Mexico with artist-photographer Edward Weston, where she was, first, his model and apprentice and, then, an important artist in her own right. She was a colleague of Rivera and Kahlo in both art and left-wing politics and became the documentarian of the Mexican muralist movement. Expelled from Mexico because of her personal and political relationships, she moved to Moscow in the 1930s, where she served as an administrator of International Red Aid and probably was an agent for the Comintern. Under an assumed identity, she administered medical aid for the International Brigades in the Spanish Civil War. She died in a taxi in Mexico City in 1942.

This program will carefully follow Modotti's complicated life across two continents, a war and major art movements. We will read two major biographies, by Constantine and Hooks, cross-cutting their chapters with books and art materials on gender studies, social and political history (of the Americas and Europe), art, history and photography. Every student will write a carefully documented appraisal, in historical and cultural context, of a selected aspect of her life and work.

Credit will be awarded in social and political history, and art history.
Total: 16 credits

Program is preparatory for careers and future study in social sciences, humanities and arts.
Language and Culture

Convener: Susan Fiksdal
Affiliated faculty: Nancy Allen, Marianne Bailey, Susan Fiksdal, Bob Haft, Patricia Krafcik, Harumi Moruzzi, Art Mulka, Alice Nelson, Tom Rainey, Evela Romano de Theseus, Setsuko Tsutsumi

Language and Culture offers coordinated studies programs and group contracts that integrate the study of language with social, historical, literary, and aesthetic movements. Spanish cultural studies are offered each year; programs centered in French, Japanese, and Russian studies are offered on two-year cycles; and either Latin or Greek is offered every two years in The Classical World program.

For students interested in language studies only, modules are offered, mostly in the evening, in French, Japanese, Spanish and Russian at the first- and second-year levels. In addition, summer programs are available for intensive language study.

Faculty affiliated with Language and Culture advise students in study-abroad options, as does Academic Planning and Experimental Learning.

Language and Culture is not a specialty area offering entry-level and advanced programs; instead, it offers students who have completed a year of college work an opportunity for intensive study in interdisciplinary area studies.

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

Evergreen students of junior and senior standing who have met the necessary prerequisites may be eligible to spend up to a full year as special students in the University of Washington's Jackson School of International Studies. Major areas normally available through this program include: Canadian studies, Chinese studies, Japanese studies, Korean studies, Middle Eastern studies, Russian and East European studies, South Asian studies, Southeast Asian studies, comparative religion and Jewish studies.

Application to participate in this program should be made through José Gómez, academic dean, before April 1 of the year preceding planned admission to the University of Washington.

Student Exchanges with Japanese Universities

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

Students who plan to apply for this exchange program must have 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 interest accompanied by your portfolio to José Gómez, academic dean, no later than March 1.

Hispanic Forms in Life and Art

Fall, Winter, Spring/Summer

Coordinators: Susan Fiksdal

Enrollment: 48 Faculty: 2

Prerequisites: Core program or equivalent; some study of history or literature

Special Expenses: Approximately $3,500 for spring-quarter trip to Spain or Latin America (optional)

Part-time Options: No

Internship Possibilities: Yes, spring quarter only

Additional Course Allowed: No

Hispanic Forms explores the inextricable cultural, historical, and linguistic links between Spain and Latin America. During fall and winter quarters, students will be involved in intensive Spanish-language classes and seminars conducted in English, on the history and literature of Spain and Latin America. Spring quarter, all program work will be done in Spanish, and students will have the opportunity to study in Spain or Ecuador, or do internships in Olympia-area Latino communities.

The program is organized around points of contact between Spain and Latin America, beginning with the Spanish Conquest. During the first half of fall quarter, we will analyze the perspectives from which indigenous people and Spaniards viewed their contact, and the ideas and cultural practices of both groups during the Conquest and the colonial period. Then, for the rest of the quarter, we will return to the medieval period in Spain, to gain an understanding of cultural interactions among Christians, Muslims, and Jews, and of the ideas and institutions growing out of the Spanish "Reconquest." We will attempt to relate the "Reconquest" worldview, and the rise of the Inquisition, to the subsequent conquest of the Americas.

Winter quarter, we will turn to more "modern" times, with particular attention to Spanish and Latin Americans' struggles for indigenous identity: collective and individual notions of "self" and "nation." As Spain's empire had declined in the 17th century and Spanish American vicerealties moved beyond independence from Spain and into the 20th century, questions arose. The novelists we will read ask: What does it mean to be Spanish in a post-imperial age? How might Latin America, with national identities no longer based on being a colony of Spain, understand its place in the world? How might Latin America determine its own history, while struggling with capitalism and modernity, with dictatorships and revolution, and with remaining tensions between indigenous, mestizo and mulatto communities? Readings may include Miguel de Cervantes' Don Quixote and novels by Gabriel García Márquez, Luisa Valenzuela and others.

Spring quarter, we will first examine the cultural and social impact of the Spanish Civil War, the Franco years in Spain, and of post-Franco reforms. We will then return to the Americas to explore topics which may include: Mexican muralism and indigenismo, U.S. Latinos and border identities, or gender and sexuality in contemporary Hispanic fiction. Some students may also choose to do internships in the Olympia area, thereby creating an opportunity for practical interaction with local Latino communities. Others may opt to study abroad. In Spain, students will be able to explore various questions related to that country's present-day view of America and its own colonial-imperialist past. In Ecuador, students will be able to examine these and other issues from the point of view of the mestizo and indigenous survivors of that past.

Credit will be awarded in Spanish language, history and literature of medieval Spain, history and literature of colonial Spanish America, contemporary Latin American literature and culture, research and writing, and additional equivalents depending on the country of travel, student projects, and/or internships completed during spring quarter.

Total: 48 credits

Program is preparatory for careers and future study in languages, history, literature, writing and international studies.
The Classical World: The Roman Tradition
Fall, Winter/Coordinated Study
Coordinator: Art Mulka
Enrollment: 24 Faculty: 1
Prerequisites: Sophomore standing
Special Expenses: None
Part-time Options: Students may take introductory Latin
Internship Possibilities: No
Additional Course Allowed: Students may take introductory Latin

This program will study the Roman Republic in the fall quarter and the Roman Empire in the winter quarter. When studying the Republic we will look at the mythic origins of the Roman people and conclude with the civil wars of the late first century B.C. When studying the imperial period we will investigate the rise to power of Augustus and trace the downfall of Rome through the barbarian invasions. Emphasis will be placed on the history, literature, religion, myth and social dimensions of the Roman experience.

The core of this program will be 12 quarter hours. Students may elect to study introductory Latin for an additional four quarter hours of credit.

The literature to be read in the course of the program will include the following: Livy, The Early History of Rome; Tacitus, The Annals of Imperial Rome; Virgil, The Aeneid; Juvenal, The Sixteen Satires; Plautus and Terence, selected comedies; Catullus and Horace, poetry; and selections from Seneca and Ovid. In addition, secondary readings will be used to supplement the primary texts.

Spring quarter, Latin will be offered for those students who wish to continue in the four quarter hour elective.

Credit will be awarded in Roman history, literature, myth, religion and philosophy.
Total: 32 credits
Program is preparatory for careers and future study in classics, humanities, teaching K-12, philosophy, literature and law.

Great German Works: Studies in Literature, Music and the Dramatic Arts
Fall, Winter/Group Contract
Faculty: Marianne Bailey, Charles Teske
Enrollment: 48 Faculty: 2
Prerequisites: Junior standing or sophomore with significant studies in literature or philosophy
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

This advanced interdisciplinary program will consider selected works in literature, drama and music from the Middle Ages through the 20th century. It is our intention to consider these works intrinsically, according to their symbolism, structure and mythic dimensions, as well as their contexts of history, philosophy, psychology and the arts. Students will work at interpretation and will, at the same time, gain an overview of the aesthetic and intellectual history of German-speaking cultures. This program will offer an introduction to the history of the Germanic family of languages, including English. There will be opportunities for some students to make a basic acquaintance with German for others to improve their German language. However, students should know that Evergreen does not offer German language courses regularly.

Our work together, extending over two quarters, will be structured around four archetypal figures: the prophet/hero as portrayed by Meister Eckhart, Hildegard von Bingen, Nelly Sachs, Hölderlin, Hesse and Nietzsche. We will look to Goethe, Mann and Mahler for the Faust archetype, the striving individualist whose will to knowledge reveals his potential for good and for evil. The archetype of the creative woman is a complex, polarized, multiple one. We will contemplate such incarnations of this archetype as Goethe's Gretchen, Wedekind's Lulu and Hofmannsthal's Elektra, and such women as Cosima Wagner and Alma Mahler. The carnival spirit-fool, buffoon and anti-hero, emerges in the cyclical chaos between the old year's death and the birth of the new year. We will find this trickster in Büchner and Berg's "Woyzeck," Brecht's "Three Penny Opera," and Sachs and Wagner's "Meistersinger" and the sacred and profane voice of the "Carmina Burana." Such issues as good, evil and individual versus mass morality, self-hood, and the power of ritual, myth and folk sources of culture will be woven as continuing threads through our discussions.

Students will participate in lectures, workshops, seminars and music/video interpretation sessions weekly. Required work will include major, quarter-long projects in interpretation and research, and shorter, weekly presentations on seminar works or their contexts.

Spring quarter, this program's work will find a natural extension and intensification in either of two related programs: The Music Dramas of Richard Wagner (Charles Teske), or Nietzsche: Life, Work, Times (Mark Levensky and Marianne Bailey), both described in Knowledge and the Human Condition.

Credit will be awarded in literature, dramatic arts, music, German language, history, psychology and the arts.
Total: 48 credits
Program is preparatory for careers and future study in literature, music, photography, theater, teaching, international affairs and German.

Bilingual Education and Teaching
Fall, Winter, Spring/Group Contract
Sponsor: Evelio Romano de Thuesen
Enrollment: 24 Faculty: 1
Prerequisites: Advanced Spanish; junior or senior standing; faculty signature based on interview assessing student's language skills, relevant experience and commitment; and faculty evaluation of student's portfolio before or during Academic Fair on May 10, 1995, transfer students may interview by phone or through E-mail (romano@ewha.evergreen.edu)
Special Expenses: Up to $25 for off-campus movies and cultural events
Part-time Options: With faculty permission
Internship Possibilities: Not yet determined
Additional Course Allowed: No

The program is designed for upper-level students with strong backgrounds in Spanish who are interested in bilingual teaching as a career opportunity. We will study theoretical issues related to foreign language acquisition and instruction. Different approaches and philosophies will be considered. Concurrently, students will bone their skills in the Spanish language, acquiring a deeper knowledge of language structure and cultural connotations that will enhance their effectiveness as teachers. Students may engage in actual K-12 class instruction, particularly during spring quarter, with the guidance and supervision of the faculty.

Credit will be awarded in Spanish language; foreign language teaching methodology: theory and practice; linguistics and history of language.
Total: 48 credits
Program is preparatory for careers and future studies in foreign language teaching, Spanish and Spanish teaching, teaching methodology and practice and bilingual teaching.
Art of Conversation

Fall, Winter/Group Contract
Sponsor: Susan Fiksdal
Enrollment: 24 Faculty: 1
Prerequisites: Junior standing
Special Expenses: $45 for videotapes and video editing
Part-time Options: This program offers only 12 credits per quarter
Internship Possibilities: Yes
Additional Course Allowed: Yes

Have you ever wondered why some of your conversations flow smoothly while others only stumble along? We will analyze spontaneous conversations of all sorts: in casual conversations, classrooms, computer-mediated discourse and television interviews in order to uncover the organization of conversation. After some study of these situations, we will compare our findings with conversations in novels, movies and television programs. We will also consider seminar discussions and other small group situations. Our approach to this study will be from a linguistic point of view, so we will begin with an introduction to linguistics and discourse analysis, then move to questions of style and interpretation. Taking a sociolinguistic approach, we will study the ways in which gender, age, ethnicity, education and geographical region interact with a situation and affect conversational style. We will survey studies on speaking styles in other cultures as well.

Each quarter we will conduct individual research projects and one which is collaborative. This collaborative project will be part of an on-going faculty project on computer-mediated discourse, so you will learn to use the Internet as well as camcorders and editing machines, and you will learn to conduct video interviews. In addition, you will keep a journal and produce small creative projects based on our work.

Credit will be awarded in spoken and written discourse analysis, classroom discourse, ethnography of communication, introduction to linguistics, stylistics and qualitative research design.

Total: 24 credits

Program is preparatory for careers and future study in linguistics, anthropology, counseling, management, medicine and teaching.
Management and the Public Interest (MPI)

Management in a Changing World

Fall, Winter, Spring/Coordinated Study
Coordinator: Bill Bruner
Enrollment: 72 Evening and Weekend, and day Faculty: 3
Prerequisites: Junior standing; faculty interview and signature; students may be expected to participate in a common Core.
Special Expenses: None
Part-time Options: This program may be taken for 8, 12, or 16 credits.
Internship Possibilities: With permission of faculty
Additional Course Allowed: With permission of faculty

Managers in all sectors of the U.S. economy are facing rapid and far-reaching changes. Externally, many of these changes arise from the increasingly global scope of business. Internal changes derive largely from an increasingly diverse workforce. The result of these changes is that management—in business, government and nonprofit organizations—faces challenges that are unprecedented in this century.

The objective of this year-long program is to examine how management can cope with change. During fall quarter we will focus on managing the organization through a review of alternative management theories from the standpoint of what they can tell us about managing change. We will apply these theoretical management models to case studies and to analysis of real organizations. We will also look at another period of rapid management change, the 1890s, to see if there are lessons to be learned from the apparently successful management adaptations that were applied during that period.

During winter quarter we will move on to managing the various functions of the organization, i.e., finance, marketing, production and human resources. Then, in the spring, we will consider management policy and strategic planning. A major component of our work for spring quarter will involve a strategic planning computer simulation.

Class sessions will include time for lectures, workshops and seminars, and will be scheduled to accommodate both daytime and evening students. Modules on management-related topics, e.g., micro-economics, finance, international business and marketing, statistics, will be available to students who want to increase their credit load beyond eight credits.

Credit will be awarded in management theory, organizational management, management policy and strategy, and other management topics described above.
Total: 24-48 credits
Preparatory for future careers and further study in business and public administration.

Making Public Information

Fall, Winter, Spring/Coordinated Study
Coordinator: Virginia Hill
Enrollment: 48 Faculty: 2
Prerequisites: Junior standing
Special Expenses: None
Part-time Options: No
Internship Possibilities: Yes, spring quarter
Additional Course Allowed: Yes, spring quarter only, with faculty permission

How many physicians in Washington state would offer assisted suicide to terminally ill patients if the law permitted it? Do the state’s parents support student-learning goals and a possible overhaul of the K-12 school system? Under what conditions do citizens support harsher sentences for juvenile offenders?
Organizations that conduct the public’s business need answers to questions such as these. Effective government organizations use high-quality information to construct visions of the possible, of the status quo and of the past. They use it to make policy, to validate actions, to support decisions and to assess their success. This program will examine how public-sector organizations obtain and use information to construct the world in which they operate.

The program also offers students intensive instruction in economic and organizational analysis, as well as in conducting research, including statistical techniques for data analysis. Groups of students will conduct substantial research projects for government clients of their choosing. They will design the research in consultation with their client, collect data, analyze it and coalesce it into professional-quality reports, as well as oral presentations. In the spring, students will participate in government internships, where they put into practice their in-class knowledge and training.

Credit will be awarded in public administration, research methods, statistics, public policy development, advanced public speaking, economics, management and decision making.
Total: 48 credits
Program is preparatory for careers and future study in public administration, research analysis, law and marketing research.

Students interested in this specialty area’s subject matter should also consider the following programs:

(Re)Thinking Law
(Native American Studies)
Native American Studies

Conveners: David Whitener

Affiliated faculty: Craig Carlson, Tom Foote, Rainer Hasenstab, Mark Levensky, Yvonne Peterson, David Rutledge and David Whitener

Associated faculty: Betty Kutter, Betsy Diffendal, Carol Minugh, Harumi Morruzi, Gail Tremblay and Earle McNeil

Native American studies offers an open, alternative educational opportunity. This specialty area's programs are organized into 20-year cycles which mirror processes of human development and assist students and faculty alike in becoming wholesome beings. Native American Studies' first 20-year cycle was completed in 1993-94. Its aim, said principal architect Mary Hillaire, was to prepare learners to be "able to lead a genuinely human life with respect to important human relationships to the land, others, work and the unknown in recognition of the fact that as you give, you teach others to give.

Proposed programs of this specialty area's second 20-year cycle, which began only last year, are:

1994-95
HOME: The Hospitality of the Land
1995-96
CEREMONY: Relating Hospitably to the Land
1996-97
COMMUNITY: Time, Space, People and Place
1997-98
IMAGES: Physical Speculations on Unknown Conditions
1998-99
REGISTRATION: A Celebration with the Land
1999-00
HONOR: The Celebration of Others
2000-01
HISTORY: A Celebration of Place
2001-02
DESTINY: Welcoming the Unknown
2002-03
RESPECT: A Process of Universal Humanity
2003-04
RECOGNITION: The Politics of Human Exchange
2004-05
PATIENCE: A Survival Process for an Unknown Future
2005-06
RECONCILIATION: A Process of Human Balance
2006-07
HERITAGE: Self-Identity and Ties to the Land
2007-08
FAMILY: Inspiration of Significant Others
2008-09
PERSISTENCE: A Study of Inspired Work
2009-10
SPIRITUALITY: The Eyes of the Unknown
2010-11
CEREMONY: Relating Hospitably to the Land
2011-12
JUSTICE: A Relationship of Reciprocal Respect
2012-13
PERFORMANCE: Models of Human Understanding
2013-14
DREAMS: Uncommon Dimensions of Thought

Proposed Objectives

Students will develop a critical appreciation of different ways to gather and apply information, knowledge, understanding and wisdom. Students will learn self-respect while drawing upon inherent resources and motivation for developing the whole person, and design important self-reliant, life foundation standards for a meaningful educational experience to be shared with others.

The major goal of Native American Studies is to provide an open, alternative educational opportunity through experiencing a Native American philosophy of education that promotes education in self-determination, individual research, goal setting, internal motivation and self-reliance.

This 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 a pluralistic society; and students interested in learning about their own traditional cultures and values—including the dynamics of change in a pluralistic society.

Native American Studies, in keeping with student self-determined education, includes programs to complement various cognitive styles. Additionally, the area and programs within the area collaborate with other specialty areas and programs to offer many interdisciplinary opportunities. Examples of such collaboration include studies in history, science, environmental studies, health and the expressive arts.

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 that most students follow.

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

Students are often asked to answer four important educational questions: (1) What do I want to do? (2) How do I want to do it? (3) What do I plan to learn? (4) What difference will it make? Serious consideration of the questions provides a reliable structure for educational pursuit.

Co-Existence is an open, alternative educational opportunity intended to include student-designed projects in a coordinated studies theme of recognition and respect.

Credit will be awarded in Native American historical perspectives, cultural studies, perspectives of a pluralistic society, philosophy, human-resource development, individual project work and cross-cultural communication. Total: 48 credits

Program is preparatory for careers and future study in education, archaeology, art, anthropology, multicultural studies, environmental studies, tribal government and Native American studies.
In a Wewillconsiderlegaldiscourseasa socialconstruc-

tion. Limiting our investigation to American

jurisprudence, we will look at the legal system as a

social-interpersonal communication mechanism and

form of social regulation and control. We will examine

United States law as a philosophical construct and as a

political ideology, as well as a theory of practice to

mediate conflict, achieve equality and promote justice.

Underlying this approach is the guiding assumption that

a legal system is constructed from the cultural

aspirations of a particular human society. Ideally, then,

American society has created the rules by which its

members’ social behavior is regulated. The reality is

that the rule of law has not given the American society

its desired stability.

(Re)Thinking Law’s faculty realize that, although the

law affects each and every member of our society on a

day-to-day level, the legal system (and its presupposi-
tions) is seldom taught at either the high school or

undergraduate level as a social construction or through

an interdisciplinary approach. This program is not
designed to serve as a prelaw program, rather, our

pedagogical goal is to consider and re-think the central

concepts of the American legal system through readings

and discussions in psychology, sociology, epistemol-
gy, philosophy of law, criminal law and constitutional

law. Students in this program will gain extensive

experience in reading the law, understanding its

evolution, and visualizing its future.

Credit will be awarded in law, psychology, sociology,

epistemology and U.S. history.

Total: 32 credits

Program is preparatory for careers and future study in

human services, social science, law and cultural studies.

(Re)Thinking Law

Fall, Winter/Coordinated Study

Coordinator: Frank Motley, Justino Balderrama

Enrollment: 48 Faculty: 2

Prerequisites: Core Program or equivalent

Special Expenses: None

Part-time Options: No

Internship Possibilities: No

Additional Course Allowed: No

We will consider legal discourse as a social construc-
tion. Limiting our investigation to American jurisprudence, we will look at the legal system as a social-interpersonal communication mechanism and form of social regulation and control. We will examine United States law as a philosophical construct and as a political ideology, as well as a theory of practice to mediate conflict, achieve equality and promote justice. Underlying this approach is the guiding assumption that a legal system is constructed from the cultural aspirations of a particular human society. Ideally, then, American society has created the rules by which its members’ social behavior is regulated. The reality is that the rule of law has not given the American society its desired stability.

(Re)Thinking Law’s faculty realize that, although the law affects each and every member of our society on a day-to-day level, the legal system (and its presuppositions) is seldom taught at either the high school or undergraduate level as a social construction or through an interdisciplinary approach. This program is not designed to serve as a prelaw program, rather, our pedagogical goal is to consider and re-think the central concepts of the American legal system through readings and discussions in psychology, sociology, epistemology, philosophy of law, criminal law and constitutional law. Students in this program will gain extensive experience in reading the law, understanding its evolution, and visualizing its future.

Credit will be awarded in law, psychology, sociology, epistemology and U.S. history.

Total: 32 credits

Program is preparatory for careers and future study in human services, social science, law and cultural studies.

Students interested in this specialty area’s subject matter should also consider the following programs:

Art, Politics and Culture of the Americas
(Political Economy and Social Change)

Global Webs and the Re-Imagined Americas
(Political Economy and Social Change)

Touching Everywhere: Nature and Technology
(Core)
Political Economy and Social Change

Political Economy and Social Change integrates anthropology, economics, history, law, political science, philosophy and sociology. Political Economy and Social Change offers a window on the modern world and tools for analyzing contemporary public problems. We focus on problems related to class, race and sex—globally, nationally and locally. We are interested in how such problems intertwine 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. We also analyze strategies for social change, historically and in the present.

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: Race, Class and Gender

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

This program will examine the nature and concrete workings of modern capitalism with the U.S. experience as a focus. A central concern will be how race, gender and class relations have shaped the past and present development of U.S. society. We will analyze political and economic relations between the U.S. and the rest of the world, and the meaning and implications of a global economy. Other recurring themes will be the relationship between oppression and resistance nationally and internationally, and how we have understood the interrelation of democracy and capitalism in the past and how we understand it today.

Social problems examined will include the nature of work, poverty, the distribution of income, wealth and power, quality of life; popular participation; popular culture; racism; sexism; intervention in other countries; economic development; and underdevelopment. We will develop an analysis of these problems by studying institutions such as the economy, the state, the community and the family, and theories that shape our understanding of them.

We will raise questions about economic structures and markets, exploring socialist, capitalist and mixed systems. We will explore the roles 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 continually ask the question, Who wins and who loses?

Our goal is to understand how and why race, gender and class have shaped U.S. social order and what kinds of political and economic changes are desirable and necessary for social justice and human rights. Social movements and strategies for achieving desirable social change will also be examined.

Students will be able to take advanced topics in the Political Economy and Social Change specialty area, such as Marxist Theory, during spring quarter.

Credit will be awarded in political economy, history of economic thought, history, feminist studies, theory of racism, international political economy and other social science areas.

Total: 32 credits

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

Global Webs and the Re-Imagined Americas

Fall, Winter, Spring/Coordinated Study
Faculty: Don Bantz, Angela Gilliam
Enrollment: 48 Faculty: 2
Prerequisites: Junior or senior standing
Special Expenses: None
Part-time Options: Yes
Additional Course Allowed: With faculty permission

Supranational organizational structures play an increasingly significant role in the global economy. They have been referred to as global spider webs because of their ability to transcend nation-state boundaries and exercise influence over the socio-political discourse. At the same time, localized indigenous cultures are challenging both these market forces and the relevance of the modern nation-state, promoting instead a diversity of world views. We will explore the ways organizations and indigenous cultures redefine nation-states, reshape our images of the world, and challenge us to create new ways of knowing.

Using cultural anthropology and organizational theory as the departure point, we will launch an interdisciplinary inquiry into how these new global structures order our personal and social affairs, create the images and mental models we receive and thus define the socialization process. We will explore the newly emerging ways of knowing that are reshaping our perceptions and understandings of events, e.g., post-coloniality, post-Marxism, post-modernism, cultural pluralism, global theater, technical versus substantive rationality, multicultural organizations and the social construction of reality and worldviews.

We are interested in studying the clash of supranational structures and indigenous cultures in the Andean region, Brazil and Alaska; the appropriation of language, music and dance (what happens when local cultures are bought and resold to the global market-place); the appropriation of the Carnival in Brazil, its impact on Brazilian women and the role of Carnival in Western societies; and global trends (in Latin America, the movement to a global economy includes new service industries such as the international sex and drug trades).

In fall quarter, we will create a learning community where we can unpack our own assumptions, world views and ways of knowing, then explore sensitive issues of race, class, gender and diverse ways of knowing in a supportive, collegial environment. We will study cultural anthropology, organizational theory and postmodernism in the social sciences; also, the impact of the media, its power over image and reality, and its relationship to marketing and technological choices, e.g., in Brazil, the interlocking relationships underlying race, state control of folk culture, the appropriation of Carnaval, and unequal gender relations.
During winter quarter, we will focus our study on specific regions where these new global structures have collided with working people and folk cultures, e.g., the Andean region, Brazil and Alaska. Students will read emerging theoretical challenges to the dominant explanations of socio-economic and cultural conditions in the Americas. During spring quarter, students will have an opportunity to design group projects to pursue questions and topics raised during fall and winter and to explore some of the emerging possibilities, e.g., tribal sovereignty movements, protection of indigenous culture and diverse ways of knowing.


Credit will be awarded in cultural anthropology, organizational theory, political economy, Latin American literature, theories of knowing and sociology. Total: 48 credits

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

Art, Politics and Culture of the Americas

Fall, Winter/Coordinated Study
Coordinator: Gail Tremblay
Enrollment: 48 Faculty: 2
Prerequisites: Core program or freshman composition class plus three other classes
Special Expenses: Art supplies, overnight field trips
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

Art and culture in the Americas take place in a complex socio-political context. This program will examine the arts of indigenous peoples, people of African descent, and people of mixed ancestry who have created vibrant and syncretic artistic expressions that are shaping the culture of the Americas. We will examine the history, political economy and mythic traditions of the people to understand their struggles, art, literature and performing traditions.

There will be workshops during the fall quarter on weaving, installation and performance art, poetry writing and producing video documentary work about the arts. Students are expected to choose a workshop and do creative work which grows out of what they are learning.

During winter quarter, we will take a number of field trips to reservations and urban centers to explore work by people of Native, African and mixed ancestry. Students will also produce their own artwork, performance, literature, documentary video or research.

The faculty plan to organize a spring group contract that will involve traveling to Mexico to continue studies of art, contemporary culture and political economy in the region.

Credit will be awarded in political economy, arts, video documentary production, performing arts, writing, social research methods, Latin American studies, sociology and Native American Studies. Total: 32 credits

Program is preparatory for careers and future study in the arts, political economy, teaching and cross-cultural communications.

Marxist Theory

Spring/Group Contract
Sponsor: Larry Mosqueda
Enrollment: 24 Faculty: 1
Prerequisites: Political Economy and Social Change program or equivalent; faculty signature required; based on interview to assess background knowledge and interest; interview before or during Academic Fair; transfers may call and write faculty before Academic Fair scheduled for March 8, 1995
Special Expenses: None
Part-time Options: No
Internship Possibilities: No
Additional Course Allowed: No

If one believes the current mass media, one would conclude that Marxism is dead and that the end of history is upon us. As Mark Twain is reported to have said upon news accounts of his demise, "The reports of my death are greatly exaggerated." The same, of course, is true for Marxist theory.

Few Americans have read The Communist Manifesto. Very few educated people have a clear understanding of Marx's concepts of alienation, the dialectic or historical materialism, or his analysis of labor or revolutionary change.

In this course, we will examine the development of Marx's thought and Marxist theory. We will read and discuss some of Marx's early and later writings as well as writings of others. We will also explore concrete examples of how dialectic and historical materialism can be applied. At the end of the program, students should have a solid foundation for the further study of Marxist analysis.

Credit will be awarded in Marxist theory, political philosophy, theories of social and political change. Total: 16 credits

Program is preparatory for careers and future study in political science and other social sciences.

Students interested in this specialty area's subject matter should also consider the following programs:

Making Public Information
(Management and the Public Interest)

(Re)Thinking Law
(Native American Studies)
Science and Human Values

Convener: Leo Daugherty

Affiliated faculty: Beryl Crowe (Emeritus), Leo Daugherty, Carolyn Dobbs, Betty Ruth Estates, Jane Jervis, Hugh Lenta, Alan Nassor, Sara Rideout, Sandra Simon and York Wong

Associated faculty: William Arney, Sarah Williams

The aim of Science and Human Values is to provide a bridge between the natural sciences, the social sciences and the humanities.

This specialty area is founded 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 ensure our survival as a species and promote an optimal civilization;
- that citizenship in such a future civilization (as well as responsible and successful professionalism) will require a moral vocabulary, drawn from the humanist tradition, which can generate reasoned responses to contemporary problems in the human condition.

Science and Human Values educates students to be, both politically and professionally, interpretive life scientists and technologically informed humanists.

Virtual College I, II:
Humanity and Its Hardware and Software in the 21st Century

Fall, Winter, Spring/Coordinated Study
Faculty: Sarah Williams, York Wong, TBA
Enrollment: 33 (Virtual College I, Core); 36 (Virtual College II, Science and Human Values) Faculty: 3
Prerequisites: None
Special Expenses: No
Part-time Options: No
Internship Possibilities: Yes, spring quarter only, with faculty permission
Additional Course Allowed: With faculty permission

This program will be dedicated to the goal of creating an intentional learning community without walls in time and space, a virtual college. Our experiment will explore the frontiers of collaborative education, using advanced interactive multimedia technology on the Internet to link individual learners with one another locally and globally. We will investigate the influences of corporations and states upon the human use of computers. As the center of our ongoing collaborative work will be a study of how and why class, race and gender/sex are dialectically related to the specific development of liberal democracy and its reproduction through the institutionalization of education.

The Virtual College will mix regular seminars, lectures and workshops with cyberspace activities. We will post critical and creative writings on a cyberspace people wall. We will use these shared responses for cyberspace discussions on the central issues. We will attempt to probe the limits of interactive multimedia communication.

Students will also carry out special projects, either collaboratively or individually. Some of you may wish to make an intensive study of the emerging environments in which computers and human beings (i.e., "cyborgs" in Donna J. Haraway's language and "soft machines" in William S. Burroughs') can interact in novel and interesting ways. Such an investigation would likely include information theory, imaging, simulation, virtual-world creation, hypertext, and the effects of E-mail on literacy (especially its fusion of oral and written aspects), and the politics of the infohaha. Some students may also focus on popular and underground electronic cultures—including hacking, cracking, cyberpunk and zines. Other examples would be deconstructing the imaginative literature from the new South Africa; building an activist network to preserve the Pacific Northwest; and researching the Human Genome Project. We will use our findings to inform the politics, pleasures, histories and promises of the new information technologies.

Our tentative reading list includes the following texts: J.D. Bolter, Writing Space: The Computer Hypertext and The History of Writing; Pat Cadigan, Synners; Manuel de Landa, War in the Age of Intelligent Machines; Mike Davis, City of Quartz: Excavating the Future in Los Angeles; William Gibson, Neuromancer; S.S. Hall, Mapping the Next Millennium; Roger Lewis, Complexity: Life at the Edge of Chaos; Stephen Levey, Artificial Life; Varela, Thompson and Rosch, The Embodied Mind: Cognitive Science and Human Experience. Students will also subscribe to one or two periodicals and use them as program texts, one of which will be Wired magazine. Films and videos include "Citizen Kane," Welles; "Blade Runner," Scott; "Dead Ringers,"; "Videodrome," Cronenberg; "Zelig," Allen; and "Cyberpunk," Trench.

In The Virtual College we will not naively celebrate electronic environments or reflexively condemn them. Rather our aim is to explore them and to understand what they mean. We thus encourage technophiles, technophobes, computer experts, and computer novices alike to join us—as well as people who couldn't care less about computers but are fascinated by our issues and our hopes. Students will have ample opportunity to do writing in a variety of genres. Creative work in such forms as music, performance art, computer graphics, hypertext and multimedia will be both encouraged and welcomed.

Program note: In the spring quarter, The Virtual College will collaborate directly with the coordinated study program Persistence of Vision (see description in this section).

Credit will be awarded in computer studies, literature, philosophy, cognition, social theory, feminism theory, fine arts, writing and other areas determined by special projects.

Total: 48 credits

Program is preparatory for careers and future study in humanities, social sciences, computer studies, writing and performance. Every Core program prepares students for entry programs in all specialty areas.
Persistence of Vision

Spring/Coordinated Study
Faculty: Caryn Cline and Sarah Williams
Enrollment: 48 Faculty: 2
Prerequisites: Faculty signature required, two successful quarters of Evergreen work, strong interest in visual media required
Special Expenses: Production- and project-related costs, film festival tickets
Part-time Options: No
Internship Possibilities: Yes
Additional Course Allowed: No

Persistence of vision, or after-image, was the late 19th century explanation for how the mind imagines more than the eye sees. Persistence of Vision (POV) is a one-quarter exploration of the pleasures and politics, the designations and celebrations of the noblest of the senses. We’ll use videos, films, the Internet, cyberpunk and theoretical texts as well as our own visual practices to play in serious ways with the intersections of visual and social technologies. Specific areas of skill development will include: feminist film theory, critical theory (including an introduction to postmodernism and postcolonialism); theoretical and applied visual literacies (e.g., computer-based electronic media, video production, other forms of photo-mechanical reproduction); trans- and popular-culture studies.

POV will be based on a peer-assessed and collaborative learning format.

Although POV is open to students from any other program, and any Evergreen student with at least two successful quarters of study at Evergreen can apply to be admitted, POV will be a hybrid extension of the Virtual College program. Students applying from the Virtual College may receive special consideration.

Likewise, students wishing to participate in POV might want to consider joining the Virtual College during fall and winter quarters.


Credit will be awarded in feminist theory, cultural studies, critical theory and visual/media literacy.
Total: 16 credits

Program is preparatory for careers and future study in communications, cultural studies, anthropology, humanities and women’s studies.

Student-Originated Studies

Fall, Winter/Cluster Contracts
Sponsor: Leo Daugherty
Enrollment: 2-10 per quarter Faculty: 1
Prerequisites: Upper-division standing; faculty signature required: written academic proposal; a recent writing sample must accompany creative-writing proposals; selection is based on student’s preparation for successfully completing the work proposed
Special Expenses: None
Part-time Options: No
Internship Possibilities: Unlikely, but not impossible
Additional Course Allowed: Yes, but only one not to exceed four credit hours

Advanced-level students wishing to pursue work in the Science and Humanities Values area may do so through the Student-Originated Studies option. This is conceived as a convenience for students who wish to do small cluster contracts of their own design on subjects of their own choosing in this area during fall and winter quarters. Some examples of recent cluster programs include Ecology and Writing, Renaissance and Reformation Studies, Carl Jung’s Psychology, and Contemporary Social Theory.

Interested groups should send written proposals to faculty member Leo Daugherty at LIB 2102. Proposals should be carefully written and as specific as possible. Suggested length: one single-spaced typed page (in addition to book list).

Applicants for cluster programs should work out their own unresolved differences prior to submitting their group proposal, and the collaborative writing of the proposal should, in fact, serve as an early way for them to do so.

This program is appropriate for students interested in creative writing on science/values themes, as well as advanced-level expository writing and research; however, prospective students should understand that space for creative writing clusters is extremely limited and that a sizable sample of recent work must accompany all such proposals.

Credit will be awarded in subject areas of the various student-generated clusters.
Total: 16 credits

Program is preparatory for careers and future study in the various humanities, social sciences and natural sciences, as well as such professional areas as law, theology and museology.
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 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 balance Science, Technology and Health with studies in other areas.

Students 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.

Chemistry
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 concepts and skills from each to aid 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 four or six 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

Chemistry
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, quantum mechanics, spectroscopy, inorganic chemistry and chemical instrumentation. Laboratory work will place a heavy emphasis on laboratory computations and computer graphics using AT&T computer systems. Lineardigital 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., precalculus math and basic chemistry

Second year—Matter and Motion

Third and fourth years—Organic Chemistry I, II and III course sequence from Molecule to Organism; Atoms, Molecules and Research; Chemistry and the Environment; 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, information systems, or applications software in the arts or sciences. The student who completes this pathway will have a solid foundation in computer science and be prepared for career opportunities or graduate school in computing.
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 and natural sciences. Some of the Computer Studies pathway is accessible on a part-time basis and to students outside the pathway.

The Structure of the Pathway
First year—Any Core program, plus courses if necessary, to meet prerequisites for Data to Information

Second year—Data to Information, an entry-level program offered each year covering the fundamental structures and algorithms of computer science, and how these are used to build computer and information systems

Third and fourth years—Advanced offerings alternate, with one group of topics offered in even years (e.g., 1994-95) and others in odd years (e.g., 1995-96)

Even years—Computability and Cognition

Odd years—Student-Originated Software or Science of Mind

Students intending to follow the computer studies pathway should plan to enroll in Data to Information and one advanced program. They are encouraged to select at least two quarter's 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—Efectives (introductory calculus and physics are useful, though not required for entry into Energy Systems), Matter and Motion or Foundations of Natural Science

Third and fourth years—Energy Systems or any combination of senior thesis, internships, portions of Physical Systems, or programs in other specialty areas

Health and Human Behavior
The Health and Human 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 develops its own tools, but with full awareness of the impacts and complementary roles of the other fields.

Specialized programs at the junior and senior levels such as Science of Mind and Psychological Counseling, develop skills needed in areas of human services and psychological counseling.

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; and 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, computer, 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 specialty area) that entail more field work.

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, individual study or an advanced biology group contract

Many students participate in 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 students who are preparing for careers in 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 full-time students 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—Data to Information, full time, or Matter and Motion, full time, or Matter and Motion, calculus-course portion, part time

Third and fourth years—Mathematical Systems, a full-time program in mathematical structures and advanced calculus, Data to Information, Computation and Cognition, or mathematics courses as part of an advanced individual contract.

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 years—Chemistry emphasis through Chemical Systems and advanced group contracts in chemistry, or Physical Systems and Energy Systems
Foundation of Natural Science
(Sustainability Initiative)

Fall, Winter, Spring/Coordinated Study
Coordinator: Don Middendorf
Enrollment: 48 Faculty: 2
Prerequisites: At least 45 college credits, faculty signature and written questionnaire required; good grasp of high school algebra and geometry; questionnaire available at Academic Fair scheduled for May 10, 1995, or by mail one week prior to fair; send self-addressed envelope to coordinator for May 10, 1995, or by mail one week prior to fair.

The goal of this program is to help students develop a basic understanding of the fundamentals of college chemistry and mathematics. We will study chemistry and mathematics throughout the year. The central focus will be chemistry, due to its importance in biological and environmental sciences. The mathematics covered will include precalculus and calculus. There will be two sections of mathematics which proceed at different speeds based on background and readiness. Successful completion of this program requires a time commitment of about 50 hours per week. This means that the out-of-class work required will be about five or six hours each day. The payoff is that you will finish this program with a significantly enhanced conceptual understanding of chemistry and mathematics, as well as improved critical reasoning and problem-solving skills. During spring quarter, you will have the opportunity to select a topic of interest for in-depth study via library research.

The Foundations of Natural Science program will participate in the Evergreen Sustainability Initiative (described on page 36). The seminar discussions will focus on the issues raised in the weekly lecture, film or panel discussion on some topic related to “sustainability” in a very broad sense.

Students in the Foundations of Natural Science program will be able to take one module each quarter from any of the faculty participating in the Evergreen Sustainability Initiative. Possible topics include physiology of dreaming, art or other non-science classes. Some of the recent Foundations of Natural Science programs indicate that about two-thirds of the students have completed a year of high-school chemistry, but this is not a prerequisite. If you have precalculus mathematics preparation, you should take the Matter and Motion program.

Credit will be awarded in chemistry, mathematics and environmental issues, as well as in the subject areas of the workshops (no upper division credits).

Total: 48 credits

Program is preparatory for careers and future study in biology, health sciences, environmental sciences and education.

Matter and Motion
Fall, Winter, Spring/Coordinated Study
Coordinator: TBH
Enrollment: 48 Faculty: 2
Prerequisites: Pre-calculus math skills; faculty signature required: completion of an exam covering algebra and trigonometry given prior to spring quarter, in the summer and the week before classes begin.

Special Expenses: Textbook costs above average; lab breakage fee of up to $5 per quarter; $30 in retreat expenses.

Part-time Options: Inquire about introductory offerings in calculus, chemistry and physics.

Internship Possibilities: No

Additional Course Allowed: By permission of faculty; only as substitute for portion of program 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 the physical and biological sciences. In addition to teaching the central concepts and methods of the physical sciences, Matter and Motion investigates how discovery happens—both inside and outside the sciences. The program is intended for students with strong high school backgrounds in science and mathematics. An alternative program for students with less complete backgrounds 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 and literature for an exciting exploration of the nature of inquiry and 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, quantum mechanics, chemical kinetics and electricity and magnetism. In seminar sessions, 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, where 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.

Credit will be awarded in calculus, university chemistry with lab, university physics with lab, introduction to scientific computing and Pascal programming, seminar on science and culture.

Total: 48 credits

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

Mathematical Systems
Fall, Winter, Spring/Group Contract
Enrollment: 24 Faculty: 1
Prerequisites: One year of college, one year of calculus.

Special Expenses: Textbook expenses will be high.

Part-time Options: With permission of faculty.

Internship Possibilities: No

Additional Course Allowed: With permission of faculty.

This contract is a year-long, intensive study of several fundamental areas of pure mathematics, including a Core sequence in advanced calculus and parallel coordinated studies in geometry, topology and abstract algebra.

The contract is designed for people intending to pursue studies or teach in mathematics and the sciences, and for those who want to know more about mathematical thinking. The program format will minimize traditional lecturing and emphasize seminars and workshops. We will look at the historical contexts of mathematical and scientific events to help us understand how mathematical ideas are discovered. We will develop skills not only in handling mathematical syntax, but also in the crucial area of reading and writing rigorous proofs in axiomatic systems. There will be lab work in which we explore the possibilities computer systems offer in symbolic manipulation, numerical calculations and graphical visualizations.

In addition, we will consider such questions as: Are mathematical systems discovered or created? Why does a particular culture allow some systems to flourish while ignoring others? What are some of the ramifications of embracing one model instead of another? Why are there so few ranking women mathematicians?

Students may enroll in individual modules or the entire constellation of activities. If you have questions, contact the instructor.

Credit will be awarded in advanced calculus, abstract algebra, geometry, topology, applied computer science and individual projects.

Total: 48 credits

Program is preparatory for careers and future study in mathematics, the physical sciences and education.
Energy Systems (Sustainability Initiative)

Fall, Winter, Spring/Group Contract
Sponsor: Rob Knapp
Enrollment: 30; Faculty: 1
Prerequisites: Precalculus math, half a year of college-level science, college-level critical reading and writing (minimum). Calculus and a full year of science preferred; entry is by faculty signature, based on completing a questionnaire (available from Rob Knapp about May 1, 1995); we will reject for strong and diverse skills, motivation and background.
Special Expenses: Textbooks and other materials will be high: $10 per quarter lab fee may be necessary.
Part-time Options: The program design is built around a 12-quarter hour core, with a separable four quarter hour applied math segment; a small number of other arrangements may be possible; consult sponsor.
Internship Possibilities: Possible during spring quarter; consult sponsor.
Additional Course Allowed: Yes (in place of applied-math segment), if supportive of program goals; consult sponsor.

This program is a year-long, intensive study of ways energy is produced and used. It starts with skill building and background study, and finishes with major community-oriented projects related to energy. It centers on the process of design—using sound imagination to bring technical possibilities together with people’s needs and wants. We will concentrate on households and other small-scale applications where solar, electrical and heat-related technologies need to make peace with architecture, economic pressures and personal values. Renewable energy sources, conservation and other soft path approaches will get close constructive and critical attention. We will also be part of the Evergreen Sustainability Initiative, sharing weekly whole-group and small-group activities with students and faculty from the other affiliated Sustainability Initiative programs (see general description on page 36).

For the first two quarters, there will be two main technical themes: heat (heating and cooling in buildings, heat transfer in general, heat engines) and electricity (electric power production, solar electricity, electric machines). Significant time each week will go to analyzing and judging the desirable uses of these two kinds of energy in relation to human needs and environmental effects. Architecture and engineering design will be important themes. In the final quarter, students will undertake a major project in the community or the lab, applying the knowledge gained in previous quarters, as well as continuing with readings, critical writing and discussion of energy affairs.

Credit will be awarded in energy-related physics, chemistry and engineering, applied calculus and community aspects of energy and environment, including architectural and political topics.
Total: 48 credits

The program is preparatory for careers and future study in physics, engineering, architecture, energy policy, applied mathematics and chemistry.

Data to Information

Fall, Winter, Spring/Coordinated Study
Coordinator: George Dimitrov
Enrollment: 48; Faculty: 2
Prerequisites: Sophomore standing; proficiency in high-school algebra.
Special Expenses: None.
Part-time Options: With faculty permission.
Internship Possibilities: No.
Additional Course Allowed: With faculty permission.

Interested in what goes on behind the scenes of your Mac, PC, word processor, the Internet, your hospital’s or Evergreen’s information system, or what goes on inside the computers that simulate biological molecules and send astronauts into space? Why do some machines run faster than others? What makes some computer languages easier to use than others? What is an operating system? Why do I want one?

Data to Information is an entry-level program directed toward answering these kinds of questions. It is a program for students interested in doing substantive work in computer science. We will do quite a bit of programming, and we will spend 25 percent of our time studying the mathematics that people need to understand answers to the kinds of questions which we posed above. Much of what we will do is not programming, but a lot of us use programming in the learning process. You don’t need to know a programming language before entering this program, but the more familiar you are with using computers (word processors, spreadsheets, etc.), the easier this program will be for you. There is also a book seminar component to Data to Information, in which we will explore issues of the development of computers and technology and the impact of computers on society.

Fall-quarter topics: programming in Pascal or C, number theory, digital logic and machine design, and seminar. Winter-quarter topics: data structures and algorithms I, discrete mathematics I, computer architecture, and seminar. Spring-quarter topics: data structures and algorithms II, discrete mathematics II, operating systems, and seminar.

Credit will be awarded in programming, digital logic, computer architecture, operating systems, data structures and algorithms, discrete mathematics and number theory.
Total: 48 credits.

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

Student-Originated Software

Fall, Winter, Spring/Coordinated Study
Coordinator: Judy Bayard Cashing
Enrollment: 48; Faculty: 2
Prerequisites: Data to Information or equivalent, or an interesting project proposal and some computing or programming experience; interview with one of the program faculty after completing questionnaire; faculty signature required.
Special Expenses: Diskettes for student project work and two overnight field trips (about $38 each).
Part-time Options: Eight-credit option for part-time students only.
Internship Possibilities: Possibly, some students may arrange internships to work with their software clients.
Additional Course Allowed: No.

Even the best efforts of computer users, scientists, and software engineers have not alleviated critical problems with software development: most software is late, over-budget, socially irresponsible, unable to perform according to user needs, or some combination of these. The software engineering problem is not just a matter of technology, but a problem of organization, psychology, group dynamics and culture. In addition, considerable knowledge and understanding of the application area is required to design and implement a successful system. Student-Originated Software is intended to prepare students to face these problems.

This year-long program is designed to give students with advanced programming skills (or programming skills and considerable application-area expertise) the ability to identify and carry out a viable software project. Students will work in groups to identify a software project, prepare market research and feasibility studies for that project, identify a real world client (or class of clients) and write software specifications accordingly. Under the guidance of faculty members and working with users, students will conduct systems analysis and design, implementation and product testing and validation. They will also write user manuals and system maintenance plans, and (where appropriate) conduct or plan system installation and user training.

Students will evaluate their software project according to technical, legal and social criteria.

Application areas of some successful past projects include: the natural sciences, music, visual arts and education. Numerous small systems for business and local and state agencies have been developed in the past. The program seminar will address the role of technical expertise in modern society; the organizational, social and cultural milieus of the workplace; ergonomics and human-machine interaction and the psychology of computer programming.

Credit will be awarded in computer science and software engineering: systems analysis and design, software tools and advanced programming, special topics (e.g., object-oriented systems and databases, computer graphics or user interface design).
Total: 48 credits.

Program is preparatory for careers and future study in computer science and software engineering or the project application area.
**Science of Mind**

**Fall, Winter, Spring/Coordinated Study**
Faculty: David W. Paulsen, Linda Kahan, Carrie Margolin
Enrollment: 72 Faculty: 3
Prerequisites: Junior or senior standing, or faculty interview
Special Expenses: Up to $5 per-quarter lab breakage fee possible; project materials
Part-time Options: With faculty permission
Internship Possibilities: By special arrangement, spring quarter

Additional Course Allowed: With faculty permission

Philosophers, psychologists, neurobiologists, computer scientists, linguists and anthropologists have raised questions about the human mind. What is the structure of the 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, theory and practice 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 philosophical fields.

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

Credit will be awarded in cognitive science, cognitive psychology, research methods in psychology, neurobiology with laboratory, descriptive statistics, inferential statistics, data analysis using the statistical package for the social sciences, and a research project.

Total: 48 credits

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

**Molecule to Organism**

**Fall, Winter, Spring/Coordinated Study**
Coordinator: Jeff Kelly
Enrollment: 72 Faculty: 3
Prerequisites: One year of college chemistry and college algebra; Matter and Motion or Foundations of Natural Science recommended
Special Expenses: Up to $5 per quarter to cover glassware breakage
Part-time Options: With faculty permission
Internship Possibilities: No

Additional Course Allowed: With faculty permission

Molecule to Organism is Evergreen’s introduction to experimental (laboratory) biology and to organic and biochemistry. This program is designed for students who have already learned general chemistry (usually through a program such as Matter and Motion or Foundations of Natural Science) and who are planning to go on to advanced work in biology or chemistry, or to a career in health sciences. It includes organic chemistry and the upper-division topics of anatomy, genetics, histology, physiology, developmental biology, molecular and cellular biology and biochemistry in a year-long sequence.

Fall quarter begins with two separate themes—one at the organism level and the other at the “molecule” level. We start with the whole organism and focus on its structure and function through anatomy, physiology and histology. In the molecule theme we will examine organic chemistry and the nature of organic chemical reactions and compounds. Winter quarter brings the themes closer together by considering biochemistry and the principles of developmental and neurobiology. By spring quarter we will be examining the workings of organisms on a smaller and more intimate scale, studying examples of cellular and molecular processes.

Credit will be awarded in organic chemistry, biochemistry and topics in biology such as physiology, anatomy, genetics, and molecular and cell biology. (All credit is upper division except for eight credits of organic chemistry.)

Total: 48 credits

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

**From Addiction to Wellness**

**Fall, Winter, Spring/Group Contract**
Faculty: Earle McNeil
Enrollment: 24 Faculty: 1
Prerequisites: None; prior quarters at Evergreen strongly advised; no signature required, but you are advised to talk to faculty; reduced credit by demonstrated competence in specific areas—by signature of the faculty
Special Expenses: $25 per quarter—wellness inventory, hot drinks for our long sessions, program retreats
Part-time Options: Only if prior course work duplicates current program, with permission of faculty
Internship Possibilities: Yes, expected winter and spring quarters
Additional Course Allowed: If components of program overlap with student’s prior course work and with permission of faculty

Understanding and affecting attitudes, values and behavior related to drugs, drug use and compulsive disorders in society and on campus is part of this program’s goal to create a group of educated students in the field of addiction and wellness who will go on to provide education, role modeling/mentoring, support to other students, faculty and staff, and contribute to a kind, caring and healthy community. This program consists of two parallel themes: (1) A study of human behavior ranging from addiction to wellness; and (2) Understanding and exploring our own personal and collective journeys for wellness.

In addition to drug addiction we will study other compulsive disorders. The program will educate, train and supervise students in the subject matter of addictions and how addictions are maintained, reinforced and overcome. This will be explored through various models, including sociological/multicultural, political, medical, psychological, physiological and familial perspectives. Once the addiction-related problems are understood, the program will explore a wellness curriculum as solution.

In the fall we will explore cultural underpinnings of values, attitudes, beliefs and behavior (the unfolding of the human spirit—not just addiction issues). Weekly workshops each quarter will include such topics as wellness planning, assertiveness, self-esteem and interpersonal communications. For winter and spring, unless a student has already had strong professional work in the addiction area, credits will be generated by an internship. Academic focus will be more directly (than will be true of the fall readings) related to drug use and abuse and other compulsive disorder issues. We will focus on how addictions (drugs, eating, work, sex, etc.) are manifest, and the family, cultural and pharmacological dynamics of addictions. Our final focus will return to wellness: What is a healthy person and what components are necessary to stay in health? Concepts for exercise, nutrition, mental and spiritual health will be further explored. We may attempt to implement a major wellness project or symposium on campus as an expression of what the class has learned.

Credit will be awarded in human health, addiction issues, family systems, developmental psychology, cultural systems and nutrition.

Total: 48 credits

Program is preparatory for careers and future study in psychology, sociology, drug and alcohol counseling.
Foundations in Psychology

Fall, Winter, Spring/Coordinated Study
Coordinator: George Freeman, Jr.
Enrollment: 48 Faculty: 2
Prerequisites: Core program or equivalent, preference given to sophomores and juniors, faculty signature at Academic Fair, May 10, 1995
Special Expenses: Travel to internship, retreats
Part-time Options: With faculty permission
Internship Possibilities: Yes, required
Additional Course Allowed: With faculty permission

Foundations in Psychology was created to provide a foundation in the areas of human development, abnormal psychology, personality theory, community psychology, and research design methodology. In addition, students will develop effective communication skills through workshops and seminars. The academic component will examine the theoretical constructs regarding the psychology of human development from birth through early childhood, adolescence, young adulthood, adulthood and old age. Abnormal psychology will examine psychopathology as we currently understand it. Personality theory is geared to provide an in-depth overview. The theoretical foundation and application of community psychology will be examined. Our approach will emphasize cultural pluralism in every facet.

Research methodology will be used to investigate the validity of the theoretical foundations for the topic areas. This will include exposure to both quasi-experimental design, as well as single-case experimental design. We hope to have students develop a "naturalistic way of thinking about the world. This component will assist in the development of critical thinking and an understanding of how data are used to describe the world in which we live. The component of the program dealing with communication-skills development will enable students to learn the fundamentals of listening and communication through human discourse. A lab format will be used to help develop these skills throughout the year and program participants will be asked to apply these skills through seminar and small group discussions.

Students are expected to come prepared to improve on their present writing styles and to build a degree of flexibility in their writing. Finally, clarity in communication skills and the recognition of the subtleties of communication will be areas of strong focus.

Students will spend four hours a week in internships winter and spring quarters.

Credit will be awarded in psychology of human development, community psychology, abnormal psychology, personality theory, research design and methodology in the social sciences and communication skills.

Total: 48 credits

Program is preparatory for careers and future study in counseling and clinical psychology, cross-cultural studies, ethnic studies, lesbian/bisexual and gay studies, gender studies.

Jung's Journey to the East

Fall, Winter/Coordinated Study
Coordinator: Ryo Imanura
Enrollment: 48 Faculty: 2
Prerequisites: Sophomore standing; faculty signature required: Evergreen students must submit, by April 15, an essay addressing interest and background, and a portfolio including all evaluations written about and by you; transfer students send transcript and letter to Ryo Imanura by April 15, addressing your interest in, and background for this program, including courses you have completed at other colleges
Special Expenses: None
Part-time Options: No
Internship Possibilities: None
Additional Course Allowed: No

Our intention is to explore the languages of the self. The inner world of the individual, the community, the interpersonal world of culture and the becoming world of nature are constructed and received as symbols. Meaning is constructed, individually and socially, by assimilating and accommodating not just events, but emotion-laden patterns of imagery.

In the modern Western world, interpretation of these patterns is the work of social scientists and scholars in the humanities, including psychologists, anthropologists and literary critics. In all times and places, however, these patterns are embedded in culture. In the West, we will start with the analytical psychology of C.G. Jung, because it is especially attuned to symbol systems and because it calls for and supports the development of interpretive skills. We will explore Jung's discoveries about the archetypal world and the self, offering practical insights into the process of healing and transformation. Describing life as a dramatic story in which all our experiences take on meaning, we will stress the need to encounter that story's symbolic underpinnings, not only intellectually, but also emotionally.

At the same time, we will study the impact of Jung's theory on the Western appreciation of Asian religion and thought. We will read his commentaries on Tibetan and Zen Buddhism, Asian meditation, Yoga, Taoism, and the I Ching, and later writings by noted Asian and Western psychologists and Asian spiritualists. And we will be mindful of Jung's admonishments about the wholesale embracing of Asian beliefs and practices by Westerners and the abandonment of their own religious and philosophical foundations.

Credit will be awarded in Jungian psychology, philosophy of religion, Buddhism, and cross-cultural studies.

Total: 32 credits

Program is preparatory for careers and future studies in psychology, religious studies and cultural studies.

Transpersonal Psychological Counseling

Fall, Winter, Spring/Group Contract
Sponsor: Tara Diana Cushing
Enrollment: 24 Faculty: 1
Prerequisites: Senior standing; Introduction to Psychology, Developmental Psychology or equivalent; course review with faculty and faculty signature required
Special Expenses: Retreat(s) $40 per quarter; travel to internship site
Part-time Options: No
Internship Possibilities: 20 hours per week required
Winter and spring quarters

Additional Course Allowed: No

For 20 years or more, there has been a branch of psychology known as "transpersonal," the "root fruit meaning "on the other side of." Beyond the personal implies the spiritual (spiritual does not mean religious; no particular religious viewpoint will be adopted). We will pay particular attention to the ways in which counseling and therapy are inherently spiritual processes and explore the value of a more explicit acknowledgement of the spiritual as one engages in these processes.

This program is intended to prepare students for graduate work in psychology or social work and for related jobs at the bachelor's level. We will cover several of the books most graduate schools require: personality theory, family systems theory, abnormal psychology, theories of counseling and psychotherapy, and issues and ethics in counseling and psychotherapy (eight quarter hours). We will focus on the development of communication and counseling skills in our counseling practicum. In all contexts, we will consistently apply our learning to ourselves; all students will be expected to do significant work on their personal issues throughout the year, both in class and out. (If you are not covered by medical insurance which includes outpatient mental health benefits, please sign up for the student health insurance plan—it does.)

We will address many of the issues of mental health: ethnic bias, gender bias and socio-economic bias, among many others. We will explore the value and validity of individual treatment versus community or social treatments and pay particular attention to the consumer movement in mental health. Students will take an active role in creating this and other aspects of our curriculum.

Credit will be awarded in personality theory, family systems theory, psychodynamics, theories of counseling and psychotherapy, and issues in counseling and psychotherapy (eight quarter hours). We will focus on counseling and counseling practicum, and counseling internship.

Total: 48 credits

Program is preparatory for careers and future studies in counseling, school counseling, clinical psychology, educational psychology and social work.

Students interested in this specialty area's subject matter should also consider the following program:

Introduction to Environmental Modeling
(Environmental Studies)
Tacoma Campus

Director: Joye Hardiman

Serving a student population composed primarily of working adults, The Evergreen State College’s Tacoma, Washington, campus provides broad-based, liberal arts education in the arts and sciences, recognizing the importance of providing the skills, information and vocabulary necessary for living and working in the 21st century.

The Tacoma program 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 must have completed 90 quarter hours of transferable college-level work before entering. Detailed information on admission is also available through the Admissions Office on the Olympia campus.

Tacoma Community College and Evergreen, together, also offer a two-year, lower-division, liberal arts program for freshmen and sophomores in the evenings at the same time as the upper-division program.

More detailed information can be obtained by contacting Director Joye Hardiman in Tacoma at (206) 593-5915 or through the Olympia campus, at (206) 666-6000, ext. 6004.

Beyond Dichotomies: Studies in Community Health

Fall, Winter, Spring/Coordinated Study
Coordinators: Willie L. Parson
Enrollment: 120 Faculty: 4

Prerequisites: Junior standing, clear understanding of the program goals and focus, a writing sample and signed permission of the campus director
Special Expenses: None
Part-time Options: No
Internship Possibilities: Spring quarter only
Additional Course Allowed: No

Among the many dichotomies that assault our communities are: material/spiritual; individualism/community; stable/transformative; icon/social actions; black/white; paradigm shifts/ conceptual entrenchment; policy producers/policy demigods; us/them; liberators/gatekeepers; education/training; communities/histories; aesthetic/art and scientotechnological causative;

balance/symmetry; autonomy/freedom and dependence/constraint; and dialogue/tribe. This year-long coordinated studies program is designed to give students a chance to explore, understand further, and transcend many of these dichotomies; and to understand the holistic, cyclical and diurnal nature of the human condition and the dynamic content of urban communities.

In this program we will study through theory, active research, practice and imagination such questions as: What compels communities to acquiesce/abrogate and at the same time reassert/reclaim their standing as places of collective hope, trust, pride, confidence, conviction and productivity? What knowledge, skills, insights and strategies are necessary for translating theory and rhetoric into sustained action for advancing environmental and social health and community well-being? How can a urban learning environment located in the middle of the Hilltop community of Tacoma, Washington, assist that community in becoming “no better,” in moving beyond dichotomies? How can this action be developed into transmutative models which could be adapted and exported to new venues?

Students participating in this program will develop skills in advanced research methodology, electronic information retrieval, computer technology, clear and critical thinking, policy analysis, compositional construction, technical writing, legal research, graphic presentation, inter- and intracultural literacy, science methodology and science issues in public policy. Students will be expected to undertake and complete substantive research and action projects each quarter. Each student will also be expected to produce a reflective autobiographical statement each quarter.

Credit will be awarded in advanced research methods, environmental science, human biology, science and public policy, advanced writing, technical writing, computer science, legal research and policy analysis, cultural studies and community studies. Total: 48 credit

Program is preparatory for careers and future study in education, law, public administration, and the social sciences, including history.
Evening and Weekend Programs

Biology and Chemistry in Context
Fall, Winter, Spring/Coordinated Study
Coordinator: Janet Ott
Enrollment: 48 Faculty: 2
Prerequisites: Junior standing, mathematics through high school algebra and geometry
Special Expenses: Up to $5 per quarter to cover lab breakage
Part-time Options: This program offers only eight credits per quarter
Internship Possibilities: No
Additional Course Allowed: This program offers only eight credits per quarter

This program will study the basics of biology and chemistry in the context of current issues, which include impending environmental crises and their effects on physiological processes. Classes held during two evenings each week will include lectures, discussions on readings and workshop activities. Numerical analysis will be emphasized in the workshops. There will be three weekend laboratories each quarter exploring various aspects of biology and chemistry. A lab notebook will be kept and lab reports written on the laboratory experiments. During fall quarter there will be an introduction to the college’s Library facilities and an introduction to the Computer Applications Laboratory (CAL) emphasizing the use of spreadsheets, graphical analysis and basic statistical analysis.

Students in the program can expect to get a good grasp of fundamental biological and chemical principles. Further, we hope to improve scientific writing and mathematical analysis skills.

Credit will be awarded in general biology with laboratory and general chemistry with laboratory. Total: 24 credits

Program is preparatory for careers and future study in biology, health sciences, chemistry and for students interested in natural science as a part of their college education.

Management in a Changing World
Fall, Winter, Spring/Coordinated Study
Coordinator: Bill Brunner
Enrollment: 72 Evening and Weekend, and day
Faculty: 3
Prerequisites: Faculty interview and signature; students may be expected to participate in a common Core
Special Expenses: None
Part-time Options: This program may be taken for 8, 12 or 16 credits
Internship Possibilities: With permission of faculty
Additional Course Allowed: With permission of faculty

Managers in all sectors of the U.S. economy are facing rapid and far-reaching changes. Internally, many of these changes arise from the increasingly global scope of business. Internal changes derive largely from an increasingly diverse workforce. The result of these changes is that management-in business, government and nonprofit organizations—faces challenges that are unprecedented in this century.

The objective of this year-long program is to examine how management can cope with change. During fall quarter we will focus on managing the organization through a review of alternative management theories from the standpoint of what they can tell us about managing change. We will apply these theoretical management models to case studies and to analysis of real organizations. We will also look at another period of rapid management change, the 1890s, to see if there are lessons to be learned from the apparently successful management adaptations that were applied during that period.

During winter quarter we will move on to managing the various functions of the organization, i.e., finance, marketing, production and human resources. Then in the spring we will consider management policy and strategic planning. A major component of our work for spring quarter will involve a strategic planning computer simulation.

Class sessions will include time for lectures, workshops and seminars and will be scheduled to accommodate both daytime and evening students. Modules on management-related topics, e.g., microeconomics, finance, international business and marketing, statistics, will be available to students who want to increase their credit load beyond eight credits.

Credit will be awarded in management theory, organizational management, management policy and strategy, and other management topics described above. Total: 24-48 credits

Preparatory for future careers and further study in business and public administration.

The Sensory Pendulum
Fall, Winter, Spring/Coordinated Study
Coordinator: TBA
Enrollment: 48 Faculty: 2
Prerequisites: Junior standing; faculty signature required
Special Expenses: None
Part-time Options: No
Internship Possibilities: Consult faculty
Additional Course Allowed: Consult faculty

This program will explore human sensory development. It will address these questions, among others: What does it mean to sense something? How do sensing and perceiving interrelate? How do life histories alter these basic processes? What cultural practices exploit sensory information and which practices serve to deny them? How much truth is there to the beliefs that one can extend a person’s range of abilities, that some people are born with special abilities, and that dysfunctions are disabling? How has the health industry used, exploited or failed to respond to our current level of knowledge about sensory development? How are human differences and similarities illuminated through our understanding of human sensory processes?

Students will explore basic sensory processes, related psychological and sociological models, and the effects of environment and genetics on sensory processes—particularly as they emanate from particular cultural practices. The program will also review various treatment strategies and prescriptions in dysfunctional cases, the experiential history of physically challenged individuals, and the research regarding exceptional performance in music, the arts and sport. The contributions of art and dance therapies, sophisticated technologies and learning research as modes of intervention and prevention will be included. The depiction and/or use of sensory processes as a central feature in literature and film will complement this examination of the relationship between the senses and our identities. Throughout the program, students will be expected to critique theories and research studies by the application of qualitative and quantitative methods learned during the year.

Credit will be awarded in psychology, sociology, literature, cultural studies, humanities and research methods. Total: 24 credits

The program is preparatory for further study in the humanities and social sciences.
**Graduate Study at Evergreen**

### Master of Environmental Studies (MES)

The Graduate Program in Environmental Studies opened in September, 1984, and each year enrolls about 100 students. Since its first graduating class in June, 1986, the program has prepared students for employment in both the public and private sectors or continuing graduate study 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 focuses on the relationship between science and policy. Students can expect a balanced curriculum that 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 course work is concentrated in the evening and late afternoon.

The 75 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 a sequence of four quarters in the fall, winter, spring, and fall. All students are required to complete an original thesis that has policy implications. It may be the written result of an individual or small-group project. Students will enroll in the following Core sequence:

- **Political, Economic and Environmental Processes**
- **Population, Energy and Resources**
- **Quantitative Analysis for Environmental Studies**
- **Case Studies: Environmental Assessment, Policy and Management**

(All programs are eight quarter hours)

Examples of electives include natural resource economics, environmental policy, ecological principles and methods, environmental management, environmental philosophy and ethics, American environmental history, watershed management, watershed ecology, environmental issues in Latin America, pesticides, environmental health, salinization ecology, hydrology and ground water management. Electives are four 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 Bonita Evans, Program Assistant, LAB I, The Evergreen State College, Olympia, WA 98505-0002; (206) 866-6000, ext. 6707. Note: In January 1995, the college’s area code will become (360).

### Master of Public Administration (MPA)

The primary commitment of the Graduate Program in Public Administration is to challenge and thoroughly prepare students to seek democratic, equitable and practical solutions to the problems facing state and local governments in the Pacific Northwest.

The program welcomes both students intending to pursue a public sector career and those already working for government or organizations involved in public issues. It is open to both 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 12 hours of 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 practical, administrative and communication 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, addressing the ethical dimension of administration and policy, and 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 during spring quarter 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 context of any project will vary with students’ interests, opportunities and development, but every project represents the culmination of work in the program and provides a document that demonstrates the author’s knowledge and ability.

The MPA Core Curriculum Includes:

- **The Political and Economic Context of Public Administration**
- **Research Methods for the Public Sector**
- **Understanding Public Organizations**
- **Fiscal Policy**
- **Public Policy and Its Administrative Implications**
- **Applications project**

(All programs are eight quarter hours)

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

Inquiries about the MPA program should be addressed to Bonita Evans, Program Assistant, LAB I, The Evergreen State College, Olympia, WA 98505-0002; (206) 866-6000, ext. 6707. Note: In January 1995, the college’s area code will become (360).

### MES/MPA Program Procedures

#### Admissions

The application deadline for early admission is February 15. After that date, applications will be considered as they are completed. Individuals interested in receiving a Graduate Catalog or in applying for admission to the program should contact the Admissions Office. The Evergreen State College, Olympia, WA 98505-0002. Admission is competitive. Admission decisions are based on a thorough review of the following (see the Graduate Catalog for program 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.

#### The Graduate Catalog

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

#### Financial Aid

Limited financial aid is available in the form of fellowships, assistantships, scholarships, work-study assistance and guaranteed student loans. The Free Application for Federal Student Aid (FAFSA) must be completed before any financial aid decision can be made. Financial Aid Forms (FAFs) should be mailed to the central processor by February 15. Late applicants who qualify for financial aid will compete for remaining monies. Certain forms of financial aid are available to full-time students. However, aid to part-time students 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.
(MIT) Master in Teaching

Director: Janice Kido
Field Services Officer: Ernestine Pearl
Admissions Officer: Susan Hirst

Graduate Teacher Education

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 program is interdisciplinary and team taught. A group of 60 students and three or four faculty form a learning community, which essentially remains 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 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 course work completed (or within 12 quarter hours of completion).

The secondary education candidate, preparing for teaching in departmentalized classrooms in grades 4-12, through Evergreen’s MIT program, must have a major endorsement, and is encouraged to add a minor endorsement as well. Available major 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 certificate. In Evergreen’s MIT program, s/he has a choice of completion of one major endorsement or two minor endorsements. Available minor endorsements include: art, music, chemistry, economics, English, Spanish, French, history, math, physics and political science. The elementary education endorsement qualifies an individual to teach any subject in grades K-8 except special education.

Admissions Requirements

Admission to the Master in Teaching 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 admission requirements for all candidates include eight quarter hours of natural science, eight quarter hours of social science and 12 quarter hours of writing. As part of the admission process, students must take the Graduate Records Exam (GRE).

Students wishing to apply to the program must submit all material to the college’s Admissions Office. Required material includes the Master in Teaching admissions 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 the program’s Catalog: Master in Teaching at Evergreen, 1995-97.

The two-year cycle from 1995 through 1997 will be based in Olympia. Student observations and teaching in public schools will include urban, suburban and rural placements. Students must be prepared to travel to these placement sites.
“I like the fact that the teachers talk to you and try to help you out any way they can. At a regular university, you sit in a huge lecture hall and don’t get a question in edgewise.”

Stuart Fritz
Michael

animation
or maybe
computer graphics
photography
perhaps doing
the media field

hope to get work in
and animation and
computer graphics
years, I'm studying
journalist for 13
was a free-lance
for 10 years and also
human services field

"I worked in the"
Trustees, Administration and Faculty

This is a listing of Evergreen’s faculty as of 1994-95. A more extensive detailing of Evergreen faculty members’ areas of expertise can be found in the Student Advising Handbook, available at Academic Planning and Experiential Learning.


Susan M. Aurand, Art, 1974; B.A., French, Kalamazoo College, 1972; M.A., Ceramics, Ohio State University, 1974.

Maritaine Bailey, Languages and Literature, 1988; B.A., Foreign Languages and Literature, University of Nevada, 1972; M.A., French Language and Culture, University of Nevada, 1974; Doctor of Letters, Francophone Literature and Culture, Sorbonne, University of Paris, 1985; Graduate work at University of Washington, of University of Tubingen, West Germany.


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.


Thad B. Curtis, Literature, 1972; B.A., Philosophy, Yale University, 1965; M.A., Literature, University of California at Santa Cruz, 1969; Ph.D., Literature, University of California at Santa Cruz, 1977.

Diana C. Cushing, Psychology, 1978; B.S., Occupational Therapy, University of Buffalo, 1959; Ph.D., Clinical Psychology, State University of New York at Buffalo, 1971.

John Aikin Cushing, Computer Science, 1976; Director of Computer Services, 1976-84; Academic Dean, 1993-present; B.A., Physics, Reed College, 1967; Ph.D., Cognitive Psychology, Brown University, 1972.


Paul R. Butler, Geology and Hydrology, 1986; B.A., 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, 1989; B.A., Physics, Reed College, 1958; Ph.D., Biological Sciences, Rockefeller University, 1965.


Sally J. Clineger, Film-Television, 1976; B.S., Syracuse University, 1969; M.A., Theater, Ohio State University, 1971; Ph.D., Communications-Film, Ohio State University, 1974.

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.

Jane L. Jervis, President

John A. Costantino, Provost and Academic Vice President

Barbara Leigh Smith, Executive Vice President for Finance and Administration

John Aikin Cushing, Academic Dean

Virginia Damey, Academic Dean

Masao Sugiyama, Academic Dean

Leslie E. Wong, Academic Dean

Joseph A. Gómez, Associate Academic Dean

William E. Bruner, Dean of Library Services

Shannon Ellis, Dean of Student and Academic Support Services

Arnaldo Rodriguez, Dean of Enrollment Services

This is a listing of Evergreen’s faculty as of 1994-95. A more extensive detailing of Evergreen faculty members’ areas of expertise can be found in the Student Advising Handbook, available at Academic Planning and Experiential Learning.

Evanna Romo de Thuessen, Spanish Language and Culture, 1992; B.A., Literature and Linguistics, Catholic University of Argentina, Buenos Aires, 1983; Graduate Research Student (Kenkyusei), Traditional Japanese Theater; Kabuki, Sophia University, Tokyo, 1986-87; Ph.D. Hispanic Language and Literature, University of California, Santa Barbara, 1992.


David Rutledge, Psychology, 1988; B.A., Philosophy and Psychology, University of Nebraska, 1978; M.S., Human Development, University of Nebraska, 1975; Ph.D., Counseling Psychology, University of California, Berkeley, 1986.


Samuel A. Schragge, Folklore, 1991; B.A., Literature, Reed College, 1970; Ph.D., Folklore and Folklore, University of Pennsylvania, 1983.


Nicholas Stov, Emeritus, 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.


Barbara L. Smith, Political Science, 1978; Academic Dean, 1978-84; Director, Washington Center for Improving the Quality of Undergraduate Education, 1983-94; Provost and Academic Vice President, 1994 present; B.A., Political Science, Lawrence University, 1956; M.A., Political Science, University of Oregon, 1968; Ph.D., Political Science, University of Oregon, 1978.


Oscar H. Soule, Biology, 1971; Director of Graduate Program in Environmental and Energy Studies, 1981-86; Associate Academic Dean, 1972-75; Academic Advisor, 1983; B.A., Biology, Colorado College, 1962; M.S., Zoology, University of Arizona, 1964; Ph.D., Ecology-Biology, University of Arizona, 1969.


Camilla Silbers, Public Administration, 1987; Director, Graduate Program in Public Administration, 1993-95; B.A., Wellesley College, 1960; M.L.A., Political Arts, Johns Hopkins University, 1967; M.P.A., Health Administration, University of Southern California, 1979; Ph.D., Public Administration, Virginia Polytechnic Institute and State University, 1987.


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.


Sidney D. White, Emeritus, Art, 1970; B.A., Art Education, University of New Mexico, 1951; M.S., Philosophy-Aesthetics, University of Wisconsin, 1952.


Alfred M. Wiedemann, Biology, 1970; B.S. Crop Science, Utah State University, 1960; M.S. Agronomy, Utah State University, 1962; Ph.D., Plant Ecology, Oregon State University, 1966.


Leslie E. Woog, Psychology, 1988; Academic Dean, 1990-present; B.A., Psychology, Gonzalez University, 1972; M.S., Experimental Psychology, Eastern Washington University, 1974; Ph.D., Education Psychology, Washington State University, 1986.

York Wong, Management/Computer Sciences, 1975; Director of Computer Services, 1973-75; Assistant Academic Dean, 1979-81; B.S., Electrical Engineering, University of Arkansas, 1956; M.B.A., Columbia University, 1970.
Part-Time Studies Faculty

Johbin Alexandria, Ballet, Exercise, African dance; licensed massage therapist, danced professionally in New York City.

Teresa Aragon, Management and Public Administration; B.A., Philosophy, Seattle University, 1965; M.A., Political Science and Sociology, University of New Mexico, 1968; Ph.D., Political Science and Public Administration, 1977.

Stephen Bray, Print Journalism; B.A., American Studies, Yale University, 1975; M.A., History, University of California at Berkeley, 1979; C.Phil., History, University of California at Berkeley, 1980; M.J., Journalism, University of California at Berkeley, 1982.


Jeff Cederholm, Salmon Biology, Habitat Requirements, Habitat Restoration and Enhancement; B.S., Fish Biology, University of Washington, 1968; M.S., Salmon Biology, University of Washington, 1972.


Kate Crow, Psychology, Writing; B.A., Psychology and Writing, The Evergreen State College, 1980.

Steve Davison, Photography, Electronic Imaging; B.S., Communications, Photography, Film, University of Idaho, 1979; M.F.A., Art, University of Idaho, 1983.


Hugo Flores, Spanish, B.S., The Evergreen State College, 1988; M.E.S. (pending) The Evergreen State College.

Don Foran, Literature, Writing, Ethics; Ph.D., English, University of Southern California, 1973; Postdoctoral M.A., Theology/Public Policy, The Jesuit School of Theology, Berkeley, 1977.


Allura Hinke, Media, Music, B.A., Communications, Western Kentucky University, 1976.


Pat Moore, Sustainable High-Production Agriculture; B.A., The Evergreen State College, 1981.


Steve Morrison, Environmental Studies; B.S., Environmental Planning, Huxley College of Environmental Studies at Western Washington University, 1974; Master of Public Administration, The Evergreen State College, 1985.

Valerie Navarro, French, Spanish, Russian; B.A., French, Russian, University of Washington, 1977; M.A., Spanish Language, Literature, University of Vasconcelos, Durango, Mexico, 1994; M.A., the teaching of Russian as a second language, Gerzen Pedagogical Institute, St. Petersburg, USSR, 1991.


Peter B. Randlett, Computer applications in media, audio recording, music; B.A. The Evergreen State College, 1980.


Betty Tabbutt, Environmental Studies; B.A., Zoology, Oberlin College; M.A., Medical Sciences, Radcliffe College.

James L. Thib, Theater; B.A., Spanish, Wake Forest University, 1969; Ph.D., Communication, Drama, University of Southern California, 1978.


Ken Wilhlem, Media Arts; Renton Vocational Institute.

Joan Winder, Music, B.A., Music, Stanford University, 1953; M.A., Music Education, San Francisco State University, 1956.

Charlotte Tienczen Wooldridge, Theater, Arts Administration; B.A., Theater, Mars Hill College, 1978; M.F.A., Children’s Theatre directing, the University of Texas Austin, 1985.


Barbara Zelano, Theater Marketing; B.A., Marketing the Arts, Administration, The Evergreen State College, 1988.
Campus Services and Resources

Access for Students With Disabilities

If you are an individual with a disability, you will not only be welcome at Evergreen, but also able to be an active participant in the community.

Access Services supports and assists students with disabilities and provides access to Evergreen programs and facilities. Our goal is to provide support and assistance to facilitate your personal independence and self-reliance while you are a student at Evergreen. To enable us to identify appropriate support services, we ask you to contact Access Services upon admission to the college. All verification of disabilities materials is kept in strict confidence and must be received in the Access Services Office prior to beginning your education at Evergreen.

In addition to the services we provide you will find valuable help from the on-campus student organization- The Evergreen State College Union for Students With Disabilities. Volunteers are available for guided tours of the campus during all quarters.

Offices that will assist you:
Access Services, LIB 14070
Ext. 6364, TDD: 866-6634

Union for Students With Disabilities, CAB 328, ext. 6092

Equal Opportunity

The Evergreen State College expressly prohibits discrimination against any person on the basis of race, color, creed, national origin, gender, marital status, religion, sexual orientation, age, disability or veteran status. The responsibility for and protection of this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs at all levels and in all segments of the college. It is the responsibility of each and every employee of the college community to ensure that this policy is a functional part of the daily activities of the college.

Copies of the equal opportunity policy are available in the Equal Opportunity Office, LIB 310. Persons who wish information on equal opportunity may contact Paul Gallegos, special assistant to the president for equal opportunity, ext. 6368. Persons who believe they have been discriminated against at Evergreen are urged to contact Lee Lambert, special assistant to the president for civil rights, ext. 6368, or TDD: 866-6634.

Campus Bookstore

The Evergreen Bookstore, located in the CAB, is the place to find all required texts and materials for all programs. The Bookstore also features general reading and reference books, computer and software sales, 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, a subsidiary of the Bookstore in Housing’s Community Center.

Campus Parking

Motor vehicles must display valid parking permits. Permit prices are as follows, although rate increases were under consideration at the time of publication and may be in effect at a later date.

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Daily permits can be purchased at the information booth on the front entrance road to campus. Longer-term passes may be purchased at the Parking Office, SEM 2150. 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 does not assume responsibility for any vandalism or theft while the vehicle is parked on campus.

Convenient parking is available for persons with disabilities. An Evergreen special parking permit must be displayed when a vehicle is parked in a handicap space. These are issued through the Parking Office. Additionally, an Evergreen daily pass or parking permit must be purchased and displayed.

Campus Public Safety

Campus Public Safety staff are responsible for providing services to enhance the safety and welfare of Evergreen community members and to maintain the security of campus buildings and property, both public and private. The Public Safety Office will also assist students, staff and faculty with personal property identification and will register bicycles at no charge.

Although the college assumes no responsibility for lost property, recovery of lost or stolen items is improved if the owner is easily identified.

The Public Safety Office is open 24 hours a day, seven days a week. In case of emergency, officers are trained in law enforcement and problem-resolution skills. While charged with enforcing laws and regulations, the staff works to resolve issues using the college’s Social Contract whenever possible. The Public Safety Office is located in SEM 2150. Reach the office by telephone at ext. 6140 or on your cell phone.

Computer Services

In Academic Computing the emphasis is on students and technology. Students are encouraged to use computers throughout the curriculum—from writing evaluations, working with graphic images, or solving complex statistical, scientific, or computer science problems. The use of computer facilities continues to grow as computing becomes an integral aspect of Evergreen’s curriculum. There is no charge to students for the use of computer facilities.

Located in LIB 2408, the Computer Center is a place where individual attention comes first. The Computer Center’s student consultants provide general assistance and consultation on the use of Computer Center resources.

The college’s Computer Center resources include microcomputer laboratories, clusters of microcomputers, workstations and minicomputers. These offer a diversity of computer languages (such as Pascal, C, COBOL, Prolog, LISP and BASIC), as well as application software (such as WordPerfect, Excel, MS Works, graphics packages and SPSS). These facilities also provide access to worldwide information resources through the Internet.

Evergreen’s computing laboratories include IBM-compatible and Macintosh computers networked to central servers and Internet resources. Laboratories include video and audio projection equipment. Labs are networked to share printing, peripherals and application resources and provide students with graphics, word processing, imaging and scanning, and desktop publishing capabilities for academic projects.

Equipment for the physically challenged is also available in the Computer Center (scanners, sound synthesizers, image enlargement), as are manuals, specially designed reference materials and workshops to help you make the best use of the facilities. Microcomputers designed for natural science applications are located in LAB II.

Evergreen has been able to maintain state-of-the-art computing resources through grant assistance from the National Science Foundation, AT&T, Apple, Digital and others.
Facilities and Campus Regulations
Because Evergreen is state-owned, responsibilities to the state and county 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 years of age or older. For students choosing to live in a substance-free environment, Housing provides alcohol-free drug free residences.

Use of College Premises
Evergreen's facilities may be used for activities other than education as long as suitable space is available, adequate preparations are made and users meet eligibility requirements.

Arrangements for conferences or group gatherings by outside organizations are made through Conference Services, CAB 207F, ext. 6192.

Evergreen students, faculty and staff who want to schedule a special event or outside speaker must contact the special events coordinator at CAB 320, ext. 6222, and pick up a Campus Production Report.

Reservations for space and/or facilities are made through Space Management, ext. 6314. Allocations of space are made first for Evergreen's regular instructional and research programs, next for major all-college events, then for events related to special interests of groups of students, faculty or staff, and then for alumni-sponsored events. Last priority goes to events sponsored by individuals and organizations outside the college.

Special events or outside speakers that are sponsored by S&A-funded organizations are scheduled through the Student Activities Office, CAB 320, ext. 6270.

All private and student vendors must schedule tables through the Student Activities Office. Student vendors are provided tables for a $2-fee. Private vendors and alumni must provide their own tables and the fee is $20. Nonstudent vendors are limited to two tables per day and three days per quarter.

Firearms
The college discourages anyone from bringing any firearm or weapon onto campus. However, firearms that must be brought on campus property will be checked in and retained by Campus Public Safety. A special written explanation must accompany the retention request and filed with the chief of campus public safety.

Persons in possession of unchecked firearms on campus will be subject to immediate expulsion from Evergreen or to criminal charges.

Pets
Pets are not allowed on campus unless under physical control by owners. At no time are pets allowed in buildings. Stray animals will be turned over to Thurston County Animal Control.

Bicycles
Bicycles should be locked in parking blocks provided at various locations around campus. They should not be placed in or alongside buildings and should not be locked to railings. Bicycle registration/licenses that aid in recovery of lost or stolen bicycles are available at Campus Public Safety for a small fee.

Smoking
No smoking is allowed inside main campus buildings or near building entrances.

In campus housing, smoking is prohibited in public areas, including lobbies, laundry rooms, TV rooms, elevators and public hallways. Smoking is allowed within apartments with roommates' permission.

Members of the campus community are expected to respect smoking restrictions and accept shared responsibility for enforcement.

Food Services
Located in the CAB, the dining services are designed to meet your food-service needs. The Deli, Greenery and espresso carts offer a wide variety of food choices for your pleasure and convenience. You may purchase items in any of the food-service locations with either a Geobuck card or cash.

A Geobuck card is a declining-balance credit card that allows the freedom of choice without carrying cash. A Geobuck card can be purchased at the Food Services Office, located in CAB 107.

Learning Resource Center (LRC)
LIB 2112, 2126, ext. 6420
The LRC is a place for students to receive individual help with math or writing at all levels of difficulty. For those who want help in mathematics/quantitative skills, a group of qualified math tutors assist students in subjects ranging from elementary mathematics and statistics to advanced topics. Students doing the two self-paced math programs, Intermediate Algebra and Precalculus, also receive assistance and testing in the LRC.

Students who want individual help with writing, whether at a basic or advanced level, can work individually with LRC writing tutors or professional staff. Diagnostic testing and individual conferences are also available for students with concerns about reading and study skills. Assistance is available on a walk-in or appointment basis.

Library
The Daniel J. Evans Library hires people who are not only experts in media and information management and retrieval, but who also 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 research and media instruction across the curriculum, as well as through various courses in the use of media equipment and basic media.

"What" you will find in the Library includes 4,200 items of media loan equipment (including cameras, projectors, tape recorders and video/audio equipment); over 220,000 books; 30,000 reference volumes; four well-equipped recording studios; a complete video production system; film; recordings; maps; documents; editing benches; and 2,200 periodical subscriptions.

In addition to resources on hand, Evergreen's Library offers you access to books and periodicals through computerized databases. Evergreen students and faculty borrow more interlibrary loan materials and more of the general collections per capita than at any of the other four-year public institutions in the state.

For more information, call ext. 6252 or drop in and talk to any Library staff member.

Mail Services
Student mail is delivered six days a week. A self-service postal unit is provided on the first floor of the CAB for any ongoing mail needs.

Labels should be addressed to you, in care of Receiving and Mail, The Evergreen State College, 14500 NE 9th building letter and room number, Olympia, WA, 98505-0002.

Direct questions to Mail Services, LIB 1321, ext. 6325.

Public Service at Evergreen
Evergreen operates four public service initiatives, each funded by the Washington State Legislature to carry out specific functions related to the educational and service missions of the college.

The Washington Center for Improving the Quality of Undergraduate Education was established in 1985 and includes 43 participating institutions—all of the state's public four-year institutions and community colleges and nine independent colleges. The Washington Center focuses on higher education reform and helps institutions share and more effectively utilize existing resources by facilitating faculty exchanges, developing interdisciplinary "learning community" programs, conferences and seminars, and providing technical assistance on effective approaches to teaching and learning.

The Evergreen Center for Educational Improvement focuses on providing educational opportunities and outreach to K-12 programs and schools. Through innovative partnerships, joint planning and assessment projects, information exchanges, workshops and conferences, the Evergreen Center helps the K-12 community throughout the state learn effective new teaching methods and share resources and ideas.

The Washington State Institute for Public Policy, established in 1983, undertakes research studies, sponsors conferences, publishes newsletters and otherwise promotes the flow of applied research on key public-policy issues to the Washington Legislature. The institute also provides internship opportunities for Evergreen undergraduate and graduate students. One of the institute's largest projects is a longitudinal study of 2,000 low-income and at-risk Washington families. This information is an invaluable aid to state policy makers.

The Rosalie Gittens Labor Education and Research Center was founded in 1987 and mandated to provide labor education to Washington state union members. The center's programs focus on economic analysis, labor history and organizing. The staff of the Labor Center design and implement union-initiated programs as well as center-sponsored classes and residential programs. The center provides work-study and internship opportunities for Evergreen undergraduate and graduate students, as well as a four-credit, part-time labor studies program on Saturdays. The Labor Center is located in SEM 4116.
Student Organizations
In addition to providing financial support to the CRC, Child Care Center; Cooper Point Journal; KAOS-FM; and the Student Activities Administration, Service and Activities fees fund a broad range of student organizations. These student groups enhance the college community with the many social, cultural, recreational, spiritual and educational services and activities sponsored throughout the academic year. Student groups active on campus include:

- Amnesty International
- Anime
- Asian Students in Alliance
- Bike Shop
- Camarilla
- Community Gardens
- Environmental Resource Center
- Evergreen Coalition Building Center
- Evergreen Political Information Center
- Evergreen Queer Alliance
- Gaming Guild
- Graduate student associations—MES, MIT, MPA
- Irish American Student Association
- Jewish Cultural Center
- Latin American Student Organization
- MEChA, Chicano/Latino student movement
- Men's and women's rugby clubs
- Men's Center
- Middle East Resource Center
- Mindscreen film group
- Native Student Alliance
- Peace and Conflict Resolution Center
- Rape Response Coalition
- S & A Board
- S & A Productions
- Slightly West literary magazine
- Society for Creative Anachronism
- Soda Pop, substance abuse education
- Spring Arts Festival
- Student Produced Art Zone
- Student Workers Organization
- (TEMPO) The Evergreen Music Production Organization
- Union for Students With Disabilities
- Umoja, African American student organization
- Wilderness Resource Center
- Women of Color Coalition
- Women's Center

The Student Activities Office, Cooper Point Journal, KAOS-FM (Olympia Public Radio) and student organizations are located on the third floor of the CAB.

Student Governance
There has never been a permanent student governance structure at The Evergreen State College. Nevertheless, students have played an important role in the ongoing governance of the college. Through participation in Disappearing Task Forces and standing committees such as the President's Advisory Board, students ensure that their voices and thoughts are included in decisions made by the college.

Students interested in being informed of and involved with such efforts may contact the Office of the Vice President for Student Affairs, LIB 3236, ext. 6296.

Center for Mediation Services
Evergreen's Center for Mediation Services offers a safe, constructive way for persons in conflict to negotiate their differences.

Trained volunteers help students, faculty and staff in conflict examine individual needs, identify common interests, and begin to craft an agreement that is mutually beneficial.

In addition, center staff offer conciliation and referral. Over the telephone or face to face, the mediation process is free of charge, voluntary and confidential. Training opportunities are available.

For more information, call the center at ext. 6656.
The College Activities Building is home to more than 40 student groups, housed in the Student Activities area, as well as KAOS-FM (Olympia community radio) and the Cooper Point Journal (the weekly college newspaper). The Bookstore, automated banking and postal services, a deli, cafeteria and meeting areas are also located here. Students find the CAB, in addition, a fine place to study.

Views from inside and outside the Housing area’s Community Center. Students gather here for concerts, dances, poetry readings and meetings, among other activities. Meals for the health conscious are available at the center’s Corner Cafe.

To select the narrators whose portraits are featured in this Catalog, we asked faculty, staff and students to step before the video camera and tell us why they liked Evergreen. Sometimes even very small, future Greeners found the video booth an irresistible draw.

On Cinco de Mayo, the Quetzalcoatl Citalli Aztec dancers performed on Red Square. S&A, which presented the troupe, brings a variety of performers to campus each year.
Evergreen’s Expressive Arts specialty area sponsored a children’s theater performance of "The Odyssey." The production, starring Expressive Arts students and directed by Evergreen Performing Arts Coordinator Charlotte Tiencken Wooldridge, toured middle schools around Southwestern Washington.

Evergreen is nationally recognized as one of only a few colleges to regularly offer small-scale organic agriculture. Students grow herbs, vegetables, flowers and fruit on the school’s 13-acre Organic Farm.

In 1994 students showcased the new software they developed for a variety of applications, ranging from a program that tracks hospital patients to a guide through music history. The students were enrolled in faculty member Judy Cushing’s Student-Originated Software academic program.

"Chitrangada, the Warrior Princess," was staged at the Evergreen Experimental Theater in 1994. Faculty member Ratna Roy oversaw the presentation featuring India’s 2,000-year-old Orissi dance form.
One thousand students choose to live on the Evergreen campus and its environs each school year. One- and two-person studios are available, as well as duplexes (called mods), and six-bedroom apartments. Evergreen housing features all the comforts of home.

The Evergreen Beach is a 20-minute walk from central campus. Stretching 3,300 feet and framed by forest, the beach is a fine place to skip stones, stroll or launch a canoe into the waters of Eld Inlet, the southernmost tip of Puget Sound.

On deadline in the offices of the Cooper Point Journal, Evergreen's student-produced weekly newspaper. Former editors include "The Simpsons" creator Matt Groening.
Josh Remis and Sonia Bedillion hosted a public affairs program focused on labor and social issues on KAOS-FM, public radio for the South Puget Sound. Evergreen students, staff and faculty join community members in presenting musical and nonmusical shows so engagingly diverse in style and content that students soon devote at least one preset button on their radios to 89.3.

Learning for fun, personal development and encouragement of lifelong pursuits—that's the goal of Evergreen's Leisure Education classes. Students may choose from fencing to hiking and foreign-language study. In fact, the possibilities for growth are almost limitless.

Low-cost and expertly performed repair for that mainstay of student transportation—the bicycle—is available most weekdays at Evergreen's own Bike Shop.

From the crunch of electric guitars to the soothing strains of chamber orchestras, the Olympia area is alive with the sound of music. Mosher may take heart in noting that Olympia played, and continues to play, a key role in the evolving alternative rock scene.

Evergreen's Arts Annex features vaulted studios, lots of natural light, and room for producing and displaying painting, drawing, ceramics, and 3-D works in wood and metal.
An 11-lane swimming pool is just one of the attractions of Evergreen's Recreation Center. The center features a gym, rock climbing practice wall, Wellness lab, racquetball courts, weight rooms, saunas and an equipment desk that rents everything from canoes and tents to skis and volleyball nets.

Dressed for success. Evergreen's graduates are highly skilled in areas involving critical thinking and communication, say employers.

Evergreen's Computer Center puts a wealth of resources at students' fingertips. IBM-compatible and Macintosh computers, diverse computer languages and application software, Internet access, and equipment for the physically challenged make the center a popular place for study.

OK, so it rains now and then in Washington. But a downpour like this is a rarity. Rain or shine, Olympia's still one of the most beautiful and livable places on Earth.
interlibrary loan program, thousands of books and periodicals, photography darkrooms, and audio and video recording and editing studios.

Evergreen plays host each spring to Washington’s largest one-day festival—Super Saturday. Held historically on graduation weekend, the event attracts new graduates and some 30,000 or so of their closest friends from around the state and beyond.

A portion of the national AIDS Quilt visited Evergreen in 1994. Student David Clark coordinated its display.

The Evans Library Building houses on-line databases, a statewide interlibrary loan program, thousands of books and periodicals, photography darkrooms, and audio and video recording and editing studios.

At Evergreen’s busy Bookstore, students find everything they need: from texts and magazines to toiletries, candy and computer supplies. GeoGear, for fashion-conscious Greeners, is also available.

Gooooooool! Evergreen features soccer teams for men and women, and 20 acres of playing fields.
"I'm studying computer science.
I like working with computers and knowing how they work.
And I like working with people.
So, my sub-field is human-computer interface.
In every class I have been in, students are there because they want to find out something and they want to learn, not because the class is a prerequisite."

Leopoldo Mariño
I took chemistry at Evergreen and fell in love with it, so I changed over to studying hard science. During the years I was in a rock band, it was like everything had been done before; you just had to play it in a different way.

In chemistry, there is so much that hasn't been done before, a whole lot of discoveries are being made.

It's pretty exciting.

Jon Ewen
"Compared to the education I was getting before I came to Evergreen, the classes are a lot more interactive.

My program encompasses all different aspects of what I'm studying, so I'm getting a more well-rounded education. I'm also getting to know the people I'm working with—I respect my peers and I'm interested in the work they're doing, and that's an impetus to further my own creative process."

Kristin Long
they all made progress. In part, it was their projects, but they worked really well. Not everyone did. When they had projects, I worked with them again. But when I think I would ever like students said, I didn't. I heard them talk. This year, I laughed. I have to learn to earn rather than because they are interested. things because they can learn to reach their potential. What's most rewarding is getting about teaching in core.
"The main thing that attracted me to the Evergreen Tacoma campus was the way the classroom is structured. It's very open. You can be as imaginative as you want or as simple. It motivated me and allowed me to let my mind work creatively rather than conform to a mold.

I have focused on cultural studies because I want to earn a Ph.D. in human services and go back to the reservation to work with families and kids with chemical dependencies."

Jeannie Bagley
On my interest allowed me to focus the field, which an extensive view of because it gave me good decision at Evergreen was a studying business different areas together a lot of skills—pulling communications math, science and was broad, using program the Public Interest Management and the an overall view Evergreen stresses consulting career in business me to decide on a it was a big step for
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The Evergreen State College is an hour’s drive from the Seattle-Tacoma airport. Olympia is also served by the Greyhound and Trailways bus companies. Evergreen and the state capital are just a short, 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 (on the left).

Contacting Evergreen
Inquiries about admission should be directed to:
Office of Admissions, The Evergreen State College, Olympia, Washington, 98505-0002, or (206) 866-6000, ext. 6170. Direct other correspondence to the appropriate office. Dial (206) 866-6000, then dial or ask for the extension or name listed below. Note: In January 1995, the college’s area code will become (360).

Academic Planning and Experiential Learning (APEL) ext. 6312
Academic deans ext. 6870
Admissions ext. 6170
Alumni Relations ext. 6551
College Relations ext. 6128
Controller/Business Office ext. 6450
College Advancement ext. 6300
Financial Aid ext. 6205
Housing ext. 6132
President’s Office ext. 6100
Recreation Center ext. 6530
Registration and Records ext. 6180
Student Accounts ext. 6447
Student Advising Center ext. 6312
Tacoma campus ext. 6004
Vice Presidents:
Academic Affairs ext. 6400
Finance and Administration ext. 6500
Student Affairs ext. 6296
Equal Opportunity Policy
The Evergreen State College expressly prohibits discrimination against any person on the basis of race, sex, age, religion, national origin, marital status, sexual orientation, Vietnam era or disabled veteran status, or the presence of any sensory, physical or mental disability.

Accreditation
The Evergreen State College is fully accredited by the Northwest Association of Schools and Colleges.

The information contained in this Catalog is available in other media with 24 hours’ notice.

TDD: (206) 866-8634

This Catalog is printed on recycled paper.

Disclaimer
Academic calendars are subject to change without notice. The Evergreen State College reserves the right to revise or change rules, charges, fees, schedules, courses, programs, degree requirements and any other regulations affecting students whenever considered necessary or desirable. The college reserves the right to cancel any offering because of insufficient enrollment or funding, and to phase out any program. Registration by students signifies their agreement to comply with all current and future regulations of the college. Changes become effective when Evergreen so determines and apply to prospective students as well as those currently enrolled.

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Production Assistant: Jackie Barry, Pat Barte, Donna Johnson, Barbara Karp, Judy Saxton

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